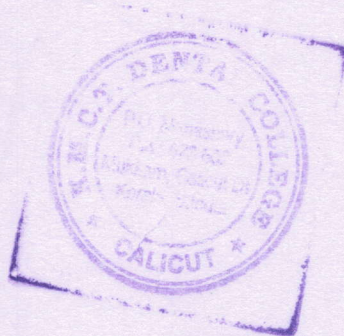
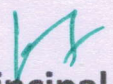


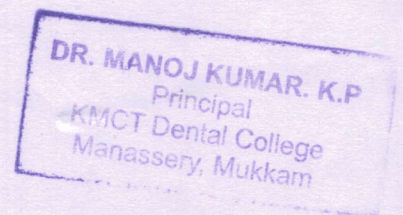
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TO WHOM SO EVER IT MAY CONCERN

This is to certify that the information in the attached document is verified by me and is true to the best of my knowledge.




Principal





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2.3.1. Student-centric methods used forenhancing learning experiences

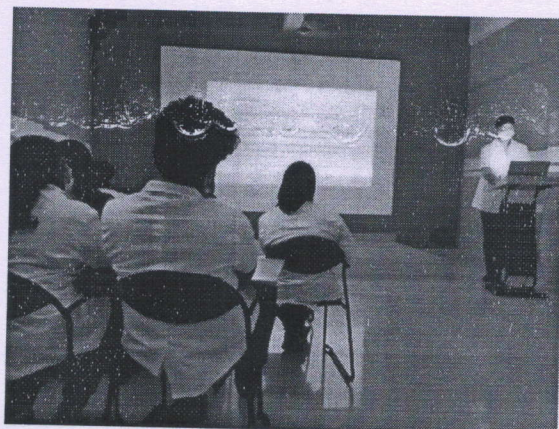
Experiential learning

The Orthodontic Department at our institution is committed to providing students with a clinically oriented education. This approach focuses on practical experience, allowing students to apply theoretical knowledge to patient care. Through experiential learning, students correlate learned theories with hands-on skills, fostering a comprehensive understanding of orthodontic practices.



Participatory Learning:

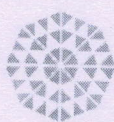
In the department, students engage in seminar presentations on various orthodontic topics. These presentations are conducted by students for their peers, allowing them to teach and learn from each other. While faculty members are present for observation and concept clarification, the emphasis is on student-led participatory learning.



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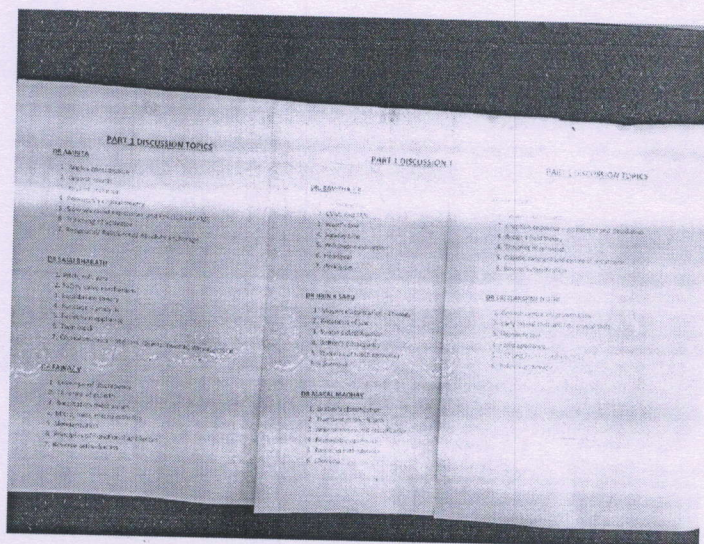
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Self-Directed Learning:

A set of discussion topics is displayed on the notice board for students to explore at their own pace. During clinical postings, students delve into these topics and discuss them with faculty members at their convenience. This self-directed learning approach enables students to assess their knowledge levels, understand limitations, and actively involve faculty in the learning process.

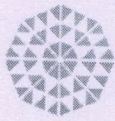


Patient-centric care and evidence-based practices.

Patient cases in the department are categorized based on complexity, offering students diverse learning experiences. Short cases involve the fabrication and delivery of retainers after fixed orthodontic treatment. Long cases, on the other hand, demand a detailed case history, a literature review, and evidence-based treatment planning using removable appliances. This comprehensive approach emphasizes

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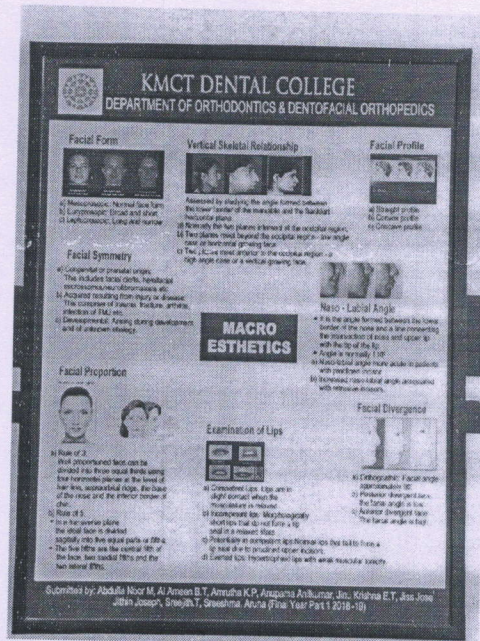
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Project-Based Learning:

To enhance learning in creative ways, students are organized into small groups and assigned projects, such as poster making and installations. These projects foster a deeper understanding of specific topics and encourage creativity in applying orthodontic concepts.



Role Play for Concept Clarification:

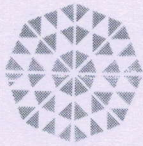
In an effort to make the learning process enjoyable and interactive, role-playing is incorporated. Students engage in role plays to clarify doubts and deepen their understanding of complex topics, with a particular focus on biomechanics in orthodontics.



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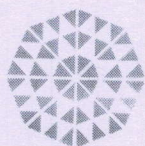


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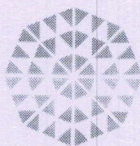
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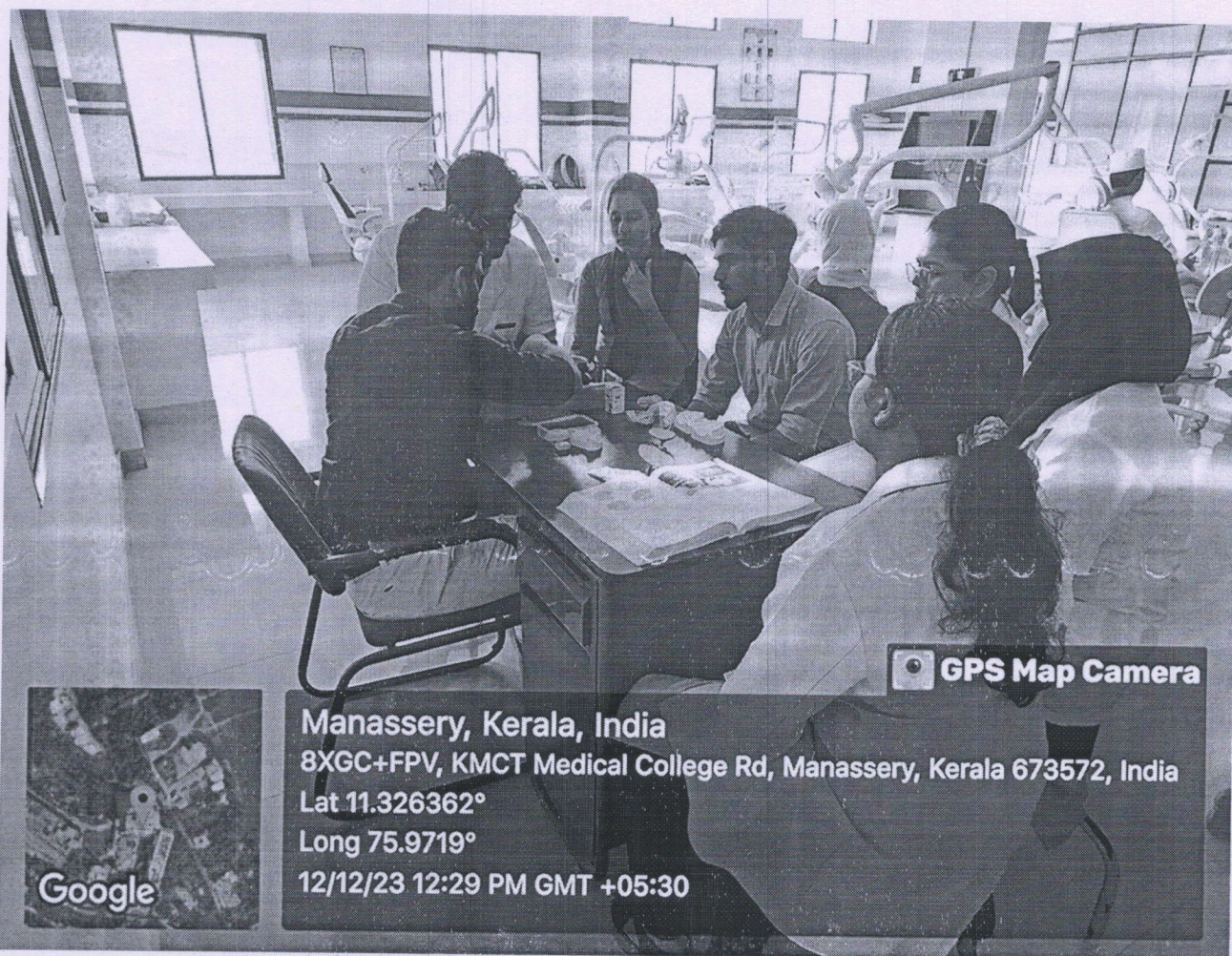
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OBJECTIVE STRUCTURED CLINICAL EXAMINATION



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2.5.3. – Reforms in the process and procedure in conduct of examination

Student assessment refers to the systematic evaluation of students' capabilities and accomplishments. Classroom instruction is an ongoing, uninterrupted, and daily endeavor that holds utmost significance in facilitating successful teaching. By correlating student outcomes with predetermined learning goals, teachers can gauge their own efficacy as educators. Teachers can then systematize their best instructional decisions and modify their less effective ones.

In orthodontics department we use various types of assessment process for the evaluation of student learning.

Digital Submission of Assignments:

In an effort to modernize and streamline the assignment submission process, the orthodontic department has implemented a digital submission system. Students are required to submit their assignments electronically using educational apps such as Moodle. Through this platform, online discussions are facilitated, and various assignments based on orthodontics topics are given. Students are expected to submit their assignments before the specified deadline using the app itself. Faculty members then grade the assignments and publish the results on the app, providing students with real-time access to their performance. This approach enhances the efficiency of tracking and grading.

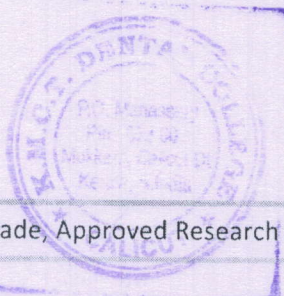
Dedicated Communication Platforms:

For effective and timely communication, the orthodontic department utilizes messaging platforms such as WhatsApp. A dedicated **WhatsApp group** includes both students and department faculty, ensuring efficient communication at any time of the day. This has proven to be an effective means of delivering real-time updates on exam schedules, changes, and other important information.

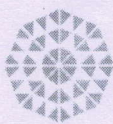
Digital Record Keeping:

The orthodontic department has successfully implemented a digital record-keeping system to securely store and manage exam results. Microsoft Excel sheets are employed for efficient record-keeping, with marks and assessments regularly updated at specified intervals throughout the academic year. This system provides a comprehensive overview of students' performance, facilitating easy access for analysis and reporting purposes.

Examination Procedures:



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Throughout the academic year, the orthodontic department conducts a series of exams, including three theory and clinical exams, two internal assessments, and one model exam. A comprehensive question bank based on previous university exam papers and patterns is maintained and regularly updated. Prior to each theory exam, three sets of questions are prepared from this bank. On the day of the exam, one set is selected in the presence of the head of the department and given to the students.

Competency-Based Assessment:

The orthodontic department employs a competency-based assessment system that evaluates students on their ability to perform tasks, exhibit appropriate behavior, and handle patients in clinical settings. This assessment contributes to the internal assessment mark, a 10-point score, which is added to the university final marks. This holistic approach motivates students to enhance their behavioral and social skills.

OSCE/OSPE for Clinical Exams:

For orthodontic clinical exams, the department utilizes the Objective Structured Clinical Examination (OSCE) and Objective Structured Practical Examination (OSPE) systems.

Objective Structured Clinical Examination (OSCE):

Purpose: Evaluate clinical skills, communication, and professionalism in a controlled and standardized environment.

Format: Multiple stations, each assessing specific skills or competencies, with students rotating through stations within a specified time frame.

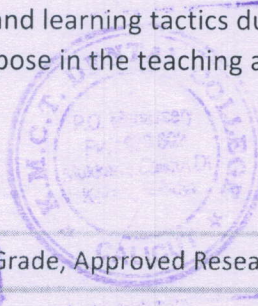
Components: Stations may include history-taking, diagnosis, treatment planning, patient communication, and procedural skills.

Objective Structured Practical Examination (OSPE):

Purpose: Evaluate practical skills, manual dexterity, and technical proficiency in performing specific dental procedures.

Format: Similar to OSCE, students rotate through stations, with each station assessing a specific practical skill or procedure. Stations may include the use of models, mannequins, or simulated clinical settings to recreate real-life scenarios.

Though it is important in education since it provides a glimpse of what students have learned by the conclusion of a specific term, They are most effective, however, when combined with formative evaluations, which provide continuing feedback to both students and instructors, allowing adjustments to instruction and learning tactics during the learning process. Each kind of evaluation serves a distinct purpose in the teaching and learning process.



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