

NAAC Criterion 2: Teaching Learning and Evaluation

2.5 Evaluation Process and Reforms

2.5.4: The Institution provides opportunities to students for midcourse improvement of performance through specific interventions.





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**Policy document of the options claimed by the institution
duly signed by the Head of the Institution**



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2.5.4 POLICY DOCUMENT ON MIDCOURSE IMPROVEMENT OF PERFORMANCE OF STUDENTS

Those students who are not performing well the student attendance, completion of home and other assignments is strictly monitored

After identifying the slow learners from the institutional policy remedial measures are implemented

Definitive criteria for identifying slow learners: 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.

The performance of the students is reassessed through special tests, assignments given to students

Regular monitoring of student's performance is done by respective department faculty and mentors

Priority is given for implementation of continuous internal evaluation

All academic support needed by students is offered by faculty

Feedback is given to students on their performance in the remedial tests and additional measures if any to be undertaken for further improvement are suggested.

Suggestions include improving reading & writing skills, improving studying techniques and retention capabilities and structuring of long answers & short answers.



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