

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.
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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