



KMCT
DENTAL COLLEGE

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

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METHODS OF ASSESSMENT OF LEARNING OUTCOMES AND GRADUATE ATTRIBUTES

The assessment of learning outcomes and graduate attributes at KMCT Dental College follows a structured and multifaceted approach to ensure comprehensive evaluation of theoretical knowledge, clinical skills, research abilities, and professional behavior. Below is a detailed description of the methods:

1. Theoretical Knowledge Assessment

- **Written Examinations:**
Conducted periodically to test students' understanding of fundamental and advanced concepts. These include short-answer questions, and long-answer questions.
- **Viva Voce (Oral Exams):**
Assess students' ability to articulate responses and demonstrate clarity in subject knowledge.
- **Case-Based Learning (CBL) Assessments:**
Evaluate the ability to apply theoretical knowledge to clinical scenarios.

2. Clinical Skill Assessment

- **Practical Examinations:**
Assessments in pre-clinical labs and clinical settings to evaluate hands-on skills in procedures such as cavity preparation, scaling, root canal treatments, and prosthetic fabrication.
- **OSCE/OSPE (Objective Structured Clinical/Practical Examinations):**
Structured clinical stations where students demonstrate specific skills, such as diagnosis, radiographic interpretation, or patient communication, in a time-bound manner.
- **Case Presentation and Analysis:**
Students present real-life cases, including diagnosis, treatment planning, and outcomes, for faculty evaluation.
- **Clinical Logbooks:**
Students maintain records of procedures performed during their postings, which are reviewed periodically to assess consistency and competence.

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3. Research Competency Evaluation

- **Dissertation/Thesis:**
For MDS students, research work is evaluated based on originality, methodology, analysis, and conclusions drawn. This is assessed by internal and external examiners.
 - **Seminars and Journal Clubs:**
Students present research papers or current topics, demonstrating critical thinking, research comprehension, and communication skills.
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4. Professional and Ethical Behavior

- **Faculty Observations:**
Continuous monitoring during clinical postings to assess students' professionalism, ethical decision-making, teamwork, and respect for patients and peers.
 - **Feedback from Patients:**
Surveys and forms filled by patients evaluate students' communication, empathy, and quality of care provided.
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5. Community Engagement Assessment

- **Field Visits and Outreach Programs:**
Participation in camps and community service programs is evaluated based on contribution, leadership, and interaction with the public.
 - **Reflective Journals and Reports:**
Students submit written reflections on their community experiences, focusing on what they learned and how they applied their knowledge.
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6. Holistic Assessments

- **Internal Assessments:**
Conducted periodically (at least three per academic year) to evaluate students' overall progress, covering theory, practicals, and behavior.
 - **University Examinations:**
Comprehensive final examinations test the cumulative learning of students before graduation.
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7. Graduate Outcome Reviews

- **Feedback Mechanisms:**
Regular feedback from alumni, employers, and stakeholders to assess the real-world application of the outcomes and graduate attributes.
- **Performance in Competency Exams:**
Success rates in competitive exams (e.g., NEET MDS, specialty board exams) and professional practice assessments indicate outcome attainment.

8. Institutional Methods for Continuous Improvement

- **SWOT Analysis:**
The institution periodically conducts Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis of its assessment strategies for refinement.
- **Peer Reviews:**
Faculty members evaluate the assessment process for consistency and fairness.

These methods comprehensively evaluate students across cognitive (knowledge), psychomotor (skills), and affective (attitude) domains, ensuring the production of competent, ethical, and socially responsible dental professionals.



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2.6.1 The Institution has stated the learning outcomes (generic and programme-specific) and graduate attributes as per the provisions of the Regulatory bodies and the University; which are communicated to the students and teachers through the website and other documents.

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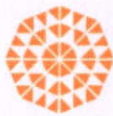
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- 1) The undergraduate course involves organisation of year-wise teaching program. However, this course, as a whole, should demonstrate integration of the basic sciences, clinical dentistry and practical or laboratory skills. The course should be designed and integrated in such a way as to permit smooth progression from pre-clinical to clinical phase. Collaboration should be encouraged between teachers of basic sciences, dental sciences and clinical subjects.
- 2) The undergraduate dental course consists of three main components. The first component consists subjects common to modern medicine and dentistry like anatomy, physiology, biochemistry and behavioural science, leading to pharmacology, pathology, microbiology and then on to general medicine and general surgery. The second component runs concurrently with the first and deals with special aspects of oral and dental tissues, oral biology and oral pathology. Finally, the third component based on the foundations of the first two, deals with the clinical and technical aspects of dentistry as is required for general dental practice.
- 3) The first component of the course is intended to provide initially, an appreciation of normal human structure, development, function and behaviour, leading to understanding of the diseases, its prevention and treatment. The main objective is to provide student with a broad knowledge of normal structures and functions of the body, the alterations which take place in disease with particular reference to those conditions in which medical and dental co-operation is essential for proper management. At this stage, the student should also be made aware of the social and psychological aspects of patient care with special reference to the relationship between dentist and patient.
- 4) The second component of dealing with dental and oral of the dental and oral tissues. This enables the student to diagnose, prevent and treat the dental and oral diseases and disorders, which were not included in the first component. The subject of oral biology is to be introduced at this level to provide the students a comprehensive knowledge and application of oral physiology, microbiology, biochemistry and oral immunology. Students should be exposed to the basic aspects of forensic odontology at this stage of the course along with oral biology/oral pathology.
- 5) The third component of the course comprising the clinical and technical aspects of dentistry actually prepares the student to undertake total oral and dental health care of

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patients of all ages. The emphasis at this stage should be on the prevention of the various dental diseases and how to preserve natural teeth with their supporting structures. The importance of various preventive methods needs to be stressed. The significance of diagnosis of various dental and oral problems needs to be emphasized along with treatment planning before actual treatment procedures are undertaken. In addition to acquiring the knowledge, the students need to gain adequate clinical hands-on-experience in extractions and other minor oral surgical procedures, all aspects of Conservative Dentistry, Endodontics, Crown and Bridge, provision of partial and complete dentures, various periodontal therapeutic procedures and use of removable orthodontic appliances. Familiarity with various radiological techniques, particularly intra-oral methods and proper interpretation of the radiographs, is an essential part of this component of training and has application in clinical diagnosis, forensic identification and age estimation. Training in handling medico-legal cases should be imparted at this stage. Towards the final stage of the clinical training, each student should be involved in comprehensive oral health care or holistic approach to enable him or her to plan and treat patients as a whole, instead of piece-meal treatment provided in each specialty.

6) The commitment towards knowledge and treatment skills the sociological aspects of health care and palliative care particularly; oral health care, including the reasons for variation in oral and dental needs of different sections of the society. It is important to know the influence of social, behavioural, environmental and economic factors on oral and dental health.

Students should be made aware of the National oral health Policy and the importance of being a member of the Health care team delivering medical and oral health care particularly among rural population. Students should also be encouraged to participate in simple research project work

7) The undergraduate curriculum stresses the significance of infection and cross infection control in dental practice. Aspects like sources of infection, measures to be adopted both general and specific for control, particularly the HIV and hepatitis is incorporated in the curriculum so that the graduates are aware of its significance and follow it in their practice.

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8) The information technology has touched every aspect of an individual's personal and professional life. The University hence recommends that all undergraduates acquire minimum computer proficiency, which will enable them to enhance their professional knowledge and skills.

Assessment of learning outcomes and graduate attributes in a dental college like KMCT typically involves a variety of methods to measure the knowledge, skills, and competencies acquired by students. These assessments can encompass several approaches, including:

Written Examinations: This traditional method involves tests, quizzes, and exams that assess students' theoretical knowledge in various dental subjects.

Practical or Clinical Assessments: In dental education, hands-on skills are crucial. Clinical assessments evaluate students' competence in performing dental procedures, patient interactions, and their ability to apply theoretical knowledge in a clinical setting.

Case-Based Assessments: Students may be evaluated based on their analysis and management of dental cases. This can include presenting diagnoses, treatment plans, and rationale for their decisions.

Presentations and Seminars: Assessing students through presentations or seminars evaluates their ability to research, synthesize information, and communicate effectively, reflecting important graduate attributes.

Objective Structured Clinical Examinations (OSCEs): OSCEs involve multiple stations where students rotate and perform specific tasks or demonstrate skills, allowing for comprehensive evaluation of various competencies.

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Peer and Self-Assessment: Sometimes used in conjunction with other methods, peer and self-assessment encourage students to evaluate their own work or that of their peers against predetermined criteria.

Continuous Assessments: Regular assessments throughout the academic year, such as assignments, projects, and group work, contribute to evaluating learning outcomes and attributes incrementally.

University Examinations: Utilizing standardized tests or exams, which might be national or international, can assess the students' performance against set benchmarks.

Feedback Mechanisms: Feedback from staff, students, patients (in clinical settings), and other stakeholders is vital for students' learning and self-improvement in acquiring graduate attributes.

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