

**Date: 15-10-2025**

## COLLEGE ASSIGNMENT POLICY

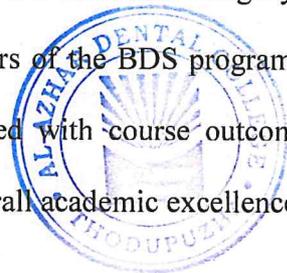
For BDS Program – First Year to Final Year

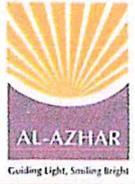
The Assignment Policy for the Bachelor of Dental Surgery (BDS) program is formulated to strengthen the teaching-learning process and ensure systematic, continuous evaluation of students in accordance with institutional quality assurance standards. Assignments serve as an essential component of competency-based education by encouraging active learning, critical thinking, and application of theoretical knowledge in clinical contexts.

In dental education, where integration of basic sciences with clinical practice is crucial, assignments provide an effective platform for students to develop analytical abilities, problem-solving skills, and evidence-based decision-making. This policy aligns with the objectives of Outcome-Based Education (OBE) and supports the implementation of Continuous Internal Evaluation (CIE) as recommended by regulatory bodies.

The policy is designed to maintain uniformity, transparency, and academic integrity in assignment planning, execution, and evaluation across all years of the BDS program. It ensures that assignments are structured, relevant, and aligned with course outcomes, thereby contributing to improved student performance and overall academic excellence.

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Dr. Shiny Joseph  
Principal  
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## 1. Objectives of Assignment Policy

- To promote self-directed and deep learning.
- To improve analytical and critical thinking skills.
- To integrate theoretical knowledge with clinical application.
- To encourage evidence-based learning.
- To enhance communication and presentation skills.
- To support Continuous Internal Evaluation (CIE).

## 2. Scope

- Applicable to all BDS students (First Year to Final Year).
- Applicable to all departments (Dental and Medical subjects).

## 3. Types of Assignments

First Year BDS: Short notes, diagram-based assignments, viva-based assignments, MCQ worksheets.

Second Year BDS: Descriptive assignments, flowcharts, case-based discussions, record writing.

Third Year BDS: Analytical assignments, case analysis, seminar-based assignments, review of clinical cases.

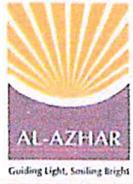
Final Year BDS: Clinical case presentations, journal/article review, treatment planning exercises, interdisciplinary assignments.

## 4. Assignment Planning & Allotment

- Assignments are planned at the beginning of the academic year.



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- Included in the Unit Plan / Lesson Plan.
- Minimum 2–4 assignments per term per subject.
- Topics must be curriculum-based and clinically relevant.

## 5. Submission Guidelines

- Assignments must be submitted within 5 working days.
- Must follow prescribed format (written/digital/PPT).
- Late submission accepted only with valid reason and may attract mark reduction.

## 6. Evaluation Criteria

- Content Accuracy – Relevance and correctness.
- Understanding – Concept clarity.
- Presentation – Neatness, diagrams, structure.
- Analytical Ability – Critical thinking.
- Originality – Avoid plagiarism.
- Timely Submission – Discipline.

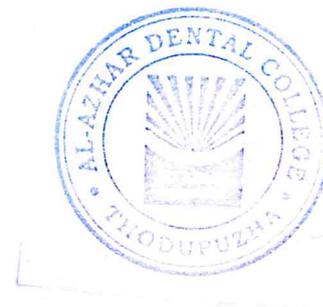
## 7. Weightage in Internal Assessment

- Assignments contribute to Internal Assessment Marks.
- Suggested weightage: 10–20% of internal marks.

## 8. Feedback Mechanism

- Written and/or oral feedback provided by faculty.
- Focus on strengths and areas for improvement.
- Encourages continuous learning reinforcement.

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## 9. Academic Integrity

- Plagiarism is strictly prohibited.
- Students must submit original work and cite references.
- Violations may lead to rejection and resubmission.

## 10. Monitoring & Documentation

- Assignment records maintained by respective departments.
- Documentation includes question papers, student submissions, and evaluation sheets.
- Reviewed during internal audits and QAS inspections.

## 11. Role of Faculty

- Design outcome-based assignments.
- Ensure timely evaluation.
- Provide constructive feedback.
- Maintain transparency in assessment.

## 12. Role of Students

- Complete assignments sincerely.
- Follow deadlines.
- Maintain academic honesty.
- Engage actively in feedback process.

## 13. Continuous Improvement

- Policy reviewed periodically based on student performance.
- Feedback from stakeholders considered.
- Academic audit outcomes incorporated.



*Shiny*  
20/10/25