1. PURPOSE :

To describe the policy for slow and advanced learners in Sri Manakula Vinayagar Medical College and Hospital

2. SCOPE :

To identify the slow and advanced learners and offer special programs at Sri Manakula Vinayagar Medical College and Hospital

3. RESPONSIBILITY:

This procedure is applicable to students, faculties, parents of Sri Manakula Vinayagar Medical College and Hospital.

4. PROCEDURE:

Protocol for identification of slow learners (Non-CBME batches)

Following protocol is recommended to be followed by the preclinical, Para clinical and clinical departments for the identification of slow learners

Pre academic survey

A pre- academic survey is recommended immediately after admission of students through

(1) NEET Scores (<250)
(2) Scores obtained in Denis Congo Study Skills Inventory administered during the UG orientation program / foundation course

In the preclinical departments (Phase I MBBS)

Identification based on the aggregate of first three internal assessment scores (Students scoring less than 35% - considered as slow learners)

In the Para clinical departments (Phase II MBBS)

Identification based on the aggregate of internal assessment scores in 3rd Semester (Students scoring less than 35% - considered as slow learners)

In the clinical departments (Phase III MBBS – Part I & II)

Identification based on the aggregate of first three internal assessment scores (Students scoring less than 35% - considered as slow learners)

(**Note:** Apart from the above-mentioned protocol observation of active participation during practical/lecture/small group discussions, inputs from the faculty members of the respective departments and the mentors must be considered for identification of slow learners and advanced learners.)

Protocol for identification of slow learners (CBME batches)

Following protocol is recommended to be followed by the preclinical, paraclinical and clinical departments for the identification of slow learners

Pre academic survey

A pre- academic survey is recommended immediately after admission of students through

(1) NEET scores
(2) Scores obtained in Denis Congo Study Skills Inventory administered during the UG orientation program / foundation course

In the preclinical departments (Phase I MBBS)

Identification based on the aggregate of first three internal assessment scores (Students scoring less than 50% - considered as slow learners)

In the Para clinical departments (Phase II MBBS)

Identification based on the aggregate of first three internal assessment scores (Students scoring less than 50% - considered as slow learners)

In the clinical departments (Phase III MBBS – Part I & II)

Identification based on the aggregate of first three internal assessment scores (Students scoring less than 50% - considered as slow learners)

(**Note:** Apart from the above-mentioned protocol observation of active participation during practical/lecture/small group discussions, inputs from the faculty members of the respective departments and the mentors must be considered for identification of slow learners and advanced learners)

Protocol for identification of slow learners (Non-CBME & CBME batches)

In view of the COVID pandemic and the conduct of online exams, following protocol is recommended to be followed by the preclinical, Para clinical and clinical departments for the identification of slow learners

In the preclinical departments (Phase I MBBS)

Identification based on the aggregate of online assessment scores (Students scoring less than 50% - considered as slow learners)

In the paraclinical departments (Phase II MBBS)

Identification based on the aggregate of online internal assessment scores (Students scoring less than 50% - considered as slow learners)

In the clinical departments (Phase III MBBS – Part I & II)

Identification based on the aggregate of online assessment scores (Students scoring less than 50% - considered as slow learners)

(**Note:** Apart from the above-mentioned protocol observation of active participation during online classes, timely submission of assignments, inputs from the faculty members of the respective departments and the mentors must be considered for identification of slow learners and advanced learners)

Special programs for slow learners:

(1) Regular tutorial sessions

Before every internal assessment, regular tutorial sessions are planned in most of the departments, to reinforce the essential topics, with special focus to the slow learners.

(2) Academic assistance with educational materials

Measures are taken at each department, in addressing the academic related issues of the low performers. They are given class notes, reading materials and discussion on university question papers. In addition, the resource materials like voice over lectures are also posted in the institutional LMS. Institutional library is also equipped with the previous year question papers for the benefit of the students.

(3) Makeup assignments

Makeup assignments are given before the internal assessment exams to promote the learning among the slow learners. A faculty in charge is allotted to overview the makeup assignments.

(4) Focused supervised reading

Coaching in the form of "focused supervised reading" is being followed where the students are guided on understanding and presentation of the focused topics.

(5) Remedial classes

Remedial special classes and clinical postings are planned even after the working hours (4.30 – 5.30 PM) to facilitate learning (however no tagging is publicized)

(6) Revision classes

Revision classes/postings are planned after the completion of the syllabus in order to facilitate the learning process

(7) Retests

If necessary "re-tests" (Supportive assessments) are also conducted to improve the performance of the students

For CBME batch of students, regular "Remedial exams are conducted after every "**Notified exams**" to facilitate improvement in students' performance

(8) Mentorship programs

Mentorship program is also being followed. The mentor guides the students in personal, psycho-social and academic growth of the assigned students. The mentor-mentee meetings are arranged periodically or on demand to motivate the students. For the CBME batch of students, the mentorship program is modified into "Student Support System", with increased periodicity of the meeting with the students and an expanded addressal of multiple domains of student care.

(9) Parent teacher's meeting

The parents are periodically updated with the internal assessment scores of the candidates through SMS (Mention the software). Regular parent-teacher's meeting is organized twice a year and on demand to inform the parents regarding the academic status of the students and the remedial measures undertaken.

Protocol for identification of advanced learners (CBME & Non-CBME Batches)

Following protocol is recommended to be followed by the preclinical, Para clinical and clinical departments for the identification of slow learners

Pre academic survey

A pre- academic survey is recommended immediately after admission of students through

(1) NEET scores (> 400)
(2) Scores obtained in Denis Congo Study Skills Inventory administered during the UG orientation program/foundation course

In the preclinical departments (Phase I MBBS)

Identification based on the aggregate of first three internal assessment scores (Students scoring greater than 75% - considered as advanced learners)

In the Para clinical departments (Phase II MBBS)

Identification based on the aggregate of internal assessment scores in 3rd Semester (Students scoring greater than 75% - considered as advanced learners)

In the clinical departments (Phase III MBBS – Part I & II)

Identification based on the aggregate of first three internal assessment scores (Students scoring greater than 65% - considered as advanced learners)

(**Note:** Apart from the above mentioned protocol observation of active participation during practical/lecture/small group discussions, inputs from the faculty members of the respective departments and the mentors must be considered for identification of slow learners and advanced learners)

Special programs for advanced learners:

(1) **Rewards and mementoes**

Appreciated with rewards/mementoes at the level of individual departments. The first three rank holders in the University exams for each subject are **being awarded with mementoes during the College Day celebration** of the institution and the details are also highlighted in the annual report.

(2) **Update in the college notice board**

The achievements of the advanced learners are periodically updated in the college notice board and website

(3) **Motivation for research**

They are also encouraged to take up STS-ICMR (Short term Studentship – Indian Council of Medical Research) projects and institutional projects which orient them to research methodology in addition to routine academics. They are also allotted research grants by the institution as a measure of motivation

They are also motivated to present projects (oral/poster) during SIMSCON (South Indian Medical Students Conference) and other conferences conducted outside the institute.

As a token of appreciation for the winners in the competitions, the management also rewards the students winning the competitions with the equal amount of the prize money obtained by them.

(4) Motivation for participation in quiz competitions and training for competitive examinations

Motivated to participate in inter and intra college quiz programs organized by different departments and special training programs are being organized by the "Quiz Club" of the Student Council during evening hours aiding in the preparation for competitive exams (exit exam) for the advanced learners and the interested students

(5) Motivation for leadership qualities and taking responsibilities

The advanced learners are also encouraged to take responsibilities in the functioning of **Student council** of the institution, based on the academic credits, co and extracurricular credits. They are encouraged to act as 'Team Leaders" guiding and promoting the average learners. Students are encouraged to take up the responsibilities of organizing SIMSCON (South Indian Medical Students Conference), every year.

(6) Motivation for presentation in scientific society meeting and conferences

The undergraduates are motivated to present their ICMR STS projects/ funded projects in Regional/National Conferences and publish in indexed journals.

The postgraduates are included as associate members in the scientific society. They are motivated to present in monthly scientific society sessions and the best presentations are appreciated and given awards during the annual meet of scientific society.

(7) Academic assistance with educational materials

Measures are taken at each department, in addressing the advanced learners. Quiz clubs are organized to enhance the critical thinking of the students. Higher order MCQs are discussed at the individual departments. In addition, the resource materials like voice over lectures are also posted in the institutional LMS. Students are also provided access to the reference text books through the Institutional Library.

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