

### 2.2.3

Though, the college focuses on academics, students have the opportunity to participate in a number of extra-mural activities and are encouraged to play both indoor and outdoor sports. The college has wide options to play various sports like Cricket, Basket ball , Volley ball, Throwball, shuttle badminton, Table tennis and Gym facilities to improve their strength training. A number of individual sports are traditionally practiced by our students like Track athletics, Tennikoit, Discus throw, Javelin throw. The college team came runners Up in Basket ball at university level and also represent the university in state & national level competitions.

The social highlight of the year is un-doubtfully the annual cultural meet which is well supported and participated by both staff and students alike involving the whole college. The culmination of this event is a formal function which is always remembered for all the right reasons, and is a true celebration of being a student and the associated responsibility. Apart from these, our college provides training courses for confectionary products, for car driving, Yoga and meditation. Also, innate talents like singing, mimicry were identified among students and were encouraged to perform in Vishnu F.M radio in our campus. Also interested students were encouraged to take short films and were projected in Vishnu Miniplex theatre.

At VDC, the development of the well-rounded individual is a principal goal of extracurricular activities on college campus. These activities afford positive impact on student's emotional, intellectual, social, and inter-personal development. By working together with other individuals, students learn to negotiate, communicate, manage conflict, and lead others.

Documentary evidence:

[https://photos.google.com/share/AF1QipO6PsWOkIGfj3b9Xm\\_hNxQFTWcDyU3Krjo4Fx0OyqYXvPbmlTXH0aVPRx4pFgfHUG?key=X0tVUzVTc0kwWGNhaHdmNktNeXlXTm8xN3h4VGV3](https://photos.google.com/share/AF1QipO6PsWOkIGfj3b9Xm_hNxQFTWcDyU3Krjo4Fx0OyqYXvPbmlTXH0aVPRx4pFgfHUG?key=X0tVUzVTc0kwWGNhaHdmNktNeXlXTm8xN3h4VGV3)

### 2.3.1

There is always a great deal of scope when it comes to teaching-learning methodologies. Vishnu dental college was a pioneer then and leader now in this aspect of academics.

**Small group teaching** is an innovative way of learning practiced in the institution wherein the larger groups of students are divided into smaller groups which impart an effective process of learning. The most admirable part of teaching methodologies at our institution is activity based learning. Students perform or do a hands-on minds-on experience with little or no help from the teacher. This is a form of **experiential learning** where learning is through action, learning is by doing and learning is through experience.

Our innovative teaching methods are improving student learning by creating an **integrated/interdisciplinary** curriculum which helps the student to understand the connections between subjects. Clinical shadowing of I and II BDS students helps in the integration of basic and clinical sciences. The integration of the sub disciplines within a subject area allows the learner to explore information about topics without the constraints imposed by traditional subject barriers.

To meet and uphold the needs of the students and go in par with them and reach their minds, our faculty also took a new creative mode of performing **role-plays** which is purely subject related and the best part of it is, the students are made to involve in this method, thus making it a **student centric learning**. Here we know very well that there is no one method for making adult learning sessions successful and effective. So we employ various student **participatory learning** methods.

We use innovative methods of learning (rather than teaching) such as **problem based learning/case based learning** (PBL/CBL). PBL/CBL begins with a problem not with knowledge. Knowledge is gained by way of the solution to the problem. Analysis of problems/cases is used as the primary instrument for the acquisition and application of knowledge. Independent lifelong learning skills are acquired by students as the PBL system places activity and responsibility directly on to them. This makes PBL **student- centered and self- directed**. Case-based learning forms the critical foundation of the **patient centric learning** process. These effective educational strategies are **evidence-based learning** methods. This kind of learning system is very much useful in a comprehensive set-up of dental care for which Vishnu dental college is bound to the same.

To enhance student's knowledge as well as critical thinking, creativity, and communication skills students are assigned projects. This **project based learning** unleashes a contagious, creative energy among students and teachers. As mentioned elsewhere, to reach the minds of the newer generation students the college has implemented the i-pad learning/teaching method in the 2017

year. Faculty development has become a priority to keep in pace with and respond to emerging student's needs. The institution is making efforts to upgrade the knowledge, skills of teaching faculty and students by implementing the Faculty and student development programmes and enriching the teaching skills at **VEDIC (Vishnu Educational Development and Innovation Centre)**.

Geotagged photos:

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### **2.3.2 Clinical Skills Lab & Simulation Centre**

Geotagged photos:

[https://photos.google.com/share/AF1QipMXibNm\\_Sp8Sew6df1P4DkURo3mBKEISkEpvL 26w9NPxO4DhXmz7WUEw9pdNr5S\\_Q?key=cVZvdXpiSWVLYUotQUZZRkgyaWdtMj BLcXpzVFhB](https://photos.google.com/share/AF1QipMXibNm_Sp8Sew6df1P4DkURo3mBKEISkEpvL 26w9NPxO4DhXmz7WUEw9pdNr5S_Q?key=cVZvdXpiSWVLYUotQUZZRkgyaWdtMj BLcXpzVFhB)

### **2.3.3**

Teachers use ICT-enabled tools for effective teaching and learning process including online e-resources.

The delivery of knowledge has gone beyond chalk and black board and power point presentations. All the teachers in this institute use iPad and various apps available such as Socrative, Kahoot, Edmodo and google forms etc. From 2017 academic year first BDS batch who joined in the institute have been made to use iPad during lecture classes as well as in practical/clinical sessions with the help of Wi-Fi facility. Teachers extensively use various e learning facility, demonstrated procedures available in YouTube and direct students to the use of various websites to obtain information about a given topic. Special sessions are regularly held by the experts to train the teachers in the use of these apps available on iPads. Multiple choice questions, fill in the blanks, match the following, identify the lesions etc. are regularly been given to students using iPads. Regular monitoring and instant feedback are obtained.

### 2.3.5

The teaching learning process nurtures creativity, analytical skills and innovation among students. Various steps have been taken to make the teaching learning more learner centered than teacher controlled. Lecture classes have been extended from 60 to 90 minutes with the major part devoted to creative activities by learner. Students are given small projects and are encouraged to design and perform public awareness programs to spread themes such as anti-tobacco day, world's AIDS day, oral hygiene day, world cancer day, prevention of road traffic accidents by using helmets and wearing seat belts etc. Further separate cells have been provided in the college for smoking cessation, patient counselling where students learn motivation skills. They also design posters and models for educating the public which they use in the door to door campaigning of dental health awareness.

Documentary evidence:

<https://photos.google.com/share/AF1QipPdXs6F8GCEul5O6ZmM2l-8BN8iY6rbYSxwfuLv3grNsjFnzQ1HON9RhEqqCEWXJA?key=dU9RbGdYbS1fNWpyc3lfSEhSWWM2X1ZmanVTS3hR>

### 2.5.1

Mechanism of internal assessment is transparent and robust in terms of frequency and variety..

A questionnaire will be prepared and sent to all the accredited Universities/ Institutions/Autonomous Colleges, to enable the institutions to submit their best practices, they have adopted in improving their examination process, in a structured format. Scrutinization will help in solving the grievance of student and to ensure more careful valuation of the scripts by the teachers.

The answer scripts are given back to the students after evaluation for their information which provides transparency and accountability to the evaluation process.

- Passing examination has become more important than acquiring any education
- External examinations encourage selective study because of stereotyped questions

- The marks obtained in examinations are not a reliable and valid measure of a student's performance

The performance of a student who has registered on any academic programme is evaluated internally on a continuous basis by the concerned course instructor. The distribution of weightages to various forms of assessment including the internal examinations is decided by the concerned course instructors and it is announced in the class.

The Head of the concerned department will convene a meeting of the faculty within 4 days (96 hours) of the last examination in the department to endorse the results. The results thus endorsed will be forwarded to the academic section for necessary action.

Mechanism to deal with examination related grievances is transparent, time bound and efficient

Internal assessment examinations should be un-biased valuation by the faculty members and there should be uniform representation of questions from all the topics of the syllabus.

The examination system is fair, efficient, reliable and transparent. An important measure of the success of the examination system is its credibility. The conduct of examinations and declaration of results is one of the most important activities. It should be designed to test both the creative and analytical capability of a student's understanding. The question paper should cover the whole syllabus. The examination system must be transparent and must meet the requirements.

The Institution adheres to the academic calendar for the conduct of CIE.

Evaluation may be achieved by the following tested methods:

- i. Written test
- ii. Practical examination
- iii. Clinical examination
- iv. Viva voce

Tentative academic year time tables for the three internal assessment will be prepared for both the regular and supplementary batches of I, II, III and final BDS which will be followed accordingly. I and II internal assessment marks are awarded for 35 marks for time period of one and half hour while final internal assessment is of 70 marks for three hours.

The internal assessment examinations in theory and practical/ clinical may be held at least thrice in a particular year followed by a model examination in the pattern of university examination to be held at the end of the year of study..

### **2.5.2**

At the college level as on today there are no grievances regarding exam process, the other mechanisms like re-totaling, continuous internal evaluation and any other are under control of health universities but not at the institute level.

### **2.5.3.**

There will be 3 internal assessment examinations scheduled according to the university and planned at the convenience of the academic calendar.

- Members of IAC decided to modify the question papers of I and II internal assessments by adding 10 MCQs for 5 marks for the purpose of NEET preparation.
- Every department had to prepare set of two question papers out of which one paper was selected by the convener of internal assessment committee to avoid bias. The papers have to be mailed to e-mail id :[internalassessment@vdc.edu.in](mailto:internalassessment@vdc.edu.in) four days prior to the examination. One copy of the question paper was selected, preserved and maintained in a file by the convener of IAC. To maintain the confidentiality members had taken the Xerox copies personally.
- All the examinations were conducted in the examination hall which is under a strict surveillance by the faculty members as well as by the close circuit cameras and signal jammers.
- The evaluated answer scripts were sent to the internal assessment monitoring committee for scrutiny within a week for checking whether all the questions have been evaluated and allotted marks.
- After the scrutinization mark sheets, percentage of theory and practical attendance, copy of absentees and failures with reasons should be mailed to the same e-mail id within one week.

- Action plan taken by the mentor for slow learners and failed student should fill the reasons for failure mentioned in the feedback forms.

### **Processes integrating IT:**

This is done by using tools like i- pads and skills to be able to catch the students` attentions and interests. Using technology in classrooms also makes the lesson more efficient

### **Continuous Internal Assessment System:**

Continuous assessment is a form of educational examination that evaluates a student's progress throughout a prescribed course by **FORMATIVE ASSESSMENT**. This may include activities such as weekly quizzes, Multiple choice questions by using teacher and student Socratic or preparatory assignments. Prescriptive but ungraded feedback enables students to reflect on what they are learning and why. The goal is to improve performance and achieve successful outcomes.

### **Competency based assessment:**

Key characteristics:

- Understand the rules and regulations of institution, they need to master to achieve their goals
- Progress through learning processes without time constraints
- Explore diverse learning opportunities
- Collaborate in learning activities with communities of peers and mentors
- Self improvement on their own learning achievements
- See what they've mastered, what they still need to accomplish, and where to improve

- Develop the ability to manage competencies and portable evidence of learning from multiple sources.

### **Work place based assessment:**

Workplace-based assessment refers to the assessment of working practices based on what students actually do in the comprehensive clinics, and is predominantly carried out in the workplace itself by using Miller's 'pyramid of competence'.

### **Self assessment:**

Self-assessment is a valuable learning tool as well as part of an assessment process. Through self-assessment, students can: identify their own skill gaps, where their knowledge is weak by using google forms, quizzes, mind mapping etc.

### **OSCE / OSPE:**

OSCE is an assessment method by introducing students to different medical scenarios through different patient's exposure.

**2.6.1 & 2.6.3** – There is ambiguity, no difference in interpretation and understanding of these two metrics. So hereby we suggest you to merge both the metrics or make into a single component. The course outcomes are designed by regulatory bodies for which the attachment is provided in the college website with the following link.  
[www.vdc.edu.in/images/dciinfo/Revised\\_BDS\\_Course\\_Regulation\\_2007.pdf](http://www.vdc.edu.in/images/dciinfo/Revised_BDS_Course_Regulation_2007.pdf)

### **2.6.3**

- Dental education involves a complex combination of didactic and motor skill learning processes. Dentistry rests on an educational foundation yet must thrive in the competitive milieu of a rapidly changing world that demands continuous quality improvement through both personal and professional growth. Innovative changes that are necessary in the education of general dentists to ensure that graduates enter the profession fully competent to meet the oral health needs of the public. New educational methodologies are replacing the teacher-driven pedagogical styles of discipline-based systems. The students are motivated to think and indulge

in self study rather than playing passive role. Major part of the learning time is devoted to demonstrations, small group discussions, seminars, clinical work and continuing education programs supported by didactic lectures. The course is designed and integrated in such a way to permit smooth progression from pre-clinical to clinical phase. The teaching schedules, lesson plans and lectures are pre-planned and made available to students online. Small group teaching with incorporation of activities like role play/quiz are part of didactic lectures. Provision is made in daily schedule for adequate time for reading. Library facilities with academic resources and ambient seating are provided. Audiovisual aids, computer assisted learning aids, Medline and internet facilities are provided to assist in self learning in clinical training each student is involved in comprehensive oral health care with holistic approach to enable them to plan and treat patients as a whole, instead of separate treatments provided in each specialty. A class of dental students is not homogeneous. Within a class there will be a mix of students, with some more advanced and some slower in their mastery of curricular components. Remedial programs are undertaken for slow learners at specific intervals. Education programs are conducted to sensitize students on significance of infection and cross contamination. Continued dental education programs to upgrade knowledge and professional skills are conducted through ACE-VDC. Students are encouraged to attend conferences and workshops at state and national level to upgrade knowledge and skills.

- The movement towards competency-based education in dentistry challenges traditional testing techniques because careful measurements of knowledge, attitude, psychomotor, and communication skills are required. Continuous assessment is an important component in a competency-based dental curriculum. The educational process being a continuum for at least four years, multiple examinations are required. During the year, a minimum of four internal assessment examinations are conducted for assessment of diagnostic, interpretation, treatment planning and clinical skills. Assessment methods such as multiple-choice, short-answer essay, structured clinical examinations, small group discussions, student self-assessment and feedback are conducted regularly. Monthly monitoring of learning and assessment are done by IQAC.

Documentary evidence:

<https://photos.google.com/share/AF1QipOo3zyqdZAWGZCEmtqhy-5FLxY1e0mCU9THOg8TH80cnkRv1Knz9mkgrMJYL-vgg?key=ZDJfdUd3S2VNUjhFckhEMGpIdkXZyYbGgxUnJB>

#### 2.6.4

- i. The parent teacher's committee will be formed every academic year and meeting will be organized twice in the academic year for both the regular and supplementary batch. Feedbacks will be received from the parent through Parent-teacher meet and at the department for implementation of the necessary action.
- ii. The slow learners were picked out after the internal examination marks were released. The students who scored less than 40% were categorized as slow learners. The parents of the slow learners are called to discuss the remedial measures in order to facilitate the student's progress. The students were given freedom to express their problems and issues personally which includes language issues, emotionally and academically. Once the students problems were understood, they were handled with empathy. Students who require professional counselling were send to a In house clinical counsellor appointed by the institution.
- iii. Feedback from parents: The parents are satisfied with the facilities provided to their wards and is sufficient and to the satisfaction level.
- iv. Outcome: The above practices were positively reflected in the university results where the slow learners excelled.
- v. The following measures are adopted to improve the performance of the slow learners
- vi. **ExtraClasses**  
Extra classes are conducted if there is a difficulty in understanding the content. To facilitate understanding among the vernacular medium students extra classes are conducted.

vii. **Counseling Sessions**

Counseling Sessions are organized for student teachers facing personal problems, with the help of a professional counsellor appointed by the college.

**Mentoring**

faculty are identified and assigned as mentors for all