



Bapuji Educational Association

# COLLEGE OF DENTAL SCIENCES

(Recognised by the Dental Council of India, New Delhi)  
(Affiliated to Rajiv Gandhi University of Health Sciences, Karnataka, Bengaluru)



Ref No.CODS/660/2017-18

Date: 12.06.2017

## MENTORSHIP COMMITTEE

### POLICY FOR SLOW, AVERAGE, & ADVANCED LEARNERS

#### ((IDENTIFICATION, ACTIVITIES, MONITORING))

#### PREAMBLE

College of Dental Sciences offers Graduation, Post-Graduation and Certificate programmes to the students from the rural as well as urban backgrounds. As education is fundamental right, institution practices significant strategies and scientific techniques to benefit all levels of learners in the institution. Each student is different in terms of learning ability, academic standards, classroom learning and academic performance and each has his/her own learning skills. Based on the ability determined, some students need only guidance and some students need a hard work and regular attention. The aim of this policy is to provide learning support to students' who lag behind their fellows in performance.

Once classes commence, teachers assess the students through subjective as well as objective assessment.

#### Meaning of terminologies used:

**Slow learners** are those who find it difficult to understand the lessons and may have difficulties in their comprehension, retention, reproduction and integration.

**Average Learners** are those students who do not fall under advanced/Slow learner. They are better than slow learners but less talented than advanced learners.

**Advanced Learners** are those students who are ahead on the learning curve

**Remedial courses** are meant to develop the foundation and improve various learning skills and repair the problem areas. It involve coaching and tutoring, through individualized teaching. It helps students to overcome the difficulties in specific subject areas. Individual attention is given to students, where the academic weaknesses are identified and solved that may obstruct learning

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The purpose of assessment of learning levels of the students and conduction of activities for them is

- Identification of the slow learners, average and advanced learners in the class
- To ensure all level of learners are taken care as per their needs
- To help them out for improvement in their academics

**Concepts:**

**Slow learners** are not special learners, they need special instructional techniques. They lag behind in academic life & may fail in exams or score poor grades. They may fail in articulations and critical reflections. Their motivation levels may be poor and may find it difficult to adjust with the teaching learning process. Poor performance may not be a sign of the poor capacity or talent but may be due to inappropriate teaching methods, poor family situations, inadequate motivations and supports, unscientific learning practices or even an inability to converse in an unfamiliar language. These students need special attention and interventions to make their learning activity more enriching and effective

**Advanced Learners** are more potential with their comprehension, retention, memory, critical thinking, creativity and contextualization practices and are identified based on the performance in class room, clinical posting, continuous internal evaluation and University exam. These students are talented than the others in the class. These students can take up higher level learning and academic responsibilities. They can bring some new concepts, strategies, and also can take the leadership in the teaching learning activities.

**Average Learners** are good in academics, is attentive, answers the question, listens with interest, learns by hard work when compared to advanced learners. An average student is known for their average performance in all circumstances. But the average learner has needs, too. They manifest giftedness when faced with challenges. These students need to be concentrated to know what their interests are & help them to excel in their areas of interest, to improve the grades.

  
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Even if the students are identified as slow, average or advanced learners in the class they should not be labeled as the extra ordinary or poor but they need to be treated equally in the class. With supportive care and appropriate pedagogical systems, the talented can make more achievement and less talented can make their goals in life achieved.

## Policy Guidelines for Slow Learners:

Slow learners are not labeled as poor achievers or problem students in the class so that their motivation and their interest are not negatively affected.

### Remedial/ tutorial classes :

- They are provided with extra classes for improvement and achievement
- Conduct extra classes for the difficult subjects in the curriculum
- Bilingual explanation and discussions are imparted to the slow learners after the class hours for better understanding.

### Extra reading materials:

- Provision of simple and standard lecture notes/course materials, additional learning materials like question bank, university question papers etc.

### Additional assignments

- Additional assignments are given to them to strengthen their concepts and understanding in a course
- Make-up examinations should be conducted to provide an opportunity to students to clear a course in timely manner.

### Other Activities:

- The Department and individual teachers help the slow learners by giving proper guidance, and support to them.
- Organize remedial programmes for them.
- students are given with training on communication skills, personality development, time management and motivational sessions.
- Academic and personal counseling are given by the faculty, mentor and the counseling cell

  
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- Getting the support of the advanced learners to the slow learners in making their learning process more participatory and interesting.
- Encouraging the group learning activities

## Policy Guidelines for Average Learners :

- Faculty mentors and course faculty regularly review academic progress and counsel students to improve performance and ensure academic growth.
- Peer education strategies are effectively used
- Encouraging the group learning activities
- Advanced assignments or tasks should be assigned
- Assignment based on Case studies/ Patient care
- Individual academic counselling for carrier planning is done by concerned subject teacher
- Academic and personal counseling by faculty & mentor
- Mentors should give higher goals and also help them get higher levels of personality development and stress management trainings

## Policy Guidelines for Advanced Learners:

- Individual academic counselling for carrier planning is done by concerned subject teacher
- Doubt clearance session after classroom session
- Helping them to participate in group discussions, technical quizzes to develop analytical and problem solving abilities in them and thereby, to improve their presentation skills.
- Advanced assignments or tasks should be assigned
- Assignment based on Case studies/ Patient care
- Motivating them to involve in research projects to inculcate research orientation and higher studies aspirations
- Platform to be provided through MoU's with various reputed Industries/ Research institute to explore their talents.
- Ensuring regular participation of students in workshops, conference at renowned institutions.
- Guiding and encouraging to communicate research papers in conferences/Journals
- Guiding the students for higher studies NEET, UPSC, other Competitive Examinations.

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## Additional Support:

All levels of learners are encouraged to use resources and enrol on Swayam & other online platforms. These online strategies would help them to become life long learners.

Provide with capability development and skill enhancement trainings like a) Soft skills, b) Language and communication skills, c) Life skills (Yoga, Physical fitness, health and hygiene) d) Awareness of trends in technology.

❖ The advanced/Slow learners database are inspected by Academic Dean/HOD after every examination and feed remarks of every inspection.

❖ After every examination, files have to be updated and list of slow/ advance learners to be revised.

## Preparation of Performance improvement report of slow learner:

Each department should prepare report after university result declaration of current semester which shows the improvement in performance of slow learners to close the loop.

## Documents to be maintained:

- Report of result of class test / unit test,
- Report of marks obtained based on above parameter
- List of slow learners / Advanced learners
- Schedule of activity for slow learners
- Attendance record for session conducted for slow learners
- Report of performance improvement for slow learners
- List / Record of tasks given to advanced learners

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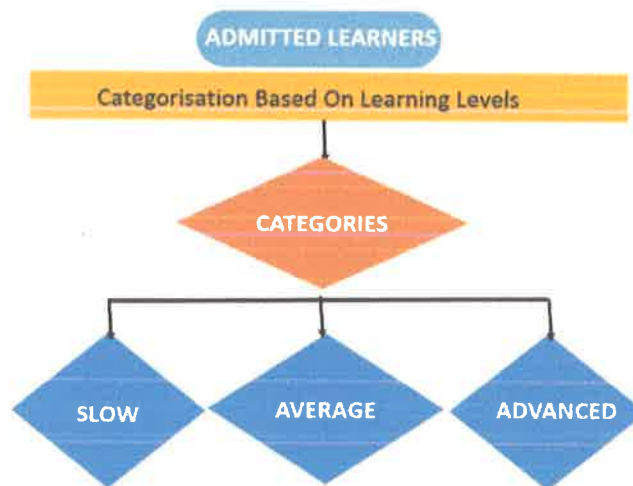


## IDENTIFICATION METHODS OF STUDENT LEARNER LEVEL

Assessment of the learning levels of the students:

- Slow, average and advanced learners would be identified for each subject separately by respective subject teacher for all the years.
- Process to identify of slow, average and advanced learners would be conducted immediately after declaration of preceding year university exam result or after one month of teaching in case of First year
- Every subject faculty should conduct class test / online objective type test of their subject on syllabus covered till date
- For 1st year student's admission based on their previous academic records and observation of activities and brain streaming sessions during one week Induction/Orientation Program, the students are categorized into slow, average, & advanced learners.
- For other year students based on their preceding exam performance, current subject performance, and class observation, learning level of students can be classified into slow, average, & advanced learners

Learners are identified based on following parameters and their weightage :



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## CRITERIA FOR NEWLY ADMITTED STUDENTS

SI NO	PARAMETER	SLOW	AVERAGE	ADVANCED
<b>OBJECTIVE</b>				
1.	Class 12 Score	45-50%	50-75%	>75%
2.	NEET Percentile	50-60 percentile	60-70 percentile	> 70 percentile
<b>After 1<sup>st</sup> CIE</b>				
3.	Attendance	<70%	70-80%	>80%
4.	CIE	<50%	50-75%	>75%
<b>SUBJECTIVE</b>				
5.	Performance			
6.	Interactive			
7.	Reflective, Intuitive And Verbal Abilities			
8.	Mentor Mentee Interaction			
9.	Counselling			

For subsequent years

## CRITERIA FOR SUBSEQUENT YEAR STUDENTS

SI NO	PARAMETER	SLOW	AVERAGE	ADVANCED
<b>OBJECTIVE</b>				
1.	Attendance	<70%	70-80%	>80%
2.	CIE Of Previous Year	<50%	50-75%	>75%
3.	Previous Year Final Exam Result	<50%	50-75%	>75%
<b>SUBJECTIVE</b>				
4.	Performance			
5.	Interactive			
6.	Reflective, Intuitive And Verbal Abilities			
7.	Mentor Mentee Interaction			
8.	Observation By Subject Faculty (every subject FACULTY should assess each student on scale of 1 to 10)			

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Inadequate- C

Adequate - B

Extremely good- A

**Based on above parameter a report prepared for whole class**

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