



Best Practice-2

Title of the Practice: BUDDY TEACHING PROGRAM

Objectives of practice:

- To inculcate peer-assisted learning.
- To offer students a friendly and supportive platform for learning subjects.
- To give guidance to the students in preparing for exams as well as to increase their confidence.

The Context:

Motivation is one of the influential factors in learning. This programme is especially intended for first year BDS students. The students who are new to the dental field will have issues regarding studies, especially considering the transition from school to university studies. Students coming to dental college after entrance examination would have been accustomed to answer objective type questions, hence would have difficulty in writing descriptive answers. The programme contemplates improving pass percentage among the students and encouraging learners through the presence of student buddies to remain motivated as well as boost each other's confidence through mutual encouragement.

The Practice:

Assessment of learning style of students has been done after students got acquainted with basic science subjects for three weeks of time. A guidance class has been organized on study techniques, engaging student buddy teachers from second year BDS volunteered for the program. The students are divided into different groups in which each group has a mentor and a buddy mentor. Mentors are senior lecturers from various departments, while Buddy mentors are second year students who have demonstrated academic excellence and empathy. Each batch has a meeting on the day allotted to them every week for one hour in the library reading room. Every week, each buddy mentor and the students under them would provide an update to their respective mentors on what they have accomplished that week and the schedule for the following week. Mentors are entitled to give instructions or change any plan of action if they find it insufficient for that particular group of students. Updates are given to the principal regarding relevant academic and personal issues for suitable remedial and supportive actions.

Evidence of success:

This programme is effective in providing individual attention to students, motivating them and developing their confidence in them. Buddy mentors strive to inspire the students by giving a guidance class for one hour every week, which is effective for both students and buddy mentors in terms of developing confidence and having positive interaction with each other. Students gave positive feedback regarding this initiative as it helped them to learn in a friendly atmosphere.



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Problems encountered and resources required:

The success of this programme depends on the equal participation of the students and buddy mentor. Students were reluctant to share their doubts and ideas in the initial phase. As time progressed, the participants became more open to sharing their doubts. During last academic year the buddy teaching was implemented after the first internal exam. This academic year it was designed and executed before the first internal exam through interactive and engaging session, with a feedback from students to improve the program further.



BUDDY TEACHING PROGRAM FOR AY 2020-2021



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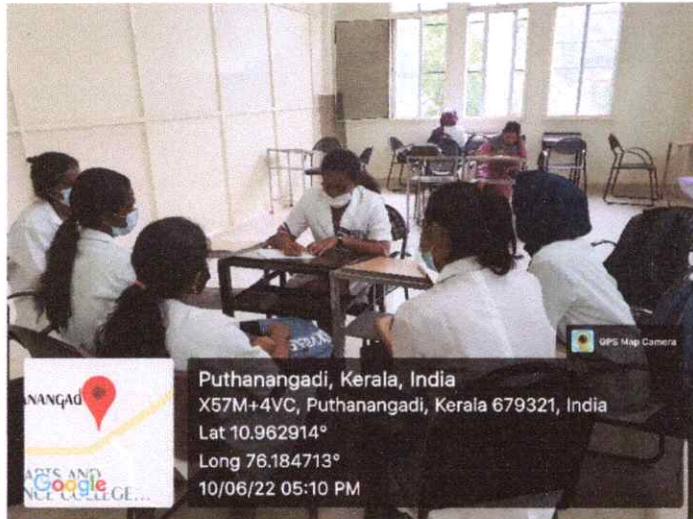


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