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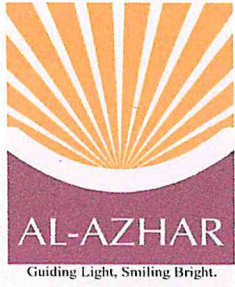
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**CONSOLIDATED REPORT OF SPECIAL PROGRAMS
FOR SLOW
LEARNERS AND ADVANCED PERFORMERS**



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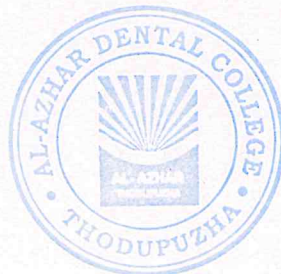
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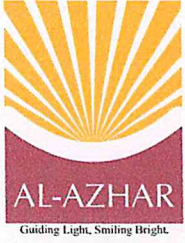
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CERTIFICATE OF THE HEAD OF THE INSTITUTION



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DR. HARVEY THOMAS M.D.S

PRINCIPAL

TO WHOMSOEVER IT MAY CONCERN

This is to certify that the consolidated report prepared is an aggregate of special programmes organized for slow performers & advanced learners, within the institution.



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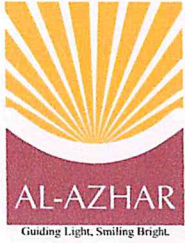
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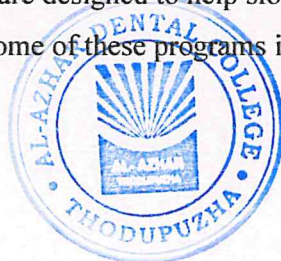
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CONSOLIDATED REPORT OF SPECIAL PROGRAMS FOR SLOW LEARNERS

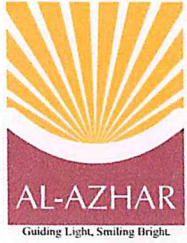
Managing a slow learner requires patience, understanding, and flexibility in teaching methods. There is no one specific cause for becoming a slow learner, as it can be influenced by a variety of factors such as genetics, environment, medical condition (ADHD), lack of motivation or ineffective learning strategies. Being a slow learner is not necessarily a permanent condition and there are many strategies that we have adopted in general to improve learning abilities. They are:

- Creating a customized learning plan by determining the student's strengths, weaknesses, and learning style.
- Slow learners may struggle with complex tasks, so they are broken down into smaller, more manageable steps.
- Incorporating visual aids such as diagrams, charts, and graphs which can help slow learners understand complex information.
- Slow learners are provided one-on-one tutoring, extra practice exercises, or additional time to complete assignments.
- Providing encouragement and positive feedback which helps boost a slow learner's confidence and motivation.
- Slow learners may need more repetition to understand and retain information. So concepts are repeated and opportunities for practice are provided.
- Incorporating different senses such as touch, sight, and sound in learning activities to help slow learners understand and retain information better.

The slow learners are identified in individual departments by their formative and summative performance in their internal examinations by their teachers and mentors. Other than the scheduled internal exams viva, practical performance during lab hours, attendance and work submission are also considered to distinguish the slow learners from the rest of the students. There are several special programs that are designed to help slow learners improve their academic skills and succeed in their education. Some of these programs include:



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1. Monitoring and providing individual attention to students as much as possible.

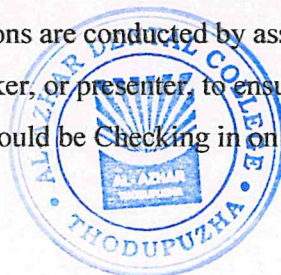
Monitoring and providing individual attention to students is a crucial aspect of effective teaching and learning. By doing so, teachers can identify each student's strengths and weaknesses, tailor their teaching approach to the individual needs of each student, and help students achieve their full potential. Our teachers conduct regular assessments to gauge each student's understanding of the subject matter. This helps them to identify areas where students are struggling and provide extra support to help them catch up. One-on-one meetings are also scheduled with each student to discuss their progress, address any concerns they might have, and offer guidance and support. A personalized learning plan for each student is developed that takes into account their learning style, interests, and abilities. Regular feedback is given to the students on their progress and support and guidance is provided when needed.

2. Special classes with individual subject faculty.

Special classes with individual subject faculty is a great way to provide more personalized education and support to students. The institution has arranged special classes after 2pm for these students. A particular day of the week is allocated for each subject to avoid clashes. These special classes are structured in a variety of ways, depending on the needs and goals of the students. For example, remedial classes for students who need extra help to catch up in their wire bending exercises in the department of Orthodontics are given additional demos, after which their work is closely monitored to avoid further mistakes. With smaller class sizes and dedicated teachers, students receive more personalized instruction and support tailored to their unique needs and learning styles. It has been observed that these special classes are a valuable tool for enhancing the educational experience and outcomes of students.

3. Assign combined study with an advanced learners group

Assigning combined study with an advanced learners group is a great way for students to challenge themselves, learn from others, and develop their skills further. Each student is given a study partner who would be helping them by sharing their notes, studying tips and extra study material. Group study sessions are conducted by assigning different roles to each student, such as a group leader, note-taker, or presenter, to ensure that everyone is engaged in the study session. The staff in charge would be checking in on the session periodically to



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make sure that everything is going smoothly. At the end of the study session, students are asked to evaluate their own performance and the performance of their peers. This helps to identify areas for improvement and promote self-reflection.

4. Student and parent counselling

Student and parent counselling can play a vital role in helping students achieve success both academically and personally, while also supporting parents in their role as caregivers. By fostering open communication, active listening, and trust, our staff help create a safe and supportive environment that promotes learning and growth. Meetings with parents are conducted every 3 months with the respective departments for which the student is lagging. Since the parents are constantly updated about their ward's status it becomes easier for them to navigate their child's educational journey.

5. Periodical assessment and evaluation

The purpose of this process is to identify areas of improvement, measure success, and make necessary changes to enhance performance. Each department has their own methods to assess this. While some conduct MCQ exams others conduct vivas or written theory exams. It is not just the theory part that is evaluated but practical exams are also conducted. Based on the results, action is taken to address areas that need improvement and enhance performance.

6. Rapid revision of syllabus prior to university examination

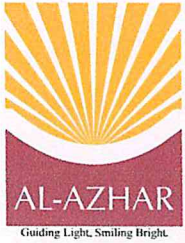
Most students have difficulty in Identifying the most important topics that are likely to be covered in the exam and prioritize them. This method helps them to focus on the most important material and make the most of their time. Our teachers stay back after college hours to help them with their revision. Simply reading through notes won't help in retaining information. The students are educated on incorporating active study techniques like summarizing, mind maps, flashcards, and practice questions. If anyone is struggling with a particular topic, they are encouraged to reach out to their professors or classmates for help.

7. Special notes prepared and distributed to slow performer groups

It is a useful tool for helping these individuals improve their performance. These notes usually include tips for improving specific skills, reminders of important information, or examples of



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successful approaches to similar tasks. The goal is to provide extra support and guidance to individuals who are struggling, so they can improve their performance and achieve success.

Every learner is unique, and there is no one-size-fits-all approach to managing slow learners. It is a constant adaptation of our teaching strategies to meet the needs of each individual student, so that we can help them reach their full potential.

SPECIAL PROGRAMMES FOR SLOW PERFORMERS



COMBINED STUDY IS ASSIGNED WITH AN ADVANCED LEARNERS GROUP.



ADVANCED LEARNERS ARE ENCOURAGED TO SHARE NOTES AND STUDYING TIPS
SLOW PERFORMERS



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GPS Map Camera



Kumaramangalam part, Kerala, India

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Thodupuzha, Kerala, WP99+83V, Kumaramangalam
part, Kerala 685605, India

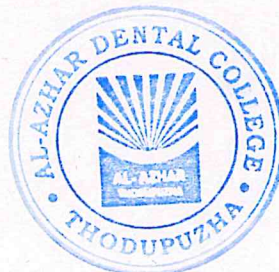
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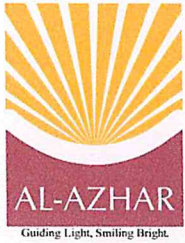
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STUDENTS ARE GIVEN QUESTION PAPERS & MCQS TO ANSWER FOR PERIODICAL ASSESSMENT OF THEIR PROGRESS.

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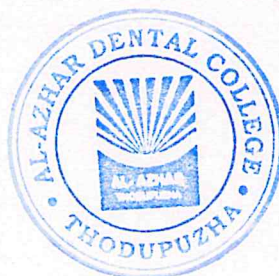
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DEMO GIVEN FOR WIRE BENDING EXERCISE



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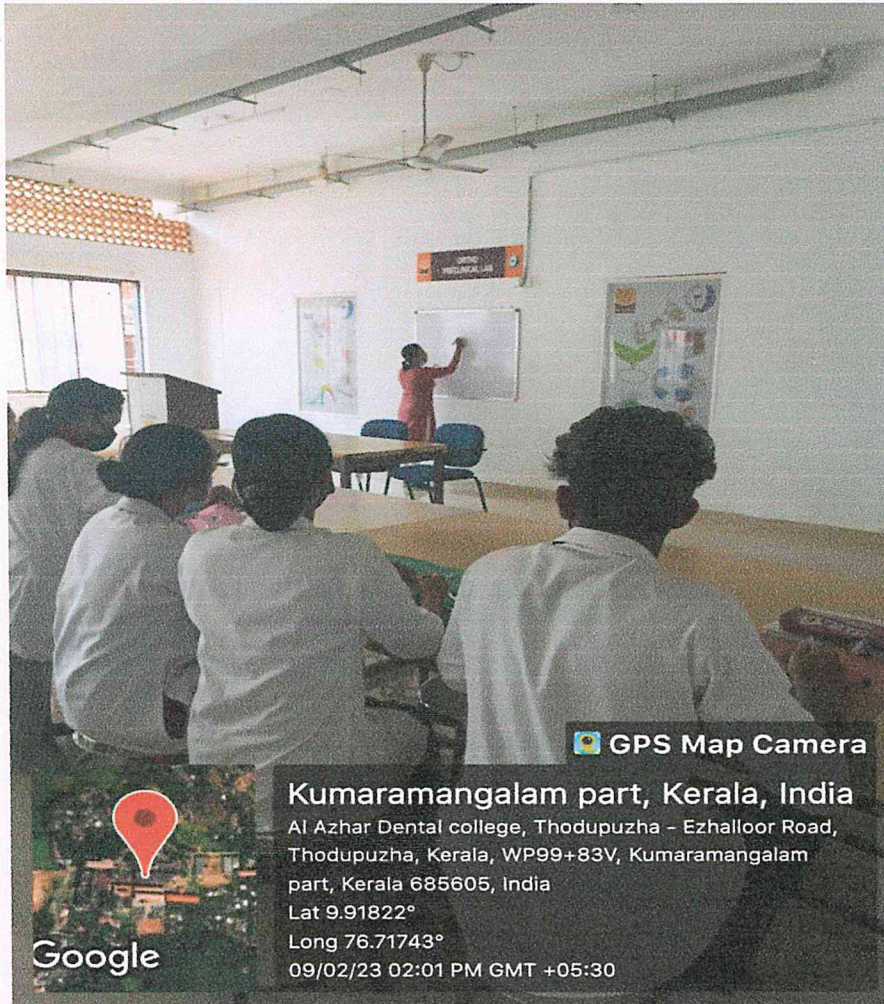
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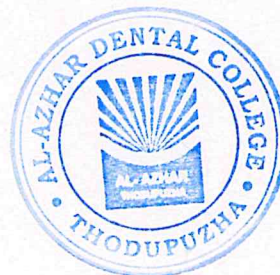
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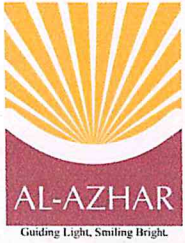
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SPECIAL CLASSES WITH INDIVIDUAL SUBJECT FACULTY.



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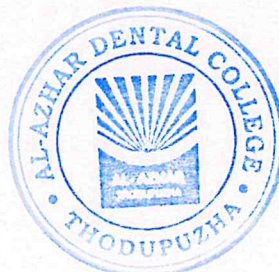
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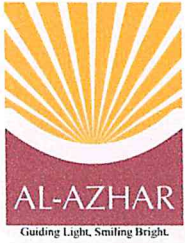
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STUDENT AND PARENT COUNSELLING.



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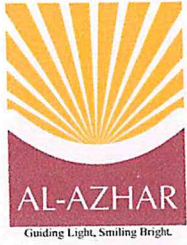
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LIST OF SPECIAL PROGRAMS FOR SLOW LEARNERS

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LIST OF SPECIAL PROGRAMS FOR SLOW LEARNERS

(FIRST YEAR BDS)



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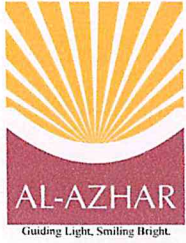
LIST OF SPECIAL PROGRAMS FOR SLOW PERFORMERS

(FIRST YEAR)

DEPARTMENT	LIST OF SPECIAL PROGRAMS
DEPARTMENT OF ORAL AND MAXILLOFACIAL PATHOLOGY AND MICROBIOLOGY AND FORENSIC ODONTOLOGY	<ul style="list-style-type: none">• Special classes at 2pm with individual subject faculty on Thursdays.• Discussion of histology slides and conducting test of the same• Tooth Carving exercises• Conducting Viva on individual topics after the special classes.• Conducting 3 Improvement exams and evaluating of the students according to the marks obtained• Student and Parent counselling every 3 months
DEPARTMENT OF GENERAL ANATOMY, EMBRYOLOGY & HISTOLOGY	<ul style="list-style-type: none">• Special classes at 2pm with individual subject faculty on Mondays.• Conducting Viva on individual topics after the special classes.• MCQs (out of 20) are given for periodical assessment and evaluation



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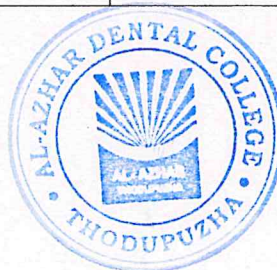
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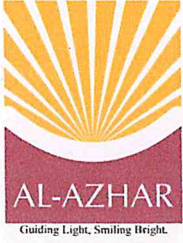
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	<ul style="list-style-type: none">• Student and Parent counselling every 3 months
DEPARTMENT OF PHYSIOLOGY	<ul style="list-style-type: none">• Special classes at 2pm with individual subject faculty on Tuesdays.• Conducting Viva on individual topics after the special classes.• MCQs (out of 20) are given for periodical assessment and evaluation• Student and Parent counselling every 3 months
DEPARTMENT OF BIOCHEMISTRY	<ul style="list-style-type: none">• Special classes at 2pm with individual subject faculty on Wednesdays.• Conducting Viva on individual topics after the special classes.• MCQs (out of 20) are given for periodical assessment and evaluation• Student and Parent counselling every 3 months



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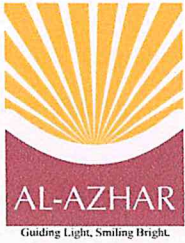
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LIST OF SPECIAL PROGRAMS FOR SLOW LEARNERS

(SECOND YEAR BDS)



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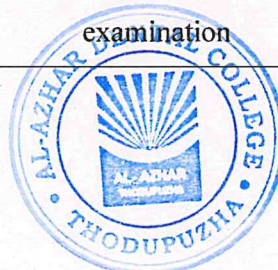
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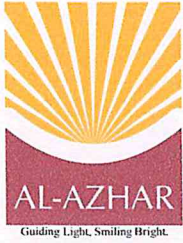
LIST OF SPECIAL PROGRAMS FOR SLOW LEARNERS

(SECOND YEAR)

DEPARTMENT	LIST OF SPECIAL PROGRAMS
DEPARTMENT OF CONSERVATIVE DENTISTRY AND ENDODONTICS	<ul style="list-style-type: none">• Special classes for slow learners after 2 pm• Providing study materials• Assignments on previous year question papers• Periodic evaluation of students by conducting test papers and viva• Parent, student and staff meetings• Additional guidance in practical sessions• Training students for improving in viva voice
DEPARTMENT OF PROSTHODONTICS AND CROWN AND BRIDGE	<ul style="list-style-type: none">• Special classes at 2pm with individual subject faculty on Tuesdays• Providing additional study material• Student and parent counseling every 3 months• Assigning combined study with an advanced learners group• Theory (out of 30) are given for periodical assessment and evaluation• Additional demo for tooth setting• Practical exams are conducted on tooth setting and wax up and carving are instructed Completed with 1 hour• Rapid revision of syllabus prior to university examination



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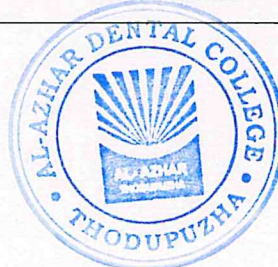
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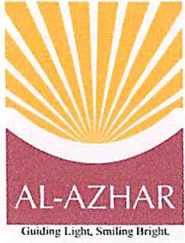
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	<ul style="list-style-type: none">• Vivas are conducted to assess their answering pattern• Additional demo and practical exams are also conducted for mixing of alginate, impression compound and zinc oxide eugenol• Students are assigned into groups and encourage to observe clinical step in fabrication of complete denture in clinic so they can correlate with their preclinical works• Weekly exams are conducted to assess their progress
<p>DEPARTMENT OF ORTHODONTICS AND DENTOFACIAL ORTHOPAEDICS</p>	<ul style="list-style-type: none">• Special classes at 2pm with individual subject faculty on Tuesdays• Providing additional study material• Student and parent counseling every 3 months• Assigning combined study with an advanced learners group• MCQs (out of 10) are given for periodical assessment and evaluation• Additional demo for wire bending exercises• Practical exams are conducted where a bow, clasp and spring are instructed to be made within 1 hour• Rapid revision of syllabus prior to university examination



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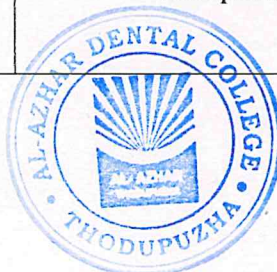
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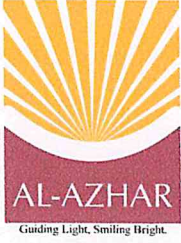
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	<ul style="list-style-type: none">• Vivas are conducted to assess their answering pattern
DEPARTMENT OF GENERAL & DENTAL PHARMACOLOGY & THERAPEUTICS	<ul style="list-style-type: none">• Special classes at 2pm with individual subject faculty on Wednesdays.• Conducting Viva on individual topics after the special classes.• MCQs (out of 20) are given for periodical assessment and evaluation• Student and Parent counselling every 3 months
DEPARTMENT OF GENERAL MICROBIOLOGY	<ul style="list-style-type: none">• Special classes at 2pm with individual subject faculty on Fridays.• Conducting Viva on individual topics after the special classes.• MCQs (out of 20) are given for periodical assessment and evaluation• Student and Parent counselling every 3 months
DEPARTMENT OF GENERAL PATHOLOGY	<ul style="list-style-type: none">• Special classes at 2pm with individual subject faculty on Saturdays.• Conducting Viva on individual topics after the special classes.




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	<ul style="list-style-type: none">• MCQs (out of 20) are given for periodical assessment and evaluation• Student and Parent counselling every 3 months
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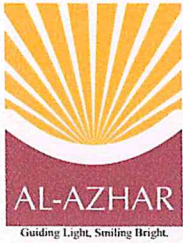
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LIST OF SPECIAL PROGRAMS FOR SLOW LEARNERS

(THIRD YEAR BDS)



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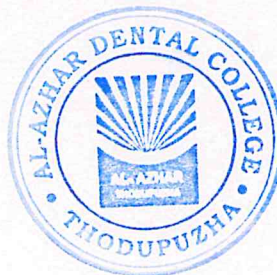
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LIST OF SPECIAL PROGRAMS FOR SLOW LEARNERS

(THIRD YEAR)

DEPARTMENT	LIST OF SPECIAL PROGRAMS
DEPARTMENT OF ORAL AND MAXILLOFACIAL PATHOLOGY AND MICROBIOLOGY AND FORENSIC ODONTOLOGY	<ul style="list-style-type: none">• Special classes at 2pm with individual subject faculty on Mondays.• Discussion of histopathology slides, spotters (developmental anomalies and cast for age estimation)• Conducting Practical examination for slide identification and spotters• Conducting Viva on individual topics after the special classes.• Conducting 3 Improvement exams and evaluation of the students according to the marks obtained• Student and Parent counselling every 3 months
DEPARTMENT OF GENERAL MEDICINE	<ul style="list-style-type: none">• Special classes at 2pm with individual subject faculty on Tuesdays.• Conducting Viva on individual topics after the special classes.



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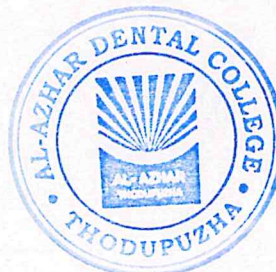
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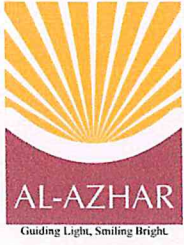
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	<ul style="list-style-type: none">• MCQs (out of 20) are given for periodical assessment and evaluation• Student and Parent counselling every 3 months
DEPARTMENT OF GENERAL SURGERY	<ul style="list-style-type: none">• Special classes at 2pm with individual subject faculty on Wednesdays.• Conducting Viva on individual topics after the special classes.• MCQs (out of 20) are given for periodical assessment and evaluation• Student and Parent counselling every 3 months




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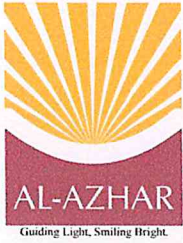
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LIST OF SPECIAL PROGRAMS FOR SLOW LEARNERS

(FINAL YEAR BDS)



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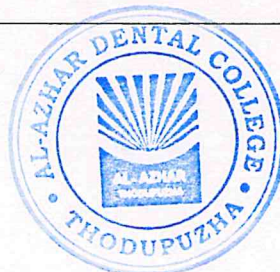
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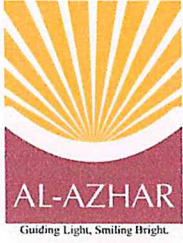
LIST OF SPECIAL PROGRAMS FOR SLOW LEARNERS

(FINAL YEAR- PART I)

DEPARTMENT	LIST OF SPECIAL PROGRAMS
DEPARTMENT OF ORTHODONTICS AND DENTOFACIAL ORTHOPAEDICS	<ul style="list-style-type: none">• Special classes at 2pm with individual subject faculty on Thursdays• Providing additional study material• Student and parent counseling every 3 months• Assigning combined study with an advanced learners group• MCQs (out of 10) & Theory (out of 40) exams are given for periodical assessment and evaluation• Rapid revision of syllabus prior to university examination• Vivas are conducted to assess their answering pattern
DEPARTMENT OF PUBLIC HEALTH DENTISTRY	<ul style="list-style-type: none">• Special classes at 2pm with individual subject faculty on Thursdays, tailored to address the specific learning needs of students.• Providing additional study material and resources to support comprehensive understanding.



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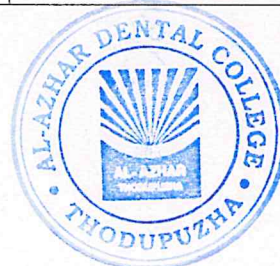
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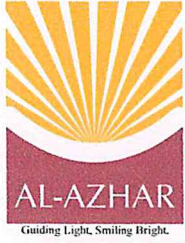
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	<ul style="list-style-type: none">• Regular student and parent counseling every 3 months to address any concerns and provide guidance.• Assigning combined study sessions with a diverse group of peers, fostering collaborative learning.• Conducting periodical assessments and evaluations through MCQs (out of 10) and Theory (out of 40) exams to monitor progress.• Facilitating rapid revision of the syllabus before university examinations to ensure thorough preparation.• Conducting vivas to assess students' ability to articulate and apply knowledge effectively.
DEPARTMENT OF PERIODONTICS	<ul style="list-style-type: none">• Special classes at 2pm with individual subject faculty on Wednesday• Providing additional study material• Assigning combined study with an advanced learners group• Viva's (out of 10) & Theory (out of 20) exams are given for periodical assessment and evaluation



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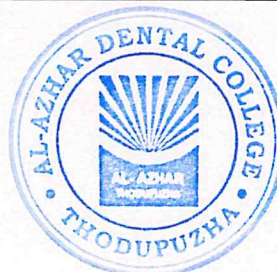
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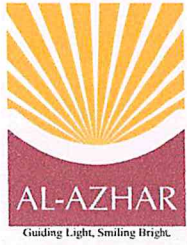
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	<ul style="list-style-type: none">• Rapid revision of syllabus prior to university examination• Clinical vivas are conducted to assess their answering pattern
DEPARTMENT OF ORAL MEDICINE & RADIOLOGY	<ul style="list-style-type: none">• Special classes at 2.15pm with individual subject faculty on Mondays• Extra library time• Providing additional study material• Assigning combined study with an advanced learners' group• Vivas on assigned topics• Clinical discussions after each case they take in the clinics• Extra clinical exams• Rapid revision of syllabus prior to university examination



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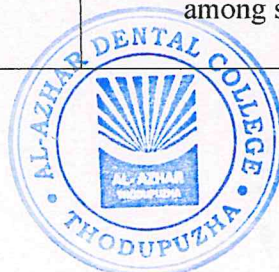
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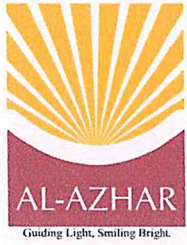
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LIST OF SPECIAL PROGRAMS FOR SLOW LEARNERS (FINAL YEAR- PART II)

DEPARTMENT	LIST OF SPECIAL PROGRAMS
DEPARTMENT OF CONSERVATIVE DENTISTRY AND ENDODONTICS	<ul style="list-style-type: none">• Special classes for slow learners after 2 pm• Providing study materials• Assignments on previous year question papers• Periodic evaluation of students by conducting test papers and viva• Parent, student and staff meetings• Additional guidance in practical sessions• Training students for improving in viva voice
DEPARTMENT OF PEDIATRIC DENTISTRY AND PREVENTIVE DENTISTRY	<ul style="list-style-type: none">• Extra classes after 2 pm every Wednesday.• Student counselling, before the initiation of extra classes and prior to university exams.• Important topics discussion and previous years question paper solving.• Evaluation of students on a periodic basis by conducting Improvement exams (out of 50/70). MCQs (out of 10/20).• Discussion with advanced learners, group wise for better understanding and guidance.• Viva for improving answering patterns among students.



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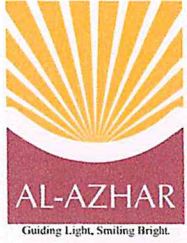
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<p>DEPARTMENT OF PROSTHODONTICS AND CROWN AND BRIDGE</p>	<ul style="list-style-type: none">• Special classes at 2pm with individual subject faculty on Tuesdays Providing additional study material Student and parent counseling every 3 months Assigning combined study with an advanced learners group Theory (out of 30) are given for periodical assessment and evaluation Additional demo for border molding• Rapid revision of syllabus prior to university examination Vivas are conducted to assess their answering pattern• Various Case study are given to improve the clinical knowledge• Extra demos are given for crown cutting on typhodont tooth• End posting exams are conducted to assess their clinical skills
	<ul style="list-style-type: none">• Special classes at 2pm with individual subject faculty on Thursdays, tailored to



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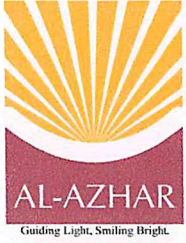
DEPARTMENT OF ORAL AND
MAXILLOFACIAL SURGERY

address the specific learning needs of students.

- Providing additional study material and resources to support comprehensive understanding.
- Regular student and parent counselling every 3 months to address any concerns and provide guidance.
- Assigning combined study sessions with a diverse group of peers, fostering collaborative learning.
- Conducting periodic assessments and evaluations through Theory (out of 40) exams and Viva to monitor progress.
- Facilitating rapid revision of the syllabus before university examinations to ensure thorough preparation.
- Conducting vivas to assess students' ability to articulate and apply knowledge effectively.




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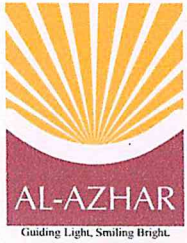
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CONSOLIDATED REPORT OF SPECIAL PROGRAMS FOR ADVANCED PERFORMERS



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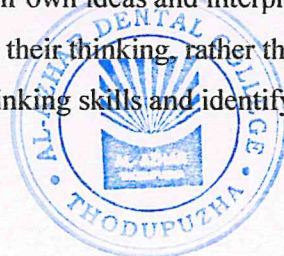
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CONSOLIDATED REPORT OF SPECIAL PROGRAMS FOR ADVANCED PERFORMERS

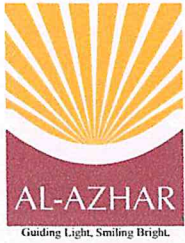
Pushing an advanced learner forward requires a tailored approach that takes into account their individual strengths, weaknesses, learning style, and interests. We have adopted some general strategies that are effective. All our departments provide a platform to challenge them with complex and open-ended tasks. These advanced learners are allocated tasks that are challenging and require them to apply higher-order thinking skills.

Helping students to think better involves providing them with opportunities to develop their critical thinking skills and encouraging them to engage with material in a more thoughtful and reflective way. Some of the strategies we have adopted are:

- Encourage students to ask questions about the material they are studying, rather than simply memorizing it. This can help to develop their critical thinking skills and increase their engagement with the material.
- Providing real-world examples of the concepts being taught to help students connect what they are learning to the world around them. This can help them to think more deeply about the material and apply it in different contexts.
- Encourage students to actively engage with the material, such as through group discussions, debates, or hands-on activities. This can help them to develop their critical thinking skills and retain the information more effectively.
- Emphasize problem-solving in our teaching, as this can help students to develop their critical thinking skills. Encourage them to think through problems and come up with their own solutions, rather than simply providing them with answers.
- Use open-ended questions in our teaching, as this can encourage students to think more deeply and critically about the material. These types of questions require students to think creatively and come up with their own ideas and interpretations.
- Provide feedback to students on their thinking, rather than just their answers. This can help them to develop their critical thinking skills and identify areas where they need to improve.



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- Foster a growth mind set in the students, emphasizing their intelligence and abilities. This can help students to feel more confident in their ability to think critically and tackle challenging material.

Each department selects their own set of advanced learners from the whole batch. Some of the special programs adopted to push these advanced learners forward are:

1. Encouraging Intercollege scientific presentations.

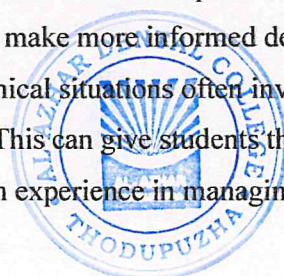
Intercollege scientific presentations can expose students to a wide range of research topics and ideas. They can learn about new research areas and perspectives that they may not have been exposed to otherwise. This broadens their knowledge and understanding of different scientific fields and disciplines. Intercollege scientific presentations can foster a culture of academic excellence and innovation. Students will be inspired by their peers' research and work to push the boundaries of what is currently known in their fields. This would lead to new discoveries and advancements in scientific research.

2. Project works given and encouraged to write manuscripts for publication.

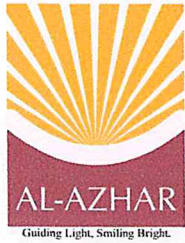
These students are encouraged to take on projects that require them to think outside the box. Projects allow students to apply the theoretical knowledge they have gained in the classroom to practical, real-world situations. These projects also require students to think creatively and come up with innovative solutions to problems. They also enhance social and communication skills that are essential in the professional world. Successfully completing a project can be a great source of accomplishment for students, which can further boost their confidence and self-esteem. Projects are added to the student's portfolio, which can be useful in showcasing their skills and accomplishments to potential employers or educational institutions in the future.

3. Exposure to complex clinical situations.

By working with complex cases, students can develop their clinical judgment and decision-making skills. This can help them to make more informed decisions when faced with similar situations in the future. Complex clinical situations often involve patients with complex medical histories or multiple comorbidities. This can give students the opportunity to work with a diverse range of patient populations and gain experience in managing complex health issues in the real



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world. To name a few of them, students get to do flap surgeries in the department of Periodontics, canine impaction in the department of Oral surgery, RCT in the department of Endodontics etc. Successfully managing complex clinical situations can help students to build their confidence in their clinical abilities, which can help them to become more effective healthcare providers.

4. Additional seminar presentations.

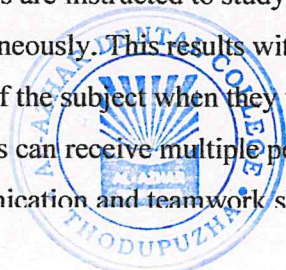
Giving presentations can be a daunting task, but the more the students practice, the more comfortable they will become with public speaking. This helps to build their confidence and reduce anxiety about speaking in front of a group. Preparing a presentation requires students to research, organize, and analyze information which improves their critical thinking skills and ability to evaluate information. Time management is another valuable skill they develop. Receiving feedback from their peers, helps them to improve their presentation skills and receive constructive criticism.

5. Encouraging to read and refer to additional books in the library.

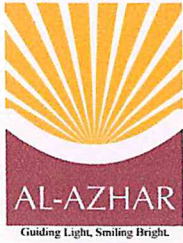
Reading books instils a love for learning and intellectual curiosity. It helps to develop an appetite for knowledge and encourages lifelong learning. Reading dental textbooks helps the student develop their critical thinking skills, which can be extremely beneficial in the field of dentistry. As one reads through various case studies and research papers, one will be challenged to think critically about the information presented, and develop conclusions based on the evidence. This also improves clinical skills as they gain a deeper understanding of the clinical application of various dental techniques. By studying various case studies, they develop a better understanding of how to diagnose and treat various dental conditions.

6. Peer learning

Peer learning has several benefits, including increased engagement, deeper learning, and greater retention of knowledge. The advanced learners are instructed to study alongside the slow learner students, which helps both the groups simultaneously. This results with the advanced learner gaining more knowledge and understanding of the subject when they themselves don the role of a teacher. By working with peers, these students can receive multiple perspectives on a topic, build social connections, and develop their communication and teamwork skills.



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Advanced learners are given resources and support whenever required, which allows them to take ownership of their learning and explore topics that fascinate them. Since they can benefit from collaborating with peers who share their interests and abilities, we encourage them to work on projects with other advanced learners or to join clubs or groups focused on their areas of interest.

These advanced learners are continuously monitored and instructions are adjusted as needed to ensure they are continuously challenged and engaged. They are also provided with regular feedback and opportunities for reflection to help them continue to grow and develop.

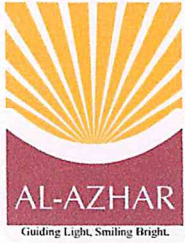
SPECIAL PROGRAMS FOR ADVANCED LEARNERS



STUDENTS ARE ENCOURAGED TO PARTICIPATE IN ADDITIONAL WORKSHOPS



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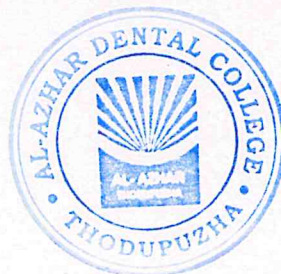
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EXPOSURE TO COMPLEX CLINICAL SITUATIONS



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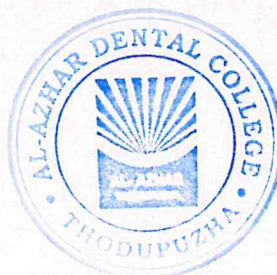
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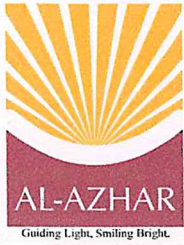
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ADDITIONAL SEMINAR PRESENTATIONS



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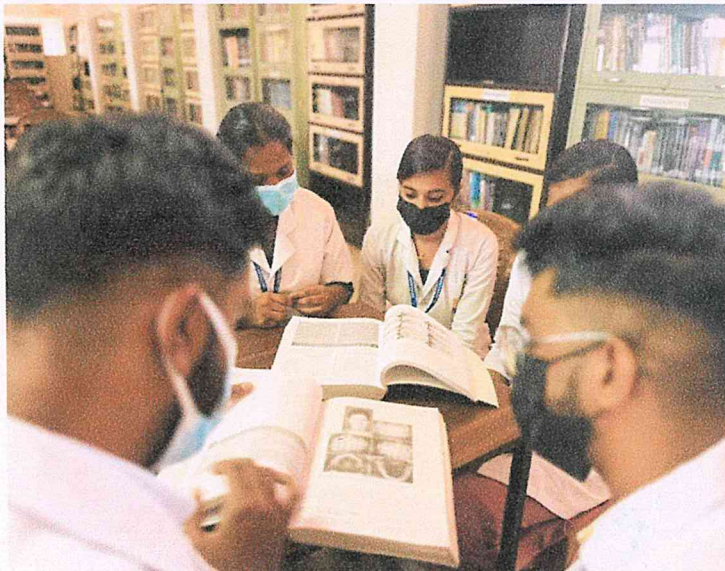
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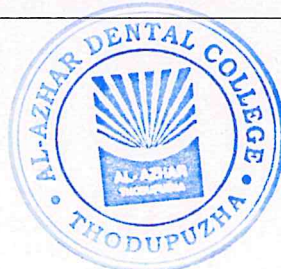
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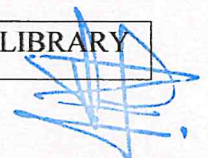
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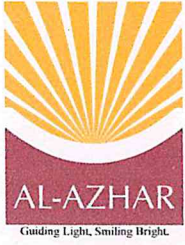
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ENCOURAGING TO READ AND REFER TO ADDITIONAL BOOKS IN THE LIBRARY




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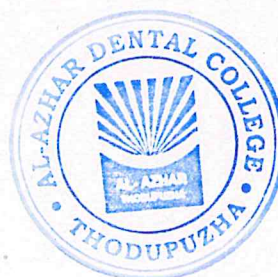
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PROJECT WORKS ARE GIVEN



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No. 21/1/2022-HRD-STS
Date: 13.03.2023

ICMR-Short-Term Studentship (STS) 2022 Report Review Result Notification

The ICMR-STS-2022 reports were examined by a panel of Experts. In addition, the administrative review of the Report Attestation Form (RAF) and Institutional Ethics Committee (IEC) approval letters submitted by the students was also done.

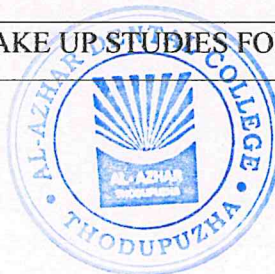
The result as given in the list below has been declared as "Approved/Not approved/Withheld" as per the grades assigned by the scientific reviewers and the according to the existing ICMR-STS rules and guidelines:

- **Approved:** Reports have been accepted. A stipend of Rs. 50,000/- will be issued to the selected students within three months from the date of result declaration, along with an e-certificate in about next six months. Updates will be notified accordingly on the ICMR-STS website and information will also be communicated through emails to the selected students only. The stipend will be released online to the respective bank account of the students with results as "Approved". E-Certificates download link will be available on the ICMR-STS website as per the given timeline mentioned (*please do not send emails asking for the same*).
- **Not Approved:** Report has been not approved by Experts upon review, no stipend or certificate will be issued to the students in such a case.
- **Withheld:** The students did not submit the RAF/IEC as per the valid format required and guidelines and the final approval of their respective result is subject to the submission of the revised RAF/IEC, details of which will be communicated shortly through email only to the withheld students as given in the list below (kindly do not send any emails asking for the reason until and unless communicated by ICMR). If the revised documents as applicable are not submitted by 15th April, 2023 to email address: stshrd2017@gmail.com, then the withheld reports will be declared as "Not approved" without any further correspondences. The final result will be updated accordingly for these withheld students by 20th April, 2023 based on the document re-submission and justification received, which will be reviewed by the ICMR.

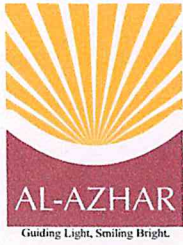
Result of STS 2022 (Roll no. wise)			
A= Outstanding; B= Excellent; C= Good; D= Satisfactory and E= Not approved			
S. No.	STS Reference ID	Grades	Result
1	2022-00023	B	Approved
2	2022-00027	C	Approved
3	2022-00033	B	Approved
4	2022-00038	C	Approved
5	2022-00042	C	Approved
6	2022-00048	C	Approved
7	2022-00049	D	Approved
8	2022-00056	D	Approved
9	2022-00059	C	Approved
10	2022-00063	C	Approved
11	2022-00072	D	Approved

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ENCOURAGED TO TAKE UP STUDIES FOR PUBLICATION



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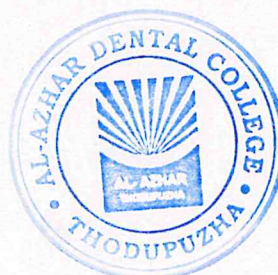
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ADDITIONAL STUDYING TIPS ARE SHARED



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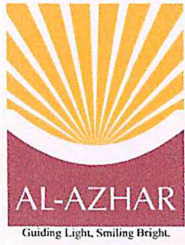
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LIST OF SPECIAL PROGRAMS FOR ADVANCED PERFORMERS



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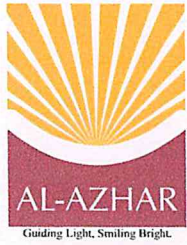
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**LIST OF SPECIAL PROGRAMS FOR ADVANCED
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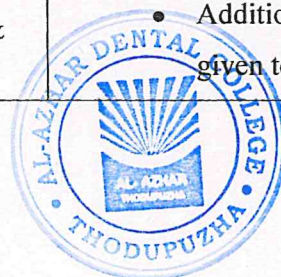
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LIST OF SPECIAL PROGRAMS FOR ADVANCED LEARNERS

(FIRST YEAR)

DEPARTMENT	LIST OF SPECIAL PROGRAMS
DEPARTMENT OF ORAL AND MAXILLOFACIAL PATHOLOGY AND MICROBIOLOGY	<ul style="list-style-type: none">• Peer learning programs where slow learners and advanced learners are encouraged to study through group discussion which benefits both the groups• Encouraging participation in inter and intra college Quiz Competitions• Project works such as making of Study model, Charts and Posters which are displayed in departments• Students are encouraged to participate in Inter college Scientific Programs where they present posters.• Encouraged to utilize the library facilities as well as reference books for enhancing their in depth knowledge and skills• Guiding students in ICMR Funded projects to encourage them in research activities.
DEPARTMENT OF GENERAL ANATOMY, EMBRYOLOGY &	<ul style="list-style-type: none">• Encouraged to participate in Intercollege conferences• Additional seminar presentations are given to improve their presentation skills



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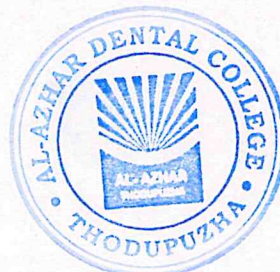
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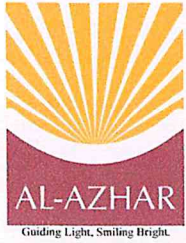
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HISTOLOGY	<ul style="list-style-type: none">• Encouraged to read and refer to additional books in the library
DEPARTMENT OF PHYSIOLOGY	<ul style="list-style-type: none">• Encouraged to participate in Intercollege conferences• Additional seminar presentations are given to improve their presentation skills• Encouraged to read and refer to additional books in the library
DEPARTMENT OF BIOCHEMISTRY	<ul style="list-style-type: none">• Encouraged to participate in Intercollege conferences• Additional seminar presentations are given to improve their presentation skills• Encouraged to read and refer to additional books in the library



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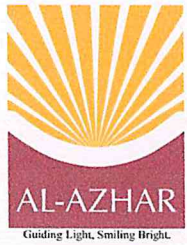
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**LIST OF SPECIAL PROGRAMS FOR ADVANCED
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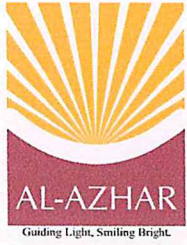
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LIST OF SPECIAL PROGRAMS FOR ADVANCED LEARNERS (SECOND YEAR)

DEPARTMENT	LIST OF SPECIAL PROGRAMS
DEPARTMENT OF CONSERVATIVE DENTISTRY AND ENDODONTICS	<ul style="list-style-type: none">• Encouraging students in participating in intercollege quiz competitions• Encouraging students in reading additional books from library• Career guidance
DEPARTMENT OF PROSTHODONTICS AND CROWN AND BRIDGE	<ul style="list-style-type: none">• Encouraged to participate in Intercollege poster presentation.• Additional seminar presentations are given to improve their presentation skills• Encouraged to read and refer to additional books in the library• The advanced learners are instructed to study alongside the slow learner students, which helps both the groups simultaneously (peer learning)
DEPARTMENT OF ORTHODONTICS AND DENTOFACIAL ORTHOPAEDICS	<ul style="list-style-type: none">• Encouraged to participate in Intercollege scientific presentations• Project works are given and encouraged to write manuscripts for publication.• Additional seminar presentations are given to improve their presentation skills



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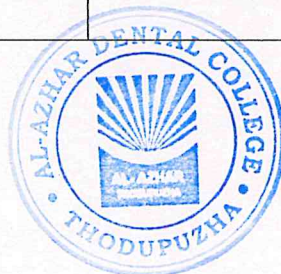
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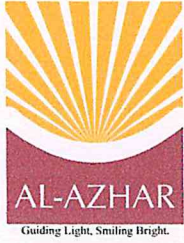
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	<ul style="list-style-type: none">• Encouraged to read and refer to additional books in the library• The advanced learners are instructed to study alongside the slow learner students, which helps both the groups simultaneously (peer learning)
DEPARTMENT OF GENERAL & DENTAL PHARMACOLOGY & THERAPEUTICS	<ul style="list-style-type: none">• Encouraged to participate in Intercollege conferences• Additional seminar presentations are given to improve their presentation skills• Encouraged to read and refer to additional books in the library
DEPARTMENT OF GENERAL MICROBIOLOGY	<ul style="list-style-type: none">• Encouraged to participate in Intercollege conferences• Additional seminar presentations are given to improve their presentation skills• Encouraged to read and refer to additional books in the library
DEPARTMENT OF GENERAL PATHOLOGY	<ul style="list-style-type: none">• Encouraged to participate in Intercollege conferences• Additional seminar presentations are given to improve their presentation skills• Encouraged to read and refer to additional books in the library



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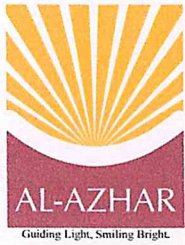
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**LIST OF SPECIAL PROGRAMS FOR ADVANCED
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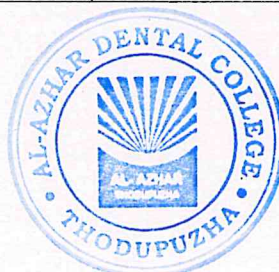
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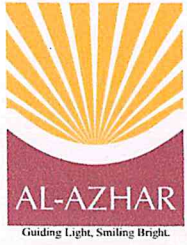
LIST OF SPECIAL PROGRAMS FOR ADVANCED LEARNERS

(THIRD YEAR)

DEPARTMENT	LIST OF SPECIAL PROGRAMS
DEPARTMENT OF ORAL AND MAXILLOFACIAL PATHOLOGY AND MICROBIOLOGY	<ul style="list-style-type: none">• Peer learning programs where slow learners and advanced learners are encouraged to study through group discussion which benefits both the groups• Encouraging participation in inter and intra college Quiz Competitions• Project works such as making of Study model, Charts and Posters which are displayed in departments• Students are encouraged to participate in Inter college Scientific Programs where they present papers and posters.• Encouraged to utilize the library facilities as well as reference books for enhancing their in depth knowledge and skills
DEPARTMENT OF GENERAL MEDICINE	<ul style="list-style-type: none">• Encouraged to participate in Intercollege conferences• Additional seminar presentations are given to improve their presentation skills• Encouraged to read and refer to additional books in the library



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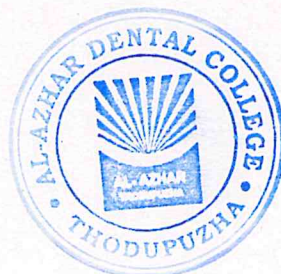
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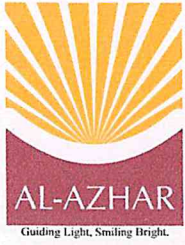
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<p>DEPARTMENT OF GENERAL SURGERY</p>	<ul style="list-style-type: none">• Encouraged to participate in Intercollege conferences• Additional seminar presentations are given to improve their presentation skills• Encouraged to read and refer to additional books in the library
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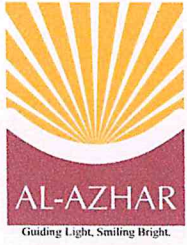
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**LIST OF SPECIAL PROGRAMS FOR ADVANCED
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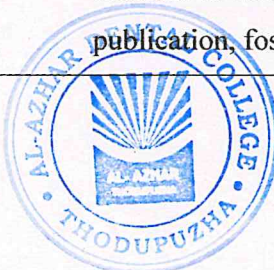
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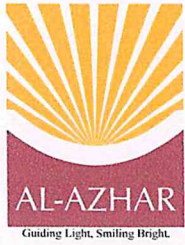
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LIST OF SPECIAL PROGRAMS FOR ADVANCED LEARNERS (FINAL YEAR- PART I)

DEPARTMENT	LIST OF SPECIAL PROGRAMS
DEPARTMENT OF ORTHODONTICS AND DENTOFACIAL ORTHOPAEDICS	<ul style="list-style-type: none">• Encouraged to participate in Intercollege scientific presentations• Project works are given and encouraged to write manuscripts for publication.• Additional seminar presentations are given to improve their presentation skills• The advanced learners are instructed to study alongside the slow learner students, which helps both the groups simultaneously (peer learning)• Encouraged to read and refer to additional books in the library
DEPARTMENT OF PUBLIC HEALTH DENTISTRY	<ul style="list-style-type: none">• Encouraging advanced learners to participate in Intercollege scientific presentations, showcasing their expertise and research findings.• Assigning project works and encouraging students to write manuscripts for potential publication, fostering research skills.



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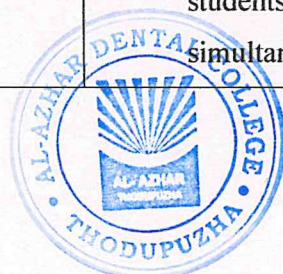
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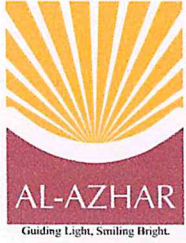
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	<ul style="list-style-type: none">• Providing additional opportunities for seminar presentations to enhance their presentation skills and foster professional growth.• Encouraging advanced learners to study alongside their peers with different learning needs, promoting peer learning and collaboration.• Encouraging advanced learners to explore and refer to additional books and resources in the library to deepen their understanding.
DEPARTMENT OF PERIODONTICS	<ul style="list-style-type: none">• Encouraged to participate in Intercollege conferences• Additional seminar presentations are given to improve their presentation skills• Encouraged to read and refer to additional books in the library
DEPARTMENT OF ORAL MEDICINE & RADIOLOGY	<ul style="list-style-type: none">• Encouraged to participate in Intercollege scientific presentations• Instructed to study alongside the slow learner students, which helps both the groups simultaneously (peer learning)




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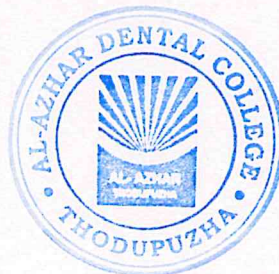
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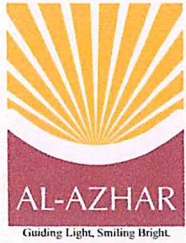
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	<ul style="list-style-type: none">• Journal discussions on relevant topics• One on one discussion on topics that are tough for them with subject faculty• Encouraged to read and refer to additional books in the library
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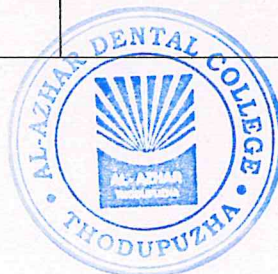
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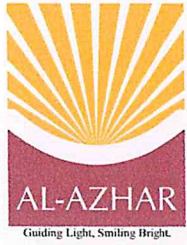
LIST OF SPECIAL PROGRAMS FOR ADVANCED LEARNERS

(FINAL YEAR- PART II)

DEPARTMENT	LIST OF SPECIAL PROGRAMS
DEPARTMENT OF CONSERVATIVE DENTISTRY AND ENDODONTICS	<ul style="list-style-type: none">• Encouraging students in participating in intercollege quiz competitions• Encouraging students in reading additional books from library• Career guidance
DEPARTMENT OF PEDIATRIC DENTISTRY AND PREVENTIVE DENTISTRY	<ul style="list-style-type: none">• Seminar presentation and discussions.• Assigning advanced learner group to guide and learn along with slow learners for mutual growth & learning.• Multiple vivas• Discussions regarding previous year question papers and out of the box questions.• Time management and follow up• Encouraged to learn from additional books in the library
DEPARTMENT OF PROSTHODONTICS AND CROWN AND BRIDGE	<ul style="list-style-type: none">• Encouraged to participate in Intercollege poster presentation.• Additional seminar presentations are given to improve their presentation skills



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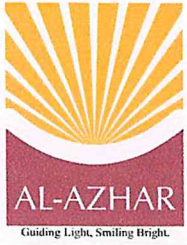
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	<ul style="list-style-type: none">• Encouraged to read and refer to additional books in the library• The advanced learners are instructed to study alongside the slow learner students, which helps both the groups simultaneously (peer learning)
DEPARTMENT OF ORAL AND MAXILLIOFACIAL SURGERY	<ul style="list-style-type: none">• Encouraging advanced learners to participate in Intercollege scientific presentations, showcasing their expertise and research findings.• Assigning project works and encouraging students to write manuscripts for potential publication, fostering research skills.• Providing additional opportunities for seminar presentations to enhance their presentation skills and foster professional growth.• Encouraging advanced learners to study alongside their peers with different learning needs, promoting peer learning and collaboration.



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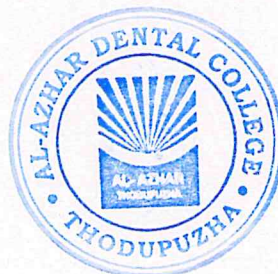
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	<ul style="list-style-type: none">• Encouraging advanced learners to explore and refer to additional books and resources in the library to deepen their understanding.• Providing additional opportunities to assist and observe minor surgical procedures
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