

NAAC Criterion 2: Teaching Learning and Evaluation

2.2 Catering to Student Diversity

2.2.1: The Institution assesses the learning levels of the students, after admission and organises special Programmes for advanced learners and slow performers





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Criteria to identify slow performers and advanced learners and assessment methodology





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2.2.1_Policy document and protocol to measure achievements of Advanced and Slow Learners

PESIMSR ensures quality medical education irrespective of the background of the students enrolled. We emphasize on student centric and student friendly delivery of medical education. We understand that certain medical students excel in academics with minimal assistance while few students face difficulties due to various reasons. Both category of students needs attention and interventions to enhance their capabilities to improve their performance

Institute aspires to provide a supportive environment for both slow and advanced learners and to cater to the diverse needs of slow and advanced learners. Slow and advanced learners are only categorised to address their needs and are treated equally with the rest of the class. Advanced learners are motivated to set higher achievable goals whereas slow learners are motivated and encouraged to develop interest and perform better.

Faculty, head of the departments, mentors and college administrative staff play a major role in facilitating to the academic requirements of the students

Criteria to identify slow and advanced learners and assessment methodology

SLOW LEARNERS:

Definitive criteria: Students who score less than 30% in theory/ practical in internal assessment

Other optional attributes: Demonstrate difficulty in comprehension, retention and recall of subject content either in written tests or during clinical discussion. Lack the initiative or drive to bring about a change in approach to learning.




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ADVANCED LEARNERS:

Definitive criteria: Students who score more than 70% in theory/ practical in internal assessment

Other optional attributes: Takes initiative in self-learning, demonstrates comprehension, critical and analytical skills, willingness to take leadership roles, ability to conceptualize the subject content, cooperative in peer teaching.

To address slow learners:

- Counselling sessions by faculty of the respective departments to know the difficulties of the students and give guidance and support and to take measures to address the shortcomings
- Develop individualized study plans and setting realistic goals and breaking it into smaller achievable steps
- Peer peer teaching(pairing slow learners with advanced learners)
- Group discussions
- Special classes
- Discussing answers to theory papers by an allotted faculty
- Re writing the theory paper
- Presenting the clinical cases/ practical tests
- More formative assignments/tests
- Providing additional reading resources which simplifies learning

To address advanced learners:

- Encourage to take up research projects
- Institute providing financial support for approved research projects
- To participate in UG quiz in state/ zonal conferences
- Present seminars in respective departments
- Additional support for advanced learning



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- To support participation in intra/inter collegiate competitions
- Facilitate access to E resources in library
- Best outgoing UG student award

In every academic year after the results of the first internal assessment has been announced the slow and advanced learners are identified as per the protocol.

After identification specific interventions are implemented for slow and advanced learners separately

The performance of the students is reassessed after the second and third internal assessments after the remedial measures

Protocol to measure student achievement

- Following the defined criteria the slow and advanced learners are identified
- Special programs are conducted for slow and advanced learners
- Periodic monitoring of students by faculty of respective departments by formative assessments
- At the next internal assessment, the performance of students is assessed and compared with the previous internal assessment scores and the progress noted
- Feedback given to the students about the results
- No progress students continue in the special programs
- Students showing progress receive support and encouragement to keep up the progress and counselled with further measures to be taken for improvement



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