



## **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

**Principal**