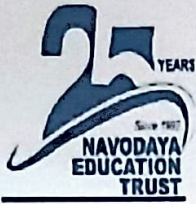


## Preface

### 2.2.1 Criteria to identify slow performers and advanced learners and assessment methodology

Sl.No	Description	Page No.
1	Policy Manual PDF 1	3-18
2	Criteria To find out Slow Learner & Advance Learner	19
3	Methodology Followed	20

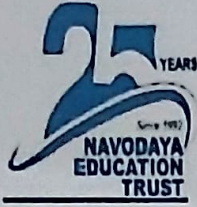


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**POLICY DOCUMENT FOR SLOW PERFORMERS & ADVANCED LEARNERS**

**(IDENTIFICATION, ACTIVITIES, OUTCOME)**



## **Policy Document for Slow Performers and Advanced Learners (IDENTIFICATION, ACTIVITIES, OUTCOME)**

### ❖ **Preamble:**

Within the classroom, faculty must deal with different types of students; some are very intelligent who learn very fast and some are quite weak who learn very slow. Therefore, it is required to determine the abilities of the students in the class. Based on the ability determined, some students need only guidance and some students need a hard work and regular attention.

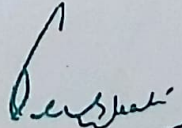
For 1<sup>st</sup> year student's admission based on their performance in the first IA examination which is held within 3months after the commencement of the course, attendance and observation of activities, the students are categorized into Advanced learner and Slow performers.

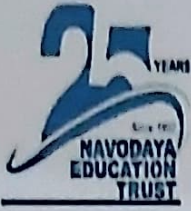
Each type of students has different learning attitudes and learning habits. A faculty must adapt a teaching methodology such that he/she may not lose the attention of the slow learners and turn off the advanced learners.

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

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

The remaining part of this policy document describes the constituent parts of the slow learner and advanced learner identification process, activates for them including guidance on process and protocols followed to measure achievements/outcome.

  
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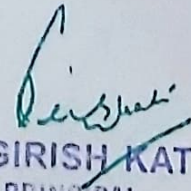
❖ **Process Input:**

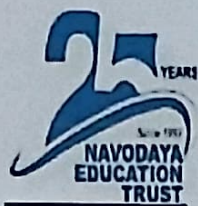
**Orientation Induction Program**

After admission process the first-year students and parents are welcome through Orientation Program followed by two hours induction program every day for one week. The partners in the induction program are newly admitted students, Director, Principal, IQAC Coordinator, Administrative Officer, Examination Controller, Chair of Internal Complaint cell, Anti Ragging cell, Discipline Committee, Faculty mentors, selected alumni, selected senior students, Invited distinguished people. Broader areas covered are

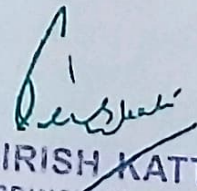
1. Meaning, purpose and relevance of admitted program in realizing the purpose of life.
2. National Development concerns, development perspectives and priorities.
3. Connect with community, world of work and global society.
4. Self-empowerment, motivation, team work and leadership development
5. Building a bond with faculty and mentoring.
6. Institutional rules and regulations, norms, academic and administrative structure and
7. learning resources.
8. Institutional culture ethos, etiquettes and manners and value system.
9. Available internal and external sources (curricular, co-curricular and extracurricular) for all-round and holistic development
10. Emerging career opportunities and challenges
11. E-learning resources, application of ICT and social media for making education employable

The activities during the Induction programs included Mentoring, Familiarization to Dept/Branch, Literary Activity, Lectures by Eminent People, Outreach Activities, Extra Curricular activities.

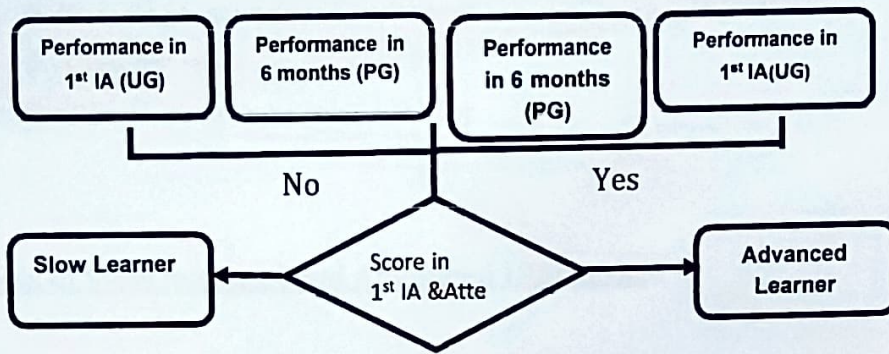
  
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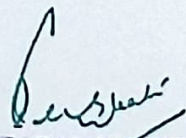


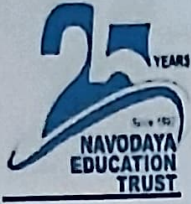
1. **Mentoring ( Every day 30 Minutes):** Mentoring and connecting with faculty members is the most important part of induction. Hopefully, it would set up a healthy relationship between the students and the faculty. Small groups of 10-15 students with a faculty mentor has been formed for discussions and open thinking towards the self. The six days activity during mentoring are:
  - Day 1: Student aspirations, family expectations
  - Day 2: Gratitude towards people helping me
  - Day 3: Human needs of (a) self and (b) body
  - Day 4: Peer pressure
  - Day 5: Strength and Weakness Identification and Prosperity
  - Day 6: Relationships
2. **Familiarization to Dept./ Programme:** ( Alternate days 1 hour 30 minutes): Students should be familiarized with their department/ Programme of study/laboratories/ICT facilities and other facilities. Besides an orientation helping them differentiate between Intermediate college life and Professional career life along with career prospects offered by specific courses.
3. **Literary Activity:** Literary activity includes reading a article assigned by mentor, writing its summary, and debating.
4. **Lectures by Eminent People:** Lectures by eminent people organized to provide exposure to students. The resource persons are alumni, professionals in the field of specialization
5. **Extra-Curricular activities:** Students select the activity based on their interest and participated. The activities include both cultural and sports domain.
6. **Outreach Activities:** Organized a visit along with the Mentors to observe the outreach activities conducted by the college. Objective is for bonding and understand their responsibility to society. The activity normally conducted during Saturday

  
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**Identification Method:**



  
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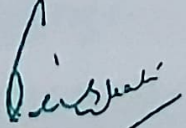
**For subsequent semester/year of studies**

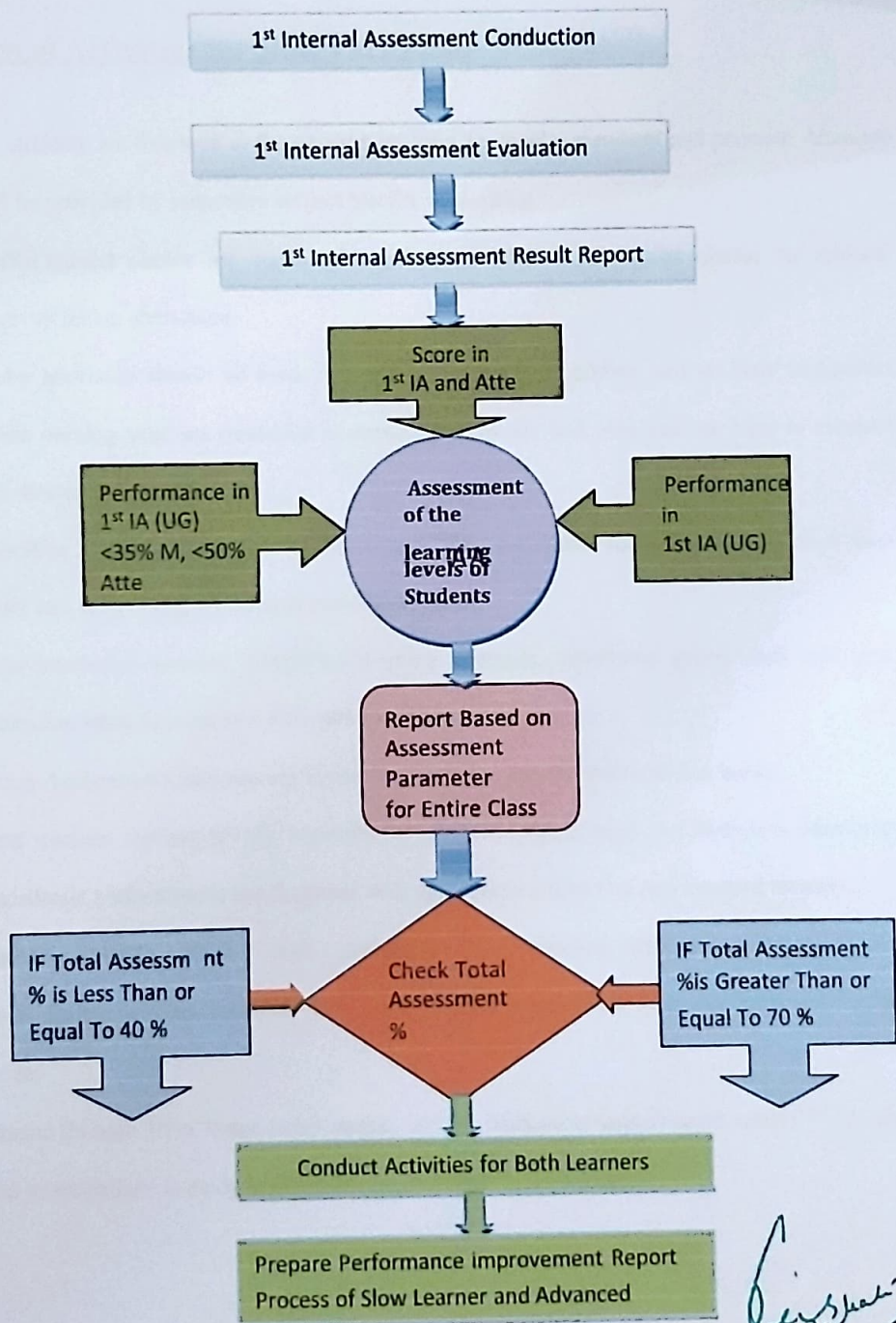
To start identification of slow and advanced learner process following inputs is needed

- ❖ Preceding examination overall result
- ❖ Class test result
- ❖ Class observation by subject teacher

**Process of Slow learners and Advanced Learners :**

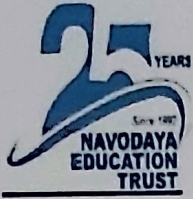
The process of assessment of the learning levels of the students and conduction of activities for them should be carried out through a systematic procedure as shown in the flow chart and explained in detail as below:

  
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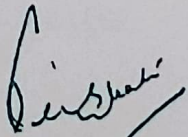
*Girish Katti*  
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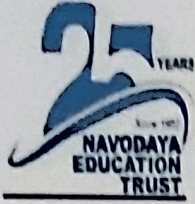




### Conduction of Activities for Slow Performer

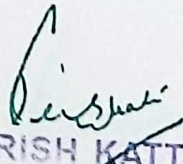
1. These students are followed at the department level by faculty members and personal Attention should be provided by respective subject teacher in teaching
2. Remedial tutorial classes are conducted regularly in addition to regular classes on medical subjects by taking attendance.
3. Thereby provision should be made in weekly time table by adding half an hour to conduct problem solving sessions /remedial classes/extra sessions and next half an hour to conduct group discussion.
4. Mentorship: Mentors are assigned to all students. Slow performers receive special attention from mentors and subject experts through close interactions.
5. Regular interactive sessions, simplified learning materials, supervised group work and peer coaching are taken to overcome difficulties in a continuous manner.
6. Makeup Assignments and solving University question papers and Question banks
7. Parents teachers meeting (PTM): regularly held, wherein the strength and weakness, attendance and academic performances are discussed with appropriate counseling and remedial measures.
8. Counseling—special hints and techniques. Counseling sessions are organized for students facing personal problems with the help of a professional counselor appointed by the Institute.
9. Evaluated through Viva Voice every month, 2<sup>nd</sup> IA, Midcourse improvement retest, 3<sup>rd</sup> IA and Model examinations in study holidays before university examination.

  
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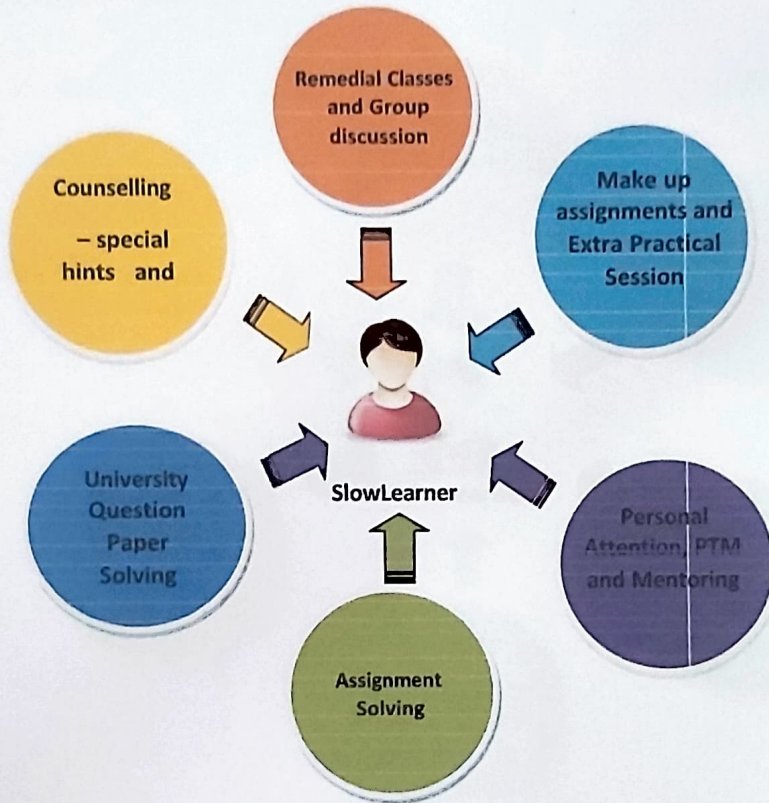


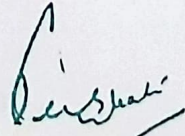
### Conduction of Activities for Advance Performer

1. Encouraged to take part in curricular and extracurricular activities.
2. Encouraged to participate in various competitions at local, state and national levels such as quizzes, paper/poster presentations, workshops, seminars, conferences and CDE's. Also to attend CDE, Workshops and live webinars.
3. Persuaded to apply for research grants from various funding agents.
4. Encouraged to do scientific studies and make them to present as papers and posters in state/national conferences and publish them in various journals.
5. They are encouraged to take up responsible positions in various committees.

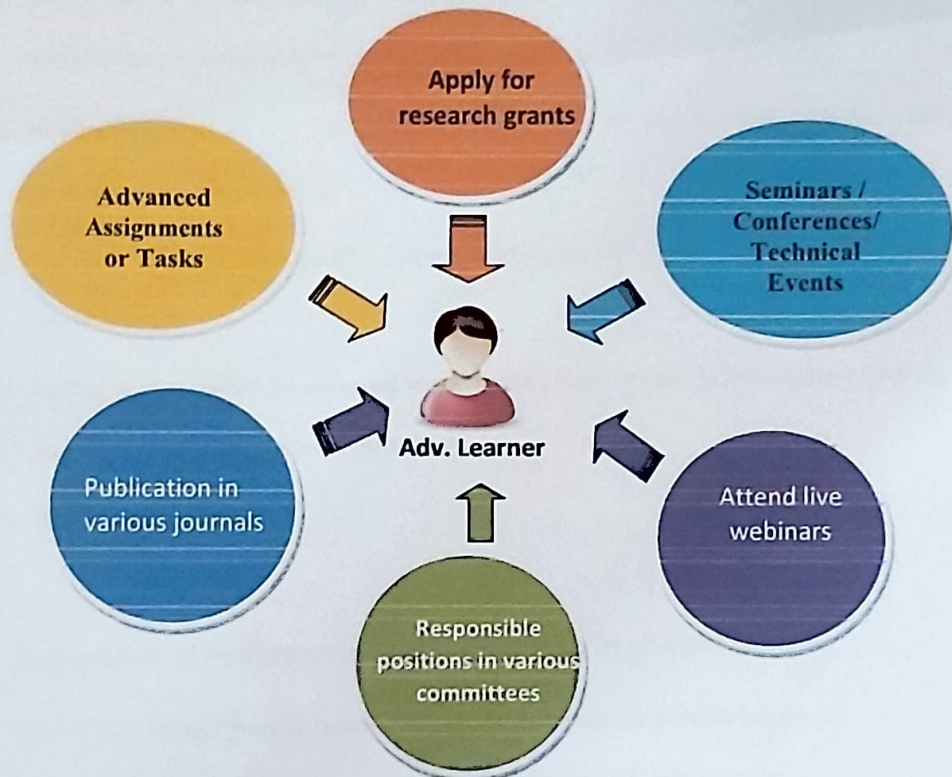
  
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Special Programmes Conducted for Slow Performers

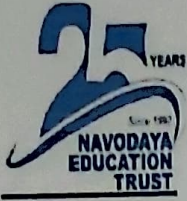


  
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Special Programmes Conducted for Advanced Learners



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**Apart from the generalized activities whenever required special activities like**

- Design special coaching sessions or tutorial sessions to bridge the gap between the slow learners and advanced learners.
- Bilingual explanation and discussions are imparted to the slow learners after the class hours for better understanding.
- Provision of simple and standard lecture notes/course materials and special preparation for the exams.
- Getting the support of the advanced learners to the slow learners in making their learning process more participatory and interesting.
- Peer education strategies.

**1. Preparation of Performance improvement report of slow learner**

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

**❖ Roles and Responsibilities of Subject Teacher:**

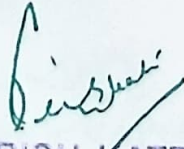
Subject Teacher is responsible for carrying out different aspects of slow learner and advanced learner identification and activities to be conducted

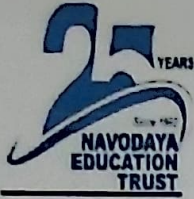
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**Subject Teachers will be responsible for:**

- Conducting 1<sup>st</sup> IA for 70 marks and duration of three hours.
- Evaluation of 1<sup>st</sup> IA answer sheets and preparing the IA result report of class
- Preparing and maintaining report for whole class based on parameter decided for assessment of the learning levels of the students with their weightage
- Preparing separate list of slow and advanced learners
- Preparing schedule for extra sessions /problem solving sessions / remedial classes for slow learners.
- Conducting the sessions for slow learners as per prepared schedule.
- Maintaining the attendance of slow learners sessions.
- Preparing the list of topics for remedial classes, group discussions and Makeup assignments.
- Preparing the list of advanced assignment or list of tasks assigned to advanced learners.
- Preparing the report after university result declaration of current year which shows the improvement in performance of slow learners to close the loop.
- Maintain the all records for slow learners and advanced learners activity.

  
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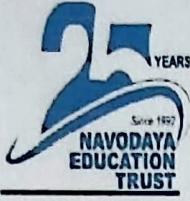
❖ **Documents to be maintained**

- Evaluation of answer sheets Internal assessments, midcourse improvement retest.
- Report of marks obtained based on above parameter
- List of slow learners
- List of Advanced Learners
- Schedule of activity for slow learners
- Attendance record for remedial classes and group discussion conducted for slow learners
- Report of performance improvement for slow learners
- List / Record of tasks given to advanced learners

❖ **Expected Outcome**

- Timely conduction of slow learners activities
- Records based on student progress and observation.
- Their performances will be evaluated through 2nd IA, Midcourse improvement retest, 3rd IA and Model examinations in study holidays before university examination and final university examination.

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**FORMAT**

**DEPARTMENT OF \_\_\_\_\_**

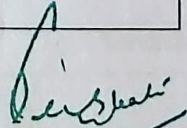
**SLOW PERFORMERS AND ADVANCED LEARNERS**

**UNDERGRADUATE STUDENTS**

**BATCH -----June / Dec batch**

1. Segregation of students on the basis of 1<sup>st</sup> Internal Assessment (IA) marks as Slow Performers and Advanced Learners. Students who score less than 35% marks are considered Slow Performers and those who secure more than 75% come under the category of Advanced Learners.

Sl No.	Slow Performers	Advanced Learners
1		
2		
3		
4		
5		
6		
7		
8		
9		

  
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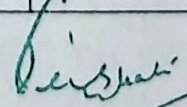
**For Slow Performers:**

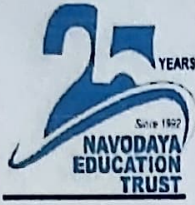
**GROUP DISCUSSION DETAILS**

Sl no.	Group Discussion topic	Attendance	Percentage	Staff
1	Introduction to Orthodontics	8/10	80%	Dr Rakesh Kumar
2	Classification Of Malocclusion	9/10	90%	Dr. Sugareddy
3	Habits	8/10	80%	Dr. Chandrika G Katti
4	Model analysis	8/10	80%	Dr. Durga Prasad
5	Preventive Orthodontics	10/10	100%	Dr. Chandrika G Katti
6	Stainless Steel	9/10	90%	Dr. Sugareddy

**REMEDIAL CLASS DETAILS**

Sl no.	Remedial class topic	Attendance	Percentage	Staff
1	Fixed orthodontic appliance	9/10	90%	Dr Sugareddy
2	Surgical orthodontics	8/10	80%	Dr Rakesh Kumar
3	Cleft lip and palate	8/10	80%	Dr. Durgaprasad
4	Retention and relapse	9/10	90%	Dr. Chandrika G Katti
5	Biology of tooth movement	8/10	80%	Dr .Sugareddy
6	Anchorage	9/10	90%	Dr. Chandrika G Katti

  
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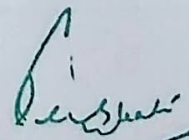


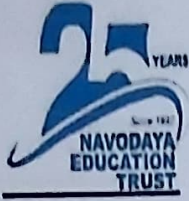
### ASSIGNMENTS

Sl no.	Assignment topic	Month of submission	Staff
1	Theories of growth and development	Nov	Dr. Chandrika G Katti
2	Etiology Of Malocclusion	Dec	Dr Rakesh Kumar
3	Habits	Jan	Dr .Sugareddy
4	Model analysis	Feb	Dr. Durgaprasad
5	Cephalometrics	March	Dr Rakesh Kumar
6	Diagnostic aids	April	Dr. Chandrika G Katti

### MONTHLY ASSESSMENT TEST/VIVA

Sl no.	Student name	Marks obtained						Staff
		Nov	Dec	Jan	Feb	Mar	Apr	
1		/10						
2		/10						
3		/10						
4		/10						
5		/10						
6		/10						

  
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**OUTCOME RESULTS**

SL NO.	STUDENT NAME	1 <sup>st</sup> IA MARKS	2 <sup>nd</sup> IA MARKS	Midcourse improvement retest	3 <sup>rd</sup> IA MARKS	University examination
1						
2						
3						
4						
5						
6						

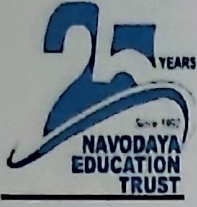
**PARENT -TEACHER MEETING:**

Sl no.	Parent-Teacher Meeting	Telephonically	Student outcome discussed	Staff
1	Oct 2015	✓	✓	Dr .Sugareddy
2	Jan 2016	✓	✓	Dr. Chandrika G Katti
3	April 2016	✓	✓	Dr Rakesh Kumar

**For Advanced Learners**

Sl No.	Student Name	Seminar Presentation	Poster/Paper Presentation	Research/ Publication	Cultural activities	Sports activities	Hosting an event/any other
		✓					
				✓	✓		
		✓	✓				

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**Criteria to Identify Slow Performers and Advanced Learners and Assessment Methodology:**

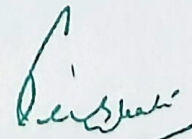
**Undergraduate:**

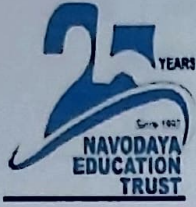
Based on the performance of the students in the first IA examination which is held within 3 months after the commencement of the course. Students securing below 35% marks in the first IA are categorized as slow performers whereas students securing more than 75% marks as advanced learners. Based on attendance, below 50% are considered as Slow performers and above 50% as advanced learners.

**Postgraduate:**

Students according to their grades in 6 monthly report are categorized into slow performers (C grade) and advanced learners (A grade).

Undergraduate (1 <sup>st</sup> IA and Attendance)		Postgraduate (6 monthly progress report)	
<35% marks, <50% Atte	>85% marks, >50% Att	C grade	A grade
Slow Performers	Advanced Learners	Slow Performers	Advanced Learners

  
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## Criteria and details to identify slow performers and advanced learners assessment

### Methodology


Learners assessment tools used are Wechsler Adult Intelligence Scale, PGI Memory Scale and Personality tests. After identifying their learning pace and style we conduct a workshop called as Intellectual learning in Dental Practices.

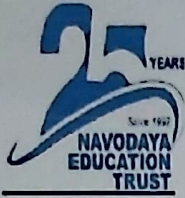
A workshop on Intellectual Learning in Dental College practices for UG and PG students had been designed and arranged at NDC to nurture their learning capabilities to build self-confidence to communicate effectively and to develop focus towards their career.

### Objectives:

At the end of this workshop, learners would be able to:

- Identify their thinking style, intelligence, personality and learning style.
- Cultivate self- responsibility
- Use behavioral theories for self-identifying
- Identify learning needs, qualities and strengths
- Promote learning methods and tools.
- Interrelate skills, knowledge, competency
- Grooming, negotiation skills, body language and communication
- Inculcate responsibility and accountability
- Generate positive outlook
- Practice learning, verification and validation

  
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**Resolution:**

Learners had been trained and nurtured through active, experiential, problem based, solution based and enquiry based learning and SWOT analysis. Learners also experienced positive edge reinforcement through presentations, team building activities, role plays. Their interpersonal skills had been developed through smart thinking, team performance and assessments. Learners also enhanced their communication credentials through continuous evaluation and feedback. How to create focus towards their career plans had been discussed and goals were set to help them to be more focused. Grooming, body language, how to face an interview, how to be polite, how to address a crowd, how to do a presentation had been discussed.

**Outcome:**

Learners were receptive, highly motivated, determined and self-driven to position themselves in their chosen career.

A handwritten signature in blue ink, appearing to read 'Dr. Girish Katti', written over a horizontal line.

**PRINCIPAL**

**Dr. GIRISH KATTI**  
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