



Date: 15-10-2025

INSTITUTIONAL POLICY

IDENTIFICATION AND SUPPORT OF ADVANCED AND SLOW LEARNERS

1. PREAMBLE

Al Azhar Dental College is committed to fostering academic excellence and inclusive education. The institution recognizes that students exhibit varied learning capacities, academic abilities, and clinical competencies. While some students require additional academic support, others demonstrate exceptional performance and need enriched learning opportunities.

To ensure systematic identification and structured support, the institution has implemented a comprehensive policy for the identification and academic mentoring of both Advanced Learners and Slow Learners using a transparent Rubrics-Based Evaluation System.

2. PURPOSE

This policy aims to:

1. Establish a structured mechanism to identify Advanced and Slow Learners.
2. Implement targeted academic and clinical interventions.
3. Promote excellence among high-performing students.
4. Provide academic reinforcement for slow learners.
5. Ensure transparency through rubrics-based evaluation.
6. Maintain documentation for quality assurance and accreditation purposes.



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3. SCOPE

This policy applies to:

- All BDS students.
- All academic and clinical departments.
- Faculty mentors.
- Department Heads.
- IQAC.

4. DEFINITIONS

4.1 Advanced Learners

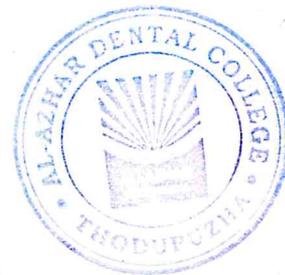
Students who demonstrate:

- High academic performance.
- Strong analytical and critical thinking skills.
- Excellent clinical competence.
- Active participation in research and academic activities.
- Leadership and mentoring qualities.

4.2 Slow Learners

Students who:

- Require additional academic support.
- Show difficulty in conceptual understanding.
- Require reinforcement in clinical skills.
- Need structured mentoring and remedial teaching.



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5. IDENTIFICATION MECHANISM

5.1 Criteria for Identification

Students are identified based on:

- University examination performance.
- Internal assessment marks.
- Clinical competency evaluation.
- Seminar and academic presentation performance.
- Faculty recommendations.
- Participation in scientific activities.

5A. RUBRICS-BASED IDENTIFICATION SYSTEM

To ensure objectivity and uniformity, the institution adopts a **Structured Rubrics-Based Evaluation System** for categorizing students as Advanced, Average, or Slow Learners.

Each department evaluates students using standardized rubrics across multiple domains.

5B. RUBRICS PARAMETERS

1. Academic Performance

- Internal assessment marks
- University examination scores
- Conceptual clarity
- Analytical ability

2. Clinical Competency

- Procedural skills
- Diagnostic ability



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- Treatment planning
- Case documentation
- Patient management

3. Research & Academic Engagement

- Seminar performance
- Journal club participation
- Scientific paper/poster presentations
- Research involvement

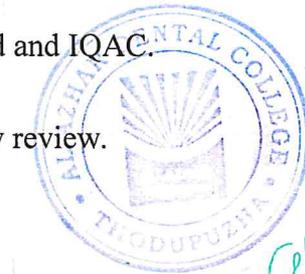
4. Communication & Professionalism

- Presentation skills
- Participation in discussions
- Teamwork
- Leadership
- Professional attitude

5C. SCORING SYSTEM

- Each parameter is graded on a predefined scale (e.g., 1–5).
- High scorers → Categorized as **Advanced Learners**.
- Low scorers → Categorized as **Slow Learners**.
- Mid-range → Categorized as **Average Learners**.
- Cut-off benchmarks are approved by the Department Head and IQAC.

Departments maintain rubrics documentation for audit and quality review.



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6. SUPPORT MECHANISMS FOR ADVANCED LEARNERS

6.1 Academic Enrichment

- Open-ended questioning.
- Problem-based learning.
- Case-based discussions.
- Evidence-based dentistry sessions.
- Interdisciplinary discussions.

6.2 Research Promotion

- Guided research projects.
- Manuscript preparation and publication support.
- Conference participation.
- Research methodology orientation.

6.3 Advanced Clinical Exposure

- Participation in complex clinical cases.
- Exposure to interdisciplinary treatment planning.
- Chair-side involvement in advanced procedures.
- Clinical audits.

6.4 Seminar & Academic Presentation

- Journal club presentations.
- Literature review discussions.
- Case presentations with evidence support.
- Scientific paper presentations.

6.5 Library & Knowledge Enrichment

- Access to advanced textbooks and journals.



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- Critical appraisal exercises.
- Topic-based literature summaries.

6.6 Peer Learning & Leadership

- Academic mentoring of slow learners.
- Small group teaching participation.
- Leadership opportunities in academic forums.

6.7 Competitive Examination Support

- NEET MDS guidance sessions.
- MCQ discussion forums.
- Career counseling.

7. SUPPORT MECHANISMS FOR SLOW LEARNERS

- Remedial classes.
- Simplified teaching strategies.
- One-to-one mentoring.
- Additional clinical demonstrations.
- Periodic progress review.
- Motivational and counseling support.

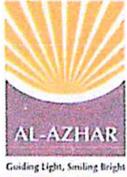
8. STANDARD OPERATING PROCEDURE (SOP)

Step 1: Identification

Departments identify Advanced and Slow Learners using academic performance and Rubrics-Based Evaluation within the first month of the academic year.



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Step 2: Documentation

Department prepares:

- List of categorized learners.
- Rubrics scoring sheets.
- Mentor allocation records.

Step 3: Mentor Allocation

Each student is assigned a faculty mentor.

Step 4: Enrichment / Remedial Plan

Departments prepare:

- Advanced Learner Enrichment Plan.
- Slow Learner Remedial Plan.

Step 5: Monitoring

- Monthly mentor review.
- Quarterly departmental review.

Step 6: Feedback

Feedback collected from:

- Students
- Mentors
- Department Head



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Step 7: Outcome Documentation

Record of:

- Academic improvement.
- Clinical competency growth.
- Research participation.
- University performance.

9. ROLES AND RESPONSIBILITIES

9.1 Head of Department

- Approve identification lists.
- Monitor implementation.
- Submit reports to IQAC.

9.2 Faculty Mentor

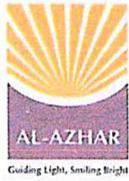
- Guide academic and clinical development.
- Provide structured feedback.
- Track progress.

9.3 IQAC

- Ensure policy implementation.
- Conduct periodic audit.
- Review rubrics effectiveness.
- Recommend improvements.



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10. MONITORING AND REVIEW

- Monthly mentor meetings.
- Quarterly departmental evaluation.
- Annual consolidated report submission.
- IQAC audit of documentation.
- Annual review of rubrics and criteria.

11. EXPECTED OUTCOMES

- Improved academic performance.
- Increased university distinctions.
- Enhanced research output.
- Improved clinical decision-making.
- Better postgraduate entrance performance.
- Improved academic confidence of slow learners.

12. DOCUMENTS TO BE MAINTAINED

- Rubrics evaluation sheets.
- Advanced & Slow Learner list.
- Mentor allocation register.
- Enrichment and remedial plan records.
- Feedback forms.
- Annual consolidated report.

13. POLICY REVIEW

This policy shall be reviewed annually by IQAC and updated based on:

- Academic outcomes.
- Stakeholder feedback.
- Accreditation requirements.

14. APPROVAL

This policy is approved by the Principal and implemented through IQAC and respective departments.

