

No. MRIDS/ Policy/ 2019-20/PSAL/01

**INSTITUTION POLICY AND PROCEDURE TO COLLATE SLOW LEARNERS  
AND ADVANCED LEARNERS**

**Overview**

In the amidst of teaching and learning process, teachers have to deal with different types of students some are very astute who are able to learn quickly and some are unsteady and inept in learning and gasping the instructions. To ascertain the aptness in the class particularly when constituting higher education and proceeding for graduation, a faculty has to observe the learning approaches and learning practices of the students separately.

**Purpose**

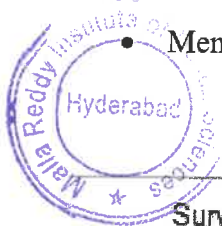
The purpose of the policy is to identify both slow learners and advanced learners of both undergraduate and postgraduate programs, and to enforce counteracting measures for both groups in order to assist them in achieving academic progress and overall growth.

**Process Input**

To start identification of slow and advanced learners the following inputs are needed.

- Academic performance in internal assessment.
- Clinical work completion status.
- Clinical/Practical marks (End Posting Examination).
- Subject teacher feedback and observation based on
  - a. Listening skills
  - b. Communication skills
  - c. Interaction during lectures.

- Mentor feedback.



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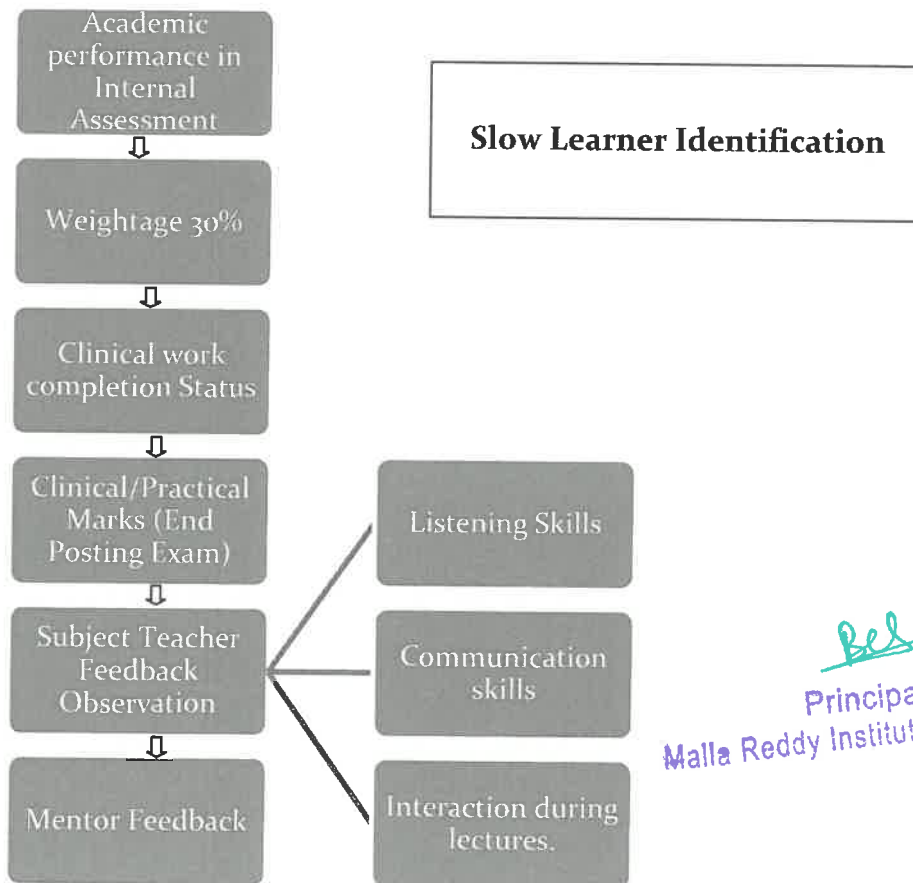
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## Process of Identification

The process of identification of learning levels of students and conduction of activities there on should be carried out through the methodological techniques.

### A. Assessment of learning levels of the students

- The slow learners and advanced learners would be identified for each subject separately by respective subject teachers of all programs.
- The process of identification after declaration of preceding exam result (internal assessment exam).
- Academic Performance and clinical work completion status.
- Mentor feedback.



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Assessment  
less than 30%

• Slow Learner

Assessment  
more than  
60%

• Advanced  
Learner

S No	Parameters	in Percentage
1	Marks obtained in internal assessment test	Less than 30%
2	Clinical/Practical Marks (End Posting Exam)	Less than 30%
3	Subject teacher feedback and observation	-

#### Remedial Measures for Slow Learners

1. Providing encouragement by the mentor facilitated by the mentor-mentee system.
2. Reinforcement – Spaced repetition (Repeat the learning procedure for specific time)
3. Remedial/revision classes.
4. Additional tests for timely assessment of their performance.
5. Revision of the tough topics as per the students requisition
6. Consulting previous years question bank and discuss the way of presenting the answers in the exam to score marks
7. Postgraduate students undergo evaluations by all faculty members in their respective departments using assessment forms. These evaluations cover various academic activities like seminar presentations, clinical case presentations, journal club participation, and



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more. Furthermore, regular assessments are conducted through monthly tests and annual examinations. Postgraduates also maintain logbooks to document their daily activities.

8. Continues evaluation through MCQs and viva and its summative record to be maintained to monitor the process.
9. Parent Education – Guiding the parent to promote development of their ward at home.
10. If student performance is hindered because of language problem especially students from other language medium are trained with additional English training courses.
11. Peer teaching
12. Seminar Presentation
13. Providing them additional learning materials



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**INSTITUTION POLICY DOCUMENT TO DISTINGUISH ADVANCED LEARNERS  
AND EXECUTE REFINEMENT MEASURES.**

**AIM:**

To distinguish the students of undergraduate and post graduate advanced learners and execute refinement measures in theory and practical sessions.

**OBJECTIVES:**

1. **Mastery of Clinical Skills:** To enhance advanced learners clinical skills and expertise to make them proficient in performing various dental procedures.
2. **Research and Academic Excellence:** Advanced learners are engaged in research projects and scholarly activities; develop critical thinking and analytical skills. They are encouraged to achieve academic excellence and present research findings at conferences or for publishing.
3. **Leadership and Professional Development:** Advanced dental students are trained to seek opportunities to develop leadership skills, effective communication, teamwork, and management abilities. They may participate in dental associations, student organizations, or engage in community outreach programs to enhance their professional growth and contribute positively to oral healthcare.

**Responsibility:**

Subject incharges of the academic department and Student mentors.

**Measurable parameters:**

1. Internal marks more than 60%.
2. Formative and summative assessment of internal examination.
3. Faculty feedback and observation based on:
  - a) Listening skills



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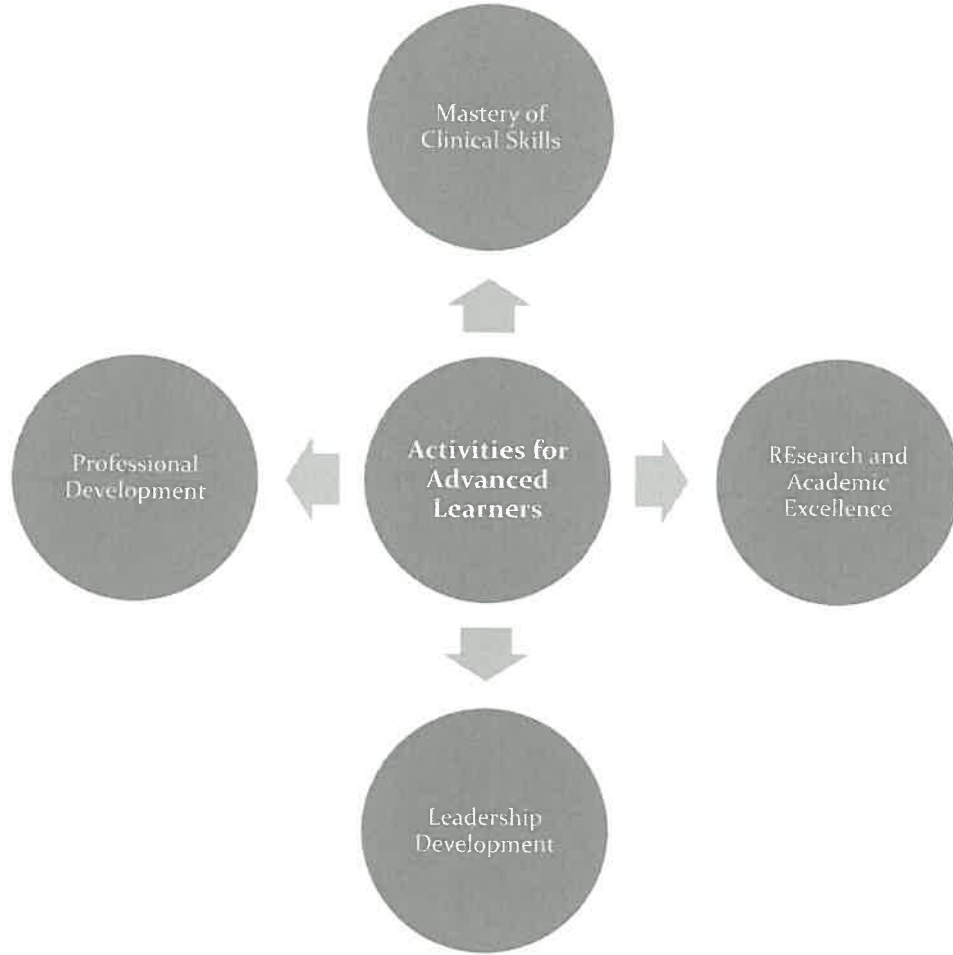
- b) Communication skills.
- c) Interaction during lectures
- 4. Clinical / Practical marks less than 30%.

**PROCEDURE:**

1. To do skill analysis against subject, competency and soft skill measures.
2. Standardization of improvisation measures specific for theory and Practical session.
3. If they are excellent in theory session improvisation measures such as assigning a research project, seminar, pick and learn measures, MCQ based learning , previous question paper Analysis and synopsis for topic.
4. If they are good in practical session improvement measures can be taken in the form of viva voce, problem based learning measures, You tube based skill enhancement learning, clinical hands on training program, color Atlas, solving concept based MCQ, paper and poster presentation guidance in conference etc.
5. Assessment of effectiveness of outcome measures by subject incharges.
6. Utilisation of library resources and E Learning activities with grading system to assess the performance of the students.
7. Peer group discussions also can be made by involving advanced learners and slow learners. By this way mutual understanding the subject and can become the teaching skills through micro teaching sessions.



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➤ **Documents to be maintained:**

- Internal assessment evaluation sheets and tabulation sheets
- List of slow learners and advanced learners
- Activity schedule and time table
- Internal assessment evaluation sheets and tabulation sheets
- List of activity task for advanced learners Attendance records
- Performance improvement reports
- Yearly compiled outcome report



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