MATHRUSRI RAMABAI AMBEDKAR DENTAL COLLEGE & HOSPITAL

(Founded by : Ananda Social & Educational Trust)
ISO 9001:2015 CERTIFIED

Affiliated to Rajiv Gandhi University of Health Sciences
Recognised by Dental Council of India

1/36, Cline Road, Cooke Town, Bengaluru - 560 005
Ph: 080 - 2546 0747   www.mradc.in

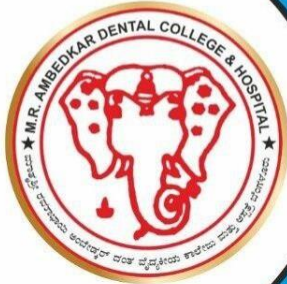## INSTITUTIONAL POLICYDOCUMENT

ONPERFORMANCEOFSTUDENTS

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MRADCH INSTITUTIONAL EDUCATION POLICYON PERFORMANCE OF STUDENTS

PREAMBLE:

The institution is deeply committed to maintaining excellence in education for the benefit of its students. To support this goal, an Internal Quality Assurance Cell (IQAC) has been established, along with academic committees responsible for managing various aspects of dental education. Additionally, the institution has implemented a Mentor-Mentee system to provide student support and guidance in both academic and social performance.

Recognizing that students in a classroom possess varying intellectual and learning capacities, the institution has formed a committee under the IQAC to identify slow, regular, and advanced learners. This initiative aims to address student diversity and enhance the overall teaching and learning experience.

At Mathrusri Ramabai Ambedkar Dental College & Hospital, the faculty understands the importance of developing a structured program to evaluate and categorize students based on their learning abilities. This will enable us to provide tailored teaching and training programs, helping students improve their academic performance and maximize their potential.

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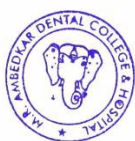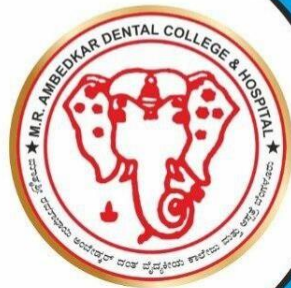Ph: 080 - 2546 0747   www.mradc.in

POLICIES OF COMMITTEE FOR SLOW, REGULAR AND ADVANCED LEARNERS:

To address student diversity and enhance the teaching and learning experience, it is essential to identify slow, regular, and advanced learners. This enables teachers to adapt their instructional approach to better align with each student's learning pace and abilities. Since students have varying learning attitudes and capabilities, faculty must adopt teaching methodologies that engage slow learners without neglecting the needs of advanced learners.

The assessment of students' learning levels and the organization of activities tailored to their needs should follow a structured process. A performance improvement report will be prepared and submitted quarterly to the mentorship and slow learner committees. Meetings will be held to evaluate each student's progress in individual subjects, and parents will be regularly informed about their child's academic development.

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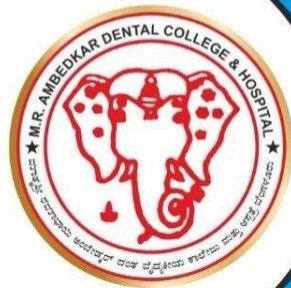
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LEARNING ASSESSMENT OF STUDENTS:

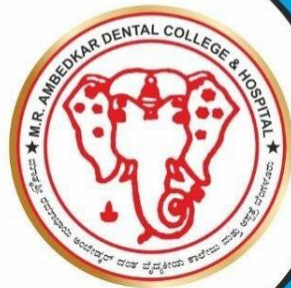To assess the learning abilities of students, the following criteria are used:

1. **Quantitative Analysis:** The marks obtained in the first internal assessment, including both theory and practicals/clinicals, are evaluated by each department. Based on the percentage of marks, students are categorized as follows:
   - **Slow Learners:** Students scoring less than 50%
   - **Regular Learners:** Students scoring between 51% and 70%
   - **Advanced Learners:** Students scoring above 71%

2. **Qualitative Analysis:** The overall performance of the student in class, including factors such as assignments, discipline, and patient management, is assessed by the respective teacher and rated as Good, Fair, or Poor.

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FUNCTIONINGOFMENTORSHIP COMMITTEEFOR SLOWLEARNERS

Mentors will maintain the details of each mentee in the prescribed format

→

Submit the report quarterly to the respective batch in charge from mentor committee

Slow learner committee member will identify(quantitative) and inform the respective mentor. The mentor has to ensure remedial coaching in required subjects.

←

Mentor will identify slow learners using given criteria (qualitative)and report to the respective batch in charge from slow learner committee.

The mentor will submit performance outcome report of slow learner to the respective batch-in- charge from SL committee

→

Mentor/SL Committee member shall submit the consolidated report to the Heads on quarterly basis

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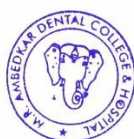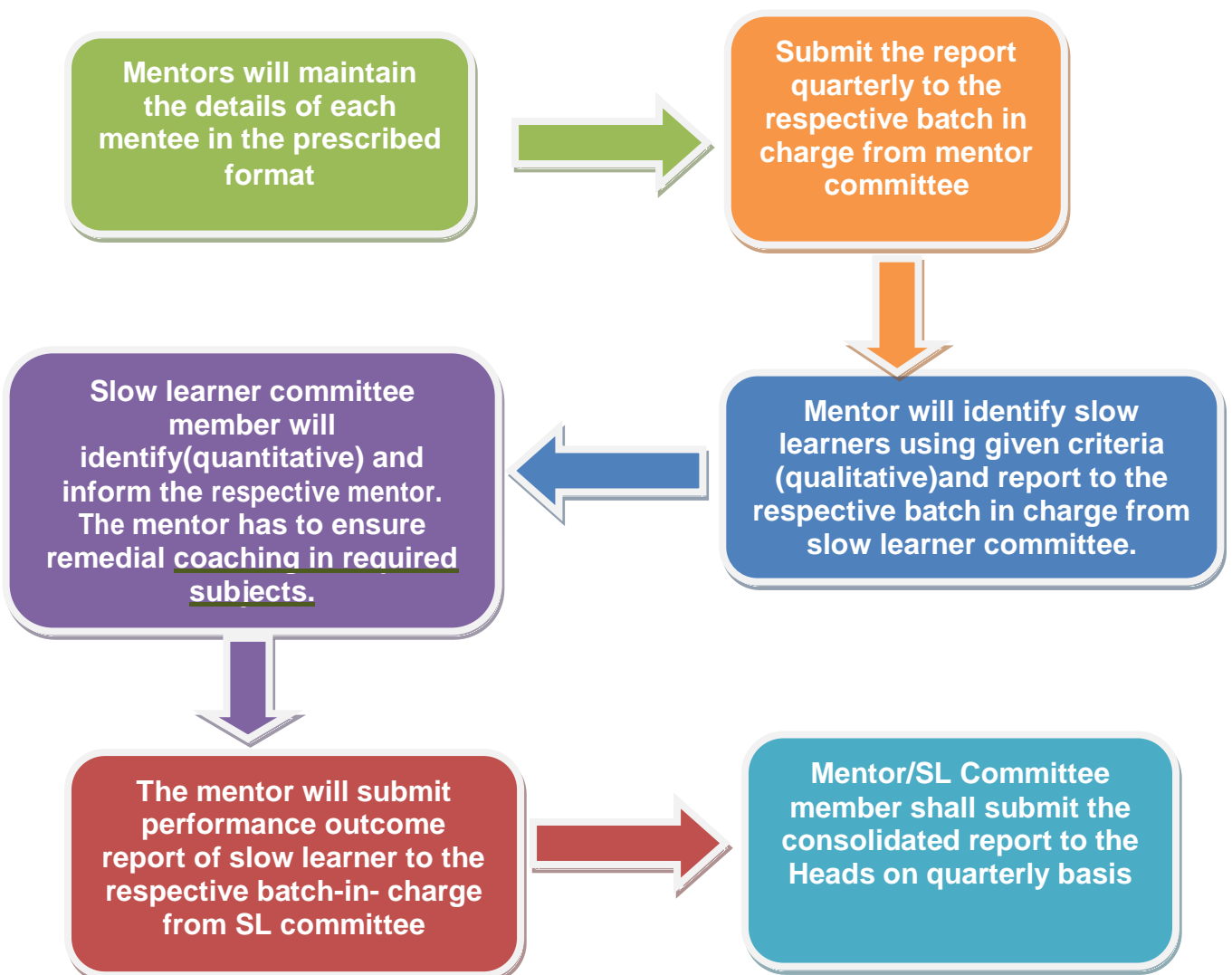Bengaluru - 560 005

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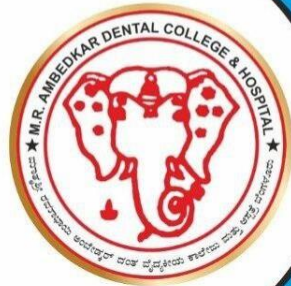Ph: 080 - 2546 0747   www.mradc.in

PROGRAMS FOR SLOW LEARNERS

1. Staff in charge for the respective department in each year monitor academic performance and interact frequently with the students to identify the issues that impede their academic success and help to overcome the same.
2. Extra hour teaching for the slow learners on a fixed day in every week
3. Revision classes and exam oriented teaching
4. Periodic assignments and viva voce
5. Question banks provided for self study
6. Motivational classes and counseling with a psychologist if needed

PERFORMANCEASSESSMENT

- Prepare performanceimprovementreportandsubmitquarterly.
- Meetingwillbeconductedtoevaluatetheprogressmade bythe studentineachsubject.
- Parentswillbeupdatedabouttheprogressoftheinwardsonaregularbasis.
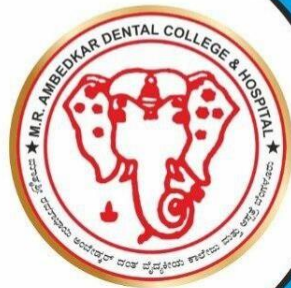
PROGRAMS FOR REGULAR LEARNERS

1. Study materials will be provided for self study
2. Motivational classes and counseling with a psychologist if needed
3. Encourage to work them with advanced learners during practical hours
4. Support them to do short research projects and publications
5. Reassuring them about the academic support provided by the teachers.
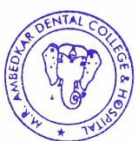
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PERFORMANCEASSESSMENT

- Prepare performance improvement report and submit quarterly.
- Meeting will be conducted to evaluate the progress made by the student in each subject.
- Parents will be updated about the progress of the inwards on a regular basis.

PROGRAMS FOR ADVANCED LEARNERS

1. Encourage them to do short research projects and publish them
2. Research methodology training
3. Advising them to participate in group discussions to improve their problem solving ability
4. Motivate them to participate in various symposiums like quiz, poster presentations, conferences, inter-institution competitions
5. Encourage them to work with slow learners in practical hours
6. Students acquiring highest marks in respective subjects are rewarded by the institution.
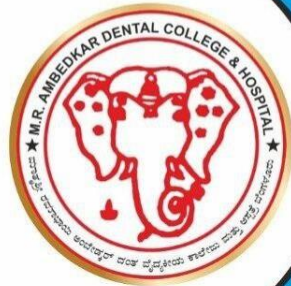
PERFORMANCEASSESSMENT

- Prepare performance improvement report and submit quarterly.
- Meeting will be conducted to evaluate the progress made by the student in each subject.
- Parents will be updated about the progress of the inwards on a regularbasis.
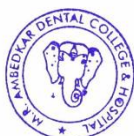
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OUTCOME ANALYSIS

A summative assessment of performances by the students is done which will reflect the success of the special programs for slow, regular and advanced learners. The evaluation of the outcome is done by comparing the first and final internals and assess if they have improved or not.
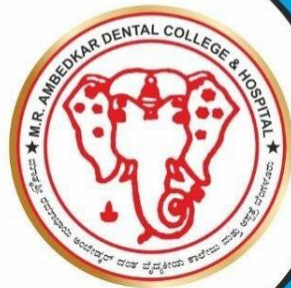
Final report indicating the percentage of slow learners and advanced learners in the prescribed template of each academic year will be submitted to the principal by HODs of respective department.

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TEMPLATES FOR RECORDING ACADEMIC PERFORMANCE

Academic year: Year of study:

Subject: Batch:

Table 1

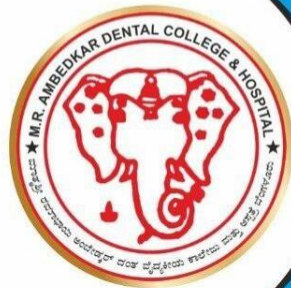| Sl no	Name of the student	Roll number	Internal assessment 1	Slow learner	Regular learner	Advanced learner

Table 2

Sl no	Name of the student	Roll number	Internal assessment 1	Final Internal assessment	Slow learner	Regular learner	Advanced learner

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TEMPLATE FOR ACADEMIC REPORT FOR SLOW, REGULAR

AND ADVANCED LEARNERS

Academic year: Year of study:

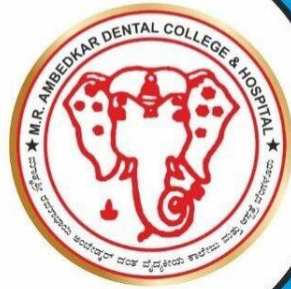Subject: Batch:

Category	Department name :	
Percentage of students	Internal assessment 1	Final Internal assessment
Slow learners		
Regular learners		
Advanced learners		

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SLOW LEARNER COMMITTEE:

A committee is formedto identify the slow learnersbased on the mark they procure in their internal assessment and to discuss about the progress of the slow learners in a quarterly basis

The members of the committee include:
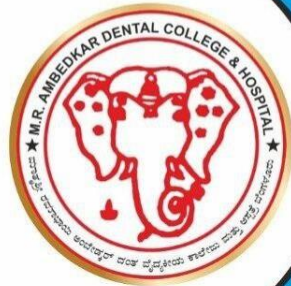
Dr. Rabindra Naik

Dr. Hariprasad A

Dr. Annu Eliza James

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RESPONSES:

The Institution:

1. Follows measurable criteria to identify slow learners: **YES**

2. Follows measurable criteria to identify advanced learners: **YES**

3. Organizes special programmes for slow performers: **YES**

4. Follows protocol to measure student achievement: **YES**

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