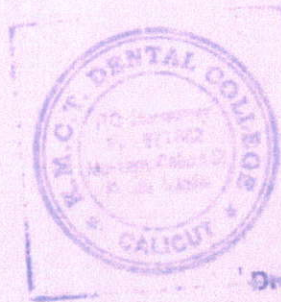


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## **TO WHOM SO EVER IT MAY CONCERN**

This is to certify that the information in the attached document is verified by me and is true to the best of my knowledge.



  
**Principal**

**DR. MANOJ KUMAR K.P.**  
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Manassery, Mukkam

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INNOVATION AND  
ENTREPRENEURSHIP  
DEVELOPMENT CENTRE





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**ANY OTHER RELEVANT INFORMATION**

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✓



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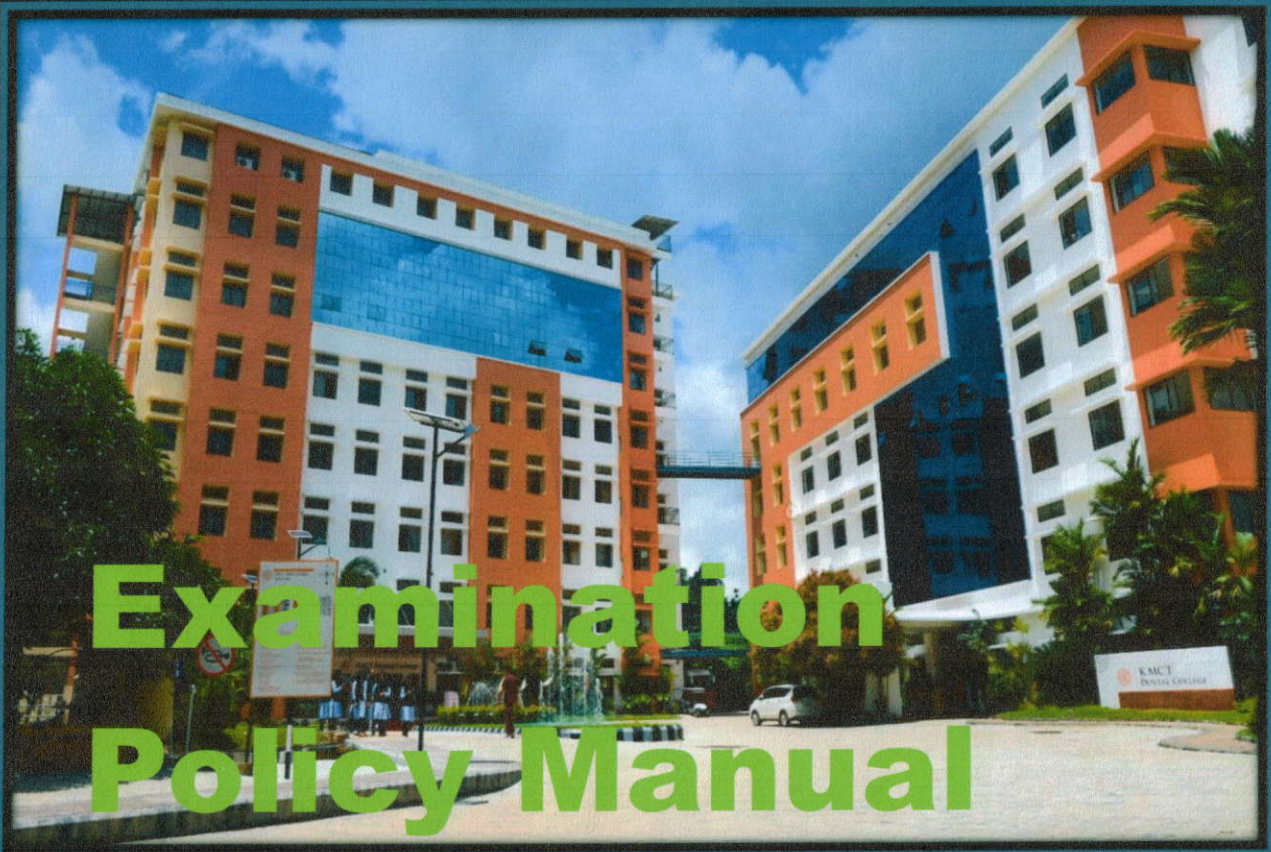


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*KMCT DENTAL COLLEGE,*

Creating an internal examination policy manual for a dental college is a crucial endeavor, as it helps establish clear guidelines, procedures, and expectations for both faculty and students. Here's a detailed explanation of each section in the sample manual:



## 1. Introduction

- Mission and Vision:
- Purpose of the Policy Manual:
- Scope:

## 2. General Examination Policies

- Examination Schedule
- Types of Examinations
- Examination Committees
- Examination Security
- Examination Accommodations for Special Needs
- Code of Conduct.
- Student Responsibilities

## 3. Examination Development

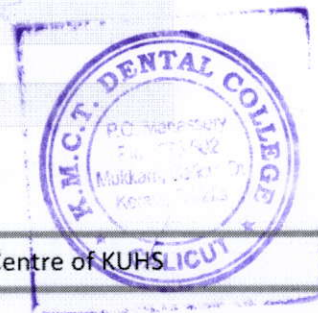
- Writing and Reviewing Questions:
- Blueprinting and Test Specifications
- Standard Setting
- Ensuring Fairness and Validity.

## 4. Examination Administration

- Room Allocation:
- Student Identification:
- Examination Materials:
- Instructions to Students:
- Special Instructions (if applicable)
- Late Arrivals and Early Departures:
- Seating Arrangements
- Bathroom Breaks:
- Use of Electronic Devices:
- Academic Integrity and Cheating:

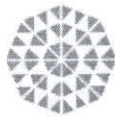
## 5. Examination Evaluation

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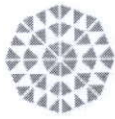


The purpose of an internal examination policy is to establish a structured and fair framework for the administration, conduct, and assessment of examinations within an educational institution, such as a dental college. These policies serve as guidelines that help maintain the integrity and transparency of the examination process and ensure that students are evaluated fairly and consistently. Here is a detailed explanation of the purposes of an internal examination policy:

1. **Standardization:** Internal examination policies set standards for the design and administration of exams. They ensure that all students taking the same course or program are subjected to similar conditions, types of questions, and evaluation criteria. Standardization minimizes potential biases and disparities in assessment.
2. **Fairness:** These policies are designed to ensure that examinations are fair to all students. They outline clear guidelines on exam content, assessment criteria, and the conduct of students during exams. This fairness is essential for maintaining trust and credibility in the educational process.
3. **Academic Integrity:** Internal examination policies underscore the importance of academic integrity and provide a framework for detecting and addressing cheating or plagiarism. By setting expectations and consequences for academic misconduct, the policy helps deter students from engaging in dishonest practices.
4. **Transparency:** These policies create a transparent environment where students and faculty members are aware of the rules and regulations governing examinations. Transparency in the examination process builds trust between students and educators.
5. **Consistency:** A primary purpose of examination policies is to ensure consistency in the evaluation process. Students taking the same exam should be evaluated using the same criteria and standards, regardless of who is conducting or grading the examination.
6. **Security:** Ensuring the security and confidentiality of examination materials is a central purpose of these policies. It outlines measures to safeguard the content of exams, prevent unauthorized access, and maintain the integrity of the examination process.
7. **Student Accountability:** These policies make students accountable for their actions during examinations. It specifies the code of conduct and expectations for student behavior during exams. This ensures that students take their responsibilities seriously and adhere to ethical standards.
8. **Support for Special Needs:** The policy addresses the needs of students with disabilities or special requirements, ensuring that they receive appropriate accommodations during examinations, such as extended time or alternative formats.
9. **Student Support and Resources:** It emphasizes the importance of offering support and resources to students who may struggle with examinations. This includes provisions for counseling services, academic support, and mechanisms for appealing grades or reviewing examination results.

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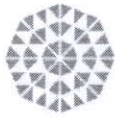


The scope of an internal examination policy outlines the boundaries, applicability, and specific areas that the policy addresses within an educational institution, such as a dental college. Defining the scope helps clarify which examinations, programs, and stakeholders are governed by the policy. Here is a detailed explanation of the scope of an internal examination policy:

1. **Applicability:** The policy defines which examinations within the institution are subject to its regulations. This includes specifying whether it applies to regular term-end exams, midterm exams, practical assessments, clinical evaluations, oral examinations, or any other type of assessment. It may also specify the level of study (undergraduate, postgraduate, etc.) to which the policy applies.
2. **Programs and Courses:** The scope outlines which academic programs, departments, or courses fall under the policy's jurisdiction. This ensures that the policy is tailored to meet the specific needs and requirements of different programs or areas of study within the institution.
3. **Stakeholders:** It identifies the key stakeholders who are expected to adhere to the policy. This typically includes students, faculty members, administrative staff, examination committees, and any other individuals involved in the examination process. Stakeholders' roles, responsibilities, and accountabilities are clarified within the policy.
4. **Examination Phases:** The policy outlines which phases of the examination process it governs. This may include pre-examination activities (such as exam creation and review), examination administration, grading and assessment, post-exam procedures, and any related appeals or grievances. Each phase is detailed within the policy.
5. **Code of Conduct:** The scope covers the expected code of conduct for students during examinations. This includes rules and expectations regarding academic integrity, cheating, and misconduct. It also addresses student responsibilities in preparing for and participating in examinations.
6. **Support Services:** If applicable, the policy may extend its scope to cover support services offered to students, such as counseling, accommodations for students with special needs, or access to academic resources during examinations.
7. **Data Security:** The policy may specify its scope concerning data security and the confidentiality of examination records. This includes the protection of student records, examination results, and any data related to the examination process.
8. **Appeals and Grievances:** The policy may outline the scope of its coverage in terms of student appeals and grievances. It clarifies which types of grievances related to examinations fall under its purview and the procedures for addressing them.
9. **Regulatory Compliance:** The scope addresses the extent to which the policy aligns with local, regional, and national regulations and accreditation standards. It ensures that the institution complies with the required guidelines related to examinations.

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- Dr .Shobha.S Professor-Dept of Orthodontics
- 
- Dr.Benny Joseph Professor-Dept of OMFS
- Dr Ashir.K.R Professor-Dept of OMR
- Dr Santhosh.V.C Professor-Dept of Periodontics
- 
- Administrative Staff-Mrs.Sheeba.P.K
- Student Representative-Mr. Muhammed Anas

## 2.4 Examination Security

### *Examination Security:*

Security measures are essential to prevent cheating and maintain the integrity of the examination process. Key aspects include:

- **Secure Storage:** Question papers, answer sheets, and other examination materials are securely stored to prevent unauthorized access.
- **Access Control:** Strict access controls are in place to limit access to examination materials and ensure only authorized personnel are involved.
- **Security Personnel:** Depending on the scale of examinations, security personnel may be deployed to monitor examination venues and enforce security procedures.
- **Electronic Security:** For digital examinations, measures are taken to protect the security of online platforms and prevent hacking or data breaches.

## 2.5 Examination Accommodations for Special Needs

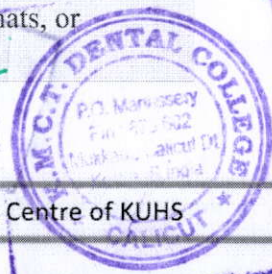
### *Examination Accommodations for Special Needs:*

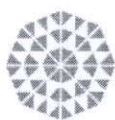
To ensure equal opportunities, accommodations are provided for students with special needs. Key considerations include:

- **Accessibility:** Examination venues, materials, and instructions are made accessible to students with disabilities or special requirements.
- **Provisions:** Specific accommodations, such as extended time, alternative formats, or assistive devices, are made available to eligible students.

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## Writing and Reviewing Questions

### *Writing and Reviewing Questions:*

This component focuses on the process of creating examination questions, which are central to assessing students' knowledge and skills. Key elements include:

- **Question Development Team:** Establish a team of subject matter experts and experienced educators to write examination questions. Their qualifications and expertise are carefully considered.
- **Question Design Guidelines:** Develop clear guidelines for writing questions, including question format, structure, and difficulty level. These guidelines ensure consistency and fairness.
- **Multiple Review Levels:** Implement multiple levels of review, where questions are reviewed by multiple experts for accuracy, clarity, and alignment with learning outcomes.
- **Cognitive Levels:** Ensure questions cover a range of cognitive levels, from basic knowledge recall to higher-order thinking skills, providing a comprehensive assessment of student knowledge.
- **Bias and Sensitivity:** Review questions to identify and eliminate any cultural, gender, or other biases that could disadvantage certain groups of students.

## Blueprinting and Test Specifications

### *Blueprinting and Test Specifications:*

Creating a blueprint and test specifications guide the overall structure and content of the examination. Key considerations include:

- **Learning Objectives:** Align the examination with the learning objectives of the course to ensure that it assesses what students are expected to know and understand.
- **Content Distribution:** Develop a blueprint that specifies the distribution of questions across different topics or content areas to ensure comprehensive coverage.
- **Question Types:** Determine the types of questions to be included in the examination (e.g., multiple-choice, essay, short-answer) and specify their proportions.
- **Time Allocation:** Define the time allocation for each section of the examination, ensuring that students have adequate time to complete each section.
- **Cognitive Levels:** Specify the cognitive levels targeted by the examination questions, ensuring a balanced assessment of various skills.

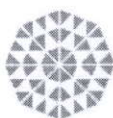
- 2. Exam Format:

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separately) and have scored minimum 40% marks in internal assessment conducted for the subject during the supplementary period.

**UNIVERSITY EXAMINATION-SCHEME :** The scheme of examination for B.D.S. Course shall be divided into 1st B.D.S. examination at the end of the first, 2nd B.D.S. examination at the end of second, 3rd B.D.S. examination at the end of third and Final BDS Part I examination at the end of fourth academic year. The Final B.D.S part II examination will be held on completing six months of the fifth academic year. The examination shall be open to a candidate who satisfies the requirements of attendance, progress and other rules governing the institution/University.

The University examination for a subject shall be conducted twice in a year at an interval of not less than four to six months as notified by the university from time to time. As per the DCI norms any candidate who does not clear the I BDS examination completely within three years from date of joining the course, will not be permitted to continue the course and shall be discharged from the institution. The entire BDS course should be completed within a period of maximum 9 (double the course duration) academic years from the date of joining

### 3.3 Ensuring Fairness and Validity

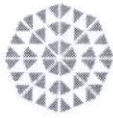
#### *Ensuring Fairness and Validity:*

Fairness and validity are fundamental to examination development. Key considerations include:

- **Fairness Review:** Conduct a fairness review to identify and address any potential sources of bias in the examination, ensuring that it does not disadvantage any particular group of students.
- **Validity Evidence:** Ensure that the examination has evidence of validity, demonstrating that it accurately assesses the intended learning outcomes.
- **Pilot Testing:** Pilot test examination questions with a diverse group of students to gather data on question performance and determine if any revisions are needed.
- **Feedback Loop:** Implement a feedback loop where the performance of examination questions is continually monitored, and adjustments are made based on data and expert recommendations.
- **Item Analysis:** Analyze the performance of each question after the examination to assess its validity and determine whether it effectively differentiates between students of varying abilities.

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## Room Allocation:

Room allocation refers to the process of assigning specific rooms or spaces for the conduct of examinations. Key elements of this component include:

- **Seating Capacity:** Rooms are allocated based on their seating capacity, ensuring that there is adequate space for the number of students taking the examination.
- **Comfort and Environment:** Rooms are chosen to provide a comfortable and conducive environment for examination, with proper lighting, ventilation, and appropriate seating arrangements.
- **Accessibility:** Rooms are selected with consideration for accessibility, ensuring that all students, including those with special needs, can easily access the examination venue.
- **Security:** Rooms are allocated with security in mind, aiming to prevent unauthorized access and maintain the integrity of the examination process.

## 4.2 Student Identification

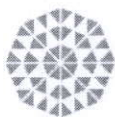
### Student Identification:

Proper identification of students taking the examination is essential to ensure that the right individuals are participating. Key aspects include:

- **Student ID Card:** Student identification cards that include the student's name, photograph, and a unique identification number. Students are typically required to present their valid student ID card as a primary form of identification during exams.
- **Signature Verification:** Students may be required to sign an attendance or verification sheet before or during the exam to confirm their identity. The signature on the sheet should match the signature on the student's ID card.
- **Photographic Verification:** Students may be asked to provide a recent photograph in addition to their student ID card. This photograph can be used for further verification if needed.
- **Proctored Exams:** Proctoring software or services that monitor students through webcam and microphone to verify their identity and prevent cheating.
- **Supervision:** Exams may be conducted in a supervised environment with examiners or proctors present to monitor student behavior and verify identity.

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- **Chain of Custody:** A documented chain of custody is maintained to track the movement and handling of examination materials from printing to delivery to the examination venue.

#### 4.4 Instructions to Students

##### *Instructions to Students:*

Clear and comprehensive instructions are provided to students to guide them through the examination process. Key aspects include:

- **Start and End Times:** Students are informed of the start and end times of the examination, ensuring that they understand the allocated duration.
- **Materials Allowed:** Information about materials or resources allowed during the examination, such as specific types of calculators or reference materials, is provided.
- **Question Paper Distribution:** Procedures for distributing question papers and how to fill in personal information are explained.
- **Code of Conduct:** Students are reminded of the code of conduct and the consequences of cheating, plagiarism, or other violations.
- **Seating Instructions:** Guidelines for where to sit, including assigned seats or seating arrangements, are communicated.

#### 4.5 Special Instructions (if applicable)

##### *Special Instructions (if applicable):*

In some cases, examinations may require special instructions due to unique circumstances. Key considerations include:

- **Accessibility Needs:** Special instructions are provided for students with disabilities or those who require specific accommodations to participate in the examination.
- **Language Requirements:** Special instructions may be given if the examination is conducted in a language other than the student's primary language.
- **Use of Technology:** If special technology or electronic devices are allowed, instructions on their use and requirements are provided.

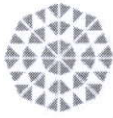
#### 4.6 Late Arrivals and Early Departures

*Late Arrivals and Early Departures:*

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- **Allowed Devices:** The policy specifies which electronic devices, are not allowed during the examination, such as calculators or specific reference materials.
- **Restrictions:** Devices that could facilitate cheating or unauthorized communication are typically restricted or prohibited.

#### 4.10 Academic Integrity and Cheating

##### *Academic Integrity and Cheating:*

The policy outlines the college's stance on academic integrity and cheating, emphasizing the importance of maintaining ethical standards. Key considerations include:

- **Consequences:** Clear consequences for cheating, plagiarism, or other violations of academic integrity are outlined, including potential penalties and disciplinary actions.
- **Reporting Procedures:** Procedures for reporting suspected violations are provided, encouraging a culture of reporting misconduct.
- **Educational Resources:** Information about available resources to help students understand and uphold academic integrity is offered.

Examination Administration plays a pivotal role in ensuring that examinations are conducted fairly, securely, and in adherence to established policies and procedures. This component serves to maintain the integrity of the examination process, providing clear guidelines for students and personnel involved in conducting examinations.

#### 4.5 Instructions to Students

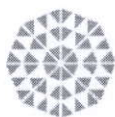
- This part of the policy provides standardized instructions to be communicated to students before, during, and after examinations. These instructions cover topics such as the timing of the examination, materials to bring, permitted items, and rules regarding behavior during the assessment.
- **Importance:** Standardized instructions ensure that all students receive consistent information, reducing the potential for misunderstandings or disruptions during examinations. They help create a structured and controlled environment.

#### 4.6 Special Instructions (if applicable)

- This section may include specific instructions for unique examination situations. For example, clinical or practical exams may have specific guidelines for the use of equipment, safety procedures, or patient interactions.

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- This part of the policy reiterates the college's commitment to academic integrity and the consequences of cheating or academic misconduct during examinations. It may specify penalties, disciplinary actions, or reporting procedures.
- **Importance:** Emphasizing academic integrity and the consequences of cheating reinforces the ethical standards of the institution and deters students from engaging in dishonest practices.

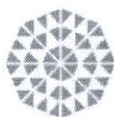
## 5. Examination Evaluation

### 5.1 Evaluation Process:

The evaluation process is a critical component of examination evaluation that involves the assessment and assigning of scores to students' responses. Key elements include:

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- **Feedback Timeliness:** Feedback on examinations is also provided in a timely manner, allowing students to understand their performance and make necessary improvements.

#### 5.4 Provision of Feedback to Students

##### *Provision of Feedback to Students:*

Feedback is a crucial part of the examination evaluation process, helping students understand their performance and areas for improvement. Key considerations include:

- **Constructive Feedback:** Feedback is constructive, providing specific comments and guidance on what students did well and where they can improve.
- **Personalization:** Feedback may be personalized to address individual strengths and weaknesses, allowing students to focus on their unique needs.
- **Clarity:** Feedback is clear and easy to understand, ensuring that students can make sense of the comments and suggestions provided.
- **Opportunities for Clarification:** Students are given the opportunity to seek clarification on their feedback if they have questions or concerns.
- **Feedback Channels:** Feedback may be provided through various channels, such as written comments, one-on-one discussions, or digital platforms, to accommodate diverse learning styles.

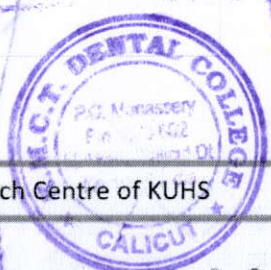
The Examination Evaluation component underscores the importance of maintaining a fair, transparent, and efficient grading process that aligns with the college's educational objectives. It emphasizes the need for clear grading criteria, prompt feedback, and a consistent approach to assessment to support students' learning and development.

## 6. Examination Records

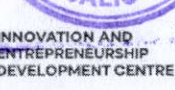
### 6.1 Record-Keeping and Data Security

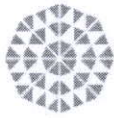
#### *Record-Keeping and Data Security:*

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The retention of examination records is managed systematically, and clear policies are in place for how long records are retained and what happens to them after their retention period expires:

- **Retention Periods:** Policies specify how long different types of examination records are to be retained. This may vary based on the nature of the record, but typically, records are retained for a specific number of years.
- **Secure Storage:** Retained records are stored securely in designated locations, ensuring that they are protected from unauthorized access and environmental factors.
- **Data Destruction:** After the retention period has passed, records are securely and irreversibly destroyed using methods compliant with data privacy regulations.
- **Archiving:** In some cases, older records may be archived for historical reference, but strict access controls are maintained to prevent unauthorized retrieval.

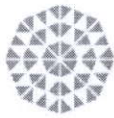
The Examination Records component underscores the importance of maintaining a robust and secure system for record-keeping and data security. It contributes to the integrity of the examination process and ensures that records are both accurate and accessible when needed. Furthermore, having a clear policy for the retention and disposal of examination records aids in compliance with data protection and privacy regulations.

Security and Confidentiality

Security of Examination Papers

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- **Surveillance and Monitoring:** Surveillance cameras and monitoring systems are installed to deter unauthorized access and provide evidence in case of security breaches.

#### 7.4 Reporting Security Incidents

##### *Reporting Security Incidents:*

In the event of any security breach or incident that could compromise the security or confidentiality of examination materials, a clear reporting procedure is in place. This includes:

- **Reporting Protocols:** All personnel are informed of how to report security incidents, including whom to contact and what information to provide.
- **Incident Investigation:** When a security incident is reported, an investigation is promptly initiated to determine the nature and extent of the breach.
- **Corrective Actions:** Appropriate corrective actions are taken to address the incident, prevent further breaches, and mitigate any potential consequences.
- **Documentation:** All security incidents, their investigation, and actions taken are documented for accountability and future reference.

Security and confidentiality measures are critical to ensure the credibility and fairness of the examination process at KMCT Dental College. These measures protect against unauthorized access, tampering, and security breaches, ultimately promoting the trust and integrity of the academic assessment process

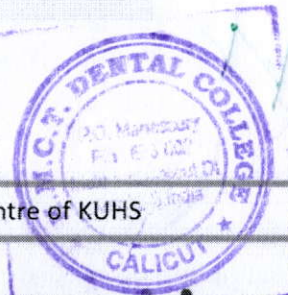
#### Student Appeals and Grievances

##### **Examination Review and Re-evaluation Procedures**

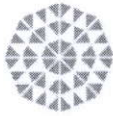
##### *Examination Review and Re-evaluation Procedures:*

This component of the Student Appeals and Grievances process at KMCT Dental College focuses on providing students with the opportunity to review and, if necessary, request the re-evaluation of their examination results. It ensures that students have a fair and transparent mechanism for addressing concerns about their grades and assessment. Key aspects of this procedure include:

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- **Investigation:** If the grievance is deemed valid, an investigation is conducted to collect additional information, interview relevant parties, and assess the situation comprehensively.
- **Resolution and Decision:** Based on the investigation, a decision is reached. If the grievance is found to be substantiated, appropriate corrective actions or remedies are implemented. This could include changes to examination results, procedural improvements, or other appropriate measures.
- **Appeal Process:** Students who are dissatisfied with the outcome of the grievance procedure may have the right to appeal the decision, providing an additional layer of fairness and impartiality.
- **Confidentiality and Non-Retaliation:** The grievance procedure ensures confidentiality in handling complaints and protects students from retaliation for raising concerns. These aspects are vital for students to feel secure in using the grievance mechanism.

The Grievance Procedure is an essential component of ensuring the fair and equitable treatment of students and addresses concerns or disputes that may arise in the examination or broader college context. It promotes a culture of transparency, accountability, and responsiveness within the academic environment.

## Examination Performance Assessment

The Examination Performance Assessment is a critical component of the internal examination policy at KMCT Dental College. It encompasses various processes and activities aimed at evaluating and improving student performance in examinations. It provides a comprehensive overview of student achievements and challenges, assisting educators and administrators in data-driven decision-making, quality improvement, and providing support to at-risk students.

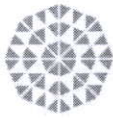
## Reporting Student Performance

*How student performance is reported:*

Reporting student performance involves the collection and communication of examination results. It's essential to have a standardized and transparent reporting mechanism. KMCT Dental College follows a clear process for reporting student performance, including:

- **Grading System:** The college employs a standardized grading system that clearly defines the meaning of each grade and the corresponding percentage ranges.
- **Transcripts:** Student transcripts are prepared at the end of each academic term, clearly indicating the courses taken, grades received, and cumulative grade point averages (GPAs).

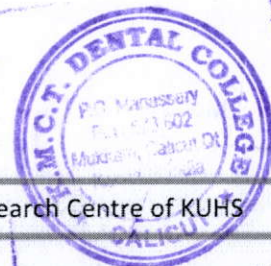
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**KMCT**  
DENTAL COLLEGE

- **Counseling Services:** For students facing personal or psychological challenges that affect their academic performance, counseling services are available. These services are provided by licensed counselors who can address a wide range of issues.
- **Interventions:** Based on individual needs, interventions may include tailored study plans, additional resources, or adjustments to the curriculum.
- **Progress Monitoring:** The progress of at-risk students is closely monitored, and adjustments are made as necessary.

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Principal  
KMCT Dental College  
Manassery, Mukkam



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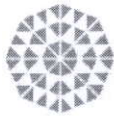
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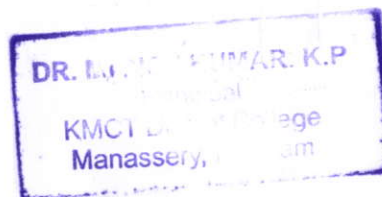
INNOVATION AND  
ENTREPRENEURSHIP  
DEVELOPMENT CENTRE



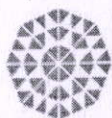


- **Policy and Procedure Audits:** Examination policies and procedures are subjected to regular audits, which are typically conducted by a dedicated committee or individuals responsible for policy review.
- **Alignment with Educational Goals:** Examination policies are assessed to ensure that they align with the educational goals and objectives of KMCT Dental College. Any misalignment is identified for correction.
- **Best Practices Integration:** The examination policies are compared with best practices in the field of education and examination management. Any gaps are addressed, and best practices are integrated.
- **Feedback Collection:** Input and feedback are collected from stakeholders, including faculty, students, and administrators. This feedback is invaluable in identifying areas where examination policies and procedures may require revision.
- **Continuous Improvement:** The review process is ongoing and iterative. It aims at identifying areas for improvement, such as increasing transparency in grading, enhancing security measures during examinations, and streamlining administrative processes.
- **Policy Updates:** Based on the results of the review, recommendations for updates or revisions to examination policies and procedures are made. These updates are implemented with careful consideration of their impact on students and faculty.

The continuous review and revision of examination policies and procedures ensure that KMCT Dental College's examination system remains robust, relevant, and responsive to the changing needs of the educational landscape. It fosters a culture of ongoing improvement and aligns the college's examination practices with its overarching mission of delivering high-quality dental education.



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## **SOP FOR CONDUCTING INTERNAL EXAMINATION FOR STUDENTS:**

### **DEPARTMENT OF PUBLIC HEALTH DENTISTRY**

#### **SOP FOR CONDUCTING INTERNAL EXAMINATION FOR STUDENTS**

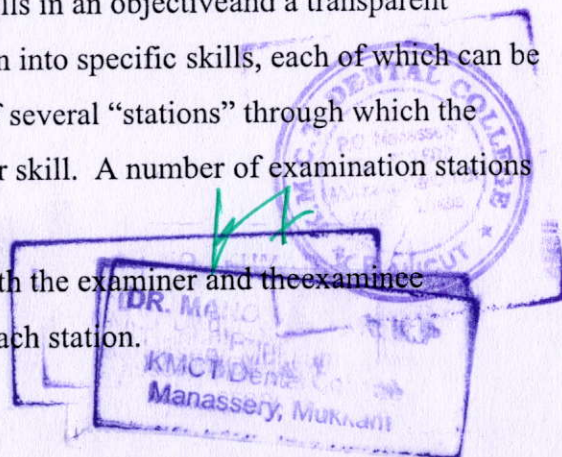
At the completion of the undergraduate training program the graduates shall be competent in the following.-

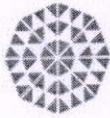
1. Apply the principles of health promotion and disease prevention
2. Have knowledge of the organization and provision of health care in community and in the hospital service
3. Have knowledge of the prevalence of common dental conditions in India
4. Have knowledge of community based preventive measures
5. Have knowledge of the social, cultural and environmental factors which contribute to health or illness
6. Administer oral hygiene instructions, topical fluoride therapy and fissure sealants
7. Educate patients concerning the aetiology and prevention of oral disease and encourage them to assume responsibility for their oral health.

#### **Scheme of Examination:**

In order to evaluate the clinical skills of the students, department follows the **Objective Structured Clinical Evaluation (OSCE)** pattern of examination. OSCE is a reliable and an established and effective multi station test for the assessment of practical skills in an objective and a transparent manner. The clinical competence to be tested is broken down into specific skills, each of which can be tested at a time. The examination is organized in the form of several "stations" through which the candidates rotate. Each station focuses on testing a particular skill. A number of examination stations with specific instructions is to be provided.

This pattern of examination avoids examiner bias because both the examiner and the examinee are given specific instructions on what is to be observed at each station.

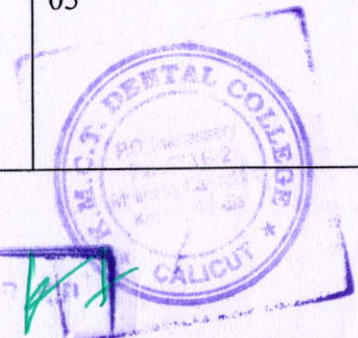
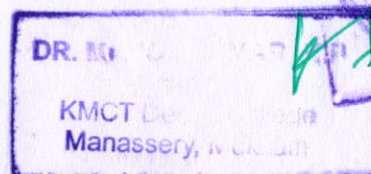


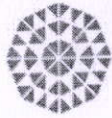


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| Stations       | Task                                                                                                                                                                  | Score |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 1. STATIC      |                                                                                                                                                                       |       |
| Station 1-5    | Spotters                                                                                                                                                              | 30    |
| 2. INTERACTIVE |                                                                                                                                                                       |       |
| Station 6      | i. Patient's examination and history taking                                                                                                                           | 15    |
|                | ii. Interpretation of IOPAs & OPG                                                                                                                                     |       |
|                | iii. Recording of Indices                                                                                                                                             | 05    |
|                | iv. Formulation of treatment plan & explaining same to the patient                                                                                                    | 20    |
|                | v. Demonstration of Oral hygiene instruction to the patients                                                                                                          | 10    |
|                |                                                                                                                                                                       | 05    |
| 3. VIVA        |                                                                                                                                                                       |       |
| Station 7      | Grand viva : It is desirable to conduct the viva voce independently by each                                                                                           | 20    |
|                | examiner. In order to avoid vagueness and to maintain uniformity of standard and coverage, questions can be pre-formulated before administering them to each student. |       |
| 4. REST        |                                                                                                                                                                       |       |
| Station 8      | Records/ Log Books: The candidate is given credit for his records based on the scores obtained in the record.                                                         | 05    |



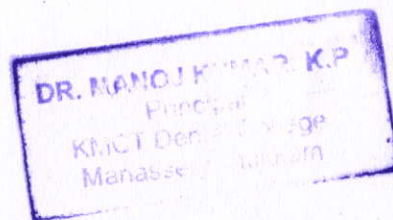


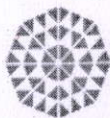
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Scheme of clinical and practical examinations: The specific scheme of clinical and practical examinations, the type of clinical procedures/ experiments to be performed and marks allotted for each are discussed and finalized by the Head of the Department and other examiners and it is published prior to the conduct of the examinations along with the publication of the time table for the practical examinations.

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**DEPARTMENT OF PEDODONTICS AND PREVENTIVE DENTISTRY**

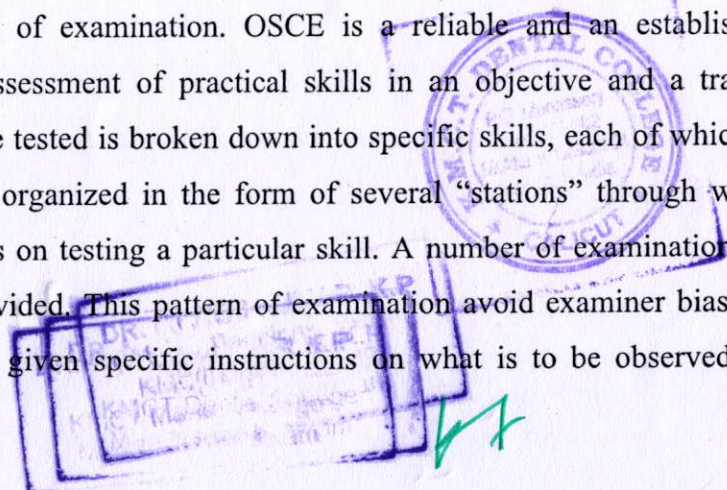
**SOP FOR CONDUCTING INTERNAL EXAMINATION FOR  
UNDERGRADUATES**

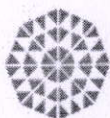
At the completion of the undergraduate training program the graduates shall be competent in the following.-

1. Basics of clinical examination and diagnosis of a pediatric dental patient.
2. Shall be able to identify and differentiate between primary and permanent dentition.
3. An Understanding of physiological shedding of primary teeth and eruption of permanent teeth.
4. To recognize Early childhood caries & nursing caries and understand its possible cause.
5. Counsel the patients regarding dietary habits and role of diet and nursing bottle in development of caries.
6. To develop a preventive strategy for the patient including dietary changes, brushing techniques, sealants, fluoride treatment.
7. To identify self-correcting anomalies occurring during the transition from primary to permanent dentition.
8. Identification of deleterious oral habits & counseling of the patients and parents for eradication and correct management protocol.

**Scheme of Examination:**

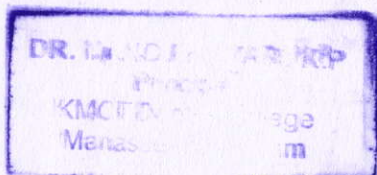
In order to evaluate the clinical skills of the students, department follows the **Objective Structured Clinical Evaluation (OSCE)** pattern of examination. OSCE is a reliable and an established and effective multi station test for the assessment of practical skills in an objective and a transparent manner. The clinical competence to be tested is broken down into specific skills, each of which can be tested at a time. The examination is organized in the form of several "stations" through which the candidates rotate. Each station focuses on testing a particular skill. A number of examination stations with specific instructions is to be provided. This pattern of examination avoids examiner bias because both the examiner and examinee are given specific instructions on what is to be observed at each station.



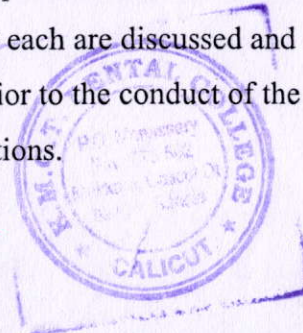


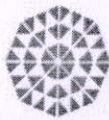
| Stations       | Task                                                                                                                                                                                                                                                     | Score |
|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 1. STATIC      |                                                                                                                                                                                                                                                          |       |
| Station 1-10   | Spotters                                                                                                                                                                                                                                                 | 20    |
| Station 11     | Wire Bending                                                                                                                                                                                                                                             | 10    |
| 2. INTERACTIVE |                                                                                                                                                                                                                                                          |       |
| Station 12     | I. Patient examination and history taking & formulating a diagnosis.                                                                                                                                                                                     | 25    |
|                | III. Performing the clinical treatment required by the patient (restoration/ oral prophylaxis/ fluoride/ pit & fissure sealant)                                                                                                                          | 25    |
| 3. VIVA        |                                                                                                                                                                                                                                                          |       |
| Station 13     | <b>Grand viva:</b> It is desirable to conduct the viva voce independently by each examiner. In order to avoid vagueness and to maintain uniformity of standard and coverage, questions can be pre- formulated before administering them to each student. | 20    |
| 4. REST        |                                                                                                                                                                                                                                                          |       |
| Station 8      | <b>Records/ Log Books:</b> The candidate is given credit for his records based on the scores obtained in the record.                                                                                                                                     | 10    |

Scheme of clinical and practical examinations: The specific scheme of clinical and practical examinations, the type of clinical procedures/ experiments to be performed and marks allotted for each are discussed and finalized by the Head of the Department and other examiners and it is published prior to the conduct of the examinations along with the publication of the time table for the practical examinations.



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**DEPARTMENT OF ORTHODONTICS AND DENTOFACIAL ORTHOPAEDICS**

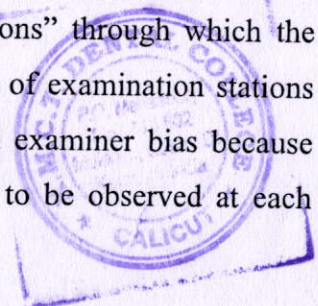
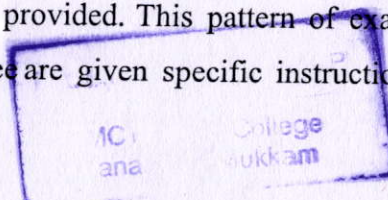
**SOP FOR CONDUCTING INTERNAL FOR FINAL YEAR UNDERGRADUATES**

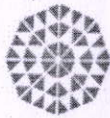
At the completion of the undergraduate training program the graduates shall be competent in the following.-

1. Basics of clinical examination and diagnosis of an Orthodontic patient.
2. Shall be able to identify and differentiate between different types of malocclusion.
3. An Understanding of physiological shedding of primary teeth and eruption of permanent teeth.
4. To recognize etiological factor causing any particular malocclusion.
5. Counsel the patients regarding functional, esthetic and structural issues regarding malocclusion.
6. To identify self-correcting anomalies occurring during the transition from primary to permanent dentition.
7. Identification of deleterious oral habits & counseling of the patients and parents for eradication and correct management protocol.
8. To conduct appropriate investigations, like model and cephalometric analysis to arrive at a proper diagnosis.
9. To arrive at an appropriate treatment plan based on thorough diagnosis.

**Scheme of Examination:**

In order to evaluate the clinical skills of the students, department follows the **Objective Structured Clinical Evaluation (OSCE)** pattern of examination. OSCE is a reliable and an established and effective multi station test for the assessment of practical skills in an objective and a transparent manner. The clinical competence to be tested is broken down into specific skills, each of which can be tested at a time. The examination is organized in the form of several "stations" through which the candidates rotate. Each station focuses on testing a particular skill. A number of examination stations with specific instructions is to be provided. This pattern of examination avoid examiner bias because both the examiner and examinee are given specific instructions on what is to be observed at each station.





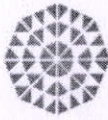
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| Stations       | Task                                                                                                                                                                                                                                                     | Score |
|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 1. STATIC      |                                                                                                                                                                                                                                                          |       |
| Station 1-10   | Spotters                                                                                                                                                                                                                                                 | 20    |
| Station 11     | Wire Bending                                                                                                                                                                                                                                             | 30    |
| 2. INTERACTIVE |                                                                                                                                                                                                                                                          |       |
| Station 12     | I. Patient examination and history taking & formulating a diagnosis and treatment plan.                                                                                                                                                                  | 15    |
|                | II. To record a good Alginate impression of the patient.                                                                                                                                                                                                 | 15    |
| 3. VIVA        |                                                                                                                                                                                                                                                          |       |
| Station 13     | <b>Grand viva:</b> It is desirable to conduct the viva voce independently by each examiner. In order to avoid vagueness and to maintain uniformity of standard and coverage, questions can be pre- formulated before administering them to each student. | 20    |
| 4. REST        |                                                                                                                                                                                                                                                          |       |
| Station 14     | <b>Records/ Log Books:</b> The candidate is given credit for his records based on the scores obtained in the record.                                                                                                                                     | 10    |

**DR. MANOJ KUMAR. K.P**  
Principal  
KMCT Dental College  
Manassery, Mukkam





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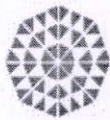
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**Scheme of clinical and practical examinations:** The specific scheme of clinical and practical examinations, the type of clinical procedures/ experiments to be performed and marks allotted for each are discussed and finalized by the Head of the Department and other examiners and it is published prior to the conduct of the examinations along with the publication of the time table for the practical examinations..

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KMCT Dental College  
Manassery, Mulkam





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DEPARTMENT OF ORAL MEDICINE AND RADIOLOGY

## **SOP FOR CONDUCTING INTERNAL EXAMINATION FOR FINAL YEAR UNDERGRADUATES**

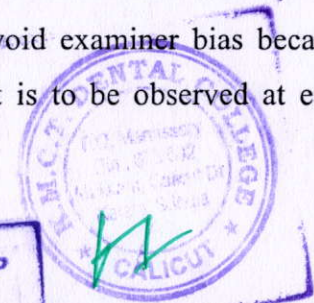
At the completion of the undergraduate training program the graduates shall be competent in the following:-

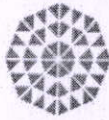
1. Basics of clinical examination and diagnosis.
2. An Understanding of the frequently encountered maxillofacial abnormalities and oral mucosal lesions.
3. An in depth knowledge of the most prevalent potentially malignant disorders (PMD's) amongst the Indian population.
4. Knowledge regarding the correct management protocol for commonly encountered oral mucosal lesions.
5. Counseling of the patients for eradication of the deleterious habits.
6. Knowledge of intraoral and extraoral radiographic techniques.
7. Competency at interpretation and reporting of the intraoral and extraoral radiographs.

### **Scheme of Examination:**

In order to evaluate the clinical skills of the students, department follows the **Objective Structured Clinical Evaluation (OSCE)** pattern of examination. OSCE is a reliable and an established and effective multi station test for the assessment of practical skills in an objective and a transparent manner. The clinical competence to be tested is broken down into specific skills, each of which can be tested at a time. The examination is organized in the form of several "stations" through which the candidates rotate. Each station focuses on testing a particular skill. A number of examination stations with specific instructions is to be provided. This pattern of examination avoid examiner bias because both the examiner and examinee are given specific instructions on what is to be observed at each station.

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Manassery, Mulkam



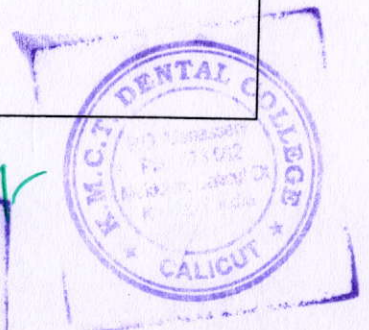


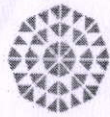
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| Stations       | Task                                                                                                                                                                                                                                                    | Score    |
|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 1. STATIC      |                                                                                                                                                                                                                                                         |          |
| Station 1-5    | Spotters                                                                                                                                                                                                                                                | 10       |
| 2. INTERACTIVE |                                                                                                                                                                                                                                                         |          |
| Station 6      | I. Patient examination and history taking.                                                                                                                                                                                                              | 30       |
|                | II. Acquiring and Interpreting an IOPAR.                                                                                                                                                                                                                |          |
|                | III. Formulating a diagnosis.                                                                                                                                                                                                                           | 20       |
|                | IV. Formulating a treatment plan and writing a prescription for the same.                                                                                                                                                                               | 10<br>10 |
| 3. VIVA        |                                                                                                                                                                                                                                                         |          |
| Station 7      | <b>Grand viva:</b> It is desirable to conduct the viva voce independently by each examiner. In order to avoid vagueness and to maintain uniformity of standard and coverage, questions can be pre-formulated before administering them to each student. | 20       |
| 4. REST        |                                                                                                                                                                                                                                                         |          |
| Station 8      | <b>Records/ Log Books:</b> The candidate is given credit for his records based on the scores obtained in the record.                                                                                                                                    | 10       |

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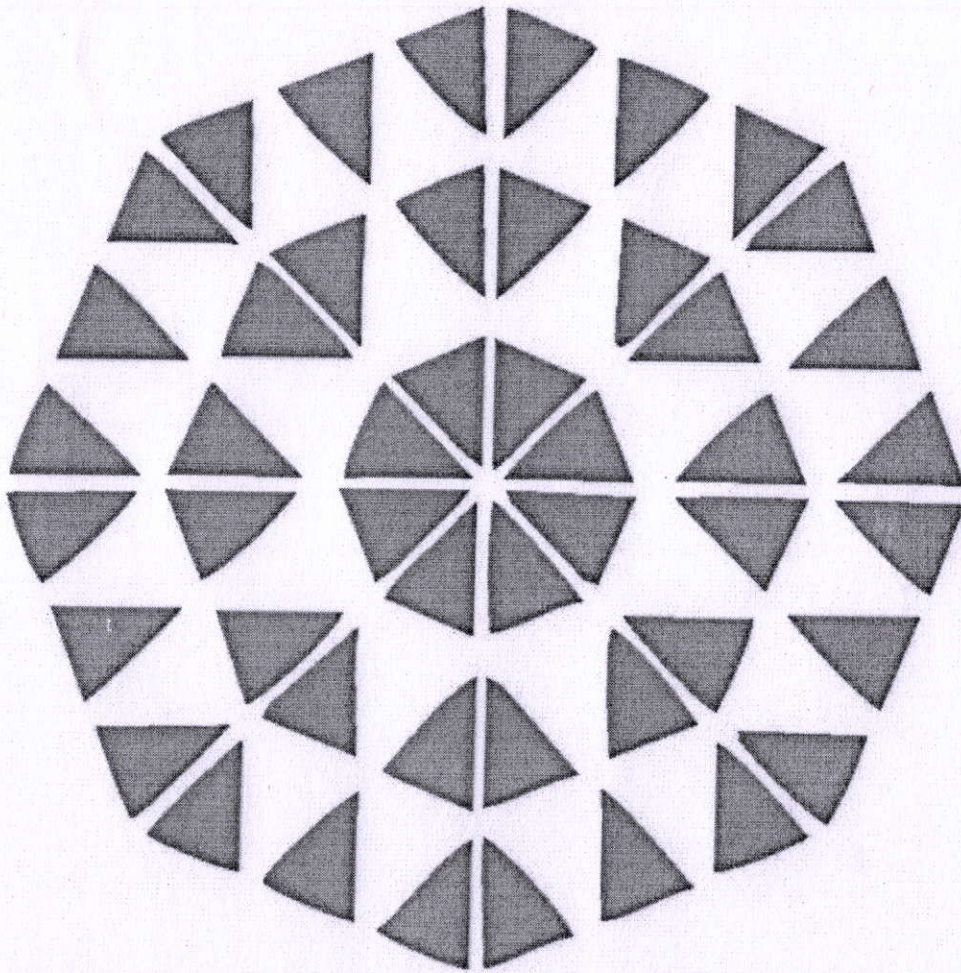




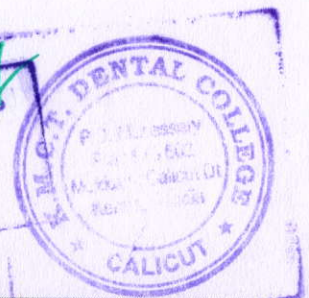
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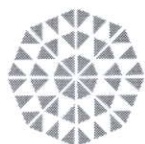
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Principal  
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Manassery, Mukkam



INNOVATION AND  
ENTREPRENEURSHIP  
DEVELOPMENT CENTRE



INSTITUTION'S  
INNOVATION  
COUNCIL  
Ministry of Education, Government of India



# KMCT DENTAL COLLEGE

Recognised Research Centre of Kerala University of Health Sciences

Recognised by Dental Council of India and Govt. of India

KMCT Medical College Campus, Mukkam, Kozhikode-673602

Phone: (0495)2292002, 2292004

E-mail: dental@kmct.edu.in, website: www.kmctdentalcollege.org

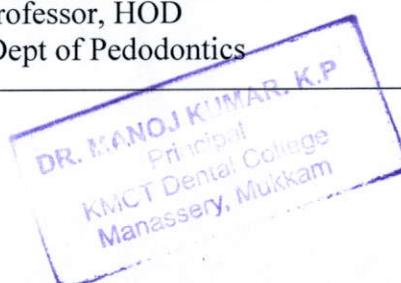
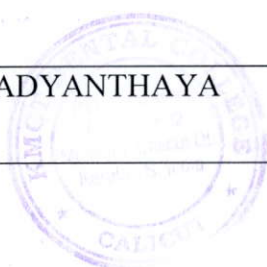
## EXAM SCRUTINY CELL

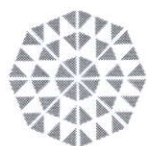
### CHAIRPERSON

Dr. MANOJ KUMAR KP (Principal, HOD Dept of OMFS)

### COMMITTEE MEMBERS

|                       |                                                  |
|-----------------------|--------------------------------------------------|
| Dr SHEEJITH M         | Professor, HOD<br>Dept of Prosthodontics         |
| Dr HARISH KUMAR VV    | Professor, HOD<br>Dept of Periodontics           |
| Dr BINU PURUSHOTHAMAN | Professor, HOD<br>Dept of Orthodontics           |
| Dr MANOJ VENGAL       | Professor, HOD<br>Dept of OMR                    |
| Dr RAJEESH MOHAMMED   | Professor, HOD<br>Dept of Oral Pathology         |
| Dr DHANYA M           | Professor, HOD<br>Dept of PHD                    |
| Dr ELSY P SIMON       | Professor, HOD<br>Dept of Conservative Dentistry |
| Dr AMITH ADYANTHAYA   | Professor, HOD<br>Dept of Pedodontics            |





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E-mail: dental@kmct.edu.in, website: www.kmctdentalcollege.org

## Subject experts

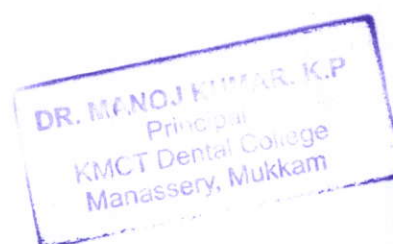
|                   |                                             |
|-------------------|---------------------------------------------|
| Dr Usha Balan     | Professor<br>Dept of Oral Pathology         |
| Dr.Ranjith.M      | Professor<br>Dept of Prosthodontics         |
| Dr Ravi.S.V       | Professor<br>Dept of Conservative Dentistry |
| Dr.Marium Raheema | Professor<br>Dept of Pedodontics            |
| Dr.Arun Paul      | Reader<br>Dept of Public Health Dentistry   |
| Dr .Shobha.S      | Professor<br>Dept of Orthodontics           |
| Dr.Benny Joseph   | Professor<br>Dept of OMFS                   |
| Dr Ashir.K.R      | Professor<br>Dept of OMR                    |
| Dr Santhosh.V.C   | Professor<br>Dept of Periodontics           |

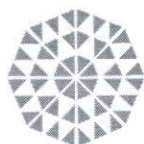
## Administrative Staff

Mrs.Sheeba.P.K

## Student Representative

Mr. Muhammed Anas





# KMCT DENTAL COLLEGE

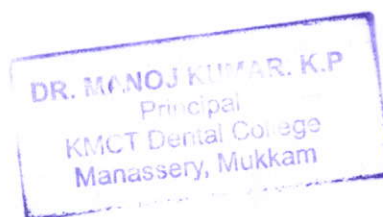
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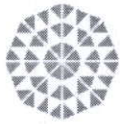
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KMCT Medical College Campus, Mukkam, Kozhikode-673602

Phone: (0495)2292002, 2292004

E-mail: dental@kmct.edu.in, website: www.kmctdentalcollege.org





**EXAM SCRUTINY COMMITTEE**

**TERMS OF REFERENCE COMMITTEE**

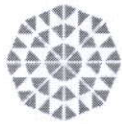
**PURPOSE:** The primary purpose of the committee, which is to oversee and ensure the fairness and accuracy of examination results and the integrity of the examination process within the dental college.

**Composition of the Committee:**

- This typically includes:
- CHAIRPERSON
- Dr. MANOJ KUMAR KP (Principal, HOD Dept of OMFS)
- COMMITTEE MEMBERS
  - Dr SHEEJITH M Professor, HOD-Dept of Prosthodontics
  - Dr HARISH KUMAR VV Professor, HOD-Dept of Periodontics
  - Dr BINU PURUSHOTHAMAN Professor, HOD-Dept of Orthodontics
  - Dr MANOJ VENGAL Professor, HOD-Dept of OMR
  - Dr RAJEESH MOHAMMED Professor, HOD-Dept of Oral Pathology
  - Dr DHANYA M Professor, HOD-Dept of PHD
  - Dr ELSY P SIMON Professor, HOD-Dept of Conservative Dentistry
  - Dr AMITH ADYANTHAYA Professor, HOD-Dept of Pedodontics
- Subject experts
  - Dr Usha Balan Professor-Dept of Oral Pathology
  - Dr.Ranjith.M Professor-Dept of Prosthodontics
  - Dr Ravi.S.V Professor-Dept of Conservative Dentistry
  - Dr.Marium Raheema Professor-Dept of Pedodontics
  - Dr.Arun Paul Reader-Dept of Public Health Dentistry
  - Dr .Shobha.S Professor-Dept of Orthodontics

DR. MANOJ KUMAR. K.P  
Principal  
KMCT Dental College  
Manassery, Mukkam

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- Dr. Benny Joseph Professor-Dept of OMFS
- Dr. Ashir. K. R Professor-Dept of OMR
- Dr. Santhosh. V. C Professor-Dept of Periodontics
- Administrative Staff
  - Mrs. Sheeba. P. K
- Student Representative
  - Mr. Muhammed Anas

### Authority and Scope:

#### 1. Review Examination Papers and Materials:

- Carefully review and evaluate the examination papers, question sets, and associated materials to ensure they align with the curriculum, course objectives, and learning outcomes.

#### 2. Monitor the Examination Process:

- Oversee the entire examination process, including the preparation, administration, and post-exam activities, to identify and rectify any irregularities.

#### 3. Maintain Exam Security:

- Ensure the security and confidentiality of examination materials, including secure storage, distribution, and retrieval of papers, answer scripts, and related documents.

#### 4. Evaluate Grading and Assessment:

- Scrutinize the grading and assessment processes to ensure that they are accurate, consistent, and in line with established standards and criteria.

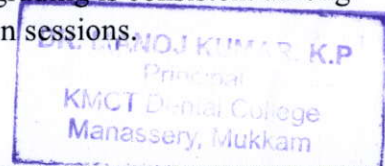
#### 5. Investigate Academic Misconduct:

- Investigate cases of academic misconduct, such as cheating, plagiarism, or other irregularities during exams, and recommend appropriate actions or sanctions.

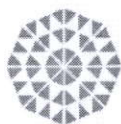
#### 6. Ensure Fairness and Consistency:

- Ensure that all students are treated fairly and that grading is consistent among different examiners and across various examination sessions.

#### 7. Quality Assurance:

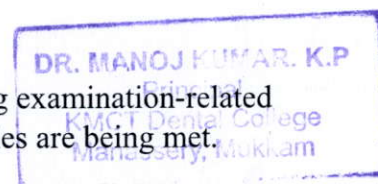


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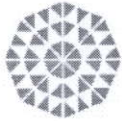


- Promote and uphold the quality of examinations by evaluating the suitability of question formats, exam durations, and assessment methods.
8. **Report Findings and Recommendations:**
- Communicate findings, recommendations, and decisions to relevant stakeholders, including students, faculty, and the college administration.
9. **Continuous Improvement:**
- Suggest improvements to the examination process to enhance its quality and effectiveness, such as changes to examination formats, grading practices, or security measures.
10. **Compliance with Regulations:**
- Ensure that the examination process adheres to institutional policies, regulations, and guidelines, as well as any requirements from accrediting bodies or relevant authorities.
11. **Academic Integrity:**
- Promote and uphold academic integrity within the institution, fostering a culture of honesty and integrity among students and faculty.
12. **Data Analysis and Reporting:**
- Analyze examination data to identify trends, areas for improvement, and potential issues. Provide reports and recommendations based on data analysis.
13. **Training and Development:**
- Offer training and development programs for faculty and staff involved in the examination process to ensure they understand and adhere to best practices.
14. **Record Keeping:**
- Maintain accurate and organized records of all examination-related documents and activities, including meeting minutes, reports, and correspondence.
15. **Conflict Resolution:**
- Address any conflicts or disputes related to examinations, ensuring fair and unbiased resolution.
16. **Regular Meetings:**
- Hold regular committee meetings to discuss ongoing examination-related matters, share updates, and ensure that responsibilities are being met.

## RESPONSIBILITIES:



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**2. Monitor the Examination Process:**

- Oversee the entire examination process, including the preparation, administration, and post-exam activities, to identify and rectify any irregularities.

**3. Maintain Exam Security:**

- Ensure the security and confidentiality of examination materials, including secure storage, distribution, and retrieval of papers, answer scripts, and related documents.

**4. Evaluate Assessment:**

- Scrutinize the assessment processes to ensure that they are accurate, consistent, and in line with established standards and criteria.

**5. Investigate Academic Misconduct:**

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**6. Ensure Fairness and Consistency:**

- Ensure that all students are treated fairly and that grading is consistent among different examiners and across various examination sessions.

**7. Quality Assurance:**

- Promote and uphold the quality of examinations by evaluating the suitability of question formats, exam durations, and assessment methods.

**8. Report Findings and Recommendations:**

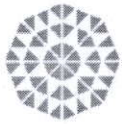
- Communicate findings, recommendations, and decisions to relevant stakeholders, including students, faculty, and the college administration.

**9. Continuous Improvement:**

- Suggest improvements to the examination process to enhance its quality and effectiveness, such as changes to examination formats, grading practices, or security measures.

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**Record Keeping:**

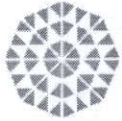
- Clarify the procedures for record keeping, including the maintenance of meeting minutes, reports, and other relevant documentation.

**Conflict of Interest:**

- Address the need for committee members to disclose any conflicts of interest and specify the actions to be taken in the case of such conflicts.

**Amendment of Terms:**

DR. M. J. K.P.  
Principal  
KMCT Dental College  
Manassery, Mukkam



- Outline the process for amending the Terms of Reference as needed to adapt to changing circumstances.

**Review and Evaluation:**

- Specify a mechanism for periodic reviews of the committee's performance and effectiveness in achieving its objectives.

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