



MADHA DENTAL COLLEGE & HOSPITAL

(A Christian Minority Institution)

(Recognised by the Dental Council of India, New Delhi (F.No.v.12017/75/2006-DE dt.01.11.2011)
and affiliated to the Tamil Nadu Dr. M.G.R. Medical University, Chennai)

Madha Nagar, Kundrathur, Chennai - 600 069. Ph.: 72739 01234, 72749 01234, Fax : 2478 0798
E-Mail : info@madhadentalcollege.com Website : www.madhadentalcollege.com

Admin. Office : 1A, Chari Street, North Usman Road, T.Nagar, Chennai - 17. Ph : 2814 0212, Tele fax : 044-2814 0213

<p style="text-align: center;">SLOW AND ADVANCED LEARNERS POLICY</p>	<p>Policy No: MDC/SAL/2021/28</p> <p>Date: 01-09-2021</p> <p>Issue: 00</p> <p>Pages: 1-6</p>
<p>POLICY</p> <p>Madha Dental College and Hospital provides quality education thorough proactive teaching, learning and research activities and progressive student evaluation and assessment of the activities to empower individual students to outperform in their theoretical and clinical skills to evolve as responsible and knowledgeable citizens to cater for human welfare, health and wellness.</p>	
<p>OBJECTIVES</p> <p>The policy aims to emphasize the teaching departments to identify and develop significant teaching learning strategies and implementations that may benefit both the advanced learners and slow learners, also taking into account the average learners.</p>	
<p>ROLES AND RESPONSIBILITIES</p>	
<p style="text-align: center;">PRINCIPLES</p>	<p>The institution is mindful that the students come from varied backgrounds and with diverse capabilities and have to cope with the rigorous programme which involve both theoretical and practical concepts.</p> <p>As with every academic programme, some students will have better comprehension, retention and hardworking habits, while, some students may have inherent disadvantages in their learning process due to personal or systemic reasons. Special attention needs to be given to either of the students to make the learning process enriching and effective.</p>
<p style="text-align: center;">Advanced Learners</p>	<p>The term 'advanced' learner in this policy refers to the students</p> <p>1) Who can engage in learning activities faster than the</p>



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	<p>other students in the class.</p> <ol style="list-style-type: none"> 2) Score more than 60% in tests and university exams. 3) demonstrate more potential in their comprehension, retention, memory, critical thinking and creativity 4) Demonstrate their hardworking practices and thus are able to stand out compared to their classmates. 5) Exhibit faster clinical understanding and execution of cases compared to their peer group.
<p style="text-align: center;">Slow Learners</p>	<p>The term 'slow' learner in this policy refers to the students</p> <ol style="list-style-type: none"> 1) Who have poor achievements in their exams which includes poor grades or low marks (< 50%). 2) Whose assignments, practical work is not completed in the set timeline. 3) Who demonstrate difficulty in comprehension, retention, memory, critical thinking, creativity and / or interest <p>Reasons for their difficulty include</p> <ul style="list-style-type: none"> • Personal/ psychological barriers/health issues and other limiting factors. • Limiting factors may include the students' difficulty in comprehension, retention, reproduction, integration with practical concepts, articulation and motivation including language barriers. • Poor financial health of the family or emotional issues can contribute to these factors. • The lack of talent or capacity may also be due to inappropriate or unscientific teaching methods.



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METHODS OF IDENTIFICATION

1. FIRST ASSESSMENT:

1. The students can be assessed to identify their theoretical learning levels by assessing their performance of the first internal assessment which is conducted after 3 months of joining.
2. Students who score below 50% are identified as slow learners.
3. Students who score above 60% are identified as advanced learners,
4. The students can be assessed to identify their practical learning levels at the end of 3 months or at the end of first clinical posting based on the work quota completion which is specified.
5. Students who have not completed the expected work are identified as slow learners
6. Students who are able to complete the work well ahead of the expected deadline is identified as advanced learners.

2. SECOND ASSESSMENT:

1. Slow learners who score more than 50% in second internal exam are no longer considered as slow learners.
2. After second internal exam (conducted two months after the first internal), based on the scores the students can be re-identified as
3. Students who score above 60% are considered advanced learners and
4. Students who score below 50% are considered as slow learners.
5. Students are reassessed for practical work completion



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	<p>after 5 months of course starting or after 2nd clinical posting based on the assigned work quota for the batch.</p> <p>6. Students who have not completed the expected work are identified as slow learners</p> <p>7. Students who are able to complete the work well ahead of the expected deadline is identified as advanced learners.</p>
<p>Special programs for Advanced learners.</p>	<ol style="list-style-type: none">1. Advanced learners can be appreciated and encouraged but they should not be labelled and given preferential treatment and should be treated as any other student in the class.2. Advanced learners are motivated and given additional inputs for better career planning and growth through offering special coaching for higher level competitive examinations3. Students can be asked to prepare MCQs for specific topics which will aid better understanding of topics and nurture learning for competitive exam-based learning.4. They can be involved in research projects to inculcate research orientation and higher studies aspirations5. They can be given opportunities in group discussions, technical quizzes to develop analytical and problem solving abilities to improve their presentation skills.6. Encouraging them to participate in various programs and conferences for paper/poster presentations.



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	<ol style="list-style-type: none">7. Encouraging them to publish their research work and thus contribute to the academic world.8. They are given special prizes and be recommended for scholarship.9. The mentors can motivate them and also help in their personality development and stress management trainings.10. They are made the supporters to the average and the slow learners
<p style="text-align: center;">Remedial measures for Slow learners.</p>	<p>Slow performers can be given following remedial activities to enhance their learning abilities</p> <ol style="list-style-type: none">1. Conduct extra classes for the students based on the class test results.2. Written Assignments can be given for every chapter completed3. Exam oriented questions can be discussed4. Viva can be conducted.5. Group learning activities such as presentation of seminars in very small topics amongst themselves.6. Text book reading can be encouraged.7. Tests can be conducted for very simple, easy to complete portions.8. Special care, counselling can be provided with emphasis on training communication skills, personality development, time management and motivational sessions by tutor, mentor and the counselling cell.9. Students facing language problems can be taught with bilingual explanation and discussions after the class



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	<p>hours for better understanding.</p> <p>10. They can be provided with simple, easy to understand lecture notes/course materials.</p> <p>11. Peer education strategies can be effectively used by the following methods</p> <p>a) Advanced learners can be assigned to the slow learners for informal help in the learning process.</p> <p>b) Encouraging the slow learners.</p> <p>12 a) Students lacking in practical can be asked to work during free hours to make up for the missed classes.</p> <p>12 b) Students lacking in clinical work can be given more training in preclinical exercises.</p> <p>13. Clinical case discussions can be conducted</p>
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Prepared by IQAC Co-Ordinator	Verified by IQAC Director	Approved by Principal
		 PRINCIPAL

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KUNDRATHUR, CHENNAI - 600069.