

LIST OF EXAMINATION REFORMS

a. Examination procedures: Half an hour before the exam, subject specialists checked University papers for errors or questions that were not on the syllabus. Dr. NTR University of Health Sciences has given a digital question paper. For 1st BDS students, training sessions on how to answer their theory paper are held.

b. Processes integrating IT: The students' examination papers are uploaded at University level and a digital evaluation is performed. This enables the findings to be announced quickly. To promote transparency, the theory examination are video recorded.

c. Continuous assessment system: Three internal examinations for undergraduates and mock examinations are carried out for post -graduate students. Apart from these periodic tests are also conducted for Pgs.

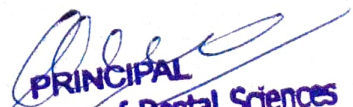
d. Competency based assessment: Practical, viva voce, and chair-side discussion components are included in the final internal examination for UGs and the mock examination with both internal and external examiners for PGs, which assist us assess the students' competency. The student's clinical skills are assessed by evaluating their work on phantom heads and patients.

e. Work place-based assessment: Feedback from the employees of our alumni is taken to assess the adequacy of the course.

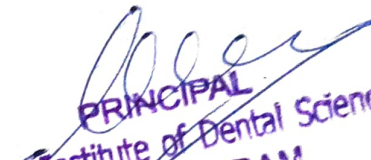
f. Self-assessment: After completing the syllabus, UG students are given tests which they have to evaluate themselves. The answers are provided by the staff. This exercise lets them know their shortcomings and motivates them to perform better.

g. OSCE/ OSPE: 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 360 degree view of the student's competency in recording of case history and its various procedures.


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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.
4. Ensured similar level of complexity for all students.
5. Enabled to assess the problem-solving abilities, skills and factual knowledge better.


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