



Date:

Course Outcome of all Courses

Provide details on how teaching learning and assessment processes are mapped to achieve the generic and program-specific learning outcomes (for each program) within 500 words.

The institute has categorically formulated the learning objectives of each program it offers and ensures to achieve the programme goals. Systematic academic process consisting of programme design — course design — curriculum content — pedagogic approach — evaluation components and weightages — practice based learning and projects is clearly charted out while planning for academic curriculum. In view of the involvement of all the faculty members at the appropriate stages of the academic process, faculty members ensure that the process is followed rigorously and correctly. Further, the program structure, course content, delivery mechanisms are all published in the internal documentation which is available for both faculty and students. Each faculty member before the beginning of the term, declare the learning objectives, course outline, lesson plan and evaluation process setting out the details of the pre-reads, books, articles, cases that are required to be studied and discussed in the class including classroom presentations and class participating activities and in the process each student is made aware of the academic process involved in the program.

Goals of BDS Curriculum

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

- A. General Skills - Apply knowledge & skills in day to day practice.
- B. Practice Management - Practice within the scope of one's competence Communication & Community Resources.



C. Patient Care— Diagnosis: Obtaining patient's history in a methodical way, Performing thorough clinical examination, Selection and interpretation of clinical, radiological and other diagnostic information, Arriving at provisional, differential and final diagnosis.

D. Patient Care - Treatment Planning

- Integrate multiple disciplines into an individual comprehensive sequence treatment plan using diagnostic and prognostic information.

E. Patient Care — Treatment

- Recognition and initial management of medical emergencies that may occur during Dental treatment.
- Managing basic dental procedures

ASSESSMENT PROCESSES

To achieve these objectives, the student is assessed through following processes:

- i. Objective Structured Clinical Evaluation: The clinical /practical examination should include different procedures for the candidate to express one's skills. A number of examination stations with specific instructions to be carried out may be provided. This can include clinical procedures, laboratory experiments, spotters etc. Evaluation must be made objective and structured.
- ii. Records/Log Books: The candidate should be given credit for his records based on the scores obtained in the record.
- iii. Scheme of clinical and practical examinations: The specific scheme of clinical/practical examinations, the type of clinical procedures/experiments to be performed and marks allotted for each are to be discussed and finalized by the Chairman and members of the board of examiners and it is to be published prior to the conduct of the examinations along with the publication of the time table for the practical examination.
- iv. Viva Voce: Viva voce is an excellent mode of assessment because it permits a fairly broad coverage and it can assess the problem solving capacity of the student. An assessment related to the affective domain is also possible through viva voce.



v.Group Discussions vi. End
posting vivas vii. Written
examinations

GOALS AND OBJECTIVES OF THE POSTGRADUATE CURRICULUM:

- (i) practice respective speciality efficiently and effectively, backed by scientific knowledge and skill; (ii) exercise empathy and a caring attitude and maintain high ethical standards;
- (iii) continue to evince keen interest in professional education in the speciality and allied specialities whether in teaching or practice;
- (iv) willing to share the knowledge and skills with any learner, junior or a colleague; (v) to develop the faculty for critical analysis and evaluation of various concepts and views (vi) to adopt the most rational approach.

OBJECTIVES: The objective of the post-graduate training is to train a student so as to ensure higher competence in both general and special area of interest and prepare him or her for a career in teaching, research and speciality practice. A student must achieve a high degree of clinical proficiency in the subject and develop competence in research and its methodology in the concerned field. The objectives to be achieved by the candidate on completion of the course may be classified as under:— (a) Knowledge (Cognitive domain) (b) Skills (Psycho motor domain) (c) Human values, ethical practice and communication abilities

ASSESSMENT PROCESSES FOR POSTGRADUATES:

Teaching and learning activities

All the candidates registered for MDS course in various specialities shall pursue the course for a period of three years as fulltime students. During the period each student shall take part actively in learning and teaching activities designed by the institution/university. The council desires the following teaching and learning activities in each speciality.



1.LECTURES:

There shall be some didactic lectures in the speciality and in the allied fields. The postgraduate departments should encourage the guest lectures in the required areas to strengthen the training programme. It is also desirable to have certain integrated lectures by multidisciplinary teams on selected topics.

2.JOURNAL CLUB:

The journal meeting review shall be held at least once a week. All trainees are expected to participate actively and enter relevant details in logbook. The trainee should make presentations from the allotted journals of selected articles at least 5 times in a year.

3.SEMINARS:

The seminars shall be held at least twice a week in each postgraduate department. All trainees are expected to participate actively and enter relevant details in log book. Each trainee shall select at least 5 seminar presentation in each year.

4.SYMPOSIUM:

It is recommended to hold symposium on topics covering multiple disciplines.

5.CLINICAL POSTINGS:

Each trainee shall work in the clinics on regular basis to acquire adequate professional skills and competency in managing various cases to be treated by a specialist.

6.CLINICO PATHOLOGICAL CONFERENCE:

The clinic pathological conferences should be held once in a month involving the faculties of oral medicine and radiology, oral pathology and concerned clinical department. The trainees should be encouraged to



present the clinical details, radiological and histo-pathological interpretations and participation in discussions.

7.INTERDEPARTMENTAL MEETINGS:

To bring in more integration among various specialities there shall be interdepartmental meeting chaired by the dean with all heads of postgraduate departments at least once a month.

8.TEACHING SKILLS:

All the trainees shall be encouraged to take part in undergraduate teaching programmes either in the form of lectures or group discussions.

9.COUNTINUING DENTAL EDUCATION PROGRAMMES:

Each postgraduate department shall organize these programmes on regular basis involving the other institutions. The trainees shall also be encouraged to attend such programmes conducted elsewhere.

10.CONFERENCES/WORKSHOPS/ADVANCED COURSES:

The trainee shall be encouraged not only to attend conference/workshops/advance courses but also to present at least two papers at state/national speciality meetings during their training period.

11.ROTATION & POSTING IN OTHER DEPARTMENTS:

To bring in more integration between the speciality and allied fields each postgraduate department shall workout a programme to rotate the trainees in related disciplines.

12.DISSERTATION/THESIS:

The council appreciates the importance of research activities for the growth of the profession. Trainees shall prepare a dissertation based on



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the clinical or experimental work or any other study conducted by them under the supervision of the postgraduate guide.

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