



Sree Gokulam Medical College & Research Foundation

(A Unit of Foundation of Non-Resident Indians)

Approved by National Medical Commission, Affiliated to Kerala University of Health Sciences

Accredited by NABH & NABL

Policy Number: *SGMC / Acad. Pol / 018 / 2020*


Category: Student Welfare


Content: Identifying and conducting special programs for low achievers and high performers

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Signed by:


Director


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Identifying & Conducting Special Programs for Low Achievers & High Performers

Statement of Purpose

The policy states criteria to identify the low achievers and high performers. The policy also issues guidelines regarding special programs for both the groups.

Policy

A. The low achievers and high performers shall be identified based on the following criteria.

Criteria for identifying the Low Achievers: The students meeting the first and one or more other criteria listed below shall be identified as low achievers:

1. Those who have scored less than 20% marks in at least two of the internal assessments (formative or summative).
2. Those who fail to meet the knowledge (recall) and comprehension (understanding) level in cognitive domain (Bloom's Taxonomy).
3. Those who fail to meet receiving and responding levels in affective domain.
4. Those who fail to meet perception and set guided response in psychomotor domain.
5. Those who lack motivation for self improvement (as notified by the mentor).
6. Those who are motivated, but cannot improve their scores.
7. Those who fail to maintain an attendance of 50% in theory or practical / clinical sessions - although a distinction shall be made between the learners having difficulty in learning and learners who are reluctant to learn.

Criteria for identifying the High Performers: The students meeting the first and one or more other criteria listed below shall be identified as high performers:

1. Those who have scored more than 70% marks in at least two of the internal assessments (formative or summative).
2. Those who meet the analysis, synthesis and evaluation levels in cognitive domain.
3. Those who meet organising and internalising levels in affective domain.
4. Those who meet the level of complex or overt response and adaptation (if not origination) in psychomotor domain.



5. Those who are constantly self motivated and are willing to constantly evolve (as noticed by the mentor or any of the faculty member).
6. Those students whose names are included in the Chairman's or Director's Honour Roll (Details in Honour Roll Policy).

B. The students shall be enrolled in specific programs to guide them towards better outcome.

Specific programs for low achievers shall include:

- Mid-course Improvement of Performance Program (Details in Remedial Teaching Policy)
- Frequent meetings with the mentor (minimum frequency of once a week).
- Counselling with student counsellor.
- Interacting with the parents to exchange ideas to incorporate more effective methods.
- Remedial examinations (Details in remedial examination policy).
- Supervised study in Central Library.
- Peer mentoring by high performers or senior students.
- Video-guided small group teaching.

Specific programs for high performers shall include one or more of the following:

- Additional self-directed learning resources.
- Short to ultra-short term student research projects (2-4 week duration).
- Case based or problem based learning teams.
- Student debates, seminars, symposia on medical topics.
- Creative writing assignments.
- Quizzes, poster and / or paper presentations.
- Specific motivational talks for high performers.
- Targeted training in attitudes, ethics, and professionalism.
- Targeted training through certificate courses.



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- 'Each One Teach One' Program: Peer mentoring modules for the volunteers, where one high performer shall be tagged by one low achiever.
- C. The progress of both low achievers and high performers shall be monitored constantly to identify improvement and to help if needed.

Protocols to measure achievements of low achievers:

- Constant monitoring of performance in formative and summative internal assessments as well as in remedial examinations to check for improvement.
- Constant monitoring of participation in learning activities, to check for improvement in the levels of cognitive, affective and psychomotor domains.
- Constant monitoring for improvement in motivation.
- Head of the Department shall also regularly check for the inputs from mentor, parents and counsellor.

Protocols to measure achievements of high performers:

- Constant monitoring of the performance in formative and summative assessments to assess if there is steady performance or improvement. Monitoring shall also be done to avoid drop in the level of performance.
- Completion of research project, and oral / poster presentation.
- Participation in seminars, symposia, debates and quizzes.
- Participation and level of performance in creative writing and certificate courses.

Applies to:

All the faculty, and students identified as low achievers and high performers.

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