ARMY COLLEGE OF DENTAL SCIENCES

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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**

   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.

Principal