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Consolidated report submitted to Dean Academics/ Dean Student Welfare on special programs for advanced and slow learners

The process of assessment of the learning levels of the students and conduction of activities for them should be carried out through a systematic procedure and explained in detail as below:

I. Quantitative assessment –

1. Percentage of marks:

- a. **SLOW LEARNERS-** Two internal evaluation exams and one preliminary exam conduction Exam Evaluation Prepare Exam Result Report Conduct activities of both the learners Check Total assessment %. If total assessment % from 25 % to 40 % (as per individual departments) we categorize them as slow learners. For these students remedial Discussions, Assignments and Reexamination are conducted.
- b. **ADVANCED LEARNERS-** Total assessment % from 60 % to 70 % (as per individual departments) are called fast learners. For these students Seminar topics are allotted to present in front of other batch mates and Some students allowed to present Paper in Local, Regional and National conferences to present Paper. Research topics are allotted to carry out in the institution.

2. The departments use OSCE and OSPE method to identify the slow and fast learners.

II. Qualitative assessment-

Qualitative Analysis is done on a day to basis by the subject expert (as per individual departments).


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DEPARTMENT OF ORAL MEDICINE AND RADIOLOGY

SLOW PERFORMERS AND HIGH ACHIEVERS

The purpose of assessment of the learning levels of the students and conduction of activities for them is

1. Identification of the slow learners and advanced learners in the class.
2. To ensure that slow learners and advanced learners are taken care as per their needs
3. To help them out for improvement in their academics.

To start identification of slow and advanced learner process following inputs is needed

1. Preceding examination overall result
2. Preliminary exam/ class test results
3. Class observation by Staff

The process of assessment of the learning levels of the students and conduction of activities for them should be carried out through a systematic procedure and explained in detail as below:

1. Preliminary exam conduction Exam Evaluation Prepare exam Result Report Conduct activities of both the learners Check Total assessment % . If total assessment % is lesser than 40% we add them in SLOW LEARNER group. For such students remedial Discussions, Assignments and Reexamination are conducted.
2. If total assessment % is greater than or equal to 70% Then we add them in ADVANCED LEARNERS. For such students Seminar topics are allotted to present in front of other batch mates and Some students allowed to present Paper in Local, Regional and National conferences to present Paper.


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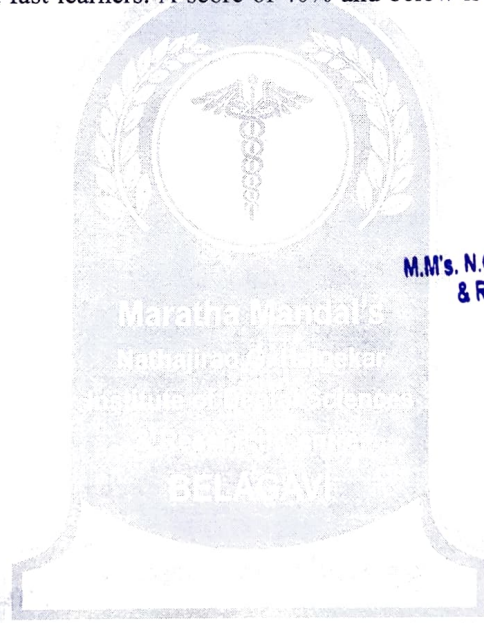
DEPARTMENT OF ORAL & MAXILLOFACIAL SURGERY

SLOW LEARNERS AND FAST LEARNERS

CRITERIA ESTABLISHED TO IDENTIFY SLOW AND FAST LEARNERS

The department uses OSCE and OSPE method to identify the slow and fast learners.

After the first clinical posting an exam is conducted. Based on the performance of the students they are categorized as slow and fast learners. A score of 40% and below is taken as cut off to categorize the learners.




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DEPARTMENT OF PUBLIC HEALTH DENTISTRY

SLOW LEARNERS AND FAST LEARNERS

SLOW LEARNERS

(Students securing **less than 40% mark** in 1st IA, Theory/ Practical)

2. Department of Public Health Dentistry follows measurable criteria to identify

FAST LEARNERS

(Students securing **more than 70% mark** in 1st IA, Theory/ Practical)




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DEPARTMENT OF PROSTHODONTICS CROWN AND BRIDGE
SLOW LEARNERS AND FAST LEARNERS

CRITERIA established in the department to identify the slow learners and fast learners

In the Department of Prosthodontic and Crown and Bridge the following criteria is established to identify slow and fast learners

SLOW LEARNER

- 3) The student overall performance in the Internal Assessment that are conducted in the academic year as a criteria to identify Slow learner and a student that obtain less than 30 percentile marks in the Internal Assessment exams that are considered as slow learners in the Department.
- 4) Competition of the prescribed quota (for Clinical and Pre clinical work) within the time specified by the university is also considered.
- 5) If the student fails to secure 30 percentile in the exams which are routinely conducted in the department apart from the internal Assessment examination are also considered as Slow learners

FAST LEARNERS

- 3) The student overall performance in the Internal Assessment that are conducted in the academic year as a criteria to identify Slow learner and a student that obtain more than 60 percentile marks in the Internal Assessment exams that are considered as slow learners in the Department.
- 4) Competition of the prescribed quota (for Clinical and Pre-clinical work) within the time specified by the university is also considered.
- 5) If the student secure 60 percentile in the exams which are routinely conducted in the department apart from the internal Assessment examination are also considered as fast learner.
- 6) The post graduates are mentored by their respective guides through mentorships evaluation forms. They are also assesses on their routine academic activities in the Department viz seminar presentation, journal club presentation , clinical work assessment etc.


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LIST AND DETAILS OF SPECIAL PROGRAMS CONDUCTED FOR SLOW AND FAST LEARNERS

Remedial measures:

1. Individual counseling by the teachers to know the deficits
2. Remedial classes by teachers
3. Discussion on important topics
4. Assignments

1. Individual counseling by the teachers to know the deficits:

The individual problems of the students are identified at the level of cognitive, affective and psychomotor levels. After identifying the domain students are counseled accordingly.

2. Remedial classes:

After the domain is identified revision classes are conducted. The students are made to read prior and at the concepts are cleared starting from basic essential topics relevant to oral and maxillofacial surgery.

3. Discussion on important topics:

Since oral and maxillofacial surgery is a clinical branch, topics are allotted to the students of day to day relevance for discussions. For slow learners the topics are subdivided and discussed by correlating with basic topics for physiology, biochemistry, pathology, pharmacology and microbiology.

4. Assignments:

Written assignments are given on topics related to critical clinical scenarios to get well versed with subject.


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Measures to motivate:

1. Career guidance and counseling
2. Preoperative management of patients
3. Assisting in major surgeries
4. Performance of ward procedures under supervision

1. Career guidance and counseling:

Since oral and maxillofacial surgery is highly advanced specialty of dentistry, fast learners/high achievers are sensitized about the scope and higher education in India and abroad. Students are encouraged to read rare and advanced books in the topic of their interest to broaden their sphere of knowledge and information.

2. Preoperative management of patients:

During clinical postings students are encouraged to attend the ward rounds. They are allowed to take case histories of patients requiring major surgical interventions, get the investigations done, and coordinate with consultants, duty doctors, nursing and laboratory staff. They are encouraged to administer drugs and monitor patients.

3. Assisting major surgeries:

Students are made to wash up for major surgical procedures to observe and assist. They are also made to assist anesthetist during administration of anesthesia.

4. Performance of ward procedures under supervision:

Under the supervision of teaching staff and nursing staff students are made to perform ward procedures like changing of dressings, administration of medications through intra muscular and intravenous routes, passing of nasogastric tubes and feeding through them, passing of urinary catheters, establishing intravenous line etc.


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DEPARTMENT OF ORTHODONTICS AND DENTOFACIAL ORTHOPEDICS

SLOW LEARNERS AND FAST LEARNERS

CRITERIA established in the department to identify the slow learners and fast learners

SLOW LEARNER

- 1) The student's overall performance in the Internal Assessment that are conducted in the academic year are used as a criteria to identify Slow learner
- 2) A student who obtained less than 25 percentile marks in the Internal Assessment exams are considered as slow learner.

FAST LEARNER

- 1) The student's overall performance in the Internal Assessment that are conducted in the academic year are used as a criteria to identify fast learner
- 2) A student who obtained more than 60 percentile marks in the Internal Assessment exams are considered as fast learners

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DEPARTMENT OF PEDIATRIC AND PREVENTIVE DENTISTRY

SLOW LEARNERS AND FAST LEARNERS

SLOW LEARNERS

In our department we identify Slow learners based on their performance in their internal assessment. We compare 2 internal assessments & preliminary exams & the one who have scored less consistently in all these exams compared to their fellow batchmates are categorized as slow learners.

FAST LEARNERS

In our department we identify fast learners based on their performance in their internal assessment. We compare 2 internal assessments & preliminary exams & the one who have scored highest consistently in all these exams compared to their fellow batchmates are categorized as fast learners.


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Department of Oral Pathology and Microbiology

Criteria for identifying and assessing slow learners

1. **Based on score obtained in Internal assessment:** Student scoring less than 30% marks in 1st and 2nd IA
2. **Day today evaluation of the teacher in the class:** Based on completion of task in stipulated period of time
3. **Depending on his day today performance at practical class:** Assessed by teacher by interacting with the students by asking questions and taking regular assessment
4. **Assessing the student based on his attitude towards the subject:** Interest level in perceiving the course. If student lacks interest and hence he is slow learner- the student will be motivated by the staff and regular counselling will be done for such student to develop interest in the course.

Criteria for identifying fast learners

1. **Based on score obtained in Internal assessment:** Student scoring more than 60% marks in 1st and 2nd IA
2. **Day today evaluation of the teacher in the class:** Based on completion of task in stipulated period of time
3. **Depending on his day today performance at practical class:** Assessed by teacher by interacting with the students by asking questions and taking regular assessment


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Department of Periodontology

Criteria for slow learners

Theory

1) Assessment

- a) Internal exams - Student scoring less than 40%, are considered to be a slow learner.
- b) Preliminary exams - Student scoring less than 40%, are considered to be a slow learner.

Practical

2) Assessment

- a) OSCE - Student scores less than 40%, then the student is considered to be a slow learner.
- b) OSPE- Student scores less than 40%, then the student is considered to be a slow learner.
- c) Taking End posting exams - Student scores less than 40%, then the student is considered to be a slow learner.

Criteria for fast learners:

Theory

1) Assessment

- a) Internal exams - Student scores more than 70%, then the student is considered to be a fast learner.
- b) Preliminary exams - Student scores more than 70%, then the student is considered to be a fast learner.

Practical

1) Assessment

- a) OSCE - Student scores more than 70%, then the student is considered to be a fast learner.
- b) OSPE- Student scores more than 70%, then the student is considered to be a fast learner.
- c) End posting exams - Student scores more than 70%, then the student is considered to be a fast learner.


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SLOW LEARNERS AND FAST LEARNERS

Methods/Measures taken for slow learners.

- 1) The slow learners are counselled and are informed about their performance in the internal assessment examinations
- 2) The students are also mentored by staff members on a monthly basis
- 3) Re exams are conducted for the slow learners
- 4) Extra clinical discussion are held
- 5) Extra viva voce session where held for the slow learners.

Exercises to motivate slow learners

Theory

- 1) Assessment
 - a) Internal exams -Student scoring less than 40%, are considered to be a slow learner.
 - b) Preliminary exams - Student scoring less than 40%, are considered to be a slow learner.
- 2) Following exercises are conducted to improve the students' learning abilities:
 - a) Discussions
 - b) Revision of Lectures
 - c) Viva cards
- 3) OCSE-OSPE -Conducted to reassess the students' learning abilities

Practical

- 1) Assessment
 - a) OSCE - Student scores less than 40%, then the student is considered to be a slow learner.
 - b) OSPE- Student scores less than 40%, then the student is considered to be a slow learner.
 - c) Taking End posting exams - Student scores less than 40%, then the student is considered to be a slow learner.


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2) Following exercises are conducted to improve the students' learning abilities:

- a) Demonstration on models
- b) Demonstration on patients
- c) Chair side case history discussion

3) OCSE-OSPE -Conducted to reassess the students' learning abilities

Exercises for fast learners:

Theory

1) Assessment

- a) Internal exams -Student scores more than 70%,then the student is considered to be a fast learner.
- b) Preliminary exams - Student scores more than 70%,then the student is considered to be a fast learner.

2) Following exercises are conducted to appreciate the students learning abilities:

- a) Group Discussions- conducted by the student
- b) Seminars conducted by the student
- c) Essay competition for fast learners

Practical

1) Assessment

- a) OSCE - Student scores more than 70%, then the student is considered to be a fast learner.
- b) OSPE- Student scores more than 70%, then the student is considered to be a fast learner.
- c) End posting exams - Student scores more than 70%, then the student is considered to be a fast learner.

2) Following exercises are conducted to acknowledge the student's ability

- a) Allowed to do Subgingival scaling cases
- b) Observe root planning and curettage cases
- c) Observe surgical cases


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