



## Manual and guidelines for the identification of slow and advanced learners



# MANUAL AND GUIDELINES FOR THE IDENTIFICATION SLOW AND ADVANCED LEARNERS (MBBS)

Amala Institute of Medical Sciences, Thrissur

## INTRODUCTION

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

At Amala Institute of Medical Sciences, Thrissur, we recognize the importance of addressing the diverse learning needs of our students in the dynamic field of medical education. This manual serves as a comprehensive guide for the identification and support of both slow and advanced learners, with the goal of fostering an inclusive academic environment where every student can thrive. By understanding that learners progress at different paces and exhibit varied aptitudes, we aim to provide structured methods and criteria for early identification and appropriate intervention. Faculty, mentors, and academic coordinators can use this manual to implement targeted strategies that promote student engagement, enhance academic performance, and support holistic development. Through this initiative, the institution reaffirms its commitment to academic excellence, equity in education, and the continuous growth of all learners.

## OBJECTIVE

To implement a systematic approach to identify slow and advanced MBBS learners early in the academic year and provide suitable interventions to promote academic success and professional competency.



## IDENTIFICATION CRITERIA (MBBS)

### Slow Learners

- Score <40% in internal assessments (theory & practical).
- Difficulty in correlating basic sciences with clinical application.
- Passive participation in academic discussions or case presentations.
- Lack of punctuality, missing clinical postings or tutorials.
- Low confidence and motivation levels noted by faculty/mentors.

### Advanced Learners

- Consistently score >75% in internal and university exams.
- Exceptional performance in case presentations, clinical skills.
- High engagement in research, electives, or extra-academic learning.
- Independent learning habits and strong analytical thinking.
- Participation in CME, workshops, quizzes, and conferences.

## TOOLS FOR ASSESSMENT

Tool	Purpose	Frequency
Formative Tests	Short tests, MCQs, problem-based questions	Every month
Summative Exams	Internal theory + practical exams	Once every term
Logbooks/Checklists	Competency tracking	Ongoing
Faculty Feedback Forms	Subject-wise input on student behavior and performance	Monthly
Mentor Feedback	Academic, emotional, and behavioral insights	Bimonthly
360° Feedback	Peer, self, faculty reviews (optional)	Once per year



## **IDENTIFICATION PROCEDURE**

### **Step 1:**

Baseline Assessment - Conduct diagnostic tests in first 8 weeks of the academic year.

### **Step 2:**

Continuous Monitoring - Track class test scores, attendance, logbook completion, clinical performance.

### **Step 3:**

Red Flag List - Create an initial list of students with declining or consistently poor performance.

### **Step 4:**

Faculty Review - Academic committee meeting with subject teachers and mentors to review cases.

### **Step 5:**

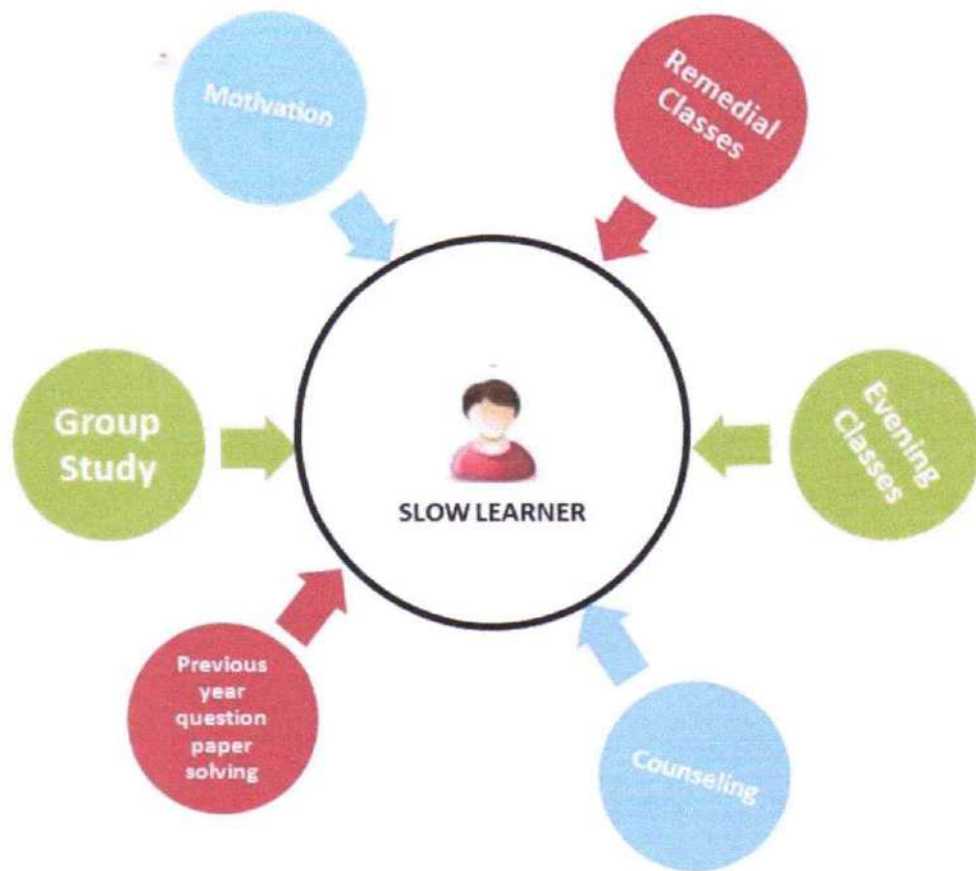
Categorization - Assign learners to "Slow" or "Advanced" group with appropriate documentation.

## **INTERVENTION STRATEGIES**

### **1. Slow Learners**

- Academic Remediation Program: Focused sessions on basic concepts and integration.
- Small Group Tutorials: Personalized learning support.
- Clinical Skill Workshops: Hands-on practice with supervision.
- Time Management & Stress Workshops: Counseling and academic planning.
- Peer Mentorship: Pairing with academically strong peers.

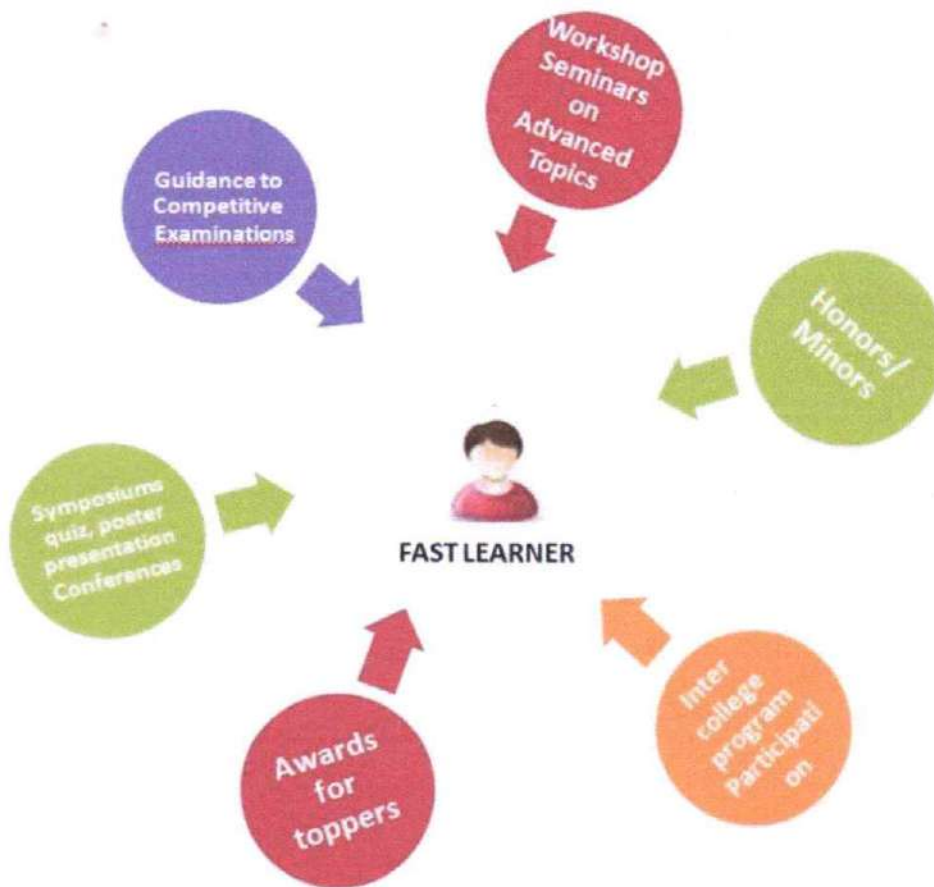




## 2. Advanced Learners

- Research Mentorship: Guide into ICMR projects or publications.
- Student Teaching Opportunities: Leading peer discussions or tutorials.
- Elective Rotations: Extra exposure to specialties or super-specialties.
- National Quiz Participation: Encouragement and resources.
- Innovation Encouragement: Case writing, simulations, tech in medicine.





### 3. Documentation

- Maintain student academic tracking sheet by phase class teachers.
- Individual performance profiles to be shared with mentors.
- Monthly progress reports for slow learners and their parents/guardians
- Portfolio-based documentation for advanced learners (achievements, projects, etc.).



## ROLES & RESPONSIBILITIES

Role	Task
Faculty	Identify, support, and monitor academic progress
Mentors	Conduct academic/personal counseling
Phase class teachers	Oversee interventions, resources, and training
Students	Actively engage in feedback and learning plans

## IMPLEMENTATION TIMELINE (MBBS BATCH)

Sl.No.	Month	Activity
1	August	Orientation & baseline test
2	September	First categorization
3	October	Start of interventions
4	December	Mid-year academic review
5	February	Project allotment (advanced learners)
6	April	Final performance review

## OUTCOME METRICS


- Academic improvement in internal scores and practical assessments.
- Enhanced participation in clinical and co-curricular activities.
- Reduced repeat exam rate and dropouts.
- Increased student confidence and satisfaction.
- Better university exam performance and research output.




Prepared by : Mrs. Liji K O, Associate (T), Administration (MC)

Verified by :

1. Dr. Deepti Ramakrishnan, Vice Principal & IQAC Coordinator 

2. Dr. S. Monica Diana., Professor & Class Teacher (1<sup>st</sup> Year MBBS ) 

3. Dr. Mathew Joseph , Assistant Professor & Evening Class Coordinator 

Approved by : Dr. Betsy Thomas, IQAC Chairman 

Dr. BETSY THOMAS  
MD, FRCOG, DNB, MICOG  
PRINCIPAL  
AMALA INSTITUTE OF MEDICAL SCIENCES  
AMALA NAGAR, THRISSUR-680 555



