

**DAPM RV Dental College
Dept of Public Health Dentistry**

Unique procedures followed by the Department for conduct and evaluation of Internal and external examinations

A. Examination Procedures/ Continuous Internal Assessment System:

The Department of Public Health Dentistry follows a formative system of evaluation for both undergraduates and postgraduate students.

Undergraduate Assessment:

The undergraduate program is dispensed as per the timetable provided by the institution. On an average 30 hours of theory and 90-100 hours of practical classes are conducted for the undergraduate students every year.

The entire undergraduate program is implemented as a modular credit based system interlinking the theoretical and practical concepts.

The complete syllabus of the undergraduate dental public health has been divided into 6 modules that are complete in it with self-evaluation criteria. The salient Features include Student short term research, Comprehensive cases, oral health education talks and field trips.

The department follows the policy of formative assessment, the student performance is kept track of. The student performance for every activity is calculated on a cumulative score that is added up to the final internal assessment score. The student attendance update takes place every three months and chronic absentees are identified. As modular system of teaching learning is followed the slow learners are also automatically identified at the end of every module. The faculty discusses the issues with the students and helps them overcome their problems.

PostGraduate Assessment:

The post graduate program is a 3 year course as mandated by the RGUHS. As per the RGUHS Ordinance the post graduate students complete 1 main and 2 short research projects along with other presentations like seminars, journal clubs, book reviews, problem solving etc.

The post graduate program is a structured semi self directed program with an inbuilt continuous evaluation system. The postgraduate program provides a varied range of activities for the postgraduates to perform ranging from regular presentations, attending theory classes to interdepartmental postings, camps and outreach activities, research avenues, colloquiums, academy industry connect, clinical cases and many more. A competency development program is also followed by the department where in the Postgraduate students are given two competencies to be worked upon every month through various modes - courses/examinations/quiz/workshops. Apart from the same, quarterly mock PG

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The postgraduate students are evaluated on a monthly basis through a PG evaluation method that considers all the work done by them throughout the month. Issues are discussed and feedback is provided on a one on one basis.

B. Self Assessment:

Student Self Assessment:

The undergraduate and postgraduate students of the department are taught the process of reflection. Self reflection is integrated in all activities of the undergraduate students. The process of self reflection helps the students to identify their strengths and areas of improvement and they take steps to work upon them in conjunction with their faculty mentors.

Faculty Self Assessment:

The department has both formal and informal mechanisms of obtaining feedback from the faculty and students on the various programs offered by the Department.

The informal methods of obtaining feedback involve conducting general department meetings with the Head of the Department, faculty and postgraduate students/representative undergraduate students.

The formal methods of obtaining feedback are through conducting short term research on the changes implemented by the department, conducting focus groups and parent teacher meetings.

The comments obtained through the feedback are considered in a separate faculty meeting where the comments are discussed and analysed and changes incorporated in the respective programs.

Processes Integrating IT:

Patient Monitoring System:

The department has a patient monitoring system as employed by the Institution. All the patients details - complaints, treatment provided, referrals, appointments etc are provided through the Kelsa Software.

Student Communications:

All student communications are done using the Whatsapp platform.


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OSCE:

Among the various methods of evaluation, workplace based assessment is considered one of the best methods of assessment. It is so because it ensures that

1. The competencies and the assessment methods are aligned,
2. Feedback is an integral component of the assessment and
3. Assessment is used to help the student proceed towards achievement of the desired competencies.

One such method of workplace based assessment is Objective Structured Clinical Examination (OSCE). In this method of assessment, the students rotate round a series of stations in the department. At every station they are either asked to carry out a procedure on a model or elicit particular history or perform any physical examination.


The department of Public Health Dentistry developed and adopted this method of assessment for the undergraduate students in 2015.

Since then, the students are trained and examined on all the components of comprehensive case history using a total of 25 stations with models and standardized patients. OSCE is being used in the department as a method of:

1. Training the Undergraduate students for recording of Comprehensive case history
2. Formative evaluation method - conducting the 1st practical internals


Using OSCE as a method of training and assessment for the students has provided various advantages over the traditional method of examination like:

1. Assessing and providing a 360 degree view of the students competency in recording of case history and its various procedures,
2. Enabled to provide feedback immediately to motivate and help the students reach their desired competency levels.
3. Eliminated the subjective component of traditional assessment systems by using an objective checklist at each station.
4. Ensured similar level of complexity for all students.
5. Enabled to assess the problem solving abilities, skills and factual knowledge better than the traditional method of examination.


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14. Unique procedures followed in our department regarding conduct and evaluation of internal examination and external examination:

- A. Periodic theory tests will be conducted for dental materials after completing portions apart from internal assessments.
- B. Periodic pre clinical tests will be conducted after finishing the quota
- C. Double evaluation of answer sheets for every internal assessments
- D. Clinical Posting end tests are carried out for final year students at the finishing stage of their cases.
- E. Weekly theory examination are conducted for first year pg's and their answer sheets will be discussed.
- F. Mock theory examination are conducted for 1st and final year pg students 3 months prior to university exams
- G. Mock practical examination is conducted one month prior to university exams.


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**Principal
D.A.P.M.R.V. Dental College
J.P. Nagar I Phase,
Bangalore - 560 078.**



Observer - Praveen
Student - Rhea

Peer Review Based Formative Assessment of Pre-Clinical Radiology Exercises

Objectives:

1. To aim for comprehensive improvement in knowledge, skill and attitude by catering to cognitive, affective and psychomotor domains of learning.
2. Encouraging group and participative learning.

Method:

1. The learning team consists of one teaching faculty and not more than 7 students.
2. The students go through group discussions on theoretical aspects of the topics which will help in performing radiographic techniques under the guidance of a teaching faculty at the beginning of the posting. They then receive a demonstration of the whole procedure by the faculty.
3. They then carryout the procedures under the guidance of faculty.
4. The formative assessment is done on the final day of posting when the students would have practiced the procedures adequately to the satisfaction of the faculty.
5. Each student is asked to demonstrate the procedure of taking an intra-oral radiograph on another student, while two students perform the role of observers. The students then change the roles on a rotation basis so that each student gets to perform the procedure once and behave as a patient once and an observer twice during the whole process of assessment. The teaching faculty will oversee the whole procedure as an observer.
6. The Observers are expected to grade the performance under the heading of:
 - a. Etiquette and communication
 - b. Disinfection, asepsis and radio-protective measures
 - c. Use of appropriate techniques for procedure
 - d. Processing of the radiograph
7. Once the whole group of student complete the procedures the group sits together and discusses the issues they felt while behaving as a patient and in what way each one of them could improve.
8. The teaching faculty then discusses the performance of each student while getting opinion of student observers for that particular student. The student observers are discouraged from using harsh or strongly worded statements about performance of their peers.
9. The teaching faculty then assesses the interpretation skills of each student in an open group method where other students also get to learn.

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10. The assessment process ends with concluding remarks from the teaching faculty.

Template for Assessment given to the student observer

Name of the student	Etiquette and communication	Disinfection, asepsis and radio-protective measures	Use of appropriate techniques for procedure	Processing of the radiograph
Please grade on a scale of A- E where "A" is given for the best performance and 'E' given to the worst performance.				
Rhea.	A	B	B	A

Template for Assessment given to the faculty observer

Name of the student	Etiquette and communication	Disinfection, asepsis and radio-protective measures	Use of appropriate techniques for procedure	Processing of the radiograph	Interpretation skill
Please grade on a scale of A- E where "A" is given for the best performance and 'E' given to the worst performance.					
	A	B+	B+	B	B+

Conversion of grades to scores

Each Grade is considered as equivalent to the following scores

Grade A- Score 10

Grade B – Score 8

Grade C- Score 6

Grade D- Score 4

Grade E- Score 2

An average of the scores given by three observers is considered as the final score for each student.



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4/8/23

List of examination reforms

- a. Examination procedures:** University papers are verified by subject experts for mistakes or out of syllabus questions half an hour before the examination. There is a computerized question paper sent by the Rajiv Gandhi University of Health Sciences. Training sessions are held at the University for 1st BDS students on how to answer their theory paper.
- b. Processes integrating IT:** The examination papers of the students are uploaded and digital evaluation is carried out. This allows for rapid announcement of results. To maintain transparency video recordings are made of both theory examination and viva voce conducted. The LMS portal (Quiklrn) allows for both self – assessment by the student as well as allows formative evaluation by the faculty.
- c. Continuous assessment system:** Three internal examinations are carried out for undergraduates. Two mock examinations are carried out for post –graduate students. Apart from this periodic tests are also conducted for PGs.
- d. Competency based assessment:** The final internal examination for UGs and mock examination with both internal and external examiners for PGs has practical, viva voce and chair-side discussion components which help us assess the competency of the students. Clinical skills are tested by assessing the student’s work on phantom heads and patients.
- e. Work place based assessment:** Feedback is taken from the employees of our alumni to assess the adequacy of the course.
- f. Self – assessment:** After completing the syllabus UG students are given tests which they have to evaluate themselves. The answers are provided by the staff. This exercise lets them know their shortcomings and motivates them to perform better. The LMS system also serves as a mode of self – assessment.
- g. OSCE/ OSPE:** The department of Public Health Dentistry developed and adopted this method of assessment for the undergraduate students in 2015. The students were trained and examined on all the components of comprehensive case history using a total of 25 stations with models and standardized patients. Using OSCE as a method of assessment for the students during their internals has provided various advantages over the traditional method of examination like:

1. Assessing and providing a 360degree view of the students competency in recording of case history and its various procedures,
2. Enabled to provide a feedback immediately to motivate and help the students reach their desired competency levels.
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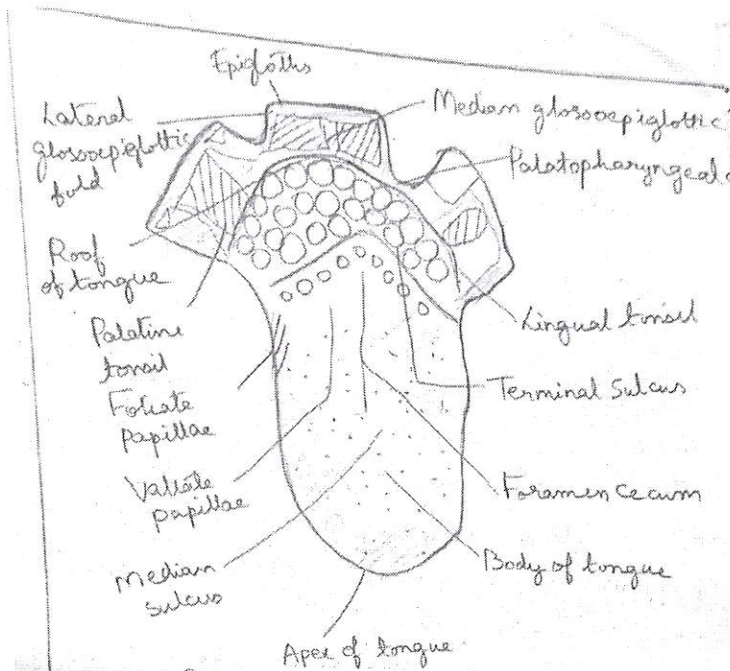
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STRUCTURE OF TONGUE

- There are numerous important structures surrounding the tongue. It is limited anteriorly and laterally by the upper and lower rows of teeth.
- Superiorly it is bordered by the hard (anterior part) and soft (posterior part) palates.
- Inferiorly, the root of the tongue is continuous with the mucosa of the floor of the oral cavity with the sublingual salivary glands and vascular bundles being located below the mucosa of the floor of the oral cavity.
- The palatoglossal and palatopharyngeal arches have lateral relations to the posterior third of the tongue. Posterior to the base of the tongue is the dorsal surface of the epiglottis and laryngeal inlet and the posterior wall of the oropharynx.

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Department of Prosthodontics

Mock Exam

Paper 3: F.P.D

Date: 25/11/23

Long Essays

1) Theories of Full Mouth Rehabilitation

Contents

- a) Introduction
- b) Classification
- c) Occlusal Concepts and Philosophies of
- d) Full Mouth Rehabilitation
- e) Conclusion
- f) References

Introduction

- The objective of full mouth rehabilitation is not only the reconstruction or restoration of the worn out dentition, but also maintenance of health of the entire stomatognathic system.
- Full-mouth rehabilitation should re-establish a state of functional as well as biological efficiency where teeth and their periodontal structures, the muscles of mastication and the temporomandibular joint mechanisms all function together in synchronous harmony.
- Proper evaluation followed by definitive diagnosis is mandatory as the etiology of severe occlusal tooth wear is multifactorial and variable.


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14. Unique procedures followed in the department regarding conduct and evaluation of internal and external exams

- a. The department follows an unique method of assessing the clinical skills of the undergraduate students by utilizing the peer assessment forms which was designed by the faculty of the department.

Assessor: *Soudarya Kebab*
III-BDS

Student: *Shriyanka Mulkaraju*

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Shriyanka
1/11/23

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14. Are there any unique procedures followed in your department regarding conduct and evaluation of internal and external examinations? If so, please provide details.

- Processes integrating IT: Digital evaluation of answer scripts, Advanced teaching methods using smart board.
- Continuous internal assessment system: internal theory and practical exams are conducted once in 4 months for UG students, Department level tests are conducted for PG students and also mock exams before their final exams for both theory and practical's is conducted with a moto to prepare them to face the final exams with confidence.

Sample copy of the PG Test Question Paper at department level


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DEPARTMENT OF ORTHODONTICS AND DENTOFACIAL
ORTHOPEDICS

Time : 1 hour Max.Marks : 50 marks
5x10 marks =50 marks

Long Essay

1. Define soldering. Discuss in detail steps in soldering. Add a note on failures in soldering.
2. Discuss in detail types and uses of stainless steel in orthodontics.
3. Flux and Antiflux.
4. Define welding. Discuss in detail spot welding. Add a note on orthodontic welders
5. Sensitization and Passivation of stainless steel.


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Professor and H.O.D.
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Dentofacial Orthopedics
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