



MAHATMA GANDHI MISSION'S DENTAL COLLEGE & HOSPITAL



M. G. M. Dental College & Hospital
Kamothe, Navi Mumbai - 410 209.

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**MAHATMA GANDHI MISSION'S DENTAL COLLEGE &
HOSPITAL**

*Accredited by NAAC with "A" Grade
Plot No. 1 & 2 Sector-01 (Old 18 & 19),
Kamothe, Navi Mumbai- 410209*

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Policy Document on Mid-course Improvement



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MID-COURSE IMPROVEMENT OF PERFORMANCE OF STUDENTS

Midcourse improvement of performance of students is a continuous effort throughout the academic year. It is through persistent feedback from faculty upon analysis of formative assessments that students are given a chance to undertake remedial measures so as to improve their summative examination performances. Students alike share feedback on teaching methods so as to provide faculty with opportunity to upgrade and renew teaching methods. This collaborative effort helps in all stakeholders to appraise performances and deliver desired outcomes so as to improve upon current capabilities and skills.

Statement of Purpose:

This policy document outlines the purpose and method adopted to monitor midcourse improvement of performance by students.

Purpose:

- To nurture an environment conducive to learning and provide support in every aspect of the process so as to assist implementation and evolution of teaching methods towards a student centric initiative.
- Encourage students to explore new aspects of learning through ingenuity and innovation and suggest Faculty to implement the same.
- Provide guidance to channelize perspective in understanding into good result orientated performance in examinations.
- Provide a good work ethic and culture supported by faculty and peers so as to promote smooth transition in the learning curve throughout the academic tenure.

Method:

Under Graduate program [BDS] Assessment of student aptitude:

- Identification as slow learners who consistently achieve less than 50 % scores through formative and summative assessment
- Post lecture assessment of comprehension level of students through questions and answers / MCQ questions.
- Expression of difficulties faced by students during mentorship interactions
- Assessment of student performance in university examinations

Remedial measures and role of faculty:

- Question paper and marking patterns discussed by faculty with students upon verification of internal assessment summative assessment for the term.

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- Remedial classes provided for the slow learners and for those who wish to attend.
- Interactive sessions with students to discuss difficulties faced by students to refine teaching methods
- Remedial examinations for slow learners so as to introspect and persevere in order to improve examination performance.
- Resource abridged literature references provided for easier understanding by slow learners.
- Advances literature references provided for advanced learners
- Library assignments given to address difficulty in understanding.
- Model preparation and simulation laboratories for applied learning

Post graduate program [MDS] Assessment of student aptitude:

- Identification as slow learners who consistently achieve less than 50 % scores through formative assessment
- Identification of learning lacunae through scenario-based learning and problem-based learning during journal clubs and case discussion.
- Assessment of applied learning through OSCE/ OSPE exercises
- Through clinical assessment of procedures performed/ assisted and observed to establish comprehension of clinical skills.
- Monthly and 6 monthly progress assessment on academic and practical assignments and meeting of course objectives and goals
- Expression of difficulties faced by students during mentorship interactions
- Assessment of student performance in university examinations

Remedial measures and role of faculty:

- In depth discussion on scenario based and problem-solving aspects by entire faculty to provide multiple solutions
- Clinico-pathologic meeting and Inter department meeting for problem solving exercises for interdisciplinary case management.
- Hands on workshops and preclinical exercises on simulation models for skill development
- Faculty interaction for concept refinement
- CDE programs conducted by resident and guest faculty to enhance knowledge
- Encourage students to participate in conferences so as to explore new perspectives
- Encourage problem solving through evidence-based approach techniques of systematic review and meta-analysis.

PhD program Assessment of student aptitude:

- Identification of theoretical reasoning through hypothesis formulation and testing
- Review of comprehension of hypothetical reasoning and understanding through scientific advisory committee.
- 6 monthly progress assessment on academic and practical assignments and meeting of course objectives and goals
- Expression of difficulties faced by students during mentorship interactions

Remedial measures and role of faculty:

- Support provided by faculty in research methodology by multidisciplinary resource persons
- Biostatistician and central research laboratory facility to refine research
- Patent lawyer consultation to facilitate patent and copyright
- Support through institutional collaborations and linkages

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Fellowship Program Assessment of student aptitude:

- Identification of learning lacunae through scenario-based learning and problem-based learning during journal clubs and case discussion.
- Assessment of applied learning through OSCE/ OSPE exercises
- Through clinical assessment of procedures performed / assisted and observed to establish comprehension of clinical skills.
- Expression of difficulties faced by students during mentorship interactions
- Assessment of student performance in university examinations

Remedial measures and role of faculty:

- In depth discussion on scenario based and problem-solving aspects by entire faculty to provide multiple solutions
- Hands on workshops and preclinical exercises on simulation models for skill development
- CDE programs conducted by resident and guest faculty to enhance knowledge

Encourage students to participate in conferences so as to explore new perspectives



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