



*Policy for Assessment of Learning Levels and
Support Mechanisms for Slow and Advanced
Learners*

Phase 1



IIHMR University, Jaipur, adopts a learner-centric approach to assess students' learning levels and provide appropriate academic support for both slow and advanced learners. The university recognizes that students come from diverse academic, socio-economic, and linguistic backgrounds, and therefore implements systematic procedures for learner identification, mentoring, remedial teaching, bridge courses, and enrichment programmes.

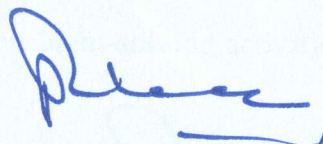
The policy framework is designed to ensure equity, inclusiveness, academic excellence, and outcome-based education across all programmes and departments.

Methods Adopted by the IIHMR University to Assess Learning Levels

- Diagnostic / Entry-Level Tests conducted at the beginning of the semester to identify baseline academic competencies.
- Internal Assessment Marks include class tests, assignments, presentations, quizzes, and practical evaluations.
- Continuous Evaluation through classroom participation, case discussions, projects, laboratory performance, and analytical exercises.
- Faculty Observation to identify conceptual understanding, communication skills, and participation levels.
- Attendance Monitoring to track student engagement and regularity.
- Previous Academic Records and entry qualifications used for learner profiling.
- Mentor Feedback and periodic student counselling sessions for academic and emotional support.

Timing of Assessment and Identification

- At the beginning of the semester, through diagnostic assessments.
- After the first internal assessment examination.
- Continuous monitoring throughout the semester.



Special Programmes for Slow Learners

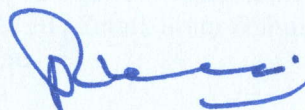
Students identified as slow learners are provided with structured academic and mentoring support through the following initiatives:

- Remedial Classes conducted beyond regular teaching hours, focusing on core concepts, analytical skills, communication skills, and subject fundamentals.
- Bridge courses are organised at the entry level and at the beginning of semesters to strengthen basic conceptual understanding.
- Faculty Mentoring System wherein each learner is assigned as a mentor for academic guidance, counselling, motivation, and progress monitoring.
- Peer Tutoring and Collaborative Learning support.
- Use of ICT-enabled learning resources, recorded lectures, question banks, worksheets, and language support mechanisms.
- Regular monitoring of attendance, classroom participation, and academic performance.

Special Programmes for Advanced Learners

Advanced learners are encouraged and nurtured through academic enrichment and research-oriented activities.

- Advanced assignments, projects, and case-study-based learning.
- Research-oriented activities include paper presentations, publications, and innovation projects.
- Participation in workshops, seminars, FDP interactions, hackathons, competitions, and debates.
- Guidance for certification programmes, MOOCs, and interdisciplinary learning opportunities.
- Leadership opportunities through peer mentoring, student clubs, academic forums, and institutional committees.
- Exposure to experiential learning and problem-solving activities.



Evidence and Documentation Maintained by the Institution

The university maintains systematic records and evidence related to learner assessment and support programmes. These include:

- Learner Identification Registers
- Internal Assessment Reports
- Remedial Class Log Registers
- Enrichment Programme Registers
- Mentoring Registers and Mentor-Mentee Interaction Records
- Student Progress Review Sheets
- Departmental Review Reports and IQAC Documentation

Expected Outcomes

- Improvement in student academic performance and pass percentage.
- Reduction in dropout and failure rates.
- Enhanced student confidence, participation, and engagement.
- Promotion of inclusive and learner-centric education.
- Increased participation of advanced learners in research, innovation, and placements.

