



ARMY COLLEGE OF DENTAL SCIENCES

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NAAC Accredited 'A' & Certified ISO 9001 : 2015 & ISO 14001 : 2015

7.2.1 Describe two Institutional Best Practices as per the NAAC format provided in the Manual (Respond within 1000 words)

1. Title of the practice

Outcome-Based Education - Student Centric Learning at ACDS

2. Objectives of the Practice

The objectives of Outcome-Based Education (OBE) are

- Attainment of the Professional attributes of the graduates
- Attainment of defined competencies and proficiencies through the acquisition of knowledge, skills, and attitudes.

3. The context

The need to transition to OBE from Traditional Teaching Learning

- Need for objectivity, transparency, and uniformity of content delivery and assessments
- Focus on student-centric learning
- Update teaching-learning methods based on global best practices
- Adapt to NEP 2020

Hence, from 2019-20 onwards the transition to OBE is being implemented in phases. OBE is a student-centric teaching and learning methodology which enables the faculty to monitor and facilitate students learning. ACDS has defined program and course outcomes which are clearly defined using 'Bloom's taxonomy. Effective teaching and assessment methods measure the cognitive, affective, and psychomotor domains of the learners. ACDS conducts special training for all stakeholders through the Dental Education Unit.

4. The Practice

The institution ensures that effective curriculum planning, delivery, and evaluation as prescribed by the Dental Council of India

The process of implementation of OBE at ACDS is as follows:

Preparation of academic curriculum:

The Institutional Academic Board of Studies (IABS) prepares the academic calendar, academic schedule, and timetables for theory & practical classes. The teaching schedules, lesson plans, and formats for various assessments are prepared by the department.

Framing of program and course outcomes:

IABS frames 18 Program outcomes (Pos) and about 16-21 course outcomes (Cos) for each subject.

Strategies for implementation of OBE:

Training of the faculty: Faculty are trained in framing and mapping the learning outcomes with appropriate teaching-learning methods and assessments.

Teaching-Learning [T-L] Process: The attainment of Knowledge, Skills, Attitudes (KSA) is based on Miller's pyramid & Bloom's taxonomy wherein the Awareness, Understanding & Proficiency (AUP) are mapped using the Must/Desirable/Nice to Know (MDN) format of T-L. This helps in continual improvement in KSA from the lower to higher-order competencies achieved.

Methods of assessments:

- Formative assessment [FA]: Through assignments, seminars, group discussions, viva-voce, OSCE/OSPE, projects, library, logbook, lab skills, PBL/EBL, E-poster, MCQ, open-book exams, and table clinic.
- Continuous Internal Evaluation [CIE]: Through periodical monitoring of students' attendance, behavior, attitudes, skills, and participation in extracurricular activities.
- Summative assessment [SA]: Through the conduct of three internal exams
- University examination assessment [UEA]: Conducted at the end of each year.

5. Evidence of success

OBE enables continual improvement of students in all curricular and co-curricular activities. Pass percentage in university examination for MDS program is 100% & BDS program has improved from 76% to 91%, tardy & average performers benefited by 20% improvement in their performances.


The average percentage of imparted training:

- Competitive examinations and career advancement - 27%.
- Higher education - 25-38%.
- State/ National/ International level examinations -23-35%.

6. Problems Encountered and Resources Required

- Need for constant, continual upskilling & knowledge updates
- Documentation & authentication of data




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1. Title of the Practice

Student Mentoring: Achieving their Best through Personal Enrichment Program

2. Objectives of the Practice

The objectives of the mentoring are

- To address the problems of the students, regard to personal, academic, social, and psychological issues
- To guide the students to attain professional goals and to progress throughout their course & career.
- To strengthen emotional intelligence & handle challenges with equipoise.

3. The Context

A robust mentoring system depends on strategic planning & implementation of group dynamics to strengthen interpersonal relationships. It helps in the transition of teenagers to well-rounded youth personalities who are thorough professionals. Though the Mentor program was successful at ACDS, certain improvements are envisaged from 2019 onwards to enrich this program. The COVID - 19 pandemic & its allied uncertainties in school to college transition precipitated this change.

4. The Practice

The student mentoring practiced at ACDS; this enriched program helped in achieving the following goals:

- a) More faculty assigned to fewer mentees [6 students/mentor]
- b) Vertically integrate mentee groups.
- c) Devote time and energy to enhancing the interactions
- d) Maintain logbooks of interactions
- e) Have a Chief for the program who coordinates, schedules, and monitors the process, and reports to the Principal & management with corrective/preventive action reports.

g) Communicate with parents through PTA meetings biannually.

A psychological counselor prepares confidential reports of individual and group interactions and recommends appropriate measures/therapies.

Types of Mentoring practiced at ACDS:

1) Faculty to Students, 2) Peer Mentors – Buddy System, 3) Proctorship – advanced learners' mentor tardy performers.

Faculty to Students:

Faculty undergo certificate courses in mentorship & assigned mentees (Faculty : Mentee ratio = 1 : 6). This helps them devote time & energy to focus on proactive mentoring.

Peer Mentors – Buddy System:

In the buddy system (peer mentors), students from the same year of study are clubbed in threes to act as a support system. They act as 'Buddies' for life.

Proctorship:

Proctorships are identified based on the performance of the students in the academic year. This helps in conceptual understanding, better planning of academic schedules, time management, emotional support to improve self-esteem in their abilities to perform better.

5. Evidence of success

Periodic review by Mentors/ Mentor Director/ parents helps in identifying issues & address them through Behavior counseling, Remedial classes, Mock tests, etc. Helps in improvement in academics, and holistic development of mind and body. These measures have ensured 100% success in academics & 40 - 45% success in career progression.

6. Problems Encountered and Resources Required

- Students are hesitant to disclose their personal and family problems with their mentors
- Maintaining professional distance & non-invasion of personal space of the individual.
- To achieve an integrated, holistic personality the mentor needs to be a role model to their mentees.

