SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

MAHE INSTITUTE OF DENTAL SCIENCES AND HOSPITAL

MAHE INSTITUTE OF DENTAL SCIENCES AND HOSPITAL CHALAKKARA PALLOOR POST MAHE 673310 UNION TERRITORY OF PUDUCHERRY 673310

https://mahedentalcollege.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

INTRODUCTION:

Born of a dream to rewrite the way the knowledge of dentistry is imparted, Mahe Institute of Dental Sciences & Hospital, adopted a holistic approach to offer every student a panoramic view of the future of dentistry, a future crowned with possibilities, opportunities & fulfillment.

The voyage began in 2009, Mahe Educational and Charitable NRI Trust, established a dental college in Mahe, "Mahe Institute of Dental Sciences and Hospital" (MINDS), currently one of the most-respected and premier institution in India; affiliated to the Pondicherry Central University.

MINDS, nestled in the scenic mountainous terrain of 'Mahe, engulfed by the beautiful view of the Arabian sea, is a model Centre of education for learners in dentistry. A revitalizing setting, cushioned among the beautiful environs of 'Mahe' is an educational hub, from where students from different states converge to take benefit of the distinctive, dedicated and top-notch faculty, which is drawn from the cream of the talent existing in India.

Vision

VISION:

To become a premier center of excellence in dental health care, teaching, training of competent dental professionals and research in dentistry at national and global levels.

Mission

MISSION:

1. In pursuance of its vision and guiding principles, the 'MINDS' organizes teaching, clinical & research programs to facilitate the development of competent and committed professionals.
2. Undertakes cutting-edge research.
3. Develops and disseminates knowledge
4. Undertake collaborative projects with gold standard universities for the long term interactions.
5. Fostering faculty excellence programs
6. Reaches out to the larger community through extension at the local, regional, national, and international levels.

26-03-2022 07:53:53

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Teaching Faculty: they are kind-hearted, patient, responsible, confident and with leadership qualities.
- Non-teaching faculty: integral part in our system, and indirectly support the academic and clinical programmes.
- Enthusiastic students: Students are nurtured from the first year of academic programme, that the more you work at it, the steadier you become.
- Effective Mentorship programs & Excellent Student-Teacher rapport: Mentors are the trusted guides helping our students to make positive decisions, to realize potentials and to form realistic expectations with time-bound action plans.
- A prolific library: functions as knowledge manager that encourages the thinking process, creativity and inquisitiveness.
- Smart Classrooms and Well-equipped laboratories: facilitate the creation of intelligent– resource efficient– adaptive learning environments.
- Memorandum of Understandings: possess numerous MOUs with other establishments.
- Powerful IQAC: our IQAC to initiate, plan and supervise activities that are necessary to increase the quality of the dental education.
- Research projects & Scientific publications: the valuable tool to understand the complexities of a problem, uphold truth and to create knowledge that is reliable and authentic.
- Infra-structure: world-class splendid structural designs with a foresight to improve effectiveness, safety, timeliness, patient-centeredness, access and efficiency.
- High patient Input: attributed to high quality of care, which is patient-centered, timely, equitable, predictable and we ensure autonomy.
- Clinico-Pathological Club & CDE Programmes: an opportunity to update new clinical advancements and expand understanding in multidisciplinary treatment planning.
- MINDS Nest: institutional Student affairs Cell, to enhance student success and overall development.
- Digital Park: innovative unit to disseminate information to build laymen's knowledge and positive attitudes about oral health.
- Best Paper Awards - Post-graduate students: this reflects the innovative strength of research papers.
- Well-organized extension, community service programs and outreach activities.
- Simple and Transparent Admission procedure.
- Undisrupted, disciplined Academic Calendar.
- Impressive and excellent results in university examinations: We enable students to be the best they can be.
- Extra-curricular activities: oriented to teach dexterities like commitment, cooperation, leadership, self-discipline and teamwork.

Alumni Association: Truthfulness, compassion, care & moral responsibilities are reflected in our successful alumni.

Institutional Weakness

- Geographically distant located university from the location of institution, institution and university located at the western and eastern coastal side of India, eventually lead to decreased involvement of college faculty in the University's various academic and strategic panels.

- Institution faces lack of top-notch public transport infrastructure. Mahe's congested road transport, inordinate delays due to traffic-jam, inefficient and long turnaround time on roads are geographical and logistic set-back to our institution.
- Unjustifiable over-sensitized political mass protest and labour strikes, often involving a total shutdown of workplaces, offices and shops, that lead to unfortunate uncertainty in the institution schedule, which further causes undue stress in the work-flow of the institution.
- Lack of IT and Network infrastructure due to the geographical limitations disable us to the access of high-speed internet network.
- Government grant / funding from various agencies are not available due to lack of accreditations. Government funds / grants support a researchers ideas and projects **to provide public services and community based health programmes**.
- Being a stand-alone dental college, without a medical college and other paramedical institutions, is a major limitation in the growth of this institution. Certain dental post-graduate courses need the support of medical college under the same management.

Institutional Opportunity

- 'MINDS' shall develop MOUs with more prestigious universities and institutions all across India, to create a means of cooperative effects comprising the fields of education, teaching, learning, research, innovation and student and teachers interchange, academic and research information between the institutions.

The primary objective of signing the MOUs towards support collaboration among the researchers in fundamental and academic research for their mutual benefit, to adopt a collaborative framework with a view to benefiting from each other's initiatives.

- More national and international conferences, workshops and training courses shall be bided in order to host those events. The more scientific events, the more visibility for the institution in the world of science, which in turn helps in the growth of the institution.
- The various welfare activities for the faculty – both teaching and non-teaching – that can be provided shall include provision of loans, free medical facilities, retirement benefits, education facilities for the employee's and their families, housing benefits, co-operative stores and canteen and so on.
- Enhancement of post-graduate seats in various demanding specialities ensure more work-force in the institution, later more specialists will be available for the society so that shortage of trained hands shall be minimized.

Affiliation with Pondicherry university for initiation of PhD programs in the institution.

Institutional Challenge

- The COVID-19 pandemic has challenged our work system considerably. Rapidly increasing backlog on unmet dental treatment needs is compounded by fear, misinformation and limitations on the movement of patients/care-givers and material supplies that disrupt the delivery of frontline oral health care in our institution.
- Few newly admitted students of the College are striving to meet standards in technical education and facing language barriers. This leads to an unsatisfactory level of comprehension and communication,

which has to be addressed with special efforts and compassion in order to enable them to cope up the benchmarks.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

At the beginning of each academic year planning for curriculum delivery is done. This is achieved through an academic calendar. The institution has a well-designed and structured academic calendar with entire year academic schedule and other academic activities marked in it. It is issued to all students and faculties. monthly teaching plan and lesson plans are prepared by individual departments. These lesson plans are displayed in the notice board of the respective department notice board. The institution enhances curriculum on topics of gender issues, environment and sustainability, human values and professional ethics. Ethics and human values are important dimensions of personality development and the code of ethics prescribed by the regulatory bodies serves as a guiding spirit. The institution effectively conducts many value added courses and adds on courses to impart clinical and value base skills for the students. The institution encourages use of innovative teaching/learning methods comprising quiz programs, problem-based learning and evidence-based dentistry. The students and the staffs are actively participated in the skill development courses. Continuing Dental Education programs and enrichment courses are conducted for faculty and students on recent advances in dentistry. Student feedbacks are collected after each skill development program and necessary suggestions are made for enhancing such programs. The institution has an effective academic committee which meets annually or when needed and the committee conducts the assessment and proposal of curricular needs and report to the Principal.

Teaching-learning and Evaluation

Mahe Institute of Dental Sciences ensures a very good atmosphere for learning academic as well as extracurricular activities which upholds overall development of the students. The institute admits undergraduate (BDS) and postgraduate students (MDS) through National Eligibility cum Entrance Test (NEET). Counseling is conducted by the Pondicherry University and the admission process is as stipulated by the Dental Council of India (DCI) norms. Efforts are made in ensuring equity and inclusiveness by admitting students from various socio-economic, cultural and geographic backgrounds. The institute ensures adequate representation for students from backward community and also attracts students from neighboring states. The admitted students are sensitized to the course curriculum and the environment of the institute through orientation programs. Institution has well qualified faculty and teaching methods are frequently upgraded by numerous faculty development programs. The learning levels of students are evaluated after conducting various assessment methods. They are segregated into slow learners and advanced learners. Special classes are conducted for slow learners for academic improvement. Outcome of these efforts are reflected in university examination results. Opportunities are provided for midcourse improvement for needy students. Advanced learners are given seminars and encouraged to participate in conferences to develop their innate potential. Extramural activities are conducted to enhance the ability of the students. This institute offers student centric learning methods. Simulation based learning is offered in preclinical labs. Teachers use ICT tools for teaching. Effective mentoring is done throughout the curriculum for all the students. Continuous internal assessment tests are conducted as per the university guidelines. Thus Mahe Institute of Dental Sciences gives and effective platform to produce graduates and post graduates of global competence upholding the national responsibility.

Research, Innovations and Extension

The institute has state of art research facilities to foster the innate ideas of students and faculties. Each year workshops and seminars are conducted on Research methodology to encourage interns, post graduate students and faculties to inculcate themselves into research activities. The institution has a high-end quality Research Committee and Human Ethics Committee to scrutinize the research proposals thereby providing the best outcome for the betterment of the society. The faculty have published research paper in highly reputed national and international journals. They have also contributed to books and chapters in publications. They actively participate in national and international conferences. Students and faculties contribute in national conferences and present their paper works and have won awards.

The current public health scenario calls for some sensible interactions between the community and health care facilities. Mahe institute of dental science and hospital strives its best to bridge the existing wide gap between both. Our efforts are not just limited to improving the Oral Health of the population but are also aimed at the holistic development of the society that we are a part of.

We render regular free oral health check up camps, oral cancer screening camps, dental and general health education, oral health promotion, blood donation camps, street cleaning drives, exhibitions, awareness camps etc. Our calendar of events gives due weightage to the Days of National and International Importance - such as - World Diabetes Day, Health Day, AIDS day, No Tobacco Day, Cancer Day, Oral Hygiene Day and Oral Health Day to mention a few, which provides an opportunity to engage the students in various preventive and promotional activities deemed benefit for the public. Many collaborative activities are carried out in the field of research with other research centers and institutions.

Infrastructure and Learning Resources

MINDS with its picturesque natural view around it provides a natural serene environment for the students conducive to read. The institute provides computerised technically enabled class rooms that ensure an excellent and advanced quality in delivery of education. Lecture halls in our college are a fully equipped smart class room at Navatara hall, lecture halls well equipped with audio- visual aids including projectors, screen, mike, speakers and computers. Each department has a library that has specialty subject related books, seminar room with projectors and a well-equipped laboratory.

The institute provides a large multipurpose playground, which can be utilized for various outdoor games conduction of sports meets and indoor games are also available. Both boys and girls hostels have individual separate gymnasium for use . The institute has a MINDS convention center with 1500seating capacity. A hygienic cafeteria and canteen is also available for patients, students and staff members.

The institute is well equipped with all the necessary clinical equipments, high end equipments and laboratory facilities as well as 200 plus dental chairs for various clinical procedures as per the guidelines of DCI. We also have a mobile dental unit attached with all the facilities that provide access to people in remote areas. The institute has a spacious automised well-equipped library with sufficient number books, journals, e – journals, daily newspapers, magazine and a digital library. The maintenance committee takes care of all maintenance issues.

Student Support and Progression

The institute provides scholarships for economically backward students. Capability enhancement programs are conducted for skill development. The Alumni Association of the college is very active and takes efforts to enroll all the graduated students of the institution. All outgoing students become members of the association. The association regularly meets at least once in a year. The institution maintains regular contact with Alumni and former faculties through e-mail and personal contact. A number of our alumni have gone on to pursue higher education both within the country and outside. Many of the students have been provided with job opportunities in the clinics and hospitals within the state and both in the national and international arena. Students are given training for competitive exams. They are offered career guidance. The institute has an international student cell which guides and helps the NRI students. The institute has anti-ragging committee. There is Woman empowerment committee available for prevention of sexual harassment. The grievance redressal committee takes care of the issues raised by students. The institution offers a vibrant atmosphere for the conduct of sporting and cultural activities. These activities are conducted under an enterprising student council comprising of gender neutral student and faculty representatives.

Governance, Leadership and Management

The institute has framed the vision and mission. It has also got the strategic planning. The institute practices decentralization and participative management which is reflected in the leadership practice. The institute has an organizational structure and committees that operates with relevant rules and regulation. The institute conducts Faculty development programs for both the teaching and non-teaching staffs. Welfare schemes are provided for staff and students. The institute has an efficient accounts section. The accounts are audited regularly by the internal and external (statutory) auditors. E-Governance has been implemented in accounts, student admission, administration and in academic developments. The institute has effective welfare measures for teaching and non-teaching staff. Teachers are provided with financial support to attend conferences and workshops. Professional development /administrative training programs are conducted periodically. The institute has established IQAC. IQAC interacts with other committees and maintains the quality process. IQAC has a well developed organizational structure for its effective functioning. It promotes research activities by providing assistance to faculty and postgraduate students. The effective governance leadership and management practice in Mahe institute of dental sciences and hospital takes the institution to greater heights.

Institutional Values and Best Practices

Mahe Institute of Dental Sciences and hospital have taken a huge Endeavour for the Institutional Values and Best Practices. Committee for the women empowerment annually celebrates the international women's day on March 8 and also gender equity sensitization program on every year. Institution conduct awareness program related to gender issues such as women and education, cyber-crimes, etc. The institute celebrates the important days like, international women's day, world oral health day, Independence Day etc. The importance of the day being celebrated will be conveyed and highlighted to our students to enrich good values within them. Women safety measures such as 24 x 7 CCTV camera surveillance and availability of security staff is provided in the campus. There are separate recreational facilities for girls and boys in the hostel. Measures have been taken to improve religious, communal harmony within the campus. Institution gives due importance for energy conservation and use of natural source for energy such as sensor based lights, solar panel, LED lights and biogas plant. Institution strives to ensure green campus by providing amenities like battery powered vehicle and plastic free environment. Institution values and manages 360 degree code of conduct.

Dental Part

The institute ensures adequate training for all the students admitted based on NEET qualifying exams. Appropriate training is given in the preclinical labs prior to attending the patients. The institution follows infection control protocols. Students are sensitized periodically on the importance of infection control measures. All students and employees are immunized against hepatitis B and COVID 19. Periodic disinfection and fumigation is carried out in all the departments at regular intervals. Orientation programs are conducted for freshly admitted students every year. White coat ceremony is organized for third year students prior to their clinical admittance. Workshops on patient care and orientation programs for interns are being organized. High end equipment such as endodontic microscope, dental laser unit and various software are available in the institute. Students are being trained in the comprehensive clinic; implant clinic, special care clinic and tobacco cession clinic and handling of the special software. Steps are being taken to make sure that students attain specific competencies. Adequate budget is allocated per capita per student for the benefit of their curricular and extracurricular excellence. Dental education unit and staff welfare and development committee intends to organize regular faculty development programs.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MAHE INSTITUTE OF DENTAL SCIENCES AND HOSPITAL
Address	Mahe Institute of Dental Sciences and Hospital Chalakkara Palloor Post Mahe 673310 Union Territory of Puducherry
City	MAHE
State	Puducherry
Pin	673310
Website	https://mahedentalcollege.org

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Anil Melath	0490-2337765	9895855312	0490-2334406	mindsnaac@gmail.com
IQAC / CIQA coordinator	Raj A C	0490-2337406	8762925925	0490-2334406	dracraj@rediffmail.com

Status of the Institution	
Institution Status	Private and Self Financing
Institution Fund Source	No data available.

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

Date of establishment of the college	01-06-2009

University to which the college is affiliated/ or which governs the college (if it is a constituent college)		
State	**University name**	**Document**
Puducherry	Pondicherry University	[View Document](#)

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC		
12B of UGC		

Details of recognition / approval by statutory / regulatory bodies other than UGC (MCI, DCI, PCI, INC, RCI, AYUSH, AICTE etc.)				
Statutory Regulatory Authority	**Recognition/Approval details Institution/Department programme**	**Day,Month and year(dd-mm-yyyy)**	**Validity in months**	**Remarks**
DCI	[View Document](#)	18-03-2019	60	

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the college recognized for its outstanding performance by national or international agencies such as DSIR, DBT, ICMR, UGC-SAP, AYUSH, WHO, UNESCO etc.?	No

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	Mahe Institute of Dental Sciences and Hospital Chalakkara Palloor Post Mahe 673310 Union Territory of Puducherry	Semi-urban	5.672	10144.58

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BDS,Bachelor Of Dental Surgery	60	NEET Eligibility entrance test Qualification	English	100	99
PG	MDS,Master Of Dental Surgery	36	NEET Eligibility entrance test Qualification	English	3	3
PG	MDS,Master Of Dental Surgery	36	NEET Eligibility entrance test Qualification	English	3	3
PG	MDS,Master Of Dental Surgery	36	NEET Eligibility entrance test Qualification	English	2	2
PG	MDS,Master Of Dental Surgery	36	NEET Eligibility entrance test Qualification	English	2	0
PG	MDS,Master Of Dental Surgery	36	NEET Eligibility entrance test Qualification	English	3	3
PG	MDS,Master Of Dental Surgery	36	NEET Eligibility entrance test Qualification	English	3	3

Position Details of Faculty & Staff in the College

Teaching Faculty											
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				9				31				55
Recruited	6	3	0	9	17	4	0	21	20	29	0	49
Yet to Recruit				0				10				6
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				0
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit				0				0				0
	Lecturer				**Tutor / Clinical Instructor**				**Senior Resident**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				22				0				0
Recruited	5	17	0	22	0	0	0	0	0	0	0	0
Yet to Recruit				0				0				0
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				15
Recruited	0	0	0	0	0	0	0	0	8	7	0	15
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				167
Recruited	34	71	0	105
Yet to Recruit				62
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				20
Recruited	8	5	0	13
Yet to Recruit				7
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	1	0	0	1	0	3
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	14	3	0	9	4	0	20	29	0	79

Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

26-03-2022 07:54:04

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Highest Qualification	**Lecturer**			**Tutor / Clinical Instructor**			**Senior Resident**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Highest Qualification	**Lecturer**			**Tutor / Clinical Instructor**			**Senior Resident**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	0	0	0	0
Number of Emeritus Professor engaged with the college?	**Male**	**Female**	**Others**	**Total**
	0	0	0	0
Number of Adjunct Professor engaged with the college?	**Male**	**Female**	**Others**	**Total**
	0	0	0	0

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	7	11	0	0	18
	Female	23	58	0	0	81
	Others	0	0	0	0	0
PG	Male	4	2	0	0	6
	Female	3	5	0	0	8
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	1	2	0	0
	Female	5	6	2	3
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	14	10	11	9
	Female	46	51	41	32
	Others	0	0	0	0
General	Male	1	3	4	2
	Female	17	16	8	7
	Others	0	0	0	0
Others	Male	2	3	3	7
	Female	13	6	3	16
	Others	0	0	0	0
Total		99	97	72	76

General Facilities	
Campus Type: Mahe Institute of Dental Sciences and Hospital Chalakkara Palloor Post Mahe 673310 Union Territory of Puducherry	
Facility	**Status**
• Auditorium/seminar complex with infrastructural facilities	Yes
• **Sports facilities**	
* Outdoor	Yes
* Indoor	Yes
• Residential facilities for faculty and non-teaching staff	Yes
• Cafeteria	Yes
• **Health Centre**	
* First aid facility	Yes
* Outpatient facility	Yes
* Inpatient facility	No
* Ambulance facility	Yes
* Emergency care facility	Yes
• **Health centre staff**	
* Qualified Doctor (Full time)	4
* Qualified Doctor (Part time)	0
* Qualified Nurse (Full time)	7
* Qualified Nurse (Part time)	0
• Facilities like banking, post office, book shops, etc.	Yes
• Transport facilities to cater to the needs of the students and staff	Yes
• Facilities for persons with disabilities	Yes
• Animal house	No
• Power house	Yes
• Fire safety measures	Yes
• Waste management facility, particularly bio-hazardous waste	Yes
• Potable water and water treatment	Yes

• Renewable / Alternative sources of energy	**Yes**
• Any other facility	**Residential Facility for the Teaching and Non-Teaching Staff**

Hostel Details		
Hostel Type	**No Of Hostels**	**No Of Inmates**
* Boys' hostel	1	16
* Girls's hostel	1	136
* Overseas students hostel	0	0
* Hostel for interns	1	17
* PG Hostel	1	14

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Multidisciplinary / Interdisciplinary education is an academic and pedagogical approach to develop multiple capacities among the students by our faculties and Interdisciplinary with Anatomy, Biochemistry, physiology, Pharmacology, Pathology, Microbiology, General Surgery, General Medicine by integrating formal and informal learning opportunities and teaching, research and community engagements and promoting cross-disciplinary and interdisciplinary perspectives and academic practice. NEP 2020 suggests that the colleges will be "gradually phasing out the system of 'affiliated colleges' over a period of fifteen years" i.e. by 2035. The phasing out of the system of 'affiliated colleges' shall be supported by the mentoring of the affiliated colleges by the respective affiliating university. We have mooted this to implement in our institution and various steps have been taken including attending seminars and conferences related to NEP 2020, identifying bench marks from various institutions for multidisciplinary courses and closely following the norms and regulations of the affiliating university.
2. Academic bank of credits (ABC):	As per the UGC Notification on University Grants Commission Notification (28th July, 2021) Page 21/149 16-03-2022 02:47:54 Self Study Report of

	ADHIPARASAKTHI DENTAL COLLEGE AND HOSPITAL "Academic Bank Account" means an individual account with the Academic Bank of Credits opened and operated by a student. Self-Study Report of Adhiparasakthi Dental College and Hospital credits earned by the Student from course(s) of study are deposited, recognised, maintained, accumulated, transferred, validated or redeemed for the purposes of the award of degree/diploma/certificates etc. by an awarding institution. Academic Bank of Credits is essentially a credit-based, and highly flexible, student- centric facility. Our institution has been in the process of getting approval to apply for registration with Academic Bank of Credits from statutory authorities such as Governing Council, Academic Council and university authorities. Courses undergone by the students through the online modes through National Schemes like SWAYAM, NPTEL, V-Lab etc. or of any specified university, shall also be considered for credit transfer and credit accumulation.
3. Skill development:	Integrating Dental education with general education is the most promising way to provide for holistic development of the students, equipping them with knowledge, skills and competencies which would prepare them for life and work. We have identified to collaborate with industries for internship to expose the students to the work environment and get the experience of hands-on practice. We are in the process of developing some bridge courses of varying duration depending on the pre-requirements of the course a student intends to move horizontally.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The NEP document elaborates on the cultural and knowledge heritage of India, the importance of Indian Philosophy in the renewed perception and influence on the world events, the importance of the Multilanguage- multicultural background of the country and the necessity for revitalizing these realms for the betterment of the country and the world. This strategy calls for a paradigm shift in our immediate past educational system (which, in general opinion, has devalued the Indian traditional knowledge). Self Study Report of Adhiparasakthi Dental College and Hospital 'Indian Constitution and Traditional Knowledge' for all the UG and PG students. To augment the lectures in the class room, standard text books on Indian Constitution and Cultural heritage of

	India have been given to the students through the Page 22/149 16-03-2022 02:47:54 Self Study Report of ADHIPARASAKTHI DENTAL COLLEGE AND HOSPITAL efforts from co-curricular competitions.
5. Focus on Outcome based education (OBE):	The outcomes of learning are clearly provided in the syllabus of each program. The details are made known to the students by the respective faculties. Faculty are aware of the learning outcomes because they are involved in the preparation of syllabus and in case of new faculty they understand the learning objective while discussing with his / her colleagues and are always given Orientation/ Refresher Courses through the Faculty Development Programs, Skill development is given importance where ever required. Percentage of hours allotted to theory and skill varies with subjects' experiential learning requirement. The Clinical objectives are specified in the log book / syllabus for the student and encouraged to full fill. The learning outcome intended through the above approaches are assessed through the evaluation methods adopted. Formative assessments provide additional support indicators for slow learners. Advanced learners are given opportunity to stand apart in their performance by answering questions which are beyond must know aspects.
6. Distance education/online education:	Learning to partly classroom partly online TeachingLearning. There is a perceptible change in the modes of the Teaching-Learning. All over the world there is a significant shift from all class room teaching to online education. On Adhiparasakthi Dental College and Hospital, we encourage our students and faculty to register and write examinations under SWAYAMNPTEL for several years. Under our autonomous system, necessary approvals have been obtained to include the Credit Transfer Scheme to our students. Thus, the credits earned from SWAYAM-NPTEL are considered as replacements of elective courses. The list of such courses, are approved by the chairperson before the beginning of the semester so that students register for those courses which are relevant for that particular curriculum and not repetitive/duplicative in nature. This doubly benefits the students to acquire skills required by the industry and also a favorable career opportunity.

Extended Profile

1 Students

1.1

Number of students year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
470	521	510	542	564

File Description	Document
Institutional data in prescribed format(Data templ	View Document

1.2

Number of outgoing / final year students year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
108	107	100	106	107

File Description	Document
Institutional data in prescribed format(Data templ	View Document

1.3

Number of first year Students admitted year-wise in last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
113	113	87	91	106

File Description	Document
Institutional data in prescribed format(Data templ	View Document

2 Teachers

2.1

Number of full time teachers year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
104	98	83	111	96

File Description	Document
Institutional data in prescribed format(Data templ	[View Document]

2.2

Number of sanctioned posts year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
104	98	83	111	96

File Description	Document
Institutional data in prescribed format(Data templ	[View Document]

3 Institution

3.1

Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
272.32	494	460.94	423.25	401.81

File Description	Document
Institutional data in prescribed format(Data templ	[View Document]

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The Institution ensures effective curriculum planning, delivery and evaluation through a well defined process as prescribed by the respective regulatory councils and the affiliating University.

Response:

ACADEMIC COMMITTEE:

As per the current guidelines from the Dental Council of India, The institute ensures 100% compliance to the effective conduct of both Theory and clinical sessions across the period of five years both in the number of sessions and quality of conducting the classes by adopting different methods of teaching. The academic committee prepares the delivery planned in such a way that the necessary teaching hours are met comfortably. Adequate revision and curriculum enrichment programs are conducted on a regular basis.

ACADEMIC CALENDAR:

The curriculum committee prepares the academic calendar before the commencement of the academic session. The institute academic calendar is prepared in alignment with the university academic calendar. In the calendar, all the continuous internal assessment tests, clinical postings, university exam dates, sports day, and other important dates are marked.

LESSON PLAN:

The lesson plan is prepared by the faculty who teaches the particular course. As per the lesson plan curriculum is delivered. These lesson plans are displayed on the notice boards of respective lecture halls for the benefit of students. Practical schedules for the pre-clinical work are designed for the complete academic year in sequence following the exercises as per the curriculum described by DCI. Specialty wise Clinical manuals and record books are designed to guide and monitor the student's work (preclinical work and treatments rendered) and to assess the progress of each student.

CO-CURRICULAR ACTIVITIES:

The postgraduate curriculum delivery is also planned specialty-wise at the beginning of the academic year. A timetable is formulated by each department HOD according to the DCI curriculum. The PG students have to attend seminars, journal clubs & clinical cases which have to be completed each year. Undergraduate and Postgraduate Students are encouraged to attend Conferences and Workshops and present scientific papers, posters, and table clinics. Postgraduate students are encouraged to publish research articles in reputed journals as prescribed by DCI. Multi-disciplinary / Interdisciplinary clinical case discussions are held as and when required to discuss the treatment plan. A session on pedagogy is conducted to help improve their presentation and communication skills. Postgraduate students are posted to Medical Hospitals and to Oncology centers at Thalassery.

CURRICULUM DELIVERY EVALUATION:

To ensure effective monitoring of the curriculum, periodic meetings are conducted at the department level and necessary follow-ups are taken. This process is evaluated for its effectiveness based on the input of the Heads of all Departments and if warranted additional lectures and practical/clinical hours are granted.

INTERNAL EVALUATION: **EXAMINATION**

Three internal examinations for UG students are conducted every academic year according to the academic calendar. The average of the best two internals will be considered for evaluation at end of the academic year. Answer sheets are evaluated by department faculties and the marks are sent to the principal's office and displayed on the notice board. The students are given the evaluated answer scripts. They can peruse it and clarify their doubts. In case of a total mistake, totaling is done. If required, revaluation is done.

File Description	Document
Any additional information	[View Document](#)
Link for any other relevant information	[View Document](#)
Link for Minutes of the meeting of the college curriculum committee	[View Document](#)

Other Upload Files	
1	[View Document](#)
2	[View Document](#)

1.1.2 Percentage of fulltime teachers participating in BoS /Academic Council of Universities during the last five years. (Restrict data to BoS /Academic Council only)

Response: 0.82

1.1.2.1 Number of teachers of the Institution participating in BoS/Academic Council of universities year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	1	1	0

File Description	Document
Provide scanned copy of nomination letter such BoS and Academic Council From University/ Autonomous college	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Link for additional information	[View Document](#)

1.2 Academic Flexibility

1.2.1 Percentage of inter-disciplinary / inter-departmental courses /training across all the Programmes offered by the College during the last five years

Response: 71.05

1.2.1.1 Number of inter-disciplinary /inter-departmental courses /training offered during the last five years

Response: 27

1.2.1.2 Number of courses offered by the institution across all programs during the last five years

Response: 38

File Description	Document
Minutes of relevant Academic Council/BoS meetings	[View Document](#)
List of Interdisciplinary /interdepartmental courses /training across all the the programmes offered by the University during the last 5 years	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Link for Additional Information	[View Document](#)

1.2.2 Average percentage of students enrolled in subject-related Certificate/ Diploma / Add-on courses as against the total number of students during the last five years

Response: 58.37

1.2.2.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
296	275	331	325	289

File Description	Document
Institutional data in prescribed format	[View Document](#)
Details of the students enrolled in subject-related Certificate/Diploma/Add-on courses	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

1.3 Curriculum Enrichment

1.3.1 The Institution integrates cross-cutting issues relevant to gender, environment and sustainability, human values, health determinants, Right to Health and emerging demographic issues and Professional Ethics into the Curriculum as prescribed by the University / respective regulative councils

Response:

INTRODUCTION:

Mahe Institute of Dental Sciences strongly believes in integrating cross cutting issues relevant to professional ethics, gender, human values, environment, and sustainability with a view to ensure holistic development of the students. The institution provides equal rights and opportunities to all irrespective of gender and religion. The curriculum integrates moral values and professional ethics. The staff members are also sensitized towards these issues. All the departments take efforts in taking care of health and its determinants with relevant information to students regarding gender, equality, environment, sustainability, human values and professional ethics.

PROFESSIONAL ETHICS:

Code of conduct and behavior expected from students is communicated on the day of orientation. Various committees like anti -ragging committee, committee for women empowerment, committee for value based learning and personality development, committee for environment conscious and best practices have been formed in the institution .Certain aspects and human and ethical values dealt in detail in various subjects like Oral medicine and radiology, Public Health Dentistry, General medicine, Orthodontics, Conservative Dentistry and Endodontics, Pediatric and Preventive Dentistry and Periodontics.

GENDER EQUALITY:

Gender equality and equal opportunities for women are necessary in the institution.

Women empowerment committee maintains strictness against any kind of harassment or exploitation against women at the workplace. Meetings are conducted on regular basis and issues are discussed for making a better environment for women. Any issue reported is strictly dealt with. Women's day is celebrated every year to promote gender equality and also to make women aware of their rights. The college promotes gender equity in curriculum and in extracurricular activities for both staff and students.

HUMAN VALUES:

Anti ragging committee has been constituted to handle the issues pertaining to ragging and is run by faculties of the institution. The committee remains active and alert throughout to ensure that not a single incidence of ragging creeps in the college or hostel and will adopt such measures as may be necessary to curb the menace of ragging.Any student can lodge a complaint in case of any inconvenient incident.

ENVIRONMENT ISSUES:

Environment awareness is inculcated in students .Environment day is celebrated with enthusiasm. Go green initiatives, reduction of plastic use are practiced in the institution. Tree plantation programs have also been initiated.. The college strictly follows government rules for disposal of bio waste. Segregation of waste is done before disposal using the available color coding. Rain water harvesting is available to reutilize the stored rain water for future needs. Waste water recycling is done in the campus which is treated and reused for various purposes. Various programs are conducted to contribute in Swachh Bharath activity and undertake cleanliness drive. The following courses addresses Environment sustainability:- Public Health Dentistry, General Human Anatomy.

HEALTH DETERMINANTS:

Issues related to right to health, health determinants and demographic factors affecting health care are incorporated into the curriculum of the course . 'No Tobacco' awareness programs are conducted every year on anti-tobacco day. The following courses address Heath Determinants: - Pediatric & Preventive Dentistry, General Human Physiology, Dental Materials, and Conservative Dentistry & Endodontic.

File Description	Document
Link for list of courses with their descriptions	[View Document](#)
Link for any other relevant information	[View Document](#)

1.3.2 Number of value-added courses offered during the last five years that impart transferable and life skills.

Response: 35

1.3.2.1 Number of value-added courses offered during the last five years that impart transferable and life skills.

Response: 35

File Description	Document
List of-value added courses	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Brochure or any other document related to value-added course/s	[View Document](#)
Links for additional information	[View Document](#)

1.3.3 Average percentage of students enrolled in the value-added courses during the last five years

Response: 70.41

1.3.3.1 Number of students enrolled in value-added courses offered year-wise during the last five years that impart transferable and life skills

2020-21	2019-20	2018-19	2017-18	2016-17
408	501	428	457	477

File Description	Document
Institutional data in prescribed format	[View Document](#)
Attendance copy of the students enrolled for the course	[View Document](#)
Link for additional information	[View Document](#)

1.3.4 Percentage of students undertaking field visits/Clinical / industry internships/research projects/industry visits/community postings (data for the preceding academic year)

Response: 75.32

1.3.4.1 Number of students undertaking field visits, clinical, industry internships,research projects,industry visits,community postings

Response: 354

File Description	Document
Scanned copy of filed visit report with list of students duly attested by the Head of the institution to be provided	[View Document](#)
Institutional data in prescribed fomat	[View Document](#)
Community posting certificate should be duly certified by the Head of the institution	[View Document](#)
Links to scanned copy of completion certificate of field visits/Clinical / industry internships/research projects/industry visits/community postings from the organization where internship was completed	[View Document](#)

1.4 Feedback System

1.4.1 Mechanism is in place to obtain structured feedback on curricula/syllabi from various stakeholders.Structured feedback received from:

1. **Students**
2. **Teachers**
3. **Employers**
4. **Alumni**
5. **Professionals**

Response: A. All of the above

File Description	Document
Stakeholder feedback reports as stated in the minutes of meetings of the College Council /IQAC/ Curriculum Committee	[View Document](#)
Sample filled in Structured Feedback to be provided by the institution for each category claimed in SSR	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Link for additional information	[View Document](#)

1.4.2 Feedback on curricula and syllabi obtained from stakeholders is processed in terms of:

Response: A. Feedback collected, analysed and action taken on feedback besides such documents made available on the institutional website

File Description	Document
Stakeholder feedback report	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Action taken report of the Institution on feedback report as minuted by the Governing Council, Syndicate, Board of Management	[View Document](#)
Link for additional information	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Due consideration is given to equity and inclusiveness by providing reservation of seats to all categories during the admission process. Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 100

2.1.1.1 Number of students admitted from the reserved categories as per GOI or State Government norms year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
38	38	38	38	38

2.1.1.2 Number of seats earmarked for reserved categories as per GOI or State Govt. norms year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
38	38	38	38	38

File Description	Document
Institutional data in prescribed format	[View Document](#)
Final admission list published by the HEI	[View Document](#)
Copy of letter issued by state govt. or and Central Government (which-ever applicable) Indicating the reserved categories to be considered as per the GO rule (translated in English)	[View Document](#)
Any additional information	[View Document](#)
Annual Report/ BOM report/ Admission report duly certified by the Head of the Institution	[View Document](#)
Admission extract submitted to the state OBC, SC and ST cell every year.	[View Document](#)
Link for Any other relevant informatio	[View Document](#)

2.1.2 Average percentage of seats filled in for the various programmes as against the approved

intake

Response: 88.27

2.1.2.1 Number of seats filled-in for various programmes offered by the College as against the approved intake during the last five years:

2020-21	2019-20	2018-19	2017-18	2016-17
113	113	87	91	106

2.1.2.2 Number of approved seats for the same programme in that year

2020-21	2019-20	2018-19	2017-18	2016-17
114	116	116	116	116

File Description	Document
The details certified by the Head of the Institution clearly mentioning the programs that are not covered under CET and the number of applications received for the same	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any other relevant information	[View Document](#)

2.1.3 Average percentage of Students admitted demonstrates a national spread and includes students from other states

Response: 59.62

2.1.3.1 Number of students admitted from other states year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
76	67	60	41	61

File Description	Document
List of students enrolled from other states year-wise during the last 5 years	[View Document](#)
Institutional data in prescribed format	[View Document](#)
E-copies of admission letters of the students enrolled from other states	[View Document](#)
Copy of the domicile certificate as part of the from other states and countries and/or Previous degree/Matriculation / HSC certificate from other state or country	[View Document](#)
Link for additional information	[View Document](#)

2.2 Catering to Student Diversity

2.2.1 The Institution assesses the learning levels of the students, after admission and organises special Programmes for advanced learners and slow performers The Institution:

    1.**Follows measurable criteria to identify slow performers**
    2.**Follows measurable criteria to identify advanced learners**
    3.**Organizes special programmes for slow performers**
    4.**Follows protocol to measure student achievement**

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Criteria to identify slow performers and advanced learners and assessment methodology	[View Document](#)
Consolidated report of special programs for advanced learners and slow learners duly attested by the Head of the Institution	[View Document](#)
Any other information	[View Document](#)
Link for any relevant information	[View Document](#)

2.2.2 Student - Full- time teacher ratio (data of preceding academic year)

Response: 5:1

File Description	Document
List of students enrolled in the preceding academic year	[View Document](#)
List of full time teachers in the preceding academic year in the University	[View Document](#)
Institutional data in prescribed format (data Templates)	[View Document](#)

2.2.3 Institution facilitates building and sustenance of innate talent /aptitude of individual students (extramural activities/beyond the classroom activities such as student clubs, cultural societies, etc)

Response:

INTRODUCTION:

MAHE INSTITUTE OF DENTAL SCIENCES AND HOSPITALS considers extramural activities as important as academics. This institute believes that these activities play an important role in giving opportunities to students to take an initiative themselves, to learn teamwork, and cultivate a leadership attitude. Outdoor and indoor activities frame up an individual to improve physical and psychological fitness and to identify, nurture and develop the skills in them. Moreover, recreational activities improve the concentration & grasping capacity of the students

EXTRAMURAL ACTIVITIES:

The following extramural activities are conducted to enhance the innate talent of the students.

1. CULTURAL ACTIVITIES

2. SPORTS

3. SCIENTIFIC CLUB ACTIVITIES

4. GYMNASIUM

CULTURAL CLUB:

At the beginning of the academic year, a cultural club is formed. It has a coordinator and members. The responsibility of the cultural club is to identify the right student who is having the talent in cultural activities. Students possessing talents in music, arts, acting, and dance are identified and encouraged to practice at the beginning of their academics. They are informed about the various completions held at the university level, national level, and state level. The club informs the students about the various competitions ahead and makes necessary arrangements to participate in the competitions.

SPORTS CLUB:

The Mahe institute of dental sciences takes great pride in promoting and nurturing the students' talents in sports. Our students are benefitted from the expertise of the Physical Education trainer of our institution. A sports club has been formed to identify the students who are having talent in sports activities and encourage them to participate in various competitions. Games like badminton, volleyball, table tennis, soccer, cricket, basketball, etc. are practiced by students regularly. Students participate in various competitions held at state and national levels.

SCIENTIFIC / HEALTH AWARENESS PROGRAMS THROUGH EXTRAMURAL ACTIVITIES:

All students and staff members are encouraged wholeheartedly to conduct as well as participate in health awareness and scientific awareness programs on the campus. The students actively participate in a poster presentation, short films, and street play as a part of awareness programs. They are also motivated to present scientific papers and posters at any national/ state level conferences.

GYMNASIUM:

The college also has a well-maintained Gymnasium. Students and faculties are free to use the facilities to increase their physical fitness. The following types of equipment like treadmills, Exercise bikes, etc. are available in the gym.

CONCLUSION:

The development of a student as a whole is one of the visions of the institution: Entire academic, extramural, sports, and others enable one to attain all dimensions of personal, social, intellectual, emotional, physical, and psychological development. The ultimate goal is "Nurturing them to be a better and healthy human with developed skills for their future endeavors!"

File Description	Document
Link for Appropriate documentary evidence	[View Document](#)
Link for any other relevant information	[View Document](#)

2.3 Teaching- Learning Process

2.3.1 Student-centric methods are used for enhancing learning experiences by:

- **Experiential learning**
- **Integrated/interdisciplinary learning**
- **Participatory learning**
- **Problem solving methodologies**
- **Self-directed learning**
- **Patient-centric and Evidence-Based Learning**
- **Learning in the Humanities**

- **Project-based learning**
- **Role play**

Response:

INTRODUCTION:

In order to motivate the students in their studies different learning methods are adopted.

EXPERIMENTAL LEARNING:

It is about learning by doing things.The preclinical labs offer training to the first and second year students in simulated models.Since experimental learning involves trial and error the students are not allowed to treat the patients.Instead they are given plaster models and phantom heads to practise the treatment procedure.

INTEGRATED/INTERDISCIPLINARY LEARNING:

The integration of basic and clinical sciences in dental curricula enhances the application of basic science principles to clinical decision making and improves students' critical thinking.In basic clinical science subjects students are taught interdisciplinary subjects like anatomy,physiology,biochemistry,microbiology etc.CDE programs are regularly conducted by inviting faculty from other disciplines. Interdisciplinary learning allows students to develop an awareness of the interconnectedness that exist between disciplines and the real-world application of knowledge

PARTICIPATORY LEARNING:

When a group of two or more students work together to complete an activity, discuss a question, or collaborate on a task, we call it collaborative learning.Group discussion is conducted for UG students to practise it. Group work not only helps students learn the course material better; it also provides opportunities to develop additional skills. While working in groups students need to manage time, cooperate, negotiate, resolve conflicts, and reach consensus. These are useful skills in collaborative workspaces and future careers.

PROBLEM SOLVING METHODOLOGY:

Learning which results from the process of working towards the understanding or resolution of a problem.The students' tutor guides them to work on clinical and biomedical problems.

SELF-DIRECTED LEARNING:

Students are given seminars,case presentation and clinical discussions.Journal clubs have been formed to enhance self directed learning.The students are allowed to present papers in conferences.The college library works upto eight o' clock in the evening.Students learn on their own in the library.

PATIENT CENTRIC AND EVIDENCE BASED LEARNING:

1.The class is divided into small groups and each group will attend a particular session The groups will keep on rotating in subsequent days so that all topics are covered for all students.

2. A clinical case with a particular problem will be selected for each group which will be mentored/facilitated by a designated faculty.

3. A brief of the case will be presented by the faculty.

4. Students will brainstorm and list the learning objectives from both basic and clinical sciences which help them comprehend the case.

6.Each subgroup will then present their findings in front of the class

LEARNING IN HUMANITIES:

The technical skill are taught during preclinical practices.Student faces problem during clinical practice such as decision making,communication skills etc.To overcome this problem humanities has been included in the syllabus.

PROJECT BASED LEARNING:

Class activities includes small group discussions, scientific database search and article presentations, protocol development, lab experimentation, and writing of a final scientific report.

ROLE PLAY:

One student acts like a doctor and the other acts like a patient.other students learn the concept from the action.

File Description	Document
Link for learning environment facilities with geotagging	[View Document](#)
Link for any other relevant information	[View Document](#)

2.3.2 Institution facilitates the use of Clinical Skills Laboratory / Simulation Based Learning The Institution:

1. **Has Basic Clinical Skills / Simulation Training Models and Trainers for skills in the relevant disciplines.**
2. **Has advanced simulators for simulation-based training**
3. **Has structured programs for training and assessment of students in Clinical Skills Lab / Simulation based learning.**
4. **Conducts training programs for the faculty in the use of clinical skills lab and simulation methods of teaching-learning**

Response: A. All of the above

File Description	Document
Report on training programmes in Clinical skill lab/simulator Centre	[View Document](#)
Proof of patient simulators for simulation-based training	[View Document](#)
Proof of Establishment of Clinical Skill Laboratories	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Geotagged Photos of the Clinical Skills Laboratory	[View Document](#)
Details of training programs conducted and details of participants.	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.3.3 Teachers use ICT-enabled tools for effective teaching and learning process, including online e-resources

Response:

INTRODUCTION:

Information and communications technology (ICT) has remarkable potential to improve the quality of education. Identifying this opportunity the institute has developed an IT & infrastructure department which is functioning under HR department.

INFORMATION TECHNOLOGY DEPARTMENT

Information technology department includes IT service management, information security, and network security. The institution has an Information Technology Department that provides the necessary hardware and software support. The IT department provides training to the faculty and students in utilization of IT services effectively. Faculties and students are competent in handling the IT devices which enables them to keep pace with the recent innovations in technology which may help in knowing the advancements in dental education. Needy students are given additional training in various departments in handling of facilities like web searching, PowerPoint preparation, MS word etc.

DESKTOP COMPUTERS&SERVERS:

Desktop computers are made available in all the departments of Mahe institute of dental

Science with high speed internet connection. Academic work can be done with the help of IT enabled facilities. The computers have inter-linked internal storage server drives which enable access of the Data/information stored in one place in any other part of the campus. Updated antivirus software is also made available in all the systems in the college.

E- RESOURCES:

Faculties & students are provided with access to online library resources (K-Hub) for updating their knowledge on recent trends &innovations in dentistry. All departments have self-learning materials like videos, clinical photographs on CDs, Power point of theory classes, charts and graphs for teaching. To enable students to learn concepts of dentistry, digital library serves in which lecture keynotes, supporting videos, images, charts etc. can be accessed. We also encourage students to use the services like online dictionaries to know the exact meaning of the technical words.

ICT TOOLS FOR TEACHING:

The institute is equipped with the following tools for teaching purpose.

1. LCD projector,

2. Visualizer,

3. OHP projector

4. Wireless and collar microphones

5. Amplifiers

6. Noise cancelation speakers.

ICT TOOLS FOR LEARNING:

Class rooms, seminar halls and demonstration rooms linked with wired internet enabled ICT facilities. The institute is having LMS facility.

Data storage – window OS based IBM server.

Data sharing – LAN messenger

Digital library – K- Hub

Internet and Intranet through Wi-Fi and LAN connectivity.

Total number of computers for general access: 80

Total number of printers for general access: 19

Internet band width speed: 50mbps

Content management system for e- learning: IBM server

LATEST DIGITAL EQUIPMENTS:

Our institution has acquired latest digital equipments which ease the early diagnosis of dental conditions.

They are listed as follows

1.Digital Ortho pantograph

2. Radio visuography

3.Digital microscope

4.Penta head microscope.

These computer assisted technology helps in instant diagnosis and effective treatment planning for our patients which helps in saving time.

File Description	Document
File for list of teachers using ICT-enabled tools (including LMS)	[View Document](#)
File for details of ICT-enabled tools used for teaching and learning	[View Document](#)
Link for any other relevant information	[View Document](#)
Link for webpage describing the "LMS/ Academic Management System"	[View Document](#)

2.3.4 Student :Mentor Ratio (preceding academic year)

Response: 8:1

2.3.4.1 Total number of mentors in the preceding academic year

Response: 62

File Description	Document
Log Book of mentor	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Copy of circular pertaining the details of mentor and their allotted mentees	[View Document](#)
Approved Mentor list as announced by the HEI Allotment order of mentor to mentee	[View Document](#)
Any other relevant information	[View Document](#)
Link for any other information	[View Document](#)

2.3.5 The teaching learning process of the institution nurtures creativity, analytical skills and innovation among students

Response:

INTRODUCTION:

In order to nurture creativity, analytical skills and innovation various innovative teaching methods are employed.

BASIC SCIENCES DEPARTMENTS :

CREATIVITY:

·   **Poster and Placard making :** is used in pathology and microbiology to test the ability of students represent different aspects of a topic in a single poster comprehensively

·   **Models, Animations and videos** are used in Anatomy to effectively teach and make student understand embryology and gross anatomy. Plaster models and phantom heads help the students to

create cavity and do the fillings.

·   **Chart & Graphs based learning:** students in small groups are given assignments to make charts and posters on certain topics to make them use their knowledge & creative skills

·   **Model Construction:** is used in preclinical conservatives and prosthetics to learn the use of dental materials in the preparations of models for dental treatments and prosthesis preparation.

·   **ANALYTICAL SKILLS:**

·   **Photomicrographs & Slides** are used to train students in histology. This helps to improve analytical skills.

· **Case-based learning** is done using case scenarios constructed by the faculty and discussed with the students in physiology. This improves analytical skills.

· **Modern analytical** methods are used in biochemistry. This improves analytical skills

· **Problem based learning** identify the diseases with their clinical features and plan the treatment strategies using the pathogenesis of the diseases.

· **MCQs (multiple choice questions)** are used to test the accurate knowledge and precision of learning in many important topics and also train them in methods used in competitive examinations.

· **Tutorials :** sessions help students to learn concepts through answering critical thinking questions

· **Disease based learning**: in learning microbes in microbiology and tissue changes in pathology

· **Case based learning**: learning changes in different systems and organs in a particular case in pathology

CLINICAL DEPARTMENT:

CREATIVITY:

· **Mannequins** in training the students in BLS training & basic clinical examination techniques

· **Phantom heads** are used to train the student in learning the correct methods of examination of oral cavity and learn & develop skill to work within the oral cavity.

· **Unconventional Learning Exercises**: like Quiz &puzzles are used to make learning more fun and interesting.

· **Street plays, Skits:** to teach community the ill effects of Smoking and tobacco and also prevention of cancers.

ANALYTICAL SKILLS:

· **Image based teaching:** in oral radiology department to make student learn and identify the various abnormalities in dental problems.

· **Brain storming exercise:** allowing the students to prepare the treatment plans for diseasesand discuss them critically in small groups under the supervision of faculty.

· **Chair side interactions:** under the supervision of faculty to give feed back to the students on their diagnostic, therapeutic and communication skills.

File Description	Document
Link for any other relevant information	View Document
Link for appropriate documentary evidence	View Document

2.4 Teacher Profile and Quality

2.4.1 Average percentage of fulltime teachers against sanctioned posts during the last five years

Response: 100

File Description	Document
Sanction letters indicating number of posts (including Management sanctioned posts) by competent authority (in English/translated in English)	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Links for additional information	View Document

2.4.2 Average percentage of fulltime teachers with Ph.D./D.Sc./ D.Lit./DM/M Ch/DNB in super specialities /other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences (like MD/ MS/ MDS etc.,) for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils /Affiliating Universities.

Response: 32.74

2.4.2.1 Number of fulltime teachers with Ph.D/D.Sc./D.Lit./DM/M Ch/DNB in super specialities / other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils. Last five years data to be entered.

2020-21	2019-20	2018-19	2017-18	2016-17
34	30	31	33	32

File Description	Document
Institutional data in prescribed format	View Document
Copies of Guideship letters or authorization of research guide provide by the the university	View Document
Any additional information	View Document
Link for additional information	View Document

2.4.3 Average teaching experience of fulltime teachers in number of years (preceding academic year)

Response: 8.26

2.4.3.1 Total teaching experience of fulltime teachers in number of years (cumulative experience)

Response: 858.8

File Description	Document
Institutional data in prescribed format	View Document
Consolidated Experience certificate duly certified by the Head of the insitution	View Document
Any additional information	View Document
Link for additional information	View Document

2.4.4 Average percentage of teachers trained for development and delivery of e-content / e-courses during the last 5 years

Response: 73.46

2.4.4.1 Number of teachers trained for development and delivery of e-contents / e-courses year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
65	89	77	64	61

File Description	Document
Institutional data in prescribed format	[View Document](#)
Certificate of completion of training for development of and delivery of e-contents / e-courses / video lectures / demonstrations	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)
Web-link to the contents delivered by the faculty hosted in the HEI's website	[View Document](#)

2.4.5 Average Percentage of fulltime teachers who received awards and recognitions for excellence in teaching, student mentoring, scholarships, professional achievements and academic leadership at State, National, International levels from Government / Government-recognized agencies / registered professional associations / academies during the last five years

Response: 0.67

2.4.5.1 Number of fulltime teachers who received awards and recognitions for excellence in teaching and student mentoring, scholarships, professional achievements and academic leadership at State, National, International levels from Government / Government-recognized agencies / registered professional associations */ academies* during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1	0	2	0	0

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-Copies of award letters (scanned or soft copy) for achievements	[View Document](#)
Awards claimed without certificates will not be considered	[View Document](#)
Link to additional information	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1 The Institution adheres to the academic calendar for the conduct of Continuous Internal Evaluation and ensures that it is robust and transparent

Response:

INTRODUCTION:

At institution level, all the guidelines of the affiliating university are followed meticulously in evaluation at internal assessments and university examinations. The students are dissuaded from any malpractice.

INVIGILATION:

Examination halls are installed with CCTV cameras. Any teaching staff can be called for invigilation duty and they will be sensitized on the duties, responsibilities and procedures of invigilation by the examination wing. The institution has a transparent evaluation system in which three internal assessment exams are conducted as directed by the University.

INTERNAL ASSESSMENT:

For each internal assessment, topics are selected and informed well in advance to the respective batch of students by displaying it on the department notice board. Question paper is set based on the topics given by a Senior MDS staff and is sent to the examination wing of the college prior to the intimated date of submission of the question paper. In order to avoid bias during valuation of the answer sheets, each question is allotted for correction to the each MDS staffs member. Results are sent to examination wing within intimated date and a copy is displayed in the notice board. Question paper discussion is done for the students during the theory class in order to explain how well to write a particular answer according to mark distribution. This ensure transparency and also to point out the shortcomings and how they could improve their performance.

EVALUATION:

The respective staff member is asked to sign across the answers which they have evaluated. Students are given the opportunity for answer paper discussion with these staff member with respect to the answers what they have evaluated. Their signatures are obtained after every evaluation. Internal assessment marks are displayed on notice board. Underperformers are asked to write the answers for the respective question paper according to mark distribution by seeing the textbooks and to study those answers for which they have to give viva. Average of the three internal assessment marks is considered for the final internal assessment. The Final Internal marks of the Theory / practical examinations are uploaded to the Pondicherry University website.

File Description	Document
Link for academic calendar	[View Document](#)
Link for any other relevant information	[View Document](#)
Link for dates of conduct of internal assessment examinations	[View Document](#)

2.5.2 Mechanism to deal with examination related grievances is transparent, time-bound and efficient

Response:

GRIEVANCE MECHANISM FOR INTERNAL EXAMINATION

Three continuous   internal examinations are conducted in a particular academic year.

Circulation of Time Table:-

1. Copies of the time table should be circulated to the individual   departments.
2. All the departments should file the time tables of all the examinations in their departments
3. Displayed prominently on the notice boards for the preview of students.

Valuation:

Valuation shall be done in the department by teaching staff as instructed by HOD, all the valuation work should be completed within 2 weeks. Each evaluator has to write his name and signature in the front sheet of booklet.

Answer book verification after valuation:

All the departments will give the evaluated answer booklet to the students and get it verified by them for total and complete valuation of the booklet within 2 weeks

Take the signature of the students after verification on the booklets to document they have verified the valued answer scripts

Practical/Clinical Examinations:-

Practical Exams are conducted in the respective departments. Practical Exam time table is announced along with the theory exam time table.The HODs will plan and execute the practical examinations as per the convenience of the Department.The senior & eligible staff as examiners in the department must take active

participation in the practical examination.

GRIEVANCE MECHANISM FOR UNIVERSITY EXAMINATION:

CONDITIONS IMPOSED BY THE UNIVERSITY FOR RE-VALUATION OR RE-TOTALING

1. Revaluation will be considered only if a candidate has failed in not more than two papers out of the total number of papers registered during that examination session.

2. Revaluation will be considered only in papers in which the candidate has failed and Re-totaling will be considered only in papers where the candidate has passed.

3. In case of Revaluation all the colleges are requested to apply only through Online. Manual application will not be taken into consideration for revaluation.

4. A fee of Rupees five hundred will be charged per paper for revaluation and Rupees two hundred and fifty is charged for re- totaling.

5. The application for Revaluation/Re-totaling should be made within ten days from the date of declaration of results or the actual receipt of the Results by the college as Certified by the Principal.

6. There is no provision for improvement or re-appearance in case of the students who have passed the examination.

File Description	Document
File for number of grievances regarding University examinations/Internal Evaluation	View Document
File for details of University examinations / Continuous Internal Evaluations (CIE) conducted during the last five years	View Document
File for any other relevant information	View Document

2.5.3 Reforms in the process and procedure in the conduct of evaluation/examination; including Continuous Internal Assessment to improve the examination system.

Response:

REFORMS INTRODUCED IN CONTINUOUS INTERNAL EXAMINATION:

The department has taken efforts to improve the performance of students by framing significant reforms in Continuous Internal evaluation. The department regularly conducts group discussions, and each students are given seminar topics which they have to show the write up and do PowerPoint presentations before the staff members .Monthly tests are conducted on regular basis for assessing the students performance. Viva Voce are also conducted along with chair side discussions to improve the knowledge skill of the students to diagnose and the clinical conditions.Monitoring the improvement in learning of slow learner and encouraging the advanced learners by reviewing their performance in exams.

MEASURES TAKEN TO IMPROVE THE PERFORMANCE:

The Principal conducts Review Meetings with department HOD and concerned parents to give necessary improvement strategies for better academic performance.This practice helps struggling learners to update their subject knowledge and helps them to catch up with their peers.The institution is keen on monitoring the performance of the students and reports to the Parents. Progress Reports are sent from the office to the parents after each internal assessment. Parents/ Guardians are advised to note the performance of their wards and take remedial measure if needed. Whenever necessary, the faculty shall recommend the visit of the parent to the college for a discussion about the remedial measure. we also have a mentoring system which gives a strong support to the slow learners to improve .

RULES®ULATION OF EXTERNAL EXAMINATION:

External examinations of three hours duration will be conducted at the end of every academic year for all the theory papers and practical papers. Students should satisfy the eligibility criteria of 75% attendance in each year to appear for University Examination. Re-totaling is permitted for U.G. students who apply for it within the stipulated time on payment of prescribed fee.

OUTCOME OF REFORMS IN CONTINUOUS INTERNAL ASSESSMENT

These reforms have resulted in substantial improvement in student's performance through comprehension of difficult topics, improved time management, enhanced writing skills and individualized attention resulting in refining their cognitive, psychomotor and affective domains of learning. The performance of the students is monitored by the faculty followed by the submission of underperformers list to Principal and the necessary feedback is given to the concerned faculty members.

File Description	Document
Link for Information on examination reforms	[View Document](#)
Link for any other relevant information	[View Document](#)

2.5.4 The Institution provides opportunities to students for midcourse improvement of performance through specific interventions Opportunities provided to students for midcourse improvement of performance through:

1. Timely administration of CIE

2. **On time assessment and feedback**
3. **Makeup assignments/tests**
4. **Remedial teaching/support**

Response: A. All of the above

File Description	Document
Re-test and Answer sheets	[View Document](#)
Policy document of the options claimed by the institution duly signed by the Head of the Institution	[View Document](#)
Policy document of midcourse improvement of performance of students	[View Document](#)
List of opportunities provided for the students for midcourse improvement of performance in the examinations	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Links for additional information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1 The Institution has stated the learning outcomes (generic and programme-specific) and graduate attributes as per the provisions of the Regulatory bodies and the University; which are communicated to the students and teachers through the website and other documents

Response:

LEARNING OUTCOME (GENERIC)

General Skills

1. Apply knowledge& skills in day to day practice
2. Apply principles of ethics
3. Analyze the outcome of treatment
4. Evaluate the scientific literature and information to decide the treatment
5. Participate and involve in professional bodies
6. Self-assessment & willingness to update the knowledge & skills from time to time
7. Involvement in simple research projects
8. Minimum computer proficiency to enhance knowledge and skills
9. Refer patients for consultation and specialized treatment
10. Basic study of forensic odontology and geriatric dental problems

Practice Management

1. Evaluate practice location, population dynamics & reimbursement mechanism

2. Co-ordinate & supervise the activities of allied dental health personnel
3. Maintain all records
4. Implement & monitor infection control and environmental safety programs
5. Practice within the scope of one's competence

Communication & Community Resources

1. Assess patients' goals, values and concerns to establish rapport and guide patient care.
2. Able to communicate freely, orally and in writing with all concerned
3. Participate in improving the oral health of the individuals through community activities.

LEARNING OUTCOME (PROGRAM SPECIFIC)

Patient Care – Diagnosis

1. Obtaining patient's history in a methodical way performing thorough clinical examination
2. Selection and interpretation of clinical, radiological and other diagnostic information obtaining appropriate consultation
3. Arriving at provisional, differential and final diagnosis

Patient Care – Treatment Planning

1. Integrate multiple disciplines into an individual comprehensive sequence treatment plan using diagnostic and prognostic information
2. Able to order appropriate investigations

Patient Care – Treatment

1. Recognition and initial management of medical emergencies that may occur during dental treatment
2. Perform basic cardiac life support
3. Management of pain including post-operative one.
4. Administration of all forms of local anesthesia
5. Administration of intra muscular and venous injections
6. Prescription of drugs, pre-operative, prophylactic and therapeutic requirements
7. Uncomplicated extraction of teeth
8. Transalveolar extractions and removal of simple impacted teeth Minor oral surgical procedures
9. Management of Oro-facial infections Simple orthodontic appliance therapy
10. Taking, processing and interpretation of various types of intra oral radiographs
11. Various kinds of restorative procedures using different materials available
12. Simple endodontic procedures
13. Removable and fixed prosthodontics
14. Various kinds of periodontal therapy

GRADUATE ATTITUDE:

A graduate should develop during the training period the following attitudes.

1. Willing to apply the current knowledge of dentistry in the best interest of the patients and the community.
2. Maintain a high standard of professional ethics and conduct and apply these in all aspects of professional life.
3. Seek to improve awareness and provide possible solutions for oral health problems and needs throughout the community.
4. Willingness to participate in the CPED Programmes to update the knowledge and professional skill from time to time.
5. To help and participate in the implementation of the national oral health policy.

File Description	Document
Link for any other relevant information	View Document
Link for relevant documents pertaining to learning outcomes and graduate attributes	View Document
Link for methods of the assessment of learning outcomes and graduate attributes	View Document
Link for upload Course Outcomes for all courses (exemplars from Glossary)	View Document

2.6.2 Incremental performance in Pass percentage of final year students in the last five years

Response: 99.81

2.6.2.1 Number of final year students of all the programmes, who qualified in the university examinations in each of the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
106	107	101	105	107

2.6.2.2 Number of final year students of all the programmes, who appeared for the examinations in each of the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
106	107	101	106	107

File Description	Document
Trend analysis for the last five years in graphical form	[View Document](#)
Reports from Controller of Exam (COE) office/ Registrar evaluation mentioning the relevant details and the result analysis performed by the institution duly attested by the Head of the Institution	[View Document](#)
List of Programmes and the number of students passed and appeared in the final year examination each year for the last five years	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Link for the annual report of examination results as placed before BoM/ Syndicate/ Governing Council for the last five years	[View Document](#)
Links for additional information	[View Document](#)

2.6.3 The teaching learning and assessment processes of the Institution are aligned with the stated learning outcomes.

Response:

INTRODUCTION:

We The Mahe institute of dental sciences and hospital offers comprehensive and advanced dental education and research opportunities, powered by innovative methods , enriched by a diverse and collaborative community of faculty, staff and students. Additionally, the College has instigated new innovations in clinical education to prepare students to render oral health care for all patients.

MENTORING:

The goals, objectives & requirements of lectures are informed to the students prior by displaying in the noticeboard of the respective departments so that they can read and assimilate the basic concepts. Institution is providing in-house mentoring facility, each mentor has7-9 students under them, this help to foster a strong student-teacher bond. This make teaching and learning process an interactive and joyful process.

INTERNAL ASSESSMENT:

According to DCI norms we are assessing the students by conducting 3 internal examinations per academic year .we are also assessing students by conducting chapter wise tests, seminars and assignments.

CLINICAL TRAINING:

Hospital Training with the field of dentistry getting bigger each day, the need for future dentists to be equipped with knowledge of handling emergencies has grown. In light of this fact, our students are encouraged to undergo training in basic medical procedures like injection techniques and handling trauma cases. Students are also trained and in Basic life Support every year. All the lecture halls are well equipped. Specific classrooms are maintained with technologically advanced facilities which can bring up with effective teaching. The BDS curriculum offers a variety of learning formats which incorporate basic science with clinical competencies.

CLINICAL TRAINING:

Biomedical science courses are organized to provide comprehensive instruction into each organ system concurrently, so that students can see the whole picture. Starting in their first year, students learn foundational clinical skills in preclinical designed to simulate real-world patient care environments and cases. The curriculum also emphasizes evidence based practices to build competency in diagnosing, investigating and applying the best available evidence to patient treatments.

PRECLINICAL TEACHING:

During the first two years of the BDS curriculum, students attain comprehensive understanding of biomedical and clinical sciences covering several topics including human anatomy, Biochemistry, Human physiology, and dental anatomy and oral histology, Microbiology and Pharmacology. The principles of physical examination, prevention& patient management are well understood and practiced. In addition there is rigorous training to apply these concepts in pre clinics to have hands-on knowledge, with guidance of expert faculty. Prior to entering patient care clinics students achieve high levels of competency and become very well prepared to continue training in the third and fourth years of the program.

CURRICULUM FOR PG:

For MDS programme each department implements the curriculum to achieve the objectives of the speciality as per the university &DCI criteria like Main Dissertation, Library Dissertation, Seminars, Journal clubs, case presentations as well as presentations in various national conferences and the clinical procedures related to their specialty. These activities accomplish the necessary program outcomes. So the students at MINDS after their completion of BDS/MDS programme are highly competent enough to render the best treatment options to the patients

File Description	Document
Link for any other relevant information	[View Document](#)
Link for programme-specific learning outcomes	[View Document](#)

2.6.4 Presence and periodicity of parent-teachers meetings, remedial measures undertaken and outcome analysis

Response:

INTRODUCTION:

A Parent-Teacher association committee has been constituted to sensitize the parents about their children's academic performance. The objective of the meeting is to create awareness among the parents regarding the academic performance of their children and motivate the students through the parents. The committee consists of a coordinator assisted by members. The coordinator and members are faculties. One or two members are selected or elected from the parents.

PARENT TEACHER MEETINGS:

Parent-Teacher meetings are conducted twice in a year. The main purpose of the meeting is to provide a platform for parent teacher interaction. These meetings focus primarily on communicating the academic performance of the students as well as the extracurricular activities.

NECESSITY OF PTA MEETINGS FOR THE PARENTS:

1. Parents get the opportunity of meeting other parents and they can exchange ideas regarding parenting.
2. Communicate with other parents and college administrators for institute improvement.
3. To strengthen the family-college partnership by engaging families in supporting student success and continuous college improvement.

AGENDA FOLLOWED DURING MEETING:

1. The academic performance of the students
2. The Vision, Mission, infrastructure of the institute
3. The future employment opportunities of the students and the efforts taken by the institute regarding

skill development and guidance for competitive exams.

4. The disciplinary rules and regulations that the students have to follow and the measures adopted to prevent ragging inside the campus.

5. The Sports, cultural, extension activities, green initiatives and the best practices adopted by the institute.

PREPARATION FOR THE MEETING:

The teachers are informed about gathering data related to academic performance records and make a note on what to ask the parent regarding their support towards the ward's learning. The teachers should have documentation if they want to discuss about the problems like misbehavior in the class room, missing assignment etc. An informative invitation   regarding time duration and agenda to be discussed is sent to the parents.

DURING THE MEETING:

1. A welcoming environment is created with sufficient space, tables and chairs. Snacks and healthy beverages are offered to the parents.

2. All parents expect positive things about their children. Therefore positive things of their children are explained first followed by challenges ahead of the children.

3. .Parents are given time to raise their queries. They are assured of the necessary remedial actions.

4. Parents are thanked for alloting time for attending the meeting

FOLLOW UP ACTION:

 Feedback and suggestions are obtained from the parents. The feasible suggestion is considered for implementation. After implementation it is conveyed to the parents.

OUTCOME OF PARENT-TEACHER MEETINGS:

- The academic performance of the student increases due to parental monitoring and pressure.
- The parents get an impression about the college infrastructure and academic activities. This eliminates their anxiety about the children's academic performance.
- The Parents come to know about the positive as well as negative aspects of their ward.

File Description	Document
Link for proceedings of parent –teachers meetings held during the last 5 years	[View Document](#)
Link for follow up reports on the action taken and outcome analysis.	[View Document](#)
Link for any other relevant information	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Percentage of teachers recognized as PG/ Ph.D research guides by the respective University

Response: 13.62

3.1.1.1 Number of teachers recognized as PG/Ph.D research guides during the last 5 years

2020-21	2019-20	2018-19	2017-18	2016-17
11	12	14	16	14

File Description	Document
List of full time teacher during the last five years	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Copies of Guideship letters or authorization of research guide provide by the university	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

3.1.2 Average Percentage of teachers awarded national /international fellowships / financial support for advanced studies/collaborative research and participation in conferences during the last five years

Response: 0.24

3.1.2.1 Number of teachers awarded national/ international fellowship / Financial support for advanced studies/collaborative research and conference participation in Indian and Overseas Institutions year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	1	0	0

File Description	Document
Institutional data in prescribed format	[View Document](#)
Fellowship award letter / grant letter from the funding agency	[View Document](#)
Link for Additional Information	[View Document](#)

3.1.3 Total number of research projects/clinical trials funded by government, industries and non-governmental agencies during the last five years

Response: 10

3.1.3.1 Number of research projects/clinical trials funded by government/industries and non-government agencies year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
2	3	4	1	0

File Description	Document
Institutional data in prescribed format	[View Document](#)
E-copies of the grant award letters for research projects sponsored by Government, industries and non-government sources such as industries, corporate houses etc	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

Response:

INTRODUCTION:

The Mahe Institute of Dental Sciences and Hospital (MINDS) is providing an atmosphere which is conducive to the creation of thinking professionals. This educational institution offers every student a panoramic view of the future of dentistry. MINDS, is steadily growing towards the pinnacle of excellence and glory without deviating from its cherished philosophy of maintaining excellence in

teaching, learning and rendering high standards of service to the humanity. Our teachers and students have received the highest accolade for their achievements from various national and international bodies. They have achieved numerous awards and recognitions. Teaching faculty members of the college are key note speakers in various national and international conferences and conventions.

INCUBATION CENTER:

VISION:

The purpose of incubation center is to promote innovative startups. The institute has vision to establish fully equipped bioscience research laboratories to undertake the research activities.

MISSION:

The institute:

1. Equips the students with sufficient knowledge in latest trends in research area so that they can reap the benefits of GOI's start up program.
2. Encourages health professionals to choose entrepreneurship as their careers option.
3. Motivates the students to convert their Detailed Project Reports (DPRs) and projects into viable Business plans.
4. Inculcates social responsive behaviors among the students aspiring to launch start-ups.
5. Offers training in health care business opportunity and guide the students from rural regions of India.
6. Identifies the health care business opportunities in the local areas of the students.
7. Orients students as to how they can conceptualize health care business start-ups that will address social issues.
8. Provides necessary support to the students for launching their startups during the entire course of their study.
9. Equips the students with the necessary skills for managing their business enterprise.

MOU:

At present we have a Memorandum of Understanding with NITTE University, Mangalore, and Karnataka for utilizing their high end research facilities to undertake our student's major and minor studies. Our institute aims to make MOU with Yenepoya University, Mangalore and Maratha mandal Dental Sciences and Research Centre, Belgaum. Most of our PG students have done their research work at Yenepoya University, University of Mysore, PSGTECHS, Coimbatore and NIT Calicut. The institution constantly encourages students to undergo special training program at Malabar Cancer Centre (MCC).

INTERDISCIPLINARY RESEARCH:

The institute constantly encourages all the faculty members and students to undertake interdisciplinary research work, thus allowing them opportunities to gain experiential learning and to build a strong academic foundation. Our staffs and students have published

research publications in various national and international journals. The process of NAAC accreditation has influenced significantly the quality enhancement of the college, and has proved to be a motivating force of self-discovery aimed to touch greater heights in dental education.

File Description	Document
Link for any other relevant information	[View Document](#)
Link for details of the facilities and innovations made	[View Document](#)

3.2.2 Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) Research methodology, Good Clinical, Laboratory, Pharmacy and Collection practices, writing for Research Grants and Industry-Academia Collaborations during the last five years

Response: 36

3.2.2.1 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
6	9	9	7	5

File Description	Document
Report of the workshops/seminars with photos	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Link for Additional Information	[View Document](#)

3.3 Research Publications and Awards

3.3.1 The Institution ensures implementation of its stated Code of Ethics for research. The Institution has a stated Code of Ethics for research, the implementation of which is ensured by the following:

1. **There is an Institutional ethics committee which oversees the implementation of all research projects**
2. **All the projects including student project work are subjected to the Institutional ethics committee clearance**
3. **The Institution has plagiarism check software based on the Institutional policy**

4.Norms and guidelines for research ethics and publication guidelines are followed

Response: A. All of the above

File Description	Document
Share the code of ethics of research clearly stating the claims of the institution duly signed by the Head of the Institution	[View Document]
Institutional data in prescribed forma	[View Document]
Any additional information	[View Document]
Link for Additional Information	[View Document]

3.3.2 Average number of Ph.D/ DM/ M Ch/ PG Degree in the respective disciplines received per recognized PG teacher of the Institution during the last five years.

Response: 0.94

3.3.2.1 Number of Ph.D.s /DM/M Ch/PG degrees in the respective disciplines received per recognized PG teachers of the Institution during the last five years.

Response: 63

3.3.2.2 Number of PG teachers recognized as guides by the Regulatory Bodies / Universities during the last five years.

Response: 67

File Description	Document
Institutional data in prescribed format	[View Document]
Link for any additional information	[View Document]

3.3.3 Average number of papers published per teacher in the Journals notified on UGC -CARE list in the UGC website/Scopus/ Web of Science/ PubMed during the last five years

Response: 0

File Description	Document
Institutional data in prescribed forma	[View Document]
Web-link provided by institution in the template which redirects to the journal webpage published in UGC notified list	[View Document]
Link for Additional Information	[View Document]

3.3.4 Average number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedingsindexed in UGC-CARE list on the UGC website/Scopus/Web of Science/PubMed/ during the last five years

Response: 0

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional Information	View Document

3.4 Extension Activities

3.4.1 Total number of extension and outreach activities carried out in collaboration with National and International agencies, Industry, community, Government and Non-Government organizations engaging NSS / NCC / Red Cross / YRC / Institutional clubs etc. during the last five years.

Response: 123

3.4.1.1 Number of extension and outreach activities carried out in collaboration with National and International agencies, Industry, community, Government and Non-Government organizations engaging NSS/NCC/Red Cross/YRC/Institutional clubs etc. during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
8	15	48	23	29

File Description	Document
Photographs or any supporting document in relevance	
List of students in NSS/NCC/Red Cross/YRC involved in the extension and outreach activities year-wise during the last five years	
Institutional data in prescribed format	
Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated	
Any additional informatio	
Link for Additional Information	

3.4.2 Average percentage of students participating in extension and outreach activities during the last five years

Response: 58.7

3.4.2.1 Number of students participating in extension and outreach activities year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
215	121	298	436	483

File Description	Document
Institutional data in prescribed forma	
Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated and amount generated Photographs or any supporting document in relevance	
Any additional information	

3.4.3 Number of awards and recognitions received for extension and outreach activities from Government / other recognised bodies during the last five years

Response:

INTRODUCTION:

The institute conducts oral health screening and treatment camps, awareness programs, and cancer screening programs after securing permission from local bodies and government agencies. Initial treatments are provided at their locations and further treatments are carried out in the Hospital, under a fee waiver for the patient. All our dental screening camps are a venue for creating awareness. Dental education is provided by the faculties accompanying. The institute has signed memorandum of understanding with different schools and colleges to screen their students and do the needful treatment on a regular basis. Students who are doing internship and post-graduation are posted for the same. Our contributions to the society are duly recognized by the various Governmental and Non-Governmental agencies.

RECOGNITION FOR CONTRIBUTIONS IN ORAL HEALTH SCREENING AND TREATMENT CAMPS:

Oral Health Screening and Treatment Camps are conducted in schools each year. Both PG and UG students are involved in the dental screening camps along with the teaching faculties. Exhibitions are also being conducted with posters and audio visual aids in many camps. The schools managements have issued appreciation letters to acknowldge the services offered by the institute.

RECOGNITION FOR CONDUCTING AWARENESS PROGRAMS ON DENTAL HYGIENE:

Oral Health Screening and treatments for minor dental issues are conducted for the welfare of the community in association with various national and local governmental and non governemental agencies. Many of them have expressed their thankfulness and has appreciated our services with letters. For improving oral health in the elderly aged population free dental health check-up were organized in the community and are provided with referral services. Indeed a large number of under privileged people were benefited. Free dental aid was provided to senior citizens and it got accolades and appreciation from recognized bodies. Appreciation letters were issued by the local bodies.

RECOGNITION FOR CONDUCTING AWARENESS PROGRAM ON CLEANLINESS:

The institute conducts Swachh Bharath programs regularly. The student club along with the NSS Volunteers organizes cleaning drives in the local community. The students actievly take part in all such activities and cleaned the surrounding area of the local community in an effort to impart the importance keeping the environment and surrounding areas clean. In view of the above, dust bins with Swach Bhararth Logos are kept in many places of the campus.

RECOGNITION FOR CONDUCTING BLOOD DONATION CAMPS:

The institution has organized Blood donation Camps in association with a nearby Cancer Centre and the efforts are duly recognized by them with appreciation letters and certificates. It has also become a major news event in the Local newspaper.

Our institute strives hard to tnarrow the gap between the general public and dental services in all manners possible and our efforts are recognized as well. Due to the trust and satisfaction the organizers receive

after our camps, there are incidents wherein our institute is regulary approcahed by many Organizational bodies to conduct Check up camps.

File Description	Document
Link for list of awards for extension activities in the last 5 year	View Document
Link for e-copies of the award letters	View Document
Link for any other relevant information	View Document

3.4.4 Institutional social responsibility activities in the neighborhood community in terms of education, environmental issues like Swachh Bharath, health and hygiene awareness, delivery of free/ subsidized health care and socio economic development issues carried out by the students and staff, including the amount of expenditure incurred during the last five years

Response:

INTRODUCTION:

The institution conducts free dental camps, exhibitions, awareness programs, blood donation camps, cancer screening programs and so on. After obtaining permission from the local authorities and government agencies, initial check up will be conducted in their locations and further treatments are carried in the Hospital, under a fee waiver for the patient - certain treatments are rendered free of cost as well.

MOU:

MINDS have made numerous memorandum of understanding with different schools and colleges to screen their students and do the needful treatment on a regular basis. Our efforts to the society are duly recognized by the various Governmental and Non-Governmental agencies.

AWARENESS PROGRAM ON TOBACCO USAGE AND ITS ILL EFFECTS:

A Tobacco Cessation Clinic has been formed in the institute. It gives advice to the smoker patients who visit the hospital for treatments or consulation. Our students have taken part in preparing awareness posters, rallies and street plays to make the public aware and fight the use of tobacco.

AWARENESS PROGRAM ON PLASTIC BAN:

Awareness programs on usage of plastics and its impact on environment are conducted by the institute both in the urban and rural area. This is organized by the student club along with the NSS volunteers. The plastics collected as a part of cleaning drives are securely transferred by the Mahe Co Operation for recycling.

ORAL HEALTH SCREENING AND TREATMENT CAMPS:

Oral Health Screening and Treatment Camps are conducted in schools in each year. .The school managements have issued appreciation letters to acknowldge the services offered by the institute.

AWARENESS PROGRAM ON DENTAL HYGIENE:

Each year our institute conducts Oral Health and Oral Hygiene day. The faculty and students actievely take part in various programs organized as a part of it. Awareness programs are conducted for the public on various topics of relevance. On other days of Importance Dental Hygiene Kits are also delivered to the needy.

AWARENESS PROGRAM ON HIV - AIDS:

Each year our institute conducts AIDS Day Programs with many activities to educate the public . We conduct rallies on the streets with pamphlet distributions and placards. Our students actievely take part in all these programs.

AWARENESS PROGRAM ON CHILD EDUCATION:

The institute conducts awareness program on child education in the area where socio-economically backward people live. This is organized with the help of student club.

VACCINATION AWARENESS DRIVE:

Awareness programs on the benefits of vaccination were conducted by the institute in rural area.

File Description	Document
Any additional information	[View Document](#)
Link for details of Institutional social responsibility activities in the neighbourhood community during the last 5 years	[View Document](#)
Link for any other relevant information	[View Document](#)

3.5 Collaboration

3.5.1 Average number of Collaborative activities for research, faculty exchange, student exchange/ Industry-internship etc. per year for the last five years

Response: 7.8

3.5.1.1 Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
25	7	1	4	2

File Description	Document
Institutional data in prescribed format	[View Document](#)
Documentary evidence/agreement in support of collaboration	[View Document](#)
Certified copies of collaboration documents and exchange visits	[View Document](#)
Link for Additional Information	[View Document](#)

3.5.2 Total number of Functional MoUs/linkages with Institutions/ Industries in India and abroad for academic, clinical training / internship, on-the job training, project work, student / faculty exchange, collaborative research programmes etc. for last five years

Response: 21

3.5.2.1 Number of functional MoUs/linkages with Institutions/ industries in India and abroad for academic, clinical training / internship, on-the job training, project work, student / faculty exchange, collaborative research programmes etc. for the last five years

Response: 21

File Description	Document
Institutional data in prescribed format	[View Document](#)
E-copies of the MoU's with institution/ industry/ corporate house, Indicating the start date and completion date	[View Document](#)
Link for additional information	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc

Response:

INTRODUCTION: Mahe Institute of Dental Sciences & Hospital (MINDS), Mahe is located on a Hill top with a Panoramic view of the Western Ghats mountains with full of greeneries around the Institute. This College has the state of art infrastructure that provides the students sufficient learning facilities.

LECTURE HALLS: All lecture halls are equipped with Computer aided teaching facilities with high resolution digital projectors, and are under 24 x 7surveillance. These halls are equipped with LCD projectors, whiteboards, internet connectivity and air conditioners.

SEMINAR HALLS: In the College, every PG department has its Seminar Halls as per DCI norms. All PG department seminar halls are, fully equipped with necessary IT peripherals, like audio and video with noise isolation speakers, whiteboards and internet connectivity for conducting seminars and workshops giving the best quality of education.

SMART CLASSROOM: This Institution has the state of art Smart Classroom with a seating capacity of 150 seats which is being utilized for conducting classes, conferences, CDE programs. Apart from this, we have a futuristic fully Air conditioned Convention Centre with a seating capacity of 1000 members with high quality of audio video systems, which is being used for various activities for the benefit of students and all staff members

FACILITIES FOR TELECONFERENCING: We have conference hall with all amenities for teleconferencing facility.

FACILITIES FOR CLINICAL LEARNING:Facilities for Clinical learning facility at this Institution is one of the best as we are updating the modern clinical facilities currently available. Apart from conventional radiographic techniques, Digital Dental Radiography techniques of RVG, OPG facilities, Advances Dental operating Microscopes, implant surgical equipments, LASERS are used for student learning. Ensuring Sterilization of instruments is paramount importance in our Institution which ensures quality assured environment in the Clinics and more over impartment of sterilization is carried out in sterilization laboratories with qualified faculties thus giving the students on job training on this procedure.Postgraduate students are taught on Implant dentistry and An Osseo-integration unit withimplant surgical equipment, peizosurgical unit is available in the institution to facilitate students practice implant dentistry and improvise their clinical skills and dexterity in it.

LEARNING IN THE COMMUNITY:As this Institution is situated in an urban village location and to promote community oriented dental education, giving awareness to the common peoples about the dental treatments and procedures, this Institution has a fully equipped Mobile Dental Vehicle to provide dental treatment needs. This Institution has established Satellite Dental clinics to provide extended care.

LABORATORIES FACILITIES: The Institution has well advanced pre-clinical laboratories and we are

also equipped with a simulation lab. Prosthodontics and Conservative Dentistry departments have phantom models for the benefit of students before starting their clinical postings. Apart from this Institute has well-equipped histopathology laboratories for monitoring the patients clinical reports which can also be beneficial for the students. Basic science subject like Anatomy, Physiology etc. has separate labs for teaching students. Anatomy lab has cadaver models, specimens and other labs like Physiology, Biochemistry etc. have all experimental equipment for conducting experiments

File Description	Document
Link for list of available teaching-learning facilities such as Classrooms, Laboratories, ICT enabled facilities including Teleconference facilities etc., mentioned above.	View Document
Link for geotagged photographs	View Document
Link for any other relevant information	View Document

4.1.2 The institution has adequate facilities to support physical and recreational requirements of students and staff – sports, games (indoor, outdoor), gymnasium, auditorium, yoga centre, etc. and for cultural activities

Response:

INTRODUCTION: Our Institution gives more emphasize on physiological and psychological wellbeing of the students and staff members with the motto of "A sound body is Fit body". Apart from academics, extra-curricular activities are encouraged among the students. All students are encouraged to practice their game of interest. Physical trainer provides care for individual student options to practice their game of interest.

OUTDOOR GAMES: We have a vast area of playground for all track events and outdoor games like Football, Basketball, Volley ball, Cricket, throw ball etc. to be conducted with ease. An airy playground to conduct track events, cricket etc. is present in-front of the institute. Sports meets and tournaments conducted by the institution take place in the ground.

INDOOR GAMES: Separate room for indoor sports activities is provided. Students can even play indoor games like Table Tennis, Carrom board, Chess etc. After college hours, interested students practice their game of interest in the evening under the guidance of the physical trainer.

PHYSICAL TRAINER: Our institution has an exclusive physical trainer to coach the students. The physical trainer encourages the students and provides practice to students to improve in their gaming techniques. Physical trainer provides individual training to students as per their game of interest. All the track and field events are conducted and promoted among our students and Staff members.

SPORTS MEET: Every year this Institute conducts sports meet for the students to participate and all students represent their year of study. Based on their scores on winning the games, the batch which has the highest score is given the Championship. Students also participate in various sports meets and events

conducted by other Colleges and Universities in every academic year and bags many prizes. Inter college Cricket tournaments are conducted in the institution, where the students and the staffs participate.

GYMNASIUM: Both boys and girls hostels are equipped with gymnasiums for the students to stay fit and healthy. Each gymnasium has an area of 1200 sq. ft. and equipped with adequate number of gym equipment. Students are free to use the gymnasium for their betterment.

CONVENTION CENTRE: We have a 14,500 sq. ft. convention center in our institution, where we conduct our Graduation day, college day, cultural programmes and many conferences etc. During yearly cultural programs all on-stage cultural events are carried out in the convention center. Annual cultural meet is organized every year with both on stage and off stage events. Students of all year both UG and PG participate in the events that we conduct in our Convention Centre.

YOGA CENTRE: A yoga center is available for practicing yoga. The students are encouraged to practice yoga for their psychological well being.

File Description	Document
Link for geotagged photographs	[View Document](#)
Link for list of available sports and cultural facilities	[View Document](#)
Link for any other relevant information	[View Document](#)

4.1.3 Availability and adequacy of general campus facilities and overall ambience

Response:

INTRODUCTION: Our institution's especial location decorates it with a plethora of natural serene ambience. We have an institutional building, students' hostels, a wide area for vehicle parking and playground well within the campus.

HOSTEL: The institution has institutional building. There is one UG girl's hostel, one PG girl's hostel and boy's hostel. Boy's hostel has a separate allocation of rooms for faculties. The hostels are highly secure and are well within the campus with 24*7 security.

AMBIENCE: The Institutional building is fourstoried with all the departments, lecture halls, labs, clinical areas, HR and administrative wings occupying the ground, first, second and third floors. Institution has MINDS Convention Centre and smart class auditorium on fourth floor. A canteen, Library, Restroom for the staff are available in the basement. The campus has separate Hostels for Girls, Boys & Staff members with full basic amenities, well furnished rooms with gymnasium, indoor badminton court etc. A spacious play ground is available in front of the institute. The institute's lecture halls and the seminar halls are enabled with internet facilities.

RO PLANT: It has been installed at key locations. The campus provides only RO treated water to all Patients, Students and Staff members.

TOILET: Each floor has adequate number of toilets for convenience and maintained clean regularly. Separate toilets are available for male and female students,patients and staff. Disabled friendly toilets are available for their use

SECURITY: The campus is under 24*7 CCTV surveillance with security guards posted at college entrance gate and at key positions.Adequate sign boards are erected in key locations outside the campus for easy access.

CAFETERIA AND CANTEEN: A Cafeteria caters to the students, staff and patients at nominal charges. A well-furnished canteen with modern cooking amenities is being used in institution to give good quality of food to all.

STORE: Our institution has a convenience store for the students to buy essentials for use in hostel and dental materials for their pre-clinical and clinical requirements at ease well within the institutional building.

LOCKER ROOM: Students have separate boys and girls locker room for their use.

ATM: Union Bank of India has installed an ATM machine within the institutional building near the reception area for easy access, so that everyone can make use of this facility. We also have Point of Sale (POS) facility in the campus for hassle free transactions for the Patients encouraging digital transactions.

PARKING:A vast area is earmarked with signboards for parking vehicles. Separate parking is available for the institutional staff vehicles.

SEWAGE TREATMENT PLANT: The college also has a Sewage Treatment Plant and the treated water is only used for gardening and landscape purpose.

TRANSPORT: Bus and vans are available for transporting staff and students.Free transports through jeeps are available for ferrying patient from the junction located at downhill to the hospital.

LIGHTNINGARRESTER: Alightning arrester has been installed to shield against lightning during rainy days and provide protection against lightning strokes.

File Description	Document
Link for photographs/ Geotagging of Campus facilities	[View Document](#)
Link for any other relevant information	[View Document](#)

4.1.4 Average percentage of expenditure incurred, excluding salary, for infrastructure development and augmentation during the last five years

Response: 7.82

4.1.4.1 *Expenditure incurred, excluding salary, for infrastructure development and augmentation year-*

wise during the last five years (INR in lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
18.78	34.91	3.00	48.19	52.62

File Description	Document
Provide the consolidated expenditure towards infrastructure development and augmentation during last five years duly certified by Chartered Accountant and Head of the institution.	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Audited utilization statements (highlight relevant items)	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

4.2 Clinical, Equipment and Laboratory Learning Resources

4.2.1 Teaching Hospital, equipment, clinical teaching-learning and laboratory facilities are as stipulated by the respective Regulatory Bodies

Response:

INTRODUCTION: As per the DCI norms, our institution is equipped with all necessary amenities for providing undergraduate and postgraduate courses. Our institute has well equipped lecture halls with computers, speakers, amplifiers, mike and projectors to teach students. The power point presentations are projected alongside conventional black board teaching for the students to understand their subject.

HOSPITAL: We have a total of 257 dental chairs and all facilities as stipulated by regulatory bodies are provided in the institution. Individual departments have sufficient dental chairs for treating patients. All PG clinics have fully functioning 11 dental chairs for use where, every individual PG student is allotted with a separate cabin. All PG departments are provided with seminar halls with an LCD display and CPU for their presentations.

LIBRARIES: There are two separate libraries for undergraduate and postgraduate students stacked with books, national and international journals for the students. E-learning facility is provided in both the libraries for the students to access web for learning. Apart from this every department is provided with an individual department library for the students to refresh their theory knowledge.

LABS: Pre-clinical laboratories for dental departments and practical labs for medical departments are available as per DCI norms in our institution. Basic medicine departments have their concerned facilities

for example like Anatomy lab has cadaver models, specimens, and charts. Like so, all concerned labs have their amenities for students' understanding of the subject. Preclinical dental labs are furnished with simulators and phantom heads for students to have realistic hands on patient like feel for instrumentation and for students to practice ergonomics. Prosthodontics department has a spacious practical lab with all required facilities for the students to learn. Conservative dentistry department has a spacious pre-clinical lab with simulator phantom heads for the students to practice.

FACILITIES FOR CLINICAL LEARNING: Clinical exposure to students is given by clinical postings with adequate number of clinical cases as we have good patient flow in the institution. All students are taught on patient management too during their clinical postings. Apart from conventional radiographic techniques, Digital Dental Radiography (Intra oral & extra oral) techniques of RVG, OPG facilities, Advanced Dental operating Microscopes, implant surgical equipment; LASERS are available for student learning. Ensuring Sterilization of instruments is paramount importance in our Institution which ensures quality assured environment in the Clinics. Sterilization is carried out in sterilization laboratories with qualified faculties thus giving the students an exposure on training in this procedure. Postgraduate students are taught on Implant dentistry and Osseo-integration unit with implant surgical equipment, peizosurgical unit is available in the institution to facilitate students practice implant dentistry and improvise their clinical skills and dexterity in it.

File Description	Document
Link for the facilities as per the stipulations of the respective Regulatory Bodies with Geotagging	[View Document](#)
Link for any other relevant information	[View Document](#)
Link for the list of facilities available for patient care, teaching-learning and research	[View Document](#)

4.2.2 Average number of patients per year treated as outpatients and inpatients in the teaching hospital for the last five years

Response: 76847

4.2.2.1 Number of patients treated as outpatients in the teaching hospital year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
33320	67047	95991	96427	91437

4.2.2.2 Number of patients treated as inpatients in the teaching hospital year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
0	3	1	5	4

File Description	Document
Year-wise outpatient and inpatient statistics for the last 5 years	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Extract of patient details duly attested by the Head of the institution	[View Document](#)
Details of the teaching hospitals (attached hospital or shared hospitals after due approval by the Regulatory Council / University) where the students receive their clinical training	[View Document](#)
Any additional information	[View Document](#)
Link to hospital records / Hospital Management Information System	[View Document](#)
Link for additional information	[View Document](#)

4.2.3 Average number of students per year exposed to learning resource such as Laboratories, Animal House & Herbal Garden during the last five years.

Response: 521.4

4.2.3.1 Number of UG students exposed to learning resource such as Laboratories, Animal House & Herbal Garden year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
424	473	462	494	532

4.2.3.2 Number of PG students exposed to learning resource such as Laboratories, Animal House & Herbal Garden year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
46	48	48	48	32

File Description	Document
Number of UG, PG students exposed to Laboratories, Animal House and Herbal Garden (in house OR hired) per year based on time-table and attendance	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Details of the Laboratories, Animal House and Herbal Garden	[View Document](#)
Detailed report of activities and list of students benefitted due to exposure to learning resource	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

4.2.4 Availability of infrastructure for community based learning Institution has:

1. **Attached Satellite Primary Health Center/s**
2. **Attached Rural Health Center/s other than College teaching hospital available for   training of students**
3. **Residential facility for students / trainees at the above peripheral health centers / hospitals**
4. **Mobile clinical service facilities to reach remote rural locations**

Response: A. All of the above

File Description	Document
Institutional prescribed format	[View Document](#)
Government Order on allotment/assignment of PHC to the institution	[View Document](#)
Geotagged photos of health centres	[View Document](#)
Documents of resident facility	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

4.3 Library as a Learning Resource

4.3.1 Library is automated using Integrated Library Management System (ILMS)

Response:

INTRODUCTION: Our institution's central library includes well defined undergraduate and postgraduate

areas, faculty lounge, journal section, and reference section, Internet browsing center, circulation counter, and photocopy section.

INTEGRATED LIBRARY MANAGEMENT SYSTEM: ILMS has been implemented using KOHA integrated web-based library management software. It is web based library management software developed by Katipo Communications. It is an open source integrated library system. KOHA has high compliance with library standards. Which ensures maximum inter compatibility between other systems and technologies. KOHA has the following major features like system administration and providing the basic parameter setting for the library, report generation, log record supervision etc. This library management system is used in acquisition of data. Cataloguing of all books is enabled by the management system in library. This software can be integrated with bibliographic data compliant with Unicode 5.1 and CMS. Has ease of control of contents and supports standards like NCIP, MARC-XML etc. has ease of sophisticated search features like Boolean, positional and relational operators. Easy track record maintenance for the library books during circulation of books for the staffs and students is enabled.

MODULES OF ILMS:

 The modules are as follows.

1. Acquisitions (ordering, receiving and invoicing materials)

2. Cataloging (classifying and indexing materials)

3. Circulation (lending materials to patrons and receiving them back)

4. Serials (tracking magazine, journals and newspaper holdings)

5. Online public access catalog or OPAC.

DETAILS OF INSTALLATION:

    1. Nature of automation   : Library is fully automated.
    2. Year of Automation   : 2015 April

The library is fully automated. KOHA ILM software is used with KOHA Version: 19.05.06.000. It is used for various housekeeping operation. The software allows for easy searching of books according to author, title, and subject.

File Description	Document
Link for geotagged photographs of library facilities	[View Document](#)
Link for any other relevant information	[View Document](#)

4.3.2 Total number of textbooks, reference volumes, journals, collection of rare books, manuscripts,

Digitalized traditional manuscripts, Discipline-specific learning resources from ancient Indian languages, special reports or any other knowledge resource for library enrichment

Response:

INTRODUCTION: Central library of the institution is staked with immense volumes of text books and journals for use by the students and staffs of the institution. Apart from the central library each department has their own departmental library.

UG SECTION: The undergraduate library has year specific subjects' books for students like, basic science category subjects- anatomy, physiology, biochemistry, general medicine, general surgery, general pathology etc and dentistry specific subjects like Prosthodontics, Periodontics, orthodontics etc all these books are kept in individual cupboards for easy access. Separate journal section is also available for the students to update their knowledge.

PG SECTION: Postgraduate library has textbook sections, journals sections, e-library access through computer section. Recent edition of journals are displayed in the staking cupboard with minimum three immediate recent issues along with them. Other issues and volumes of journals are staked separately. Students can refer the back volume issues of the journals too which are available. Magazines from other colleges are made available for the students to have an idea of the other events conducted or occurring in other institutions. Discipline specific textbooks, journals and back volumes.

UG Library	PG Library	
Internet section	Acquisition section	
Photocopy	Internet section	
Periodical section	Journal section	
Stack area	Periodical section	
Circulation section	Stack area	
Reading area	Circulation section	
Newspaper area	Reading area	
	Newspaper area	

Total number of books: 3223   (Hard copy)

Total number of reference books: 306   (Hard copy)

Total number of Journals: 2527   (K-Hub)

Theses: 30*(Hard Copy)

Library Dissertations: 35*

SPECIAL REPORTS:

        The library has a collection of policies and annual report of regulating agencies like Dental Council of India, Ministry of Health, and Pondicherry University etc.

File Description	Document
Link for geotagged photographs of library ambiance	[View Document](#)
Link for any other relevant information	[View Document](#)
Link for data on acquisition of books / journals /Manuscripts / ancient books etc., in the library.	[View Document](#)

4.3.3 Does the Institution have an e-Library with membership / registration for the following: 1. e – journals / e-books consortia 2. E-Shodh Sindhu 3. Shodhganga 4. SWAYAM 5. Discipline-specific Databases

Response: A. All of the above

File Description	Document
Institutional data in prescribed sormat	[View Document](#)
E-copy of subscription letter/member ship letter or related document with the mention of year	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

4.3.4 Average annual expenditure for the purchase of books and journals including e-journals during the last five years

Response: 18.37

4.3.4.1 Annual expenditure for the purchase of books and journals including e-journals year-wise during last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
0.05	11.40	1.29	35.93	43.17

File Description	Document
Provide consolidated extract of expenditure for purchase of books and journals during the last five years duly attested by Chartered Accountant and Head of the institution	[View Document](#)
Proceedings of library Committee meeting for allocation of fund and utilization of fund for purchase of books and journals	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Audit statement highlighting the expenditure for purchase of books and journal library resources	[View Document](#)
Any additional information	[View Document](#)
Links for additional information	[View Document](#)

4.3.5 In-person and remote access usage of library and the learner sessions/library usage programmes organized for the teachers and students

Response:

INTRODUCTION:

The Institute has a PG library and UG library for self-learning. The library is situated in the basement floor of the vast building providing access to hundreds of students at one time. The institute insists the students to inculcate the habit of going to the library and develop the habit of upgrading themselves to newer trends in dentistry. A calm and peaceful study environment is created in the library along with proper light and ventilation so that the students face no difficulties in accessing the reading material.

DIRECT ACCESS:

The library follows an open Access System to everyone. Every user who enters the library has to enter the Name and Time in the register kept at the entrance. This has to be followed during entry and exit. There is a separate area for Books in the library. There is also a separate Reading section where students and staff s can read library books and also their own books. There is also a separate Journal section is available in the library. UG, PG students and staff are permitted to Books section and reading section. PG students and staff are permitted to journal section and Digital Library. Digital libraries in the concerned departments provide access to a large number of journals and e books.

REMOTE ACCESS:

Remote access is available in the college campus for e-journals and e books. The institute uses **K-hub** for remote access inside the college. In campus remote usage of library is enabled. The students are provided log in credentials.

DIGITAL LIBRARY:

Digital libraries are available in the departments. In the digital library plenty of e-books and e-journals are available for reference and research activities. The students get the opportunity to update their knowledge due to the digital library.

LEARNER SESSION/LIBRARY USAGE PROGRAMS:

The Library committee and library staffs organize the library usage program once in a year. All the faculties and students are invited for the library usage program. The librarian explains the rules and regulations to be followed by the library users. Then the users are taken for a tour inside the library where hard copies are available. Afterwards they are taken for a tour to the digital library. The library assistants explain how to access the digital library effectively and reap the benefits.

File Description	Document
Link for details of learner sessions / Library user programmes organized	[View Document](#)
Link for any other relevant information	[View Document](#)
Link for details of library usage by teachers and students	[View Document](#)

4.3.6 E-content resources used by teachers: 1. NMEICT / NPTEL 2. other MOOCs platforms

3.SWAYAM 4. Institutional LMS 5. e-PG-Pathshala

Response: Any Four of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Links to additional information	[View Document](#)
Give links e_content repository used by the teachers	[View Document](#)

4.4 IT Infrastructure

4.4.1 Percentage of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi-enabled ICT facilities (data for the preceding academic year)

Response: 100

4.4.1.1 Number of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi enabled ICT facilities

Response: 12

4.4.1.2 Total number of classrooms, seminar halls and demonstration room in the institution

Response: 12

File Description	Document
Institutional data in prescribed format	[View Document](#)
Geo-tagged photos	[View Document](#)
Consolidated list duly certified by the Head of the institution	[View Document](#)
Any additional information	[View Document](#)
Links to additional information	[View Document](#)

Other Upload Files	
1	[View Document](#)

4.4.2 Institution frequently updates its IT facilities and computer availability for students including Wi-Fi

Response:

INTRODUCTION:

State of the art IT facilities available in the institute. We have a dedicated IT Department who work round the clock to ensure that all our hardwares and softwares are up-to-date and functioning without any problem. Two types of issues may rise. They are

1. Hardware issues.

2. Software issues.

UPDATES/REPAIR OF HARDWARE:

If any spare parts are required in order to restore the device the same is mentioned in the indent book kept at the store. Permission is obtained from the administrative department and handed over to the stores in charge. Once the spare is purchased IT department will be informed. IT people set right the problem. If the hardware of the device gives repeated problem it will be replaced with an updated version.

UPDATES OF SOFTWARE:

Software issues are handled by the IT department. Then and there software updates are done by the IT department. In case of complicated issues/updates the concerned software company is called.

OTHER EQUIPMENTS UPDATES/REPAIR:

1. Printer Maintenance.
2. Internet connections are always verified and speed is ensured. In the case of connection failure the provider are contacted and connectivity is restored.
3. EPBX & Intercom connections including all Telephone connection maintenance repairing & installation are done by IT Department.
4. Lecture Halls -   Maintenance of Electronic items including Computer, Sound Systems, Microphone, and Projectors.
5. Seminar Halls - Maintenance of electronic devices.
6. Library Computers-updates/repairs.
7. Event Management- IT support during CPC, CDEprograms, additional classes, motivational talks, guest lecture etc are supported by the required Audio Visuals equipment support /Maintenance.
8. Biometric attendance –Software maintenance and support is given to HR Department

Electronic Students attendance-Software is taken care by IT department

File Description	Document
Link for documents related to updation of IT and Wi-Fi facilities	[View Document](#)
Link for any other relevant information	[View Document](#)

4.4.3 Available bandwidth of internet connection in the Institution (Lease line)

Response: 250 MBPS-500 MBPS

File Description	Document
Institutional data in prescribed format	[View Document](#)
Details of available bandwidth of internet connection in the Institution	[View Document](#)
Bills for any one month of the last completed academic year indicating internet connection plan, speed and bandwidth	[View Document](#)
Any other relevant information	[View Document](#)

4.5 Maintenance of Campus Infrastructure

4.5.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

Response: 8.92

4.5.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
27.91	72.75	34.40	25.33	24.90

File Description	Document
Provide extract of expenditure incurred on maintenance o f physical facilities and academic support facilities duly certified by Chartered Accountant and the Head of the institution	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Link for any additional information	[View Document](#)

4.5.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports facilities, computers, classrooms etc.

Response:

INTRODUCTION: The institute follows a systemic maintenance procedure. An Infrastructure maintenance committee has been formed. The Infrastructure maintenance committee meeting is conducted twice in a year as per the schedule. The committee members discuss about streamlining the maintenance operations.

COMPOSITION OF MAINTENANCE COMMITTEE: Maintenance committee meeting is conducted two times in a year. The maintenance committee consists of a chair person, convener and members. The Head of the institution decides the members who constitute the maintenance committee.

FUNCTION OF THE MAINTENANCE COMMITTEE: The maintenance committee monitors about the day to day maintenance activities. The activities range from Infrastructure augmentation, Infrastructure development, and regular maintenance of physical and academic support facilities. Decision about replacement of the equipment, upgradation, Annual Maintenance contract, Outsourcing the repairing services from other agencies are taken collectively by the members during the meeting.

MAINTENANCE PROCEDURE: All the equipment repairs and maintenance are taken by our qualified technicians. The concerned department clinical in charge reports to the HoD regarding the malfunctioning of the equipment. After HoD intimation, the complaint is entered in the maintenance register and the maintenance people are informed about it. The concerned issue is attended at the earliest and the issue is repaired at the earliest by the technical support. If any parts are to be changed, the indent is given to the store and the part is procured and equipment is repaired.

MAINTENANCE OF IT FACILITIES: All the Information Technology (IT) facilities in all classrooms, seminar halls are periodically checked and maintained by the IT department. IT department takes care of maintenance issues related to computers hardware and software, electronic attendance system, printers and scanners etc.

MAINTENANCE OF LIBRARY FACILITIES: Facilities in the library such as computer section, photocopying and printing service, furniture and IT facilities are all maintained periodically by the maintenance section under the supervision of a Librarian and the feedback is given to the Administrator in

time.

MAINTENANCE OF CLINICAL EQUIPMENTS: Regarding the clinical equipment, the preventive and corrective maintenance of dental chair units and equipment are done by trained dental equipment technicians. In pre clinical laboratories, phantom heads and other associated equipments are maintained with periodic preventive and corrective services.The maintenance service of advanced dental equipment like X-RAY equipment, RVG, OPG etc. are outsourced to authorized agencies.

MAINTENANCE OF SPORTS FACILITIES: The maintenance of Sports & Games Amenitiesis monitored by the physical education trainer.

MAINTENANCE OF MAJOR EQUIPMENTS: The major dental equipment such as imaging equipment, compressors, generators, the central suction motor is all under annual and comprehensive maintenance contract.

File Description	Document
Link for any other relevant information	[View Document](#)
Link for minutes of the meetings of the Maintenance Committee	[View Document](#)
Link for log book or other records regarding maintenance works	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships /freeships / fee-waivers by Government / Non-Governmental agencies / Institution during the last five years

Response: 25.21

5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2020-21	2019-20	2018-19	2017-18	2016-17
194	153	120	91	85

File Description	Document
List of students who received scholarships/ freeships /fee-waivers	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Consolidated document in favour of free-ships and number of beneficiaries duly attested by the Head of the institution	[View Document](#)
Attested copies of the sanction letters from the sanctioning authorities	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

5.1.2 Capability enhancement and development schemes employed by the Institution for students: 1. Soft skill development 2. Language and communication skill development 3. Yoga and wellness 4. Analytical skill development 5. Human value development 6. Personality and professional development 7. Employability skill development

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Detailed report of the Capacity enhancement programs and other skill development schemes	[View Document](#)
Any additional information	[View Document](#)
Link to Institutional website	[View Document](#)
Link for additional information	[View Document](#)

5.1.3 Average percentage of students provided training and guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 54.57

5.1.3.1 Number of students benefitted by guidance for competitive examinations and career counseling offered by the Institution in a year

2020-21	2019-20	2018-19	2017-18	2016-17
238	250	293	334	311

File Description	Document
Year-wise list of students attending each of these schemes signed by competent authority	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Copy of circular/ brochure/report of the event/ activity report Annual report of Pre-Examination Coaching centers	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)
Link for institutional website. Web link to particular program or scheme mentioned in the metric	[View Document](#)

5.1.4 The Institution has an active international student cell to facilitate study in India program etc..,

Response:

INTRODUCTION:

The institution offers globally acclaimed practices in teaching and learning for international students. Admissions based on eligibility criteria frames by UGC, DCI, and Pondicherry University are followed for courses in BDS and MDS. The institution has an active international student cell for coordinating the activities of prospective students. The cell takes proactive involvement in student welfare and grievance redressal.

OBJECTIVES OF INTERNATIONAL STUDENT CELL:

- The aim of the International Student Cell revolves around taking care of the needs of the International students during their stay, from the time of their admission to completion of their study.
- The purpose of the international cell is about promoting cordial student-student and student-teacher relationships.
- To offer support to the international students in various events of the institution.
- To connect the international students to the institute environment and other students.
- To attract students from all over the world to join us, so that they can start their academic journey and become specialists in their chosen field.
- By attracting international students we contribute to the economic development of the country as well as worldwide recognition of the institute

STRUCTURE OF INTERNATIONAL STUDENT CELL:

The international student cell is guided by a faculty advisor and consists of international students. The Head of the institution constitutes the international student cell. It consists of a president, Vice-president, and members to assist. The members are nominated by faculties and international students. At the beginning of the academic year, the president of the international student cell invites the members to the meeting. They discuss the arrangements to be made for the international students.

ACTIVITIES OF THE INTERNATIONAL STUDENT CELL:

- The international student cell conducts orientation programs so that the first-year students become familiar with the programs offered, fee structure, and policies of the institute.
- To monitor the academic performances of the international students by coordinating with mentors and conveying the information to the guardians/parents regarding the academic performance of the student at the end of each internal examination.
- To offer assistance for visas and related immigration processes, if required.
- Conducting orientation programs to encourage social and cultural adjustment
- Counseling on social issues and special tutorials to facilitate understanding of the local language.
- The international student cell creates an opportunity for the international students to mingle with each other. The new environment provides an opportunity to widen the prospects for the interchange of new ideas.
- The international student cell monitors the development of the innate skills of the student by including them in cultural activities, sports, fine arts, entrepreneurship, etc. which are beyond the scope of academic activities.

File Description	Document
Link for Any other relevant information	[View Document]()
Link for international student cell	[View Document]()

5.1.5 The institution has a transparent mechanism for timely redressal of student grievances / prevention of sexual harassment and prevention of ragging

1. **Adoption of guidelines of Regulatory bodies**
2. **Presence of the committee and mechanism of receiving student grievances (online/ offline)**
3. **Periodic meetings of the committee with minutes**
4. **Record of action taken**

Response: All of the above

File Description	Document
Minutes of the meetings of student Grievance Redressal Committee and Anti-Ragging Committee/Cell	[View Document]()
Institutional data in prescribed format	[View Document]()
Circular/web-link/ committee report justifying the objective of the metric	[View Document]()
Link for Additional Information	[View Document]()

5.2 Student Progression

5.2.1 Average percentage of students qualifying in state/ national/ international level examinations during the last five years (eg:GATE/AICTE/GMAT/GPAT/CAT/NEET/GRE/TOEFL/PLAB/USMLE/AYUSH/Civil Services/Defence/UPSC/State government examinations/ AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,)

Response: 76.8

5.2.1.1 Number of students qualifying in state/ national/ international level examinations (eg: GATE/AICTE/GMAT/ **GPAT**/CAT/NEET/ GRE/TOEFL/ PLAB/USMLE/AYUSH/Civil Services/Defence/ UPSC/State government examinations*/* AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,) year-wise during the last five years ..

2020-21	2019-20	2018-19	2017-18	2016-17
55	07	04	03	0

5.2.1.2 Number of students appearing in state/ national/ international level examinations (eg:GATE/AICTE/GMAT/CAT/NEET/GRE/ TOEFL/ PLAB/ USMLE/AYUSH/Civil Services/Defence/UPSC/ State government examinations */* AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,) **during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
57	08	04	03	0

File Description	Document
Scanned copy of pass Certificates of the examination	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

5.2.2 Average percentage of placement / self-employment in professional services of outgoing students during the last five years

Response: 12.94

5.2.2.1 Number of outgoing students who got placed / self-employed year- wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
2	22	16	16	12

File Description	Document
Institutional data in prescribed format	[View Document](#)
In case of self-employed professional services registration with MCI and documents for registered clinical Practitioner should be provided	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

5.2.3 Percentage of the batch of graduated students of the preceding year, who have progressed to higher education

Response: 21.3

5.2.3.1 Number of last batch of graduated students who have progressed to higher education

Response: 23

File Description	Document
Supporting data for students/alumni as per data template	View Document
Institutional data in prescribed format	View Document
Any proof of admission to higher education	View Document
Any additional information	View Document
Link for Additional Information	View Document

5.3 Student Participation and Activities

5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at State/Regional (zonal)/ National / International levels (award for a team event should be counted as one) during the last five years.

Response: 11

5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at State/Regional (zonal)/National / International levels (award for a team event should be counted as one) year-wise during the last five years .

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	11

File Description	Document
Institutional data in prescribed format	View Document
Link for Additional Information	View Document
Duly certified e-copies of award letters and certificates	View Document

5.3.2 Presence of a Student Council, its activities related to student welfare and student representation in academic & administrative bodies/ committees of the Institution

Response:

INTRODUCTION:

A Student Council is a group of volunteer students working together with an adult advisor within the framework of the rules and regulations of the institution. The student council is constituted by the head of the institution. It gives the opportunity to develop leadership. The student council acts as a bridge between management and the students. The student council interacts with the management regarding the welfare of the students. Student Council representatives are included from all batches of students in the college so that all students can benefit. Apart from the welfare of students, the student council also involves itself in the service of the community.

PURPOSE OF STUDENT CELL:

The purpose of student cell is to:

- Voice the concerns of the students
- Unify the student body through social activities and community opportunities
- Act as liaison to college administration when it becomes necessary for student issues to be addressed at this level.
- Host school functions and events.
- Sponsor a number of community service activities in a manner that brings the school and community closer together as a whole.
- Create an atmosphere that promotes students' involvement in the council, different clubs, and other activities.
- To provide young people with the power and right to speak and, especially, the power, right, and privilege of being heard by those in authority
- To avoid the commercial or cultural exploitation of students
- To provide coordination of school-sponsored student activities with constant evaluation in terms of the selected purposes
- To promote opportunities for leadership among student body members
- To utilize the ideas and support of students in solving relevant institute problems
- By sparking school loyalty, pride, patriotism, and individual student development
- By providing real experiences in group development and human understandings
- By helping students earn and protect individual rights and responsibilities
- By helping each student reach maximum educational growth and development

FUNCTIONS OF STUDENT CELL:

- This council obtains the opinions/suggestions from the students through surveys regarding the quality of teaching, research, sports, and cultural activities.
- This council is responsible for monitoring activities like management of Hostels, cafeteria/ mess food, academic concerns of students, organizing the cultural and sports activities on campus, and if any grievance, is addressed to the concerned college committee.
- Students can share their ideas, interests, and concerns with teachers and the Head of the Institution easily. This encourages the student in being confident & learn about leadership.
- Every year the council is reframed to deal with growing demands. This forum is very active in guarding student welfare including academic and administrative activities.

- This representation in the committees of the college helps in the smooth functioning of various aspects of this institution. These representatives periodically conduct meetings and areas to be addressed are recognized and conveyed to the administration for appropriate action.
- Student Council helps to create a strong bond and bridge the gap between the Management, Teachers, staff and students to provide an affable environment on the campus. This helps to increase the students' performance personally and academically.

File Description	Document
Link for reports on the student council activities	[View Document](#)

5.3.3 Average number of sports and cultural activities/competitions organised by the Institution during the last five years

Response: 9

5.3.3.1 Number of sports and cultural activities/competitions organised by the Institution year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
3	9	11	10	12

File Description	Document
Report of the events with photographs or Copy of circular/ brochure indicating such kind of activities	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Link for Additional Information	[View Document](#)

5.4 Alumni Engagement

5.4.1 The Alumni Association is registered and holds regular meetings to plan its involvement and developmental activates with the support of the college during the last five years.

Response:

INTRODUCTION:

An Alumni association comprises former graduates of the institution. The governing body of the association is elected by the members through nominations or voting. The executive members thus elected to frame the rules and regulations of the association through a by-law. The alumni association organizes various academic, cultural, and sporting activities for fostering a lasting bond with the parent

institution. The association also coordinates the support of the alumni in the form of sponsorships, scholarships, and functional aid for the betterment of the institution.

VISION:

- To aid the college in the development of a conducive environment for improving the teaching-learning process, research activities, employment opportunities of the student.
- To nurture friendship and bond between the old students so that they can support each other related to their profession and business activities.

MISSION:

- To find and unite old students and enroll them as a member.
- To provide a platform for the alumni to interact with each other and share their knowledge among them as well as with the institute and current students
- Invite the alumni for giving a talk on the latest trends and employment opportunities

FUNCTION OF THE ALUMNI ASSOCIATION:

- To promote and foster mutually beneficial interaction between the Alumni and the present students of the and between the Alumni themselves.
- To encourage the formation of Chapters as a means to increase participation of Alumni.
- To enable the alumni to participate in activities that would contribute to the general development of the college.
- To arrange and collect funds for the development of the college.
- To encourage the Alumni to take an active and abiding interest in the work and progress of the Institute so as to contribute towards enhancement of the social utility of their Alma Mater.
- To organize and establish scholarship funds to help the needy and deserving students.
- To Institute prizes and awards for outstanding project work, research papers or other professional activity by the students of the Institute; also to suitably recognize outstanding social and community service by the Alumni and the students.
- To undertake to organize activities of a civic or charitable nature as also to increase public awareness of the role of technology in value addition in the economic and social development of the nation.
- To invest and deal with the funds and finances of the Association.
- To take advantage of developing technologies like the internet in achieving the aims and objects of the Association.
- To arrange the get together of the alumni and social/cultural functions of the alumni
- To raise various endowment funds and award stipends out of it to the deserving students on need-cum-merit basis
- To establish a link with the alumni and enroll them as members

CORE VALUES:

    Alumni Association is committed to excellence in all its activities and keeps the following core values.

- Loyalty

- Integrity
- Diversity
- Innovation
- Continuous Improvement

File Description	Document
Any additional information	[View Document](#)
Link for frequency of meetings of Alumni Association with minutes	[View Document](#)
Lin for quantum of financial contribution	[View Document](#)
Link for details of Alumni Association activities	[View Document](#)
Link for audited statement of accounts of the Alumni Association	[View Document](#)
Link for Additional Information	[View Document](#)

5.4.2 Provide the areas of contribution by the Alumni Association / chapters during the last five years

1. **Financial / kind**
2. **Donation of books /Journals/ volumes**
3. **Students placement**
4. **Student exchanges**
5. **Institutional endowments**

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Certified statement of the contributions by the head of the Institution	[View Document](#)
Link for Additional Information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The Institution has clearly stated vision and mission which are reflected in its academic and administrative governance.

Response:

VISION:

1. To become a premier center of excellence in dental health care, teaching, training of competent dental professionals and research in dentistry at national and global levels.

MISSION:

1. In pursuance of its vision and guiding principles, the 'MINDS' organizes teaching, clinical & research programs to facilitate the development of competent and committed professionals.
2. Undertakes cutting-edge research.
3. Develops and disseminates knowledge
4. Undertake collaborative projects with gold-standard universities for the long term interaction
5. Fostering faculty excellence programs
6. Reaches out to the larger community through extension at the local, regional, national, and international levels.

PERSPECTIVE PLAN:

The institution provides holistic education to develop skills, knowledge, and value through a well-structured curriculum for under and post-graduates.

Over the years, the institution is running with its ultra-modern facilities and well-equipped laboratories, and capabilities to produce experts in the field, and the college has been able to achieve high satisfaction of patient index.

The institution aims with delivering an effective teaching process to compete with the global standards.

The college provides access to a library offering a wide range of e-journals, reference books, aimed at providing the best in dental education and research among the students.

Apart from academics, our institution also encourages students to participate in various conferences, seminars and trains them in presentations. Participation in extracurricular activities like sports and cultural events is also highly encouraged.

NATURE OF GOVERNANCE:

Participatory governance is practiced in the institute. The organization works in a hierarchical

manner. A Governing Board has been formed. That takes the final decision about the institutional development, various activities, day-to-day operations, finance, etc. Various committees have been formed to conduct the activities. IQACoversees all the committees. the committee forms the main guiding path to the institutional runway. Through the committees every aspect and activity of the institution is well balanced which provies guidance to students, staffs and also to the management.

GOVERNING BOARD:

This is the apex body of the institution. Its decision is final. It consists of a chairperson. The chairperson is assisted by members who are various stakeholders. Stakeholders consist of faculty, Trust members, Professionals, University representatives, Academicians etc. The governing board meets then and there as the need arises. The composition of the governing body helps conduct regular governance to the institution.

the institutional governance is in other words well controlled and maintained with the guidance and help from the committees of the institution which provides in and around ongaoing established working guidelines helping the institution to grow in a perfect way.

File Description	Document
Any additional information	[View Document](#)
Link for additional information	[View Document](#)
Link for achievements which led to Institutional excellence	[View Document](#)
Link for Vision and Mission documents approved by the College bodies	[View Document](#)

6.1.2 Effective leadership is reflected in various institutional practices such as decentralization and participative management.

Response:

INTRODUCTION:

This institute practices several distributive and participative management strategies which reflect in the effective working and performance of the institute.

 DECENTRALISATION IN ACADEMIC ACTIVITIES.:

The **chairman** of this institute acts as the major derivation of compliance and association between the management and the institute. The chairman acts as per the **governing board** decision. The **principal** presides all the academic, institutional, clinical and administrative fidelities by the participative management of the **Vice Principal**, **IQAC, Heads of Department** and **Administrator** and Principal sets performance objectives and monitors implementation of rules and

regulations, to achieve the vision and mission of the institution. He keeps track of accomplishment of plans to foster institutional growth, staff and student wellbeing. Principal executes astute governance of institution for its excellence. Vice-Principal of the institution directly reports to Principal and assumes office on behalf of Principal in his absence. As per the projected pace of institutional growth the Vice-principal Monitors and overviews the overall committee activities through IQAC, The HOD of departments can decide and execute the actions like teaching plan structuring, departmental works, any innovative measures in department activities etc. HOD can determine and implement examinational, evaluation and moderating activities of the subject. Faculties are encouraged to develop leadership qualities.

DECENTRALISATION IN ADMINISTRATIVE ACTIVITIES:

All the administrative activities are monitored by the administrator. The **administrator** monitors the activities like admissions, examination, student & Faculty welfare, purchase, accounts; A nursing superintendent is available for monitoring the paramedical staff. A store is managed by stores supervisor. Apart from this the administrator looks after HR activities, accounts, Information technology related activities, purchase, maintenance, canteen and security.

DECENTRALIZATION IN ACADEMIC ACTIVITIES:

Each academic department is led by Head of the Department. The Faculties and concerned supporting staff report to the HOD. The IQAC conducts academic audit and gives feedback to the principal. The principal analyses the report and takes necessary action to improve the quality of academic activities.IQAC monitors all the committees.

COMMITTEES:

Faculties are included as Conveners and Co-coordinators in various committees where they can brief their proposals and suggestions. Faculties are motivated for innovative research activities. Students are also involved in institutional committees where they can give their inputs and ideas too for institutional development. Students participate in committees concerned with hostel, sports etc. There is a student cell managed by students and guided by a senior faculty. These aforesaid features depict institutional practices in decentralization and participative management activities. The organogram is given below in a hierarchical

File Description	Document
Any additional information	[View Document](#)
Link for relevant information / documents	[View Document](#)
Link for additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1 The Institutional has well defined organisational structure, Statutory Bodies/committees of the College with relevant rules, norms and guidelines along with Strategic Plan effectively deployed

Response:

INTRODUCTION:

The institution has a well-defined organizational structure to aid its mission to reach its vision. The board of management meets every year to formulate methods to check the necessary actions to deploy strategic plan of institution. The Principal along with the Vice-Principal, manage the academic and the administrative processes through various committees. Institution has 38 committees assigned for specified processes. There are codes of conduct specifically laid down for faculties and students to improve and maintain the standard of the institution. The academic procedures like, admission of students to UG and PG courses offered by the institution, standard of teaching, patient management , students' excellence in University examinations and administrative procedures like recruitment of experienced and highly active and potential staffs both go hand in hand by the efficient deployment of institutional strategic plan.

VARIOUS COMMITTES

SL.NO	NAME OF COMMITTEES
1.	Institutional Disciplinary Council
2.	Journal Committee
3.	Library Advisory Committee
4.	Institutional Ethical Committee
5.	CDE Programme Committee
6.	Anti-Ragging Committee
7.	Hostel Advisory Board
8.	Hostel Welfare Committee
9.	Mess Committee
10.	Purchase Committee
11.	Institutional Research Review Board
12.	Programme Committee
13.	Sports Committee
14.	Patient Grievance Redressal Cell
15.	Committee For Alumini Association
16.	IT and Website Committee
17.	Committee For Extention And Outreach Activities & Social Responsibility
18.	Committee for Physical Infrastructure, Maintainance And Upgradation
19.	Committee for Hospital Infection Control
20.	Committee for Women Empowerment
21.	Academic & Curricular Review Committee
22.	Committee for Parent Teachers Interaction
23.	Committee for Staff Development
24.	Committee for Promotion And Recruitment
25.	Committee for Value Based Learning And Personaliy

	Development
26.	Committee for Admission Process
27.	Committee for Environment Conscious and Best Practices
28.	Committee for Student Career Guidance, Placement, EDC & Students Progression To Higher Education
29.	Feedback Analysis Committee
30.	Mentors Committee
31.	Committee for Academic Performance Review, Examinations, Result Analysis And Grievances Redressal
32.	Credentialing and Previleging Committee
33.	Internal Complaint Committee
34.	Students' Academic Quality Assurance Committee
35.	Academic Program And Promotion Committee
36.	Committee for Linkages, Collaborations &Consultancy (Mou's)
37.	Budget Allocation Committee
38.	Covid Task Force

GENERAL RULES FOR COMMITTEE MEMBERS:

1. Any member of the Committee shall cease to be a member if he is absent for two consecutive meetings of the Committee without the permission of the President.
2. The committee is nominated by the principal in each year.
3. The principal has the power to dissolve the committee which does not function properly as per his/her opinion.
4. The committee shall attend all the prescribed duties.
5. The coordinator shall arrange the meetings by fixing the time, date and place and inform the members in advance.

File Description	Document
Any additional information	View Document
Link for minutes of the College Council/ other relevant bodies for deployment/ deliverables of the strategic plan	View Document
Link for strategic Plan document(s)	View Document
Link for organisational structure	View Document
Link for additional information	View Document

6.2.2 Implementation of e-governance in areas of operation

1. **Academic Planning and Development**
2. **Administration**
3. **Finance and Accounts**
4. **Student Admission and Support**
5. **Examination**

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module Annual e-governance report approved by Governing Council/ Board of Management/ Syndicate Policy document	[View Document](#)
Policy documents	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Institutional budget statements allocated for the heads of E_governance implementation ERP Document	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

Response:

INTRODUCTION:

Mahe Dental College and Hospital has many streamlined welfare measures for the staff for their comfort and improvement which is over and above the wages paid. The growth and upliftment of the Institution is purely dependent on the commitment and hard work each staff shows hence their wellbeing is of utmost importance. The institute has many welfare measures that have been implemented in line with this.

WELFARE MEASURES:

1. For both Teaching and Non-teaching staff, the Institution provides free accommodation facility in and around campus
2. There are several leaves made available for the teaching and non-teaching staff accordingly.
3. On joining, the Institution provides aprons for teaching staff and uniform to non-teaching staff which is free of cost.
4. Transport facility is provided for teaching and non-teaching staff from Mahe Railway station to College, College to Palloor-Pandakkal till moolakkadav, to and fro on all days and for all other

official purposes.

5. Faculty members are given promotion for attending conferences, workshops, seminars, and also for higher education.
6. Self-development programs and faculty development programs such as interdisciplinary CDE, ISPRP, National level conferences etc. are organized for faculty members.
7. A well-functioning staff development and welfare committee is present which addresses their various issues and reaches at a favorable decision.
8. For the better bonding between the staff members, Institution organizes staff meet and annual staff trip or outing day to nearby tourist or other scenic destinations along with their family members.
9. Well-equipped Gym, and all the other means of physical fitness facilities are made available for the staffs.
10. Yoga and other varieties of classes are also arranged and staffs are encouraged to participate in that.
11. Free Wi-Fi facilities are provided to the staff members.
12. Refreshment for all staffs and others are made available within the college by Cafeteria which is accessible by staff during the working and extended hours.
13. A well-functioning canteen is also available and accessible for all.
14. Faculty members are provided with Individual cabin system to facilitate comfort, good ambience and also maintain privacy.
15. Dental health facility is extended to all employees and their dependents
16. Welfare fund are provided for teaching staff and nonteaching staff. .
17. Sponsorships are provided to staff to attend and present papers in conferences both in India as well as abroad.
18. Clinical Skill development courses are organized for non- teaching staff to enhance their skills in work environment.
19. ESI and PF facilities are given to Non-teaching staff.

File Description	Document
Link for additional information	View Document
Link for policy document on the welfare measures	View Document
Link for list of beneficiaries of welfare measures	View Document

6.3.2 Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years

Response: 37.33

6.3.2.1 Number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
34	42	34	42	31

File Description	Document
Relevant Budget extract/ expenditure statement	[View Document](#)
Policy document from institutions providing financial support to teachers, if applicable E-copy of letter indicating financial assistance to teachers	[View Document](#)
Office order of financial support	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.3.3 Average number of professional development / administrative training programmes organized by the Institution for teaching and non- teaching staff during the last five years (Continuing education programmes, entrepreneurship development programmes, Professional skill development programmes, Training programmes for administrative staff etc.,)

Response: 12.6

6.3.3.1 Total number of professional development / administrative training programmes organized by the Institution for teaching and non-teaching staff year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
25	9	11	5	13

File Description	Document
Reports of Academic Staff College or similar centers Verification of schedules of training programs	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Detailed program report for each program should be made available Reports of the Human Resource Development Centres (UGC ASC or other relevant centres)	[View Document](#)
Copy of circular/ brochure/report of training program self conducted program may also be considered	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

6.3.4 Average percentage of teachers undergoing Faculty Development Programmes (FDP) including online programmes (Orientation / Induction Programmes, Refresher Course, Short Term Course etc.) during the last five years..

Response: 85.69

6.3.4.1 Number of teachers who have undergone Faculty Development Programmes including online programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course and any other course year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
82	90	76	92	80

File Description	Document
Institutional data in prescribed format	[View Document](#)
E-copy of the certificate of the program attended by teacher	[View Document](#)
Any additional information	[View Document](#)
Link to additional information	[View Document](#)
Link of AQARs for the last five years	[View Document](#)

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

INTRODUCTION:

Appraising the performance of an employee is an integral part in development of the Institution. A robust performance management system paves way for evaluating the performance of an individual amongst the peer group. It helps to identify the performance levels of individuals and gives input to reward them suitably and also initiate development programs to enhance their competence levels.MINDS faculty performance Management system has four parameters as detailed below:

FOR THE TEACHING FACULTY:

1. *Teaching & Learning Evaluation:* The Faculty performance in Academics is evaluated annually.
2. *Self-Development:* Faculty should enhance their knowledge to improve their performance &problem-solving skills, achieving personal goals and widening their knowledge under the following parameters;
    - Continuing Education.
    - Publishing Books/ Chapters (International, National & Local).
    - Publishing in International & National Conference.
    - Participation in Seminars, Workshops, FDP, STTP and Delivering Guest Lectures.

1. *Research:* Faculties who exhibits initiatives towards research and developmental activities for strengthening the outcome of Institution are identified through Publishing International & National Journals, Funded Projects etc.
2. *Contributions to Institution & Society Development :*

The Faculty performance is also evaluated based on the amount of work done in their respective department for its development, clinical performance competencies, possesses skills and knowledge competently, improving work methods, reliability and adaptability towards Institution and also their contribution towards society growth.

FOR THE NON- TEACHING FACULTY:

Appraisal for the Non - Teaching / Admin staff members will be done on the basis of following parameters;

- General impression.
- Punctuality and loyalty to the Institution.
- Job knowledge and skills.
- Discipline.
- General conduct.
- Quality of work.
- Technical competence.
- Taking additional responsibilities / Contributions to institution & society.
- Promoting Institution.

File Description	Document
Any additional information	[View Document](#)
Link for performance Appraisal System	[View Document](#)
Link for any other relevant information	[View Document](#)

Other Upload Files	
1	[View Document](#)
2	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

Main resources of funds/revenue of college can be broadly categorised into

1. Donations.

2. Tuition Fee collected from students .

    1. External funding from management.
    2. Revenue from O.P.D of college by registration of patients , treatment and other Dental services of patients.
    3. Funds from Trust.
    4. Hostel Rent

In addition to these regular sources, efforts are made to mobilize additional finances to meet demands of institutional needs by the Trustees.

Accounting Software

The accounting of the college is computerized using the package of Tally 9.

 Institution has a clear mechanism for effective monitoring and efficient use of its financial resources. A proper system of financial planning is ensured by Finance Committee and Budget Committee. The annual budget is prepared by the Budget Committee and the general development plan is prepared by Administrator and approved by Management, headed by Chairman. Budgetary allocations are made for the requirements of academic and administrative functions/activities.

Finance Section of Administrative office keeps records of all financial transactions under the control of Manager, Accounts Finance Dept. Funds are raised by fees collection from students and hospital

collections from OPs. The fee is collected by bank transfer or through Cheque/DD/Cash directly deposited by the students in Accounts Dept. Hospital collections are by digital transfer to the bank or by cash which is deposited with a bank on regular basis.

To ensure effective utilization of funds, all purchases are made with the approval of the authorities based on quotations received without compromising their quality. Also, the institute avoids non-budgetary expenditures.

Yearly budgets are drawn up by end of the prior year estimating the payments for next year. All the payments are prepared by accountant/s and evaluated by next higher level before submitting to the authorized signatory.

Budgeting Process :

All items of revenue and expenditure are judiciously budgeted for each upcoming year. The budget is prepared based on the actual expenditure of previous years and also the expansion requirements. Chairman at the beginning of the financial year, identifies the members of the committee. Thus validity of committee constitution is for one year. There is no limitation on the number of times a person can be in committee as is the discretion of Chairman.

Budget Monitoring

The Committee meets once in 6 months. The convenor intimates about the date, place, agenda and time of meeting to members after ensuring everyone's availability. This information is provided as per CB-1 at least 2 to 3 days in advance.

Internal and external audits, Finance Committee effectively monitor the optimum utilization of resources. Planned budges are monitored at the level of Principal, Accounts Head, and deviation if any are discussed at Finance committee meetings and gives suggestions to improve efficiency to achieve budgetary goals and co-ordinates budgetary control programmes.

Cost-effective measures

Trust continues with its rigorous cost restricting exercises and efficiency improvements which have resulted in significant savings through continued focus on cost control process efficiencies thereby enabling the institution to maintain profitable growth in the current economic scenario.

File Description	Document
Link for resource mobilization policy document duly approved by College Council/other administrative bodies	[View Document](#)
Link for procedures for optimal resource utilization	[View Document](#)

6.4.2 Institution conducts internal and external financial audits regularly

Response:

Internal Audit:

Internal Auditing of Accounts done by Internal Auditor appointed by the management time to time. All accounts are verified regularly to ensure that the resource mobilization is done properly and also ensure that amount so collected is properly accounted for as per procedure in force, from time to time. Verification is also done to ensure that all expenditure incurred and money spent is as the procedure in force and as per permission from the chairman. It is also verified that all expenditure/money spent is properly accounted for as per procedure in force. Quarterly reports are prepared and submitted to Chairman in information and record.

External Audit:

External Auditing is done every year by Chartered Accountant and all the accounts of the institution are audited regularly before finalizing the accounts during August/ September. The audited Balance sheet is submitted to Chairman along with all required reports. All Audited statements are held on record. Every year audit reports are filed with Income tax department.

File Description	Document
Any additional information	[View Document](#)
Link for any other relevant information	[View Document](#)
Link for documents pertaining to internal and external audits year-wise for the last five years	[View Document](#)

6.4.3 Funds / Grants received from government/non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III)

Response: 14.55

6.4.3.1 Total Grants received from government/non-government bodies, individuals, philanthropists year-wise during the last five years (INR in lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
3.10	3.40	2.90	2.5	2.65

File Description	Document
Provide the budget extract of audited statement towards Grants received from nongovernment bodies, individuals, philanthropist duly certified by Chartered Accountant and the head of the institution	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Copy of letter indicating the grants/funds received by respective agency as stated in metric	[View Document](#)
Annual statements of accounts	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1 Instituion has a streamlined Internal Quality Assurance Mechanism

Response:

INTRODUCTION:

The Internal Quality Assurance cell acts as a mechanism to build and ensure a quality culture at the institutional level. The IQAC is meant for planning, guiding and monitoring Quality Assurance (QA) and Quality Enhancement (QE) activities of the colleges. The IQAC may channelize and systematize the efforts and measures of an institution towards academic excellence. The IQAC should become a driving force for ushering in quality by working out intervention strategies to remove deficiencies and enhance quality.

THE IQAC STRUCTURE:

The IQAC shall be constituted under the chairmanship of Principal. He / She may be assisted by a Coordinator who shall be a senior faculty member. This position may be held as an additional charge by the faculty member concerned, or a new position of a full-time Director/Coordinator may be created and a person is selected and appointed or a senior faculty member is posted by redeployment.

COMPOSITION OF THE IQAC:

The IQAC shall have the following composition as per the UGC guide lines.

a) Principal/senior faculty nominated by the principal - Chairperson

b) Five senior teachers and one senior administrative official – Member

c) Two external experts on Quality Management/ Industry/Local Community – Member

d) Director / Coordinator – Member Secretary

The members at b) and c) of the above shall be nominated by the Principal of the College in consultation with the academic body of the College (Academic Committee of a College). The membership of such nominated members shall be for a period of two years. The IQAC should meet at least once in a quarter. The quorum for the meeting shall be two-third of the total number of members. The agenda, minutes and Action Taken Reports are to be documented with official signatures and maintained electronically in a retrievable format.

GOALS:

1. To develop a quality system for conscious, consistent and catalytic programmed action to improve the academic and administrative performance of the College
2. To promote measures for institutional functioning towards quality enhancement through internationalization of quality culture and institutionalization of best practices

FUNCTION:

· Development and application of quality benchmarks/parameters for the various academic and administrative activities of the Colleges;

· Arrangement for feedback responses from students, parents and other stakeholders on quality related institutional processes;

· Dissemination of information on the various quality parameters of higher education;

· Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles

- Documentation of the various programs/activities of the College, leading to quality improvement

- Acting as a nodal agency of the college for coordinating quality-related activities, including adoption and dissemination of good practices

· Development and maintenance of institutional database through MIS for the purpose of maintaining / enhancing the institutional quality;

File Description	Document
Link for the structure and mechanism for Internal Quality Assurance	[View Document](#)
Link for minutes of the IQAC meetings	[View Document](#)
Link for any other relevant information	[View Document](#)

6.5.2 Average percentage of teachers attending programs/workshops/seminars specific to quality improvement in the last 5 years

Response: 69.11

6.5.2.1 Number of teachers attending programs/workshops/seminars specific to quality improvement year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
75	60	72	56	72

File Description	Document
List of teachers who attended programmes/workshops/seminars specific to quality improvement year-wise during the last five years	[View Document]
Institutional data in prescribed format	[View Document]
Details of programmes/workshops/seminars specific to quality improvement attended by teachers year-wise during the last five years	[View Document]
Certificate of completion/participation in programs/ workshops/seminars specific to quality improvement	[View Document]
Link for Additional Information	[View Document]

6.5.3 The Institution adopts several Quality Assurance initiatives The Institution has implemented the following QA initiatives : 1. Regular meeting of Internal Quality Assurance Cell (IQAC) 2. Feedback from stakeholder collected, analysed and report submitted to college management for improvements 3. Organization of workshops, seminars, orientation on quality initiatives for teachers and administrative staff. 4. Preparation of documents for accreditation bodies (NAAC, NBA, ISO, NIRF etc.,)

Response: A. All of the above

File Description	Document
Report of the workshops, seminars and orientation program	View Document
Report of the feedback from the stakeholders duly attested by the Board of Management	View Document
Minutes of the meetings of IQAC	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Annual report of the College	View Document
Link for Additional Information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Total number of gender equity sensitization programmes organized by the Institution during the last five years

Response: 10

7.1.1.1 Total number of gender equity sensitization programmes organized by the Institution year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
2	2	2	2	2

File Description	Document
Report gender equity sensitization programmes	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Geotagged photographs of the events	[View Document](#)
Extract of Annual report	[View Document](#)
Copy of circular/brochure/ Report of the program	[View Document](#)
Link for additional information	[View Document](#)

7.1.2 Measures initiated by the institution for the promotion of gender equity during the last five years.

Response:

INTRODUCTION:

Gender equity safety and security has always been prioritized by our institution. The institute provides equal opportunities irrespective of gender, language, religion etc. The institute has unique work culture and healthy traditions that lead to more enrolment of female students and m women staffs. Every year various Gender sensitization program are organized by our institute. Gender sensitization make people understand the difference between sex and gender, how gender is socially constructed and the stereotypes around gender roles. It helps them determine which assumptions in matters of gender are valid and which are stereotyped. Need of gender sensitization is to create awareness among the working professionals about the importance of gender sensitivity in organization.

GENDER EQUITY PROGRAM

Committee for Women Empowerment has been established in the institute. Every year international women's day was celebrated. They conduct awareness programs related to gender issues.

- Dowry system – a social evil
- Gender balance and economic issues
- Women and education
- Menstrual hygiene and
- Gender sensitizationworkshops
- Learn to say no against violence.

SAFETY AND SECURITY

- 24x7 CCTV camera surveillance facility is available in the institution and its premises and a movement of persons in and out of the campus is monitored.
- Separate hostel facility is available for female students.
- A warden is appointed to monitor and guide the students. In and out registers are maintained and checked.
- Security personnels are appointed on rotation basis for the security of the campus and hostels.
- Hostel is equipped with, recreation facilities, safety lockers, study halls for students and employees.
- College ensures safety of day scholars by providing transport facilities in and out of the campus.
- Committee for Women Empowerment is active in the campus. The committee ensures that the rights of the female students, faculty and staff members are safe guarded.
- This committee conducts various awareness programs to make the female staffs and students aware of their rights and to eliminate all form of discrimination against women on the ground of sex, marital status, in the areas of work, accommodation, education.

COUNSELLING

- Formal and informal counselling is offered to students and staffs for academic and personal problems by a   psychologist.

COMMONROOMS

- Common rooms have been allocated for men and women, Common dining rooms are available for boys and girls.

DAY CARE CENTRE

An indoor play area is available with high cleanliness standards in the college. institution has MoU with Kuniyil lower primary school,Anganwadi has a child-friendly environment of large colorful displays and activity centers. Young children and toddlers are taken care in a safe way within the college premises

FEEDING ROOMS

- Feeding room facility is available in the institution.

COMMUNITY SERVICE

Students conduct awareness programs regarding violence against women. These programs are conducted inside the campus to create awareness among students and staffs . Dental camps has been organized by the institution for the awareness of oral health in various institutions

File Description	Document
Specific facilities provided for women in terms of a. Safety and security b. Counselling c. Common Rooms d. Day care centre for young children	View Document
Link for any other relevant information	View Document
Annual gender sensitization action plan	View Document

7.1.3 The Institution has facilities for alternate sources of energy and energy conservation devices 1. Solar energy 2. Wheeling to the Grid 3. Sensor based energy conservation 4. Biogas plant 5. Use of LED bulbs/ power efficient equipment

Response: B. Any four of the above

File Description	Document
Institutional data in prescribed format	View Document
Installation receipts	View Document
Geo tagged photos	View Document
Facilities for alternate sources of energy and energy conservation measures	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.4 Describe the facilities in the institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **E-waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

INTRODUCTION:

The institute has various facilities and systems for disposing the waste generated in the institute. The waste generated are of two types. They are degradable and non-degradable.

SOLID WASTE MANAGEMENT.

FOOD WASTE:

This includes the waste generated as a result of preparation, cooking

And serving of food from the hospital canteen, food court, hostels and cafeteria - these are collected separately and introduced into the biogas plant which supplements the cooking gas at our hostel mess.

RUBBISH:

This includes old newspapers, used papers journal files, cardboard, cartons, wood, boxes, clothes, leather, plastic, metals, glass, etc. - majority of the above are segregated and given to scrap collectors 3- 4 times a year. Used paper cups, tissues and such others from the cafeteria/ canteen are burnt in the incinerator. Sanitary Napkin Incinerators - are installed at our girls hostel to facilitate its proper disposal.

LIQUID WASTE MANAGEMENT:

Liquid waste generated at our campus involves the Sewage, hostel and canteen effluent waste, and waste water from the various departments. These are primarily treated at the Sewage Treatment Plant (STP) set up at our college. The STP has a 150KLD capacity. Any possible hazardous chemicals from the various departments are separated and sent as Bio medical waste. Only the non-hazardous unclean water is being introduced into the STP. The treated water is used for gardening the lawns and plants at our campus.

BIOMEDICAL WASTE:

The wastes are classified, separated and segregated at its site of origin into separate color coded waste bags. The bio hazardous waste bag is then put in a rigid container for storage until it is picked up for proper disposal. All sharps are placed in a sharps container. Sharps containers are sealed and transported to a storage area from where it is collected every alternate day for disposal by a Common Biomedical Waste Treatment and Disposal Facility at Palakkad, Kerala by IMAGE (Indian Medical Association Goes Eco Friendly) a waste disposal system organized by the members of the Indian Medical association of Kerala, where all this waste is disinfected and disposed of or incinerated according to bio hazardous waste disposal guidelines.

E- WASTE:

The irreparable computer hardware, printers, cables, telephones, and other electronic goods, at times. Such waste is stored and is given to the scrap collectors in Mahe. Any other associated waste like used printer toners are classified as plastic waste.

RADIOACTIVE & HAZARDOUS WASTE:

No Radioactive and hazardous waste is generated in the institute.

WASTE RECYCLING:

Dirt, dust and leaf littering as a result of sweeping the campus/hostel compounds are allowed to decompose in manure pits located at our campus. It is used as a fertilizer for plants

File Description	Document
Any additional information	View Document
Link for geotagged photographs of the facilities	View Document
Link for any other relevant information	View Document
Link for relevant documents like agreements/MoUs with Government and other approved agencies	View Document

7.1.5 Water conservation facilities available in the Institution:

1. **Rain water harvesting**
2. **Borewell /Open well recharge**
3. **Construction of tanks and bunds**
4. **Waste water recycling**
5. **Maintenance of water bodies and distribution system in the campus**

Response: All of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Installation or maintenance reports of Water conservation facilities available in the Institution	[View Document](#)
Geo tagged photos of the facilities as the claim of the institution	[View Document](#)
Geo tagged photo Code of conduct or visitor instruction displayed in the institution	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.1.6 Green campus initiatives of the Institution include 1. Restricted entry of automobiles 2. Battery-powered vehicles 3. Pedestrian-friendly pathways 4. Ban on use of plastics 5. Landscaping with trees and plants

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Geotagged photos / videos of the facilities if available	[View Document](#)
Geotagged photo Code of conduct or visitor instruction displayed in the institution	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.1.7 The Institution has disabled-friendly, barrier-free environment

1. Built environment with ramps/lifts for easy access to classrooms
2. Divyangjan friendly washrooms
3. Signage including tactile path, lights, display boards and signposts
4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment
5. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Geo tagged photos of the facilities as per the claim of the institution	[View Document](#)
Any additional information	[View Document](#)

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socio-economic and other diversities. Add a note on how the Institution has leveraged its location for the services of the community (within 500 words).

Response:

INTRODUCTION

Mahe Institute of dental sciences has conducted several programs for providing an inclusive environment. It has taken various initiatives for promoting tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic, and other diversities.

UNIFORM DRESS CODE:

To infuse sense of equity among all the students the institution adopts a practice of a uniform dress code for all students in the campus. The institution has provided a vast environment for students to expose their inborn talents in the cultural events yearly and to improve their mental and concentration levels by engaging them in sports activities on a regular basis

STUDENT ADMISSION:

The institution is a regional meet point of students from different parts of the country and abroad, besides Mahe and Pondicherry. Students from different parts of the state, from different cultural background and language study here.

COMMUNAL HARMONY:

The students are permitted to celebrate the national festivals such as Diwali, Holi, Christmas, Onam, Ramzan and Pongal etc. which provides them a platform to mingle freely forgetting their religion, caste, and creed. Celebrations in the institution such as Teachers' Day, International Women's Day, Fresher's Day, College day, Independence Day and Republic Day provide the opportunity to mingle with each other and work as a team forgetting their differences.

ETHICAL VALUES:

Bio-ethics has been included in the curriculum by the DCI. The institution delivers

quality dental education with ethical values through compassionate practice, committed teaching and frequent evaluation .Academic and Clinical forum are conducted to entangle the spirit of learning ethical values.

- :

To promote inclusiveness among the newly joined students ragging has been prohibited. The college environment ensures an anti-ragging zone which is an add-on in building up the confidence and a feeling of safety and familiarity for the students as well as the concerned parents of the newly joined students.

MINDS NEST:

The college has a MINDS NEST where in all the details of every student is stored. In case of any conflict occurs between students due to any differences student cell intervenes and resolves the issue through mentoring.

SERVICE TO THE ECONOMICALY UNDER PRIVILEGED:

Regular camps are being conducted at rural places to make sure the under privileged, in the region in and around Mahe, are benefitted with the required dental treatment. Every year the college conducts awareness camps on importance of oral hygiene, anti-tobacco program and dental awareness at various institutions and schools.

TREATMENT FOR NON-RESIDENT INDIAN:

The institute shows no partiality towards treating non-resident Indians. No partiality is shown against the patients in terms of language, religion, resident status, socio economic background.

No discrimination or partiality is shown in recruiting and promoting the staff. Staffs speaking various languages, following different religion and belonging to various states are working here.

File Description	Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	[View Document](#)
Link for any other relevant information/documents	[View Document](#)

7.1.9 Code of conduct handbook exists for students, teachers and academic and administrative staff including the Dean / Principal /Officials and support staff. 1. The Code of conduct is displayed on the website 2. There is a committee to monitor adherence to the code of conduct 3. Institution organizes professional ethics programmes for students, teachers and   the academic and administrative staff 4. Annual awareness programmes on the code of conduct are organized

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Information about the committee composition number of programmes organized etc in support of the claims	[View Document](#)
Details of the monitoring committee of the code of conduct	[View Document](#)
Details of Programs on professional ethics and awareness programs	[View Document](#)
Web link of the code of conduct	[View Document](#)
Link for additional information	[View Document](#)

7.1.10 The Institution celebrates / organizes national and international commemorative days, events and festivals

Response:

INTRODUCTION:

Festivals are an expressive way to celebrate our glorious heritage, culture and traditions and religion. They are meant as special and memorable moments in our lives with our loved ones. They play an important role to add structure to our social lives, and connect us with our families and backgrounds.

Pongal

Pongal is celebrated by all the students which is a Thanksgiving festival where in people thank the Sun God and the cattle for a great and plentiful harvest and seek blessings.

Deepavali:

It is called festival of lights. Sweets are distributed to all. During Deepavali people wear new clothes and illuminate the interior and exterior of the institute with lights and rangoli.Worship ceremony of goddess Lakshmi is performed.

Republic day

On 26, Jan Republic day is celebrated with patriotism & flag hosting by the chairman as a mark of respect on India being an independent republic.

Independence day:

It is celebrated on August 15.On this day India got freedom. Flag Hoisting is done by the chairman. Speakers are invited to give a brief talk.

International Women's Day:

This is celebrated on March 8 worldwide to commemorate the cultural, political, educational and socioeconomic achievements of women.As a part of the event a renowned speaker is invited to the institution to enlighten our students on the importance of a woman in the society and her marked role in the structuring of our lives. The students should inculcate respect for women in their lives, especially in this age of increasing violence against women in society.

World No tobacco day

This is Celebrated on May 31st every year. The ill effects of tobacco usage, to the general public, on their whole body and the oral cavity is explained by means of pamphlets, posters in the local language and street plays, anti-tobacco counseling and other activities, by the students of the institution. The patients especially the youngsters are explained the dangers of tobacco use, which is a social menace, so as to discourage them from starting the habit at a very young age.

International Yoga Day

The college celebrates international yoga day every year in the month of June on 21st.

A Trained yoga instructor is invited to the institution to deliver a talk on the importance of yoga which can in turn improvise the overall health of an individual. The Yoga teacher demonstrates yogic Asanas which are helpful especially for dentists.

World Cancer Day

Our Institute conducts awareness program on World Cancer Day in association with the department of Oral Medicine and Radiology and Public Health Dentistry. The students educate the general public about the myths and taboos related to cancer. They give talks on the importance of early detection, its causes and its treatment possibilities, for a long disease free future.

File Description	Document
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.2 Best Practices

7.2.1 Describe two Institutional Best Practices as per the NAAC format provided in the Manual

Response:

Best Practice 1:

1. **Title of the Practice: MINDS NEST**

2.Objectives of practice:

- As a linking system to promote cordial student-student and student-teacher relationship.
- Understanding student concerns and to care and help them.
- Maintain a good ongoing relationship with parents of every student whereby providing a carefree atmosphere for the parents.

To address students' grievances if any .

- Sensitize the newly enrolled students on the institutional code of conduct.

3. **The Context:**

MINDS nest is in line with the institutions vision of excellence in teaching and training. All student activities are coordinated by the MINDS nest throughout the academic year of every batch students. Minds Nest is developed to coordinate all the student-teacher -parent interactions which acts as a 3-way triangle. An exclusively assigned staff member, 'MINDS nest coordinator'.

4**. Outputs:**

Attendance records

stay related data and grievances

out pass permissions

interaction with parents in timely manner

5. **Evidence of Success:**

There has been overwhelming response from the parent's side for the maintenance of MINDS NEST and is projected in terms of records and overwhelming positive response from the parents and benefitted students.

BEST PRACTICE-2

1. Title of the practice: **Digital Park**

2. Objective of the practice:

- Patient education and motivation.
- Providing anticipatory guidance for convincing patient for dental procedures.
- Effective reduction in dental anxiety
- To create interest among patients.
- To understand various treatment procedures very effectively & clearly.
-

3. The Context:

The concept of digital park is to ensure dental health care excellence. Audio visual aids are sensory objects or images which initiate or stimulate and reinforce learning by correlating dental concepts & treatment interpretations. The main challenge in dental treatment is fear or anxiety towards various treatment modalities and lack of awareness of dental procedures. To overcome this challenge our institution formulated the concept of 'digital park'. These audio-visual aids are under direct control of interns who are posted from Dept of Public Health Dentistry.

4. Outputs :

Easy patient management made possible by awareness.

Clear information to patient on treatment through audio-visual aids.

Better patient handling by interns as it improves their communication skills.

5. The Practice

MINDS DIGITAL PARK is at the prime location of our institution, near the oral medicine department where each and every patient coming to the institution will be seated for OPD. Colorful displays along with the audio visual aids are placed with attractive display to get immediate patient attention. Illustrative videos are played to make patient aware on the treatment modalities available, which makes them ready to understand the treatment suggestions given by our doctors and decide without hesitation or confusion.

6. Evidence of Success

Patients on the other hand feel so comfortable and relaxed when a treatment option is suggested to them where they themself have seen a video of the procedures when they were waiting at the OPD. Patients understand the basis of treatment charges as they see the armamentarium required for the procedures in those awareness videos at MINDS digital park. Patient education, motivation and awareness is achieved easily by our institution through our Digital Park.

File Description	Document
Link for best practices page in the Institutional web site	[View Document](#)
Link for any other relevant information	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1 Portray the performance of the Institution in one area distinctive to its priority and thrust within 500 words

Response:

CLINICOPATHOLOGIC CLUB

Title of the practice: Clinicopathologic Club

Conducted by: CDE committee

Objective of the practice:

The objectives of the practice are to:

1. Develop the presentation skills among post graduate students and interns
2. Train the students in scientific way on presentation with inputs from pioneers of the institution.
3. To provide a platform for recognizing the advanced learners.
4. To provide opportunities for the interested staff members to display their ideas on their area of interest/research
5. To enrich the scientific information among teaching faculties, post graduate students and interns.
6. To provide room for open interactive- interdisciplinary scientific debates.

The context:

Clinicopathologic club functions as platform to express scientific information. Equal opportunities provided among the different disciplines by discussions during HOD meetings. Principal issues a circular on the schedule of CPC on the commencement of academic year.

The practice:

Concerned department is informed about the execution of program prior hand by Convener of CDE committee. The topic and presenters of the CPC are informed to the Principal and the circular is issued about the presentation along with presenter and time details. Topic selected can be from interesting clinical cases, research works, reviews to scientific datas. Preference is given to Postgraduates with their national level/ state level presentation in near future. All the teaching faculties, post graduate students and interns are invited for the program.

On the day of CPC, after the introduction by the chairperson, the presenter/ presenters will deliver their presentation followed by discussion. Chairperson of CDE committee functions as moderator to control the interactive session. After the presentation, feedback will be collected from those who attended the program. Evaluation of feed back and report is submitted to the principal by the convener of CDE committee. Feed back on the quality of presentation is informed to the presenter. This helps a great way to improve the presentation skill of the presenter.

Evidence of success:

The presentable evidence of success of this program is found in the national level recognitions received for the students of Mahe Institute of Dental Sciences. Post graduate students, on enrichment from inputs from pioneers during CPC, excel in their performances ein the national / state level presentations and competitions. This program also enhances the presenter in overcoming their fear. The information provided during the program enriches the audience and inspires them for active participation for the future programs.

File Description	Document
Link for appropriate web page in the institutional website	[View Document](#)
Link for any other relevant information	[View Document](#)

8.Dental Part

8.1 Dental Indicator

8.1.1 NEET percentile scores of students enrolled for the BDS programme for the preceding academic year.

Response: 60.09

8.1.1.1 Institutional mean NEET percentile score

Response: 60.09

File Description	Document
NEET percentile scores of students enrolled for the MBBS programme during the preceding academic year	[View Document](#)
List of students enrolled for the BDS programme for the preceding academic year	[View Document](#)
Institutional data in prescribed format	[View Document](#)

8.1.2 The Institution ensures adequate training for students in pre-clinical skills

Response:

Institution ensures adequate training for students in preclinical skills

Mahe institute of dental sciences and hospital follows certain measures for infection control and patient safety procedures and students are trained during preclinical training to follow proper infection control procedures so that same measures can be adapted during clinical procedures. There are many preclinical skill labs which imitate the clinical circumstances so that students can lean the procedures from initial steps to final outcome. These simulators have made dentistry easy by making students learn most of the work in preclinical setup so that the risk of working on the real patient is reduced.

Preclinical prosthodontics

Preclinical prosthodontics is taught in the first and second year of dental education to develop the competency and expertise of the students so that they can work on patients with ease and confidence. The college is equipped with a separate pre- clinical prosthetics laboratory with the required equipment, adequate number of Bunsen burners and a plaster room for pre- clinical work. Weekly theory and practical classes are conducted to enhance the student's learning in pre- clinical and clinical aspects of removable prosthesis fabrication. Students are trained to perform pre- clinical procedures including cast pouring, temporary denture base adaptation, fabrication of occlusal rims, mounting on the articulator, teeth arrangement, processing, finishing and polishing of dentures. They are trained to get expertise in teeth arrangement.

The college is also equipped with a separate Phantom Head lab with an adequate number of Phantom heads and working tables with attached equipment to train students in pre- clinical fixed partial denture work.

Preclinical Conservative dentistry

Preclinical conservative lab is equipped with many Phantom models which are used for demonstrating and practicing preclinical procedures. This lab gives clear description with illustrations of every instrument and equipment used.Details regarding the composition, properties and manipulation of the various dental material, Clear descriptions with images of the Phantom head and typodont teeth used in preclinical laboratory along with a beginner's pictorial guide in using the aerator and micro motor rotary instruments. The various features, rules and fundamentals of tooth preparation are explained in this lab. All laboratory plaster and typodont model exercises are explained in step by step using pictorial representation. Restoration using dental cements amalgam and composite are taught here.

Preclinical pedodontics and preventive dentistry

This lab prepares the students competently for clinical work by training them for multiple preclinical works including straightening of wires, fabrication of different types of clasps, various habit braking and functional appliances, space maintainers and typodont model exercises. Completion of this preclinical work is the indication that students are competent to perform clinical work.

Preclinical orthodontics

Preclinical orthodontic provides appropriate guidance in exercises which help the students to master the techniques in orthodontics during clinical procedures.The Students are guided and monitored to perform preclinical work like basic wire bending and certain basic orthodontic appliances including fabrication of different types of clasps, functional appliances.

File Description	Document
Geo tagged Photographs of the pre clinical laboratories	[View Document](#)

8.1.3 *Institution follows infection control protocols during clinical teaching*

1. **Central Sterile Supplies Department (CSSD) (Registers maintained)**
2. **Provides Personal Protective Equipment (PPE) while working in the clinic**
3. **Patient safety curriculum**
4. **Periodic fumigation / fogging for all clinical areas (Registers maintained)**
5. **Immunization of all the caregivers (Registers maintained)**
6. **Needle stick injury Register**

Response: A. All of the above

File Description	Document
Relevant records / documents for all 6 parameteres	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Immunization Register of preceding academic year	[View Document](#)
Disinfection register (Random Verification by DVV)	[View Document](#)
Central Sterile Supplies Department (CSSD) Register (Random Verification by DVV)	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

8.1.4 Orientation / Foundation courses practiced in the institution for students entering the college / clinics / internship:

Response:

Orientation Program:

Every year the newly joined undergraduates are welcomed in the orientation program. The programme aims at introducing the students about the requirements, opportunities and the value of professional life thereby giving an over view on various facilities in the college. The students are explained about the DCI and the parent University norms related to maintaining their attendance regulations, academic schedules, practical work quota and discipline to be maintained within the institution. The students are taken to various departments of concern where the faculty gives a brief insight into the specifics about their specialty. They are also shown the different locations like lecture halls, library, hostels, sports grounds, and the hospital.

White Coat Ceremony:

White coat ceremony marks the student's transition from the study of preclinical to clinical health sciences. It serves to welcome the students to healthcare practice and elevate the human values as the core of healthcare and symbolises the transition of a lay person into a member of health care profession. In this ceremony the students have to take the"Hippocratic Oath" and emphasized on ethical practicing as they enter the professional career. Guidelines regarding the expectations and responsibilities appropriate to medical profession are given prior to their first day of class.

Mentor program:

The students are introduced to the mentor program where in every individual student has a mentor who monitors their overall performance in academics and leave. The students get advice and guidance during the study of their course. Regular meetings are held between the mentor and the respective mentees and the students get the opportunity to communicate with ease. The Mentors invite the students to

participate in professional activities and help them to overcome the difficulty in the academic and social activities.

Clinical Society Meetings:

Clinical Society Meetings are conducted every, month which aims at updating the clinical knowledge of students and to enhance the degree of care and treatment methodology that will be beneficial to the patients to offer current concepts in clinical practice. The presentations are given by the Undergraduate students, PG students and Teaching Staff as per the rooster prepared at the beginning of each year from different clinical departments followed by questioning session by the audience to the speakers & certification.

Workshop on Patient Care: (Community Skills, Infection Control, Biomedical Waste Management, Professional Ethics)

The students are given a lecture on the importance of bio safety and bio-medical waste disposal and its serious health hazards if neglected. The various colour coding for waste disposal is explained to the students in the clinical postings. They are taught the proper hand washing technique and how it prevents diseases. Interactive sessions on sterilization protocols and its effective management and ethical handling of tissues and other operative procedures are explained to the undergraduates.

File Description	Document
Programme report	[View Document](#)
Orientation circulars	[View Document](#)

8.1.5 The students are trained for using High End Equipment for Diagnostic and therapeutic purposes in the Institution.

1. **Cone Beam Computed Tomogram (CBCT)**
2. **CAD/CAM facility**
3. **Imaging and morphometric softwares**
4. **Endodontic microscope**
5. **Dental LASER Unit**
6. **Extended application of light based microscopy (phase contrast microscopy/polarized microscopy/fluorescent microscopy)**
7. **Immunohistochemical (IHC) set up**

Response: A. Any 5 of the above

File Description	Document
Usage registers	[View Document](#)
Invoice of Purchase	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Geotagged Photographs	[View Document](#)
Links for additional information	[View Document](#)

8.1.6 Institution provides student training in specialized clinics and facilities for care and treatment such as:

1. **Comprehensive / integrated clinic**
2. **Implant clinic**
3. **Geriatric clinic**
4. **Special health care needs clinic**
5. **Tobacco cessation clinic**
6. **Esthetic clinic**

Response: A. Any 5 of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Geotagged Photographs of facilities	[View Document](#)
Certificate from the principal/competent authority	[View Document](#)
Any other relevant information	[View Document](#)

8.1.7 Average percentage of full-time teachers who have acquired additional postgraduate Degrees/Diplomas/Fellowships beyond the eligibility requirements from recognized centers/universities in India or abroad. (Eg: AB, FRCS, MRCP, FAMS, FAIMER & IFME Fellowships, Ph D in Dental Education etc.) during last five years

Response: 1.41

8.1.7.1 Number of fulltime teachers with additional PG Degrees /Diplomas /Fellowships/Master Trainer certificate

2020-21	2019-20	2018-19	2017-18	2016-17
3	1	1	1	1

File Description	Document
List of fulltime teachers with additional Degrees, Diplomas such as AB, FRCS, MRCP, FAMS, FAIMER/IFME Fellowships, Ph D in Dental Education etc. during the last 5 years	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Attested e-copies of certificates of postgraduate Degrees, Diplomas or Fellowships	[View Document](#)
Any other relevant information.	[View Document](#)

8.1.8 The Institution has introduced objective methods to measure and certify attainment of specific clinical competencies by BDS students/interns as stated in the undergraduate curriculum by the Dental Council of India

Response:

INTRODUCTION:

The institute lists the competencies expected from the graduate as per the BDS Regulation 2007 issued by the Dental council of India. The faculties explain the students about the competencies expected from them. After covering the undergraduate curriculum the specific theoretical and clinical competencies of students are evaluated through objective methods.

OBJECTIVE STRUCTURED CLINICAL EXAMINATION- (OBJECTIVE)

This is a modern type of examination conducted in health science colleges. It is designed to test clinical skill performance and competence in skills such as communication, clinical examination, medical procedures prescription, exercise prescription, joint mobilisation/manipulation techniques, radiographic positioning, radiographic image evaluation, and interpretation of results. It is a hands-on, real-world approach to learning that keeps examinees engaged, allows them to understand the key factors that drive the medical decision-making process, and challenges the professional to be innovative and reveals their errors in case-handling and provides an open space for improved decision-making, based on evidence-based practice for real-world responsibilities. The department conducts end posting objective evaluation to assess whether the student has reached the specific learning out come as per the DCI curriculum. Students are well informed in advance about the curriculum that is covered for the objective structured clinical examination through circular and notice board.

OBJECTIVE STRUCTURED CLINICAL EXAMINATION- (PATTERN)

An OSCE usually comprises a circuit of short (5–10 minutes) stations, in which each candidate is examined on a one-to-one basis with one or two impartial examiners and either real or simulated patients. Each station has a different examiner, as opposed to the traditional method of clinical

examinations where a candidate would be assigned to an examiner for the entire examination. Candidates rotate through the stations, completing all the stations on their circuit. In this way, all candidates take the same stations. It is considered to be an improvement over traditional examination methods because the stations can be standardised enabling fairer peer comparison and complex procedures can be assessed without endangering patient's health. One to one viva–voce examination usually conducted with practical/clinical examination. Chair side evaluation conducted during practical examination to assess the professionalism of the students.

OSCE/OSPE FOR VALUE ADDED COURSES:

The curriculum teaches the students about the basic concepts in dentistry. Due to the technological advancement and latest treatment procedures it becomes necessary to equip the students with knowledge and skills in that area. In order to fill the gap value added courses are conducted. These courses help the students to enrich their knowledge and skills in the latest trends in dentistry.

During **OSCE/OSPE** the students are rotated through different pre-defined response stations. On every station patients will be available. Students are asked to answer the given short objective type question or identify the given objects/instrument or interpret given data, etc. within a specified pre-defined time. This exam is reliable and accepted by students.

File Description	Document
Report on the list and steps taken by the College to measure attainment of specific competencies by the BDS students/interns stated in the undergraduate curriculum during the last five years	View Document
List of competencies	View Document
Geotagged photographs of the objective methods used like OSCE/OSPE	View Document

8.1.9 Average percentage of first year students, provided with prophylactic immunization against communicable diseases like Hepatitis-B during their clinical work in the last five years.

Response: 100

8.1.9.1 Number of first year students, provided with prophylactic immunization against communicable diseases like Hepatitis-B during their clinical work in the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
113	113	87	91	106

8.1.9.2 Number of first year Students addmitted in last five years

2020-21	2019-20	2018-19	2017-18	2016-17
113	113	87	91	106

File Description	Document
Policies documents regarding preventive immunization of students, teachers and hospital staff likely to be exposed to communicable diseases during their clinical work.	View Document
List of students, teachers and hospital staff, who received such immunization during the preceding academic year	View Document
Institutional data in prescribed format	View Document

8.1.10 The College has adopted methods to define and implement Dental graduate attributes with a system of evaluation of attainment of such attributes.

Response:

BDS DENTAL GRADUATE ATTRIBUTES:

SOFT SKILLS:

On graduation BDS graduates possess

1. the ability to apply deep practice skills and a recognition of their importance in health care;
2. empathy, kindness, honesty, integrity, flexibility and lifelong curiosity, the ability to demonstrate them and a recognition of their importance in health care;
3. the ability to apply effective time management and organizational skills;
4. the ability to apply strategies of stress management to oneself, to patients and to the dental team as appropriate;

Scientific Knowledge:

On graduation BDS graduates acquire the

1. skills required to prevent, diagnose and treat anomalies and illnesses of the teeth, mouth, jaws and associated structures;
2. knowledge of the management and interaction (pharmacological, physical, nutritional, behavioral and psychological) of important oral and medically-related conditions;
3. skills to provide treatment options based on the best available information;

4. scientific principles of sterilization, disinfection and infection control;

Patient care:

On graduation, BDS graduates will have developed:

1. respect for patients' values and their expressed needs;
2. appropriate skills to obtain a thorough dental, medical and social history and perform an accurate oral examination;
3. the ability to integrate and interpret clinical findings and apply rigorous reasoning to arrive at an appropriate diagnosis or differential diagnosis;
4. the ability to formulate an evidence-based and cost effective treatment plan in collaboration with the patient;
5. the ability to perform appropriate dental procedures effectively and safely, with due regard for the patient's comfort including during emergency procedures;

The society

On graduation, BDS graduates will have developed:

1. the ability to contribute to their communities wherever they choose to live and work;
2. an understanding of the principles of oral health literacy and a willingness and ability to contribute to the oral health education of the community;
3. the ability to respect community values, including an appreciation of a diversity of backgrounds and cultural values;

EVALUATION:

The college adopts both conventional and modern methods like **OSCE** to evaluate the attainment of Graduate attributes. An **OSCE (OBJECTIVE STRUCTURED CLINICAL EXAMINATION)** usually comprises a circuit of short (5–10 minutes) stations, in which each candidate is examined on a one-to-one basis with one or two impartial examiners and either real or simulated patients. Each station has a different examiner, as opposed to the traditional method of clinical examinations where a candidate would be assigned to an examiner for the entire examination. Candidates rotate through the stations, completing all the stations on their circuit. In this way, all candidates take the same stations. It is considered to be an improvement over traditional examination methods because the stations can be standardized enabling fairer peer comparison and complex procedures can be assessed without endangering patient's health. One to one viva–voce examination usually conducted with practical/ clinical examination. Chair side evaluation conducted during practical examination to assess the professionalism of the students.

File Description	Document
Dental graduate attributes as described in the website of the College.	[View Document](#)

8.1.11 Average per capita expenditure on Dental materials and other consumables used for student training during the last five years.

Response: 0.75

8.1.11.1 Expenditure on consumables used for student clinical training in a year

2020-21	2019-20	2018-19	2017-18	2016-17
350	400	400	410	400

File Description	Document
Institutional data in prescribed format	[View Document](#)
Audited statements of accounts.	[View Document](#)
Any additional information	[View Document](#)
Links for additional information	[View Document](#)

8.1.12 Establishment of Dental Education Department by the College for the range and quality of Faculty Development Programmes in emerging trends in Dental Educational Technology organized by it.

Response:

INTRODUCTION :

The Faculty Development Programs are organized by the institution to enrich the faculty in terms of teaching and knowledge .The faculty members of APDCH are bestowed with a lot of facilities to   update themselves with the knowledge of scientific advances and latest technologies in the field of dentistry the successful functioning of our institution is supported by a well-structured DEU .The dental education unit strives to develop into an educational resource center that moulds a teacher into a competent Dental Educator.

OBJECTIVES:

The main objectives of the dental education unit are:

To foster the development of a full range of educator skills amongst all faculty .

To conduct an effective planning for all education processes

To assure continuous quality improvements in teaching learning and assessment in Dental Education .

To plan, implement and assess the development of curriculum and faculty in the college .

To promote educational research through various projects , publication &scientific writings.

To update faculty on the current trends in dental education by conducting workshops , continuing dental education programs and conferences.

To contribute towards policy , feedback system , assessment , communication skills and humanities

To develop and implement instructions design for undergraduate and post graduate courses

To emphasize educational collaboration between dentistry and allied health professions

FACULTY DEVELOPMENT PROGRAMS CONDUCTED BY DENTAL EDUCATION UNIY:

E-LEARNING WORKSHOP:

E-learning workshop is conducted for faculty members to train them in using the audio visuals aids as effective tool in teaching and learning. Faculty members are also given training for   use of e-library resources

VALUE ADDED COURSES:

The Dental Education Unit organizes value added courses to enrich the knowledge of students and faculty members the value added courses supplement the dental curriculum and make staffs and students better.

File Description	Document
List of teachers year-wise who participated in the seminars/conferences/ workshops on emerging trends in Medical Educational technology organized by the DEU of the College during the last five years	View Document
List of seminars/conferences/workshops on emerging trends in Dental Educational Technology organized by the DEU year-wise during the last five years.	View Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

Mahe Institute of Dental Sciences provides quality teaching and advanced teaching aids. Our valuable additions, medical college and cancer centre within the campus enlightens the academics and knowledge of our students.

The institution provides guidance to the outgoing undergraduates through orientation programs which help them to plan their future; that can either be a post graduation or general dental practice. The institution not only focuses on teaching but also provides social service through free medical and dental camps. The institute provides quality and affordable dental treatment that helps in improving the dental status of general public.

Concluding Remarks :

Over the last 13 years, the class and consistency of our offering has been honed and sharpened, and we ventured an overall development. MINDS yield a fine reputation by transmuting into 'a thriving academic township', 'a knowledge powerhouse, the contemporary campus with world-class infrastructure, a thousand seated – fully air-conditioned DTS auditorium, state-of-the-art lecture-halls and teaching aids, highly-equipped labs, well-stocked library, pre-clinical labs with typodonts and mannequins, in-campus secured accommodation, recreational facility, and so on.

MINDS has started its journey in 2009 with the objective of providing high standards of dental education. MINDS offers 5 years BDS program, MDS programs in 6 specialities, Fellowship in Implantology/Osseointegration and various other value-added courses. Till date, MINDS has produced nearly 800 undergraduate students and nearly 150 postgraduates in various dental specialties. MINDS also hosts national and international conferences/workshops periodically.

At the quality level, MINDS has been striving hard to promote the conceptions of merit and excellence. Overall, MINDS possess a rigorous-but-holistic curriculum in order to have a most innovative pivot for superior evidence-based dental education and dental-health care delivery.

We behold the concept to conquest the global leadership and superior benchmarks in dental-education and healthcare. Our pursuit is to be amongst the most-desired destinations for dental sciences nationally.