CRITERION 2- TEACHING-LEARNING AND EVALUATION

2.3.1 Student-centric methods are used for enhancing learning experiences by: Experiential learning, Integrated/Inter-disciplinary learning, Participatory learning, Problem-solving methodologies, Self-directed learning, Patient-centric and Evidence-based learning, The Humanities, Project-based learning, Roleplay





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2.3.1 Student-Centric Methods are Used for enhancing learning experiences by:

Institute of Dental Sciences, Bareilly has evolved and successfully implemented a variety of unique educational practices, comprising of physical, practical, aesthetic, intellectual and moral aspects of education that advocates an optimum blend of these components towards all-round development of the students.

This student centric pedagogy acknowledges students' voice as central to the learning experience for every learner. It requires students to be active and responsible participants in their own learning. The curriculum is so designed with a set of foundation and core courses that develops necessary skills of the students for a rewarding career. It continues to nurture and strengthen them provides them with necessary life skills required for work-life balance. The students are also taught humanities along with their curriculum. Implementation of innovative teaching learning practices at the University have made the activity effective and exciting for the students. The Teaching–learning methods adopted by the faculty members include:

Lectures Interactive mode

Project based learning, Computer assisted learning, Experiential learning, Problem based learning.

Integrated/interdisciplinary teaching

Participatory learning- group work, case studies, role plays, self-directed-learning Evidence based learning

Community based learning: a group of students are attached with a few faculty members. Student seminars etc. Community Oriented, Need Based & Problem-Solving Learning are a few of the thrust areas at the University. These are conducted from the first year itself to impart the desired outcomes. The various innovative practices are sincere attempts on the part of the various colleges of the university to ensure its progress towards excellence. There is a constant drive to gain more and more analytical feedback of our processes to iterate constantly for holistic development and innovative instructional designs & Pedagogy.

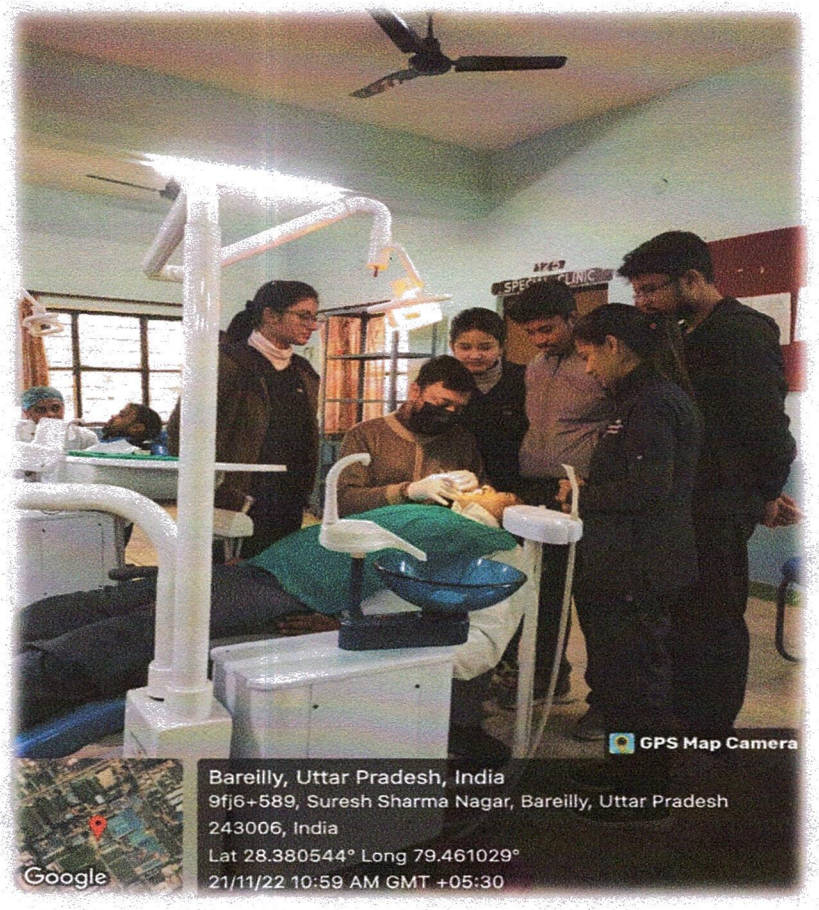
Cognition based learning assessment is done at the beginning of course by identifying slow and advance learners. It's a continuous process being followed up by internal assessment after 3rd and 6th month and pre university exams (Cognition and skill based) after effective learning assistance. University has a mechanism/procedure for identifying slow and advance learners. It aims to improve students in the areas of core knowledge of the course and for developing skills which they can use and apply while working independently.

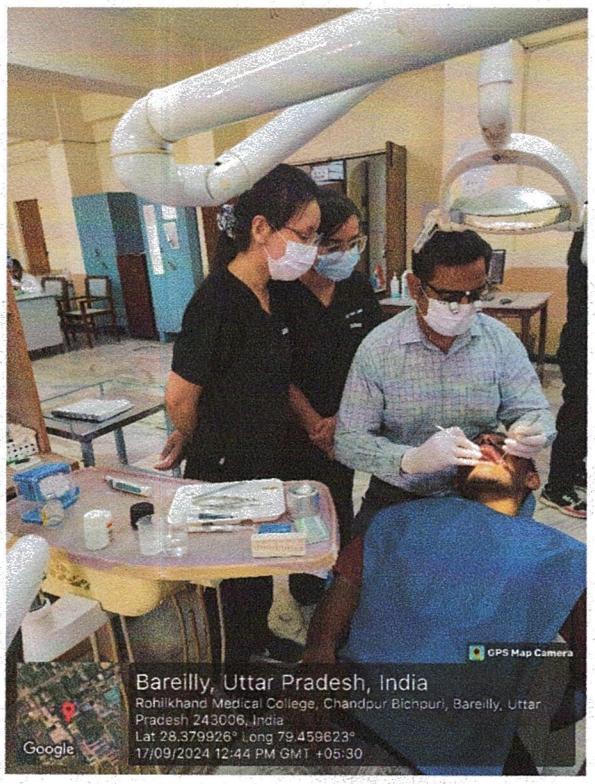
Motivational seminars, communication and language skill development sessions are conducted. Students are enrolled in mentorship program for identification of individual needs and problems. Individual feedback and feedback to concerned departments is given and extra classes are conducted on different subjects to bring slow and mediocre performers at par. The advanced learners are provided guidance for higher level competitive exams by involving them in research projects.

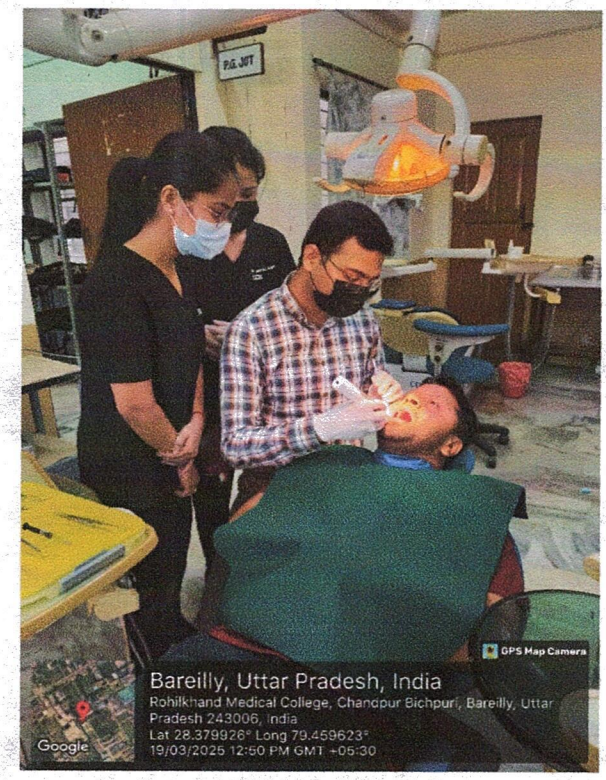
Impact of these activities is seen in the form of better results and progression and successful completion of projects (STS by ICMR) of both slow and advance learners. Advanced learners thus get an opportunity to be a part of student exchange program with foreign institutions.

PATIENT-CENTRIC AND EVIDENCE-BASED LEARNING

Teachers continuously monitor in the clinical background to facilitate a student-patient learning relationship



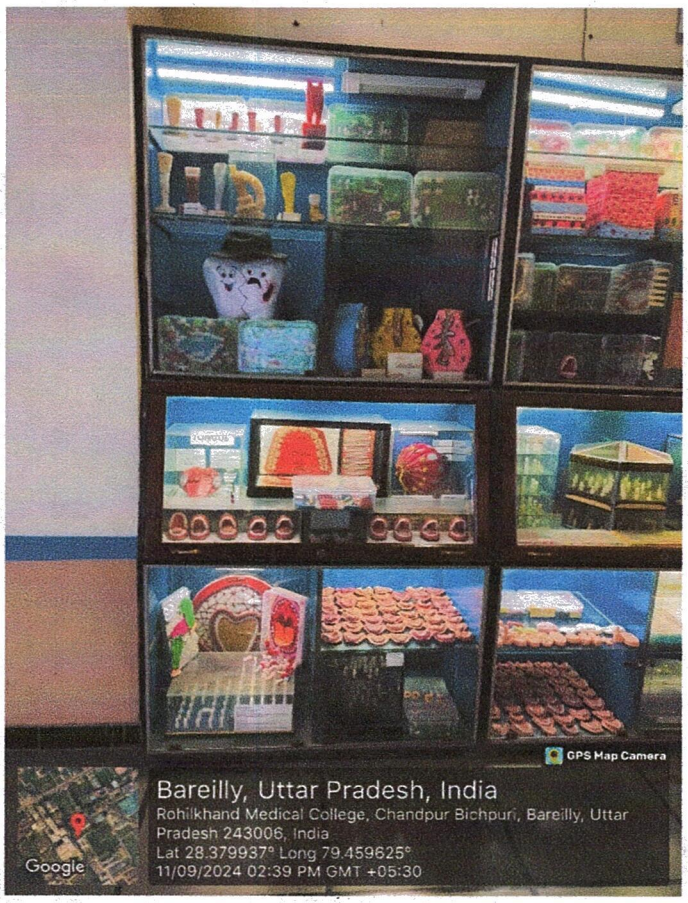

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PROJECT BASED LEARNING

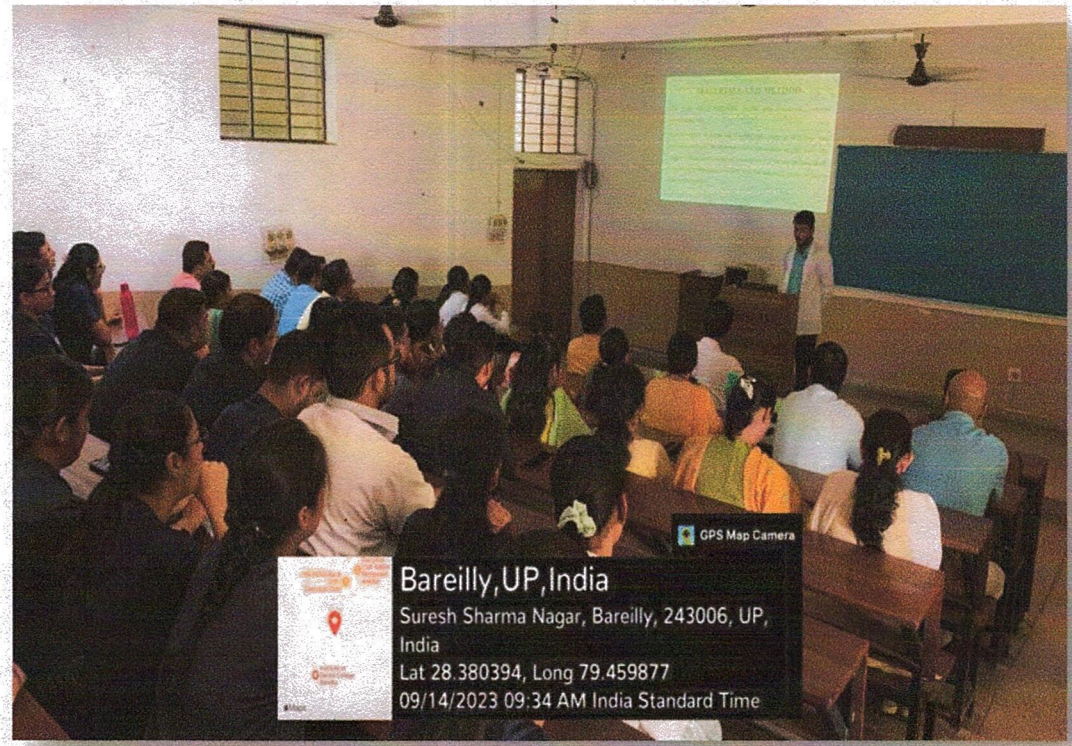
Students are allowed to develop knowledge and skills through engaging in various project work.

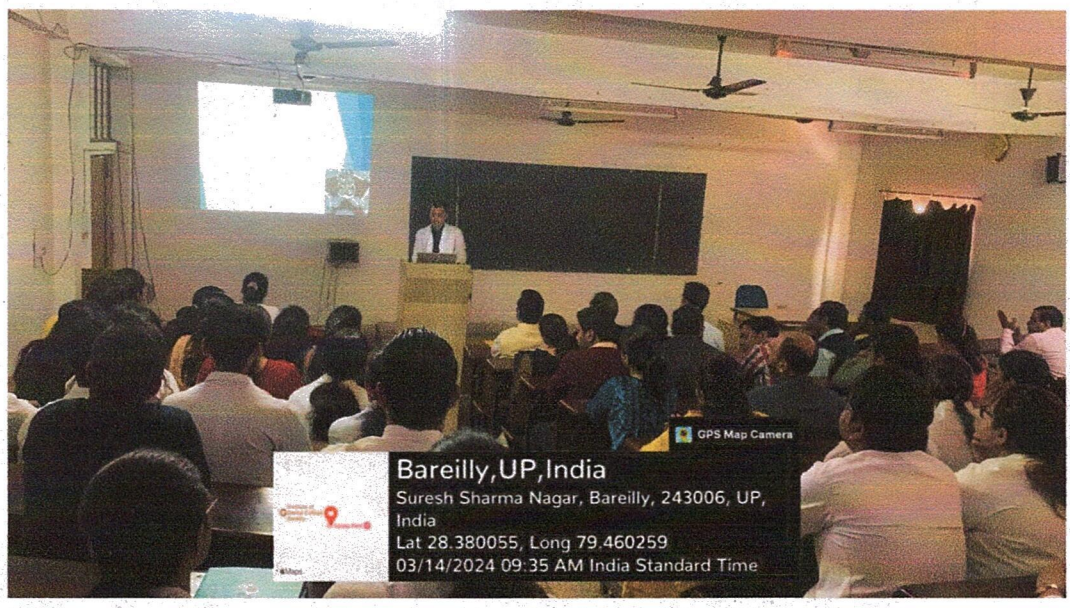




INTEGRATED/INTERDISCIPLINARY TEACHING

Interdepartmental meets are organized once in a month to arrive at a common treatment plan for complex cases.





PARTICIPATORY LEARNING

Students are involved actively in the learning process by working in small groups.

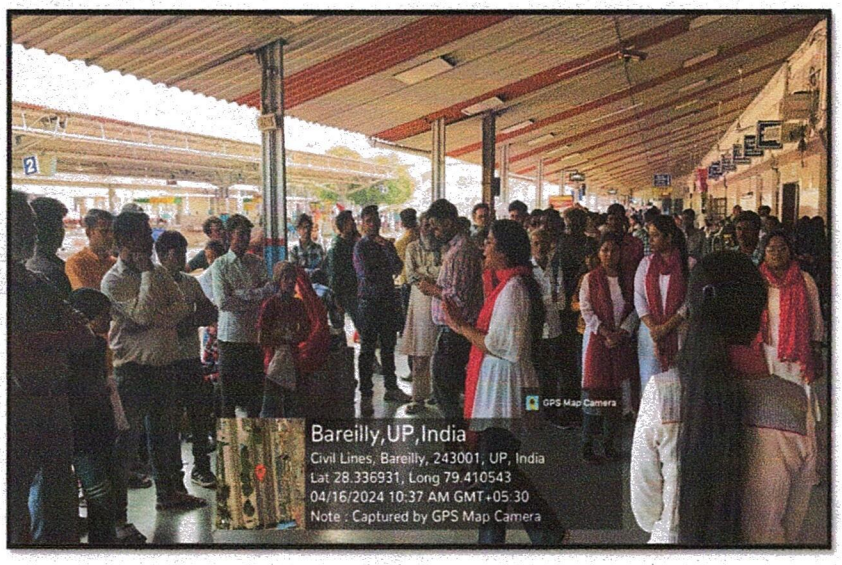




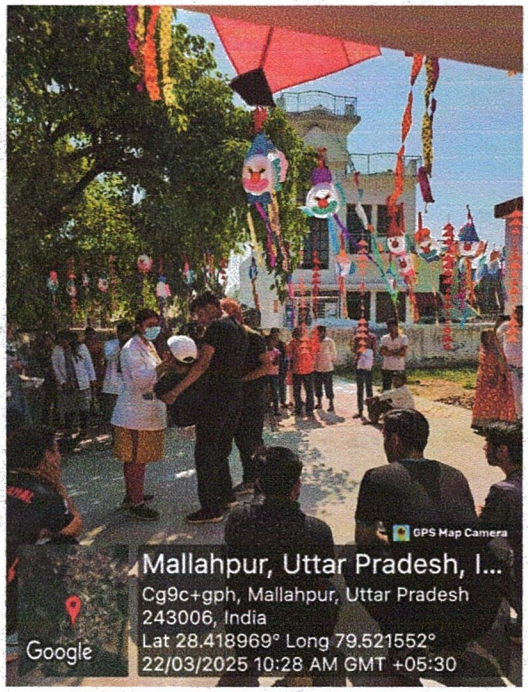
COMMUNITY-BASED LEARNING

Various camps are organized to educate the surrounding communities and to connect the students with what is being taught in the college to their surrounding communities.

NUKKAD NATAK



Nukkad Natak on Dental hygiene



Nukkad Natak on Tobacco cessation