



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

MEGHNA INSTITUTE OF DENTAL SCIENCES

MALLARAM (V), VARNI ROAD, NIZAMABAD
503003

www.meghnadentalcollege.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Meghna Institute of Dental Sciences (MIDS) is committed to improving health through excellence in dental education, educating members of the health professions, engaging in basic and applied research, encouraging technology transfer, and developing public and community health programs. MIDS is approved by DCI and affiliated to Kaloji Narayana Rao University of Health Sciences .

Our main objective is to become a highly acclaimed resource for dental education in the state and the largest single provider of oral health care services in the state of Telangana.

The Mission of MIDS is to improve the oral health of population and shape the future of dentistry by developing exemplary dental surgeons, educators and researchers caring for the needs of a diverse community ,serving as a leader in health professions education,seeking innovations in science, education and health care delivery providing educational programmes that foster professionalism, critical thinking and life-long learning .

It is aimed to provide quality care in an environment that is sensitive to the needs of every patient and expand the scientific knowledge base underlying the etiology, progression, prevention and treatment of dental and craniofacial disorders.

Also it is intended to increase opportunities for student participation in community-based training programs for clinical care and health education/promotion and disease prevention.

MIDS is poised to upgrade and renovate the clinical environment to provide contemporary patient care, including treatment areas, clinical computing capabilities and instrument management.

- Pollution free campus, that is essential for education.
- Highly qualified, experienced & dedicate faculty.
- Modern teaching methods with audio visuals aids.
- Well equipped laboratories with trained clinical staff.
- Library with latest text books, journals & Internet facility.
- OPG machine, electrically operated dental chairs.
- Auditorium, Seminar & Lecture halls and sport facilities.
- Separate hostels for boys & girls and staff quarters.
- Promoted by renowned MIDS Group of institution
- Approved by Dental Council of India.

- Affiliated to Kaloji Narayana Rao University of Health Sciences

Vision

Our Vision is to make the institution an excellent model in the state of Telangana. Our institution being the only one, located in north Telangana has disciplined & standard education for the betterment of students and society. The focus is on the underprivileged sections of the society, as reflected by the campus location near villages and small towns where dental care is still regarded as opulence.

Mission

- To ensure that the students receive dental education and training to make them competent dental professionals.
- To adopt evolving technologies in dental informatics to enhance teaching, and enrich the learning experience for students.
- To impart value based education and incorporate evidence based dentistry and problem based learning.
- To impart necessary soft skills in the students, through personality development programs.
- To create a holistic dental setup that answers dental needs and extends compassionate care to the geriatric population, challenged people; reaches out to the community in general and school children in particular; through dental health camps & awareness rallies; advocates preventive dentistry and offers free treatment to the needy.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Location near to state capital
- Excellent Infrastructure with state of art laboratories, ICT enabled classrooms, Modern Learning Sources
- Excellent patient service
- Structured student feedback system
- Gender friendly environment for student and staff.
- Computerized academic ,administrative and library functions.
- Impressive governance and leadership
- Eco friendly campus
- Regularly conducting camps
- Impressive academic ambience and discipline in the camps
- Library with internet facilities
- Sophisticated and modern equipments
- Excellent hostel facilities.

- Oral health care services.
- Proactive, committed Management
- Dynamic Mentoring system for students.
- Encourage students towards project based learning / innovative thinking skills. Providing a platform for student's practical training and research activities.
- Ragging free campus.
- Active student participation in community welfare programmes
- Conducive Environment for the holistic development of the students and faculty.
- Qualified and experienced Teaching Faculty are in place as per DCI norms.
- Green and clean campus.
- Campus environment with assured safety.
- Availability of variety of clinical scenario
- Determined, supportive and committed administrative support.
- Enthusiastic, creative, optimistic medical education unit.
- Well-equipped Skill Laboratory to train the students to the level where it touches all the important aspects in skill development.
- Safety and Security: The Entire Campus is under CCTV surveillance.
- Goodwill of the society

Institutional Weakness

- The college recognizes the lack of autonomy in the curriculum development.
- Dearth for Research funds from state/ Central government to take up major/ minor research collaboration

Institutional Opportunity

- The college located in a unitary campus with proficient human resources, sophisticated facilities and
- Infrastructure has a potential to become a centre of excellence in dental education.
- Encouragement to faculty for research
- Excellent internships and job opportunities for our students.
- Scope for consultancy and collaboration for research.
- Increasing need based extension activities.
- Carrying out interdisciplinary research activities.
- Easy transportation facilities.

Institutional Challenge

- Improving quality of education imparted with limited resources.
- Enhancing employability of our students with limited control on the curriculum.
- To overcome all the barriers and execute smooth conduct of the newly implemented program and to get the best possible outcome in the form of a competent Post Graduate to the Nation.
- To balance the workload for the Clinicians in respect to teaching and patient care.
- Changing academic and employment scenario.
- Achieving more students as rank holder in the university.

- Arranging funds for conferences and research activities from UGC and other government schemes

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Our college adheres to the Dental Council of India's curriculum and syllabus. Faculty from our college are involved in developing the undergraduate and postgraduate curricula and syllabuses at the university. The College Curriculum Committee diligently organizes the academic year both theoretically and practically at yearly meetings. With the assistance of an anti-ragging committee, the college strongly forbids ragging. Internal exams are conducted periodically to evaluate the activities of the theory classes. Group discussions, demonstrations, viva-voce interviews, and end-posting exams are all part of practical training. All departments regularly have interdepartmental meetings that support students in their final years, interns, and postgraduates. Students are encouraged to take part in clinical research and other research projects. Our college hosts sports and cultural activities to promote the extracurricular abilities of the students. To enlighten the students on the most recent developments in dentistry, a variety of continuing dental education events are held in campus each year. Workshops on the latest technology in dentistry, such as dental implants, lasers, and rotary endodontics, are held. General public screening and treatment camps have been held to raise awareness of oral health in the community. Our institution has a mentor-mentee system to improve communication between the staff and students. The Parent Teacher Association meetings are held regularly and the opinions offered by the parents are considered for the benefit of the institution and students. Structured Feedback forms from all stakeholders, including students, teachers, employees, and professionals, have been collected and discussed in the college curriculum committee meeting.

Teaching-learning and Evaluation

Our organisation has established a tranquil environment on campus so that students can study and work without interruption. Our faculty members are highly qualified and experienced, with a mix of seniors and students, providing cutting-edge and foundational education.

The student body reflects the range of socioeconomic classes. Admissions follow the government of Telangana's reservation policy, which aims to strengthen socially and economically disadvantaged classes. The nearly flawless enrolment ratio attained over the years is indicative of the repute of our institution. There are many students here from different parts of the nation.

We have developed systems in place to accommodate students with various levels of learning. Departments use particular attainment techniques to evaluate students. The cultural and sports committees of our student council serve as a subgroup for extracurricular activities, offering support and coordination to all of them.

According to the IQAC's suggestions, our teaching and learning techniques are comprehensive and improved using modern technology. Our school offers training for preclinical and clinical skills using both basic and sophisticated models. To combine the many teaching strategies with online learning and other technical advancements, we have a learning management system called CLOBAS.

We offer a mentoring programme where students can express their problems, and the mentors will act quickly to address them after consulting with the appropriate authorities. With instruction in diagnosis, prognosis, and

treatment planning, we foster in our students innovative and analytical thinking and execution.

The academic calendar is created each year and distributed to all stakeholders. The affiliating university directs our evaluation procedure. We deploy and evaluate our continuous internal examination (CIE) system annually. Program and course outcomes have been defined, and all departments use appropriate attainment metrics. Our students now pass with a high proportion thanks to these techniques. To communicate with parents, students, and mentors to provide a secure, comfortable, and enriching school environment, we hold monthly parent-teacher meetings.

Research, Innovations and Extension

Meghna institute of dental sciences is committed to promoting excellence in crucial areas of research, extension and collaboration. The Institute has created a veritable infrastructure of learning that will catalyze the holistic development of the student at the UG and PG level. Scientific conferences are organised for UG students apart from regular post graduate research works to build up research aptitude. Some of our faculty hold international fellowship and have attended numerous national and international conferences to upgrade the knowledge and clinical skills. The departments made a concerted effort to conduct interactive sessions and informative talks on research methodology and research grants, various seminars and conferences to take up research and actively promote research culture. Technical events such as quizzes, paper presentations, posters, etc. are organized to showcase talents of students. The faculty has numerous research publications and some of the publications are co-authored by the students. Institutional funding is provided for student projects based on recommendations from the research committee. The department of public health dentistry actively initiates outreach activities for screening and treatment camps and students perform a crucial role by participating in these activities. The institution also encourages the development of sensitivities toward community issues like gender disparities, social inequity, environment and sustainability, etc., by conducting extension activities through governmental/ non-governmental organisations. It has received numerous letters of appreciation and commendation. The institute constantly encourages its students and staff to carry on collaborative work and knowledge sharing through academic collaborations, linkages and memorandum of understanding (MoUs) to achieve the core competencies in the students.

Infrastructure and Learning Resources

Our college is dedicated and determined to offer students a comfortable, high-quality education. The infrastructure provides both theoretical and practical teaching and learning to the UG and PG students. The Institution has good academic teaching and learning facilities including air-conditioned lecture halls with LCD projectors, Smart boards, laptops, microphones.. Wi-Fi throughout the campus with high-speed internet access, desktop computers with amplifiers in every lecture hall, printers with multi-functional facilities to get hard copies of the works instantly, and desktop computers are available to cater to the needs of IT resources. A 500 capacity auditorium is available for hosting seminars, guest lectures, CDE programmes, and other academic and cultural activities. Every PG department has seminar rooms with projectors where case presentations, seminars, and journal club discussions take place smoothly. The teaching hospital has well maintained demonstration laboratories that can each hold more than 50 students at once. Students at the institution have access to LMS (CLOBAS), which houses all subject-related materials, notes. The college has a separate library block with more volumes and journals. There are roughly 250 seats available in the library, and there is also a digital library with operating computer systems. The students can study numerous articles and research-focused papers via the library's access to the E-consortium training resource. Every department also has a library with pertinent

books and periodicals, library dissertations and thesis which are accessible to the staff and students for references. The Institution's physical and recreational needs are well met by the college's sports, games (both indoor and outdoor), gymnasium, auditorium, and yoga centre. The campus has various facilities for the students, staffs, workers and patients which includes Security, CCTV Cameras, Eco-campus, RO system, Signage boards, Solar lighting. Hostel for both boys and girls, with AC and non AC facilities available, Sewage treatment plant, parking area, ATM and canteen.

Student Support and Progression

Little improvements daily lead to significant outcomes. By student support mechanisms like mentoring and career counselling, Meghna Institute of Dental Sciences makes orderly progress towards preparing the students to satisfy the academic and social standards.

From the start of the admissions process onwards, the institute guarantees its commitment and accountability to students. To provide details about the college and the programs, the college provides daily updates on the college website. Slow learners and students from socially and economically disadvantaged groups are given support services and facilities.

Cultural and personality development activities are organised by the college on a regular basis. Academicians, administrators, and medical, dental experts are asked to speak to and engage with our students. Also the use of a digitalized teaching style helps to reinforce the learning process.

The students can have a comfortable stay in campus, thanks to the well-equipped gym, sports facilities, internet access, mess, etc. The administration and faculty are accessible to students for help with their problems.

A positive learning environment in the campus is made possible by the operation of committees including the anti-ragging committee, hostel committee, grievances redressal cell, and anti-sexual harassment committee. The relationship between faculty and students has improved as a result of the mentorship programs.

For government scholarships, we have assistance from the Telangana State government and few other students are provided with institution free waives, fee concession etc, if needed.

Alumni from Meghna Dental College, the placement cell, and the Career Guidance and Counseling Committee are actively helping the students to get suitable jobs in various clinics and institutes. With their assistance, students can pursue higher education, find suitable employment, prepare for competitive tests, and learn about international studies.

During training sessions in analytical and soft skills, students are offered timely opportunity to improve their professional proficiency.

The beginning of their internship includes exam preparation for interested students (national and international). Through Memorandums of Understanding (MoU), student and teacher exchanges, and bilateral research agreements with different institutes, the International Students Cell serves to arrange international, national and local student exchanges.

Governance, Leadership and Management

An organization's success is greatly influenced by its management, leadership, and excellent governance. The organization's governance supports a well-planned administrative structure that includes all necessary resources to implement the recommendations of legislative requirements and to meet the needs of its stakeholders.

The chairperson sets the agenda for the committee meetings, which are held on a regular basis to discuss the status of the projects, make any necessary corrections, and plan the next step. The minutes of the meetings are recorded to keep a track of the developments.

IQAC meeting chaired by the Principal is conducted to consider both academic and non-academic/administrative representations, and a decision is reached for the institution's improvement.

The performance of the teaching and non-teaching employees is evaluated periodically for staff welfare and appraisal purposes. Tuition fees, registration fees from academic programmes, funds/grants for research, fixed deposits, and patient care are some of the sources of income for the institution. To increase the number of patients using these services, efforts are made to raise knowledge of the diagnosis and treatment options available. Furthermore encourages academic staff to engage in research in order to receive funding or grants.

Faculty attending workshops and conferences get financial assistance. By allowing them to attend the programmes while on duty, the institution encourages the faculty to enhance their skills. In addition, the internal auditors take part in the periodic purchases ordered by each HOD and reported to the principle, making sure that all transactions are carried out appropriately. According to the rules established by the DCI and KNRUHS UNIVERSITY, a significant amount of the budget is used for infrastructure improvement, maintenance, and the purchase of the latest materials and equipment.

Institutional Values and Best Practices

Meghna Institute of Dental Sciences is renowned for providing high-quality education, which is seen in the holistic growth of the students. The college setting is ideal for the overall well-being of both students and society. By implementing numerous measures, the campus is made eco-friendly. To reduce the use of artificial light, every location is ensured to have adequate natural lighting and ventilation. On campus, energy-saving lighting fixtures like solar and LED lamps have been installed. Prudent practices include using little paper, collecting rainwater, recycling water, sorting waste, and managing biomedical waste. The majority of the students are girls, which is evidence that the institution upholds a gender equity policy. Annual celebrations of Women's Day and other gender-sensitive initiatives aid in instilling ideals in both male and female students and employees. The campus is a safe environment for everyone because it is equipped with CCTV cameras. Every year, wellness workshops on lifestyle and health are also offered to students and employees. Honoring significant days and occasions have aided in developing a positive campus culture. Our institution practices Mentor mentee system in which each staff will be assigned with few students. They meet at least once a month to discuss, clarify and share various problems which may be personal or academic, etc. The mentors also keep in touch with the parents regarding their attendance, performance, fee payment, examinations etc on weekly basis. This resulted in improved performance of students at university level, increased participation in co-curricular and extra-curricular activities. Our institution also follows multi disciplinary departmental approach for implant placement, which enabled better learning for the students, proper interaction between departments and best outcome for the patients. Meghna institute of Dental Sciences is always at the frontline in actively performing social responsibilities. This institution by its Smile 'n' Smile Campaign organizes many public outreach programmes like School dental camps, rural oral health camps, increasing awareness among people regarding environmental issues, Swatch bhara etc. With all these, the glory of dream come true is the

projection to live through to expand further to make this Dental College with all distinctiveness.

Dental Part

Meghna institute of dental sciences is among the most preferred colleges in the region by candidate students for admission. Our institutional achievements have ensured high publicity and the admission processes gets completed in a short period of time and seats get filled up. Our student data shows that the NEET percentiles are in the higher range, reflecting the merit quality of the admitted students.

A very high quality of educational training is provided in the institute. We have well equipped pre-clinical labs and facilities to ensure optimal skills of the students. We also have high end equipment for diagnostic and treatment purposes in our institution. Special clinics like comprehensive clinic, special needs clinic, tobacco cessation clinic, geriatric clinic, etc are available to ensure optimal experience for the patients who come for treatment. Once the students join the program, a well-structured orientation program is conducted by faculty and relevant training is provided to the first-year students to prepare them for the program and help them adjust to the new environment.

The statutory procedures in infection control are followed by the institution. Central supplies register, immunization register, disinfection and other important registers are maintained in the respective departments of the institution. The institution has a patient safety manual which is followed by all caregivers. Our students, faculty and non-teaching personnel are immunized against relevant communicable diseases.

Our institution consists of highly qualified and experienced faculty, one of the senior most faculty pools in the state. We have formulated course outcomes and program outcomes, and mapped them to ensure regular monitoring of student performance and attainment of these outcomes. We also have methods to measure and certify, attainment of specific competencies and dental graduate attributes of the students. A significant portion of the annual expenditure is earmarked for dental materials and other consumables for student training. We have established a dental education unit (DEU) for conducting regular faculty development programs on emerging trends in dental education. We encourage and train all our faculty to get benefitted from these programs.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MEGHNA INSTITUTE OF DENTAL SCIENCES
Address	Mallaram (V), Varni Road, Nizamabad
City	NIZAMABAD
State	Telangana
Pin	503003
Website	www.meghnadentalcollege.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	M Pratap Kumar	08462-246477	9848072945	08462-246477	principal@meghnadentalcollege.ac.in
IQAC / CIQA coordinator	A Kalyan Chakravarthy	-	7032671782	-	vp@meghnadentalcollege.ac.in

Status of the Institution	
Institution Status	Private
Institution Fund Source	No data available.

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	27-07-2006

University to which the college is affiliated/ or which governs the college (if it is a constituent college)

State	University name	Document
Telangana	Kaloji Narayana Rao University Of Health Sciences	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	19-04-2021	60	RENEWED IN TWICE PERIODICAL INSPECTIONS

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	Mallaram (V), Varni Road, Nizamabad	Rural	5.27	18680

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,Bds	60	NEET	English	100	82
PG	MDS,Oral Medicine And Radiology	36	NEET	English	3	3
PG	MDS,Oral And Maxillofacial Surgery	36	NEET	English	3	3
PG	MDS,Prosthodontics And Crown And Bridge	36	NEET	English	5	5
PG	MDS,Conservative Dentistry And Endodontics	36	NEET	English	5	5
PG	MDS,Conservative Dentistry And Endodontics	36	NEET	English	5	5
PG	MDS,Orthodontics And Dentofacial Orthopedics	36	NEET	English	5	5

PG	MDS,Orthodontics And Dentofacial Orthopedics	36	NEET	English	5	5
PG	MDS,Periodontology	36	NEET	English	5	5
PG	MDS,Paedodontics And Preventive Dentistry	36	NEET	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	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	23				28				44			
Recruited	20	3	0	23	17	11	0	28	26	18	0	44
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	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	16				0				0			
Recruited	13	3	0	16	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				150
Recruited	74	76	0	150
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				23
Recruited	23	0	0	23
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	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	20	3	0	17	11	0	26	18	0	95
UG	0	0	0	0	0	0	0	0	0	0
Permanent Teachers										
Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	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	1	1	0	0	0	0	0	0	0	2
UG	12	2	0	0	0	0	0	0	0	14

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	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
UG	0	0	0	0	0	0	0	0	0	0
Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	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
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	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
UG	0	0	0	0	0	0	0	0	0	0
Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	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
UG	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	0	0	0	7
	Female	72	3	0	0	75
	Others	0	0	0	0	0
PG	Male	7	2	0	0	9
	Female	19	1	0	0	20
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	1	5	2	1
	Female	11	2	4	13
	Others	0	0	0	0
ST	Male	2	2	1	3
	Female	2	1	5	4
	Others	0	0	0	0
OBC	Male	10	13	12	10
	Female	27	18	22	24
	Others	0	0	0	0
General	Male	3	3	17	8
	Female	55	74	52	55
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		111	118	115	118

General Facilities	
Campus Type: Mallaram (V), Varni Road, Nizamabad	
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	Yes
* Ambulance facility	Yes
* Emergency care facility	Yes
• Health centre staff	
* Qualified Doctor (Full time)	15
* Qualified Doctor (Part time)	0
* Qualified Nurse (Full time)	2
* 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	NA

Hostel Details		
Hostel Type	No Of Hostels	No Of Inmates
* Boys' hostel	1	57
* Girls's hostel	2	192
* Overseas students hostel	0	0
* Hostel for interns	0	0
* PG Hostel	1	30

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 plan 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):	Academic Bank Account” means an individual account with the Academic Bank of Credits opened and operated by a student. Credits earned by the Student from course(s) of study are deposited recognised, maintained, accumulated, transferred,

	<p>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. 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.</p>
3. Skill development:	<p>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.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>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). 'Indian Constitution and Traditional Knowledge' for all the UG and PG students. To augment the lectures in the class room, standard textbooks on Indian Constitution and Cultural heritage of India have been given to the students through the efforts from cocurricular competitions.</p>
5. Focus on Outcome based education (OBE):	<p>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</p>

	<p>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.</p>
6. Distance education/online education:	<p>Learning to partly classroom partly online Teaching-Learning. 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. We encourage our students and faculty to register for various online courses. Under our autonomous system, necessary approvals have been obtained to include the Credit Transfer Scheme to our students. 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</p>

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	We have not yet set up a ELC in our institution. However we have initiated the formation of this club.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Once we have established the ELC we will publish the same in our website.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of	Students as part of community outreach programs undertake numerous programs primarily ensuring public health, dental health empowerment programs and other relevant initiatives. Once we establish our

<p>students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>ELC we will conduct much more voter awareness programs.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>Students as part of community outreach programs undertake numerous programs primarily ensuring public health, dental health empowerment programs and other relevant initiatives. Once we establish our ELC we will conduct much more voter awareness programs.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>A large percentage of all our students who have reached the age of 18 have been registered as voters in their respective consistencies. We have impressed upon all remaining students to get registered as voters as soon as possible.</p>

Extended Profile

1 Students

1.1

Number of students year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
544	551	549	552	552
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

2021-22	2020-21	2019-20	2018-19	2017-18
117	111	118	142	145
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.

2021-22	2020-21	2019-20	2018-19	2017-18
111	118	115	118	116
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

2021-22	2020-21	2019-20	2018-19	2017-18
111	110	107	95	88
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

2021-22	2020-21	2019-20	2018-19	2017-18
111	110	107	95	88
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)

2021-22	2020-21	2019-20	2018-19	2017-18
329.99	453.49	387.28	388.69	402.43
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:

Meghna Institute of Dental Sciences is an affiliated dental science college to Kalonji Narayana Rao University, Warangal and recognized by Dental Council of India (DCI) therefore institution follows the curriculum prescribed by the regulating authorities. The institution offers the Bachelor and Masters in dental surgery by following the annual system. The Institution ensures the effective curriculum delivery, planning and evaluation through well planned and documented process by considering the factor of successful attainment of Graduate Attributes, Programme Outcomes and Course Outcomes, which is enumerated in below paragraphs.

Curriculum Planning and Delivery:

Curriculum Committee:

- At the beginning of every academic year Principal conducts the meeting of curriculum committee, in this meeting annual calendar of event is prepared by incorporating various academic activities such as Internal Tests, Seminars, CDE programmes, Field visits, community postings, and special days to be celebrated in the campus.
- Based on the available resources the committee prepares the time-table for both theory, practical & clinical practices.
- Committee also suggests the various teaching learning methods to be adopted for effective delivery of curriculum such as experiential learning, ICT based teaching, Role Play etc.
- Every department, at the end of the academic year, conducts review meeting in which all the faculty members offer suggestions either for change or for improvement based on the class room experience and feedback given by the students and other stakeholders.

Departmental Meetings:

- Departmental meetings are conducted quarterly to plan and execute the academic activities such as: Departmental Calendar of events, Departmental and Individual Time Table Allotment of work based on specialization and experience
- Preparation of Session Plans involves the split of syllabus, teaching methodologies, topics for seminar and group discussion, list of quality references, web links and questions bank.
- Preparation of Lesson Plans which comprises well defined learning outcomes and related teaching learning activities with references.
- Planning of Student centric activities such as seminar, workshops, scientific presentations, extramural projects and posters.

- Review of Attendance, Mid-Course Improvement and performance of students in other academic activities.

Evaluation

- The evaluation process involves the internal and external examination as per the guidelines issued by KNRUHS and by considering the attainment of Programme and Course Outcomes.
- Every year three internal exams are being conducted for each batch and the practical works are being evaluated by end posting exams.
- In addition to this, institution evaluates the students through assignments, seminars, class tests.
- The track record of progress of each student is observed through mentor-mentee system.

Feedback Review and Action Taken:

- Review about teaching-learning activities in Curriculum Committee Meeting/ Departmental Meetings/ IQAC Meeting Progress are observed by the Principal and HOD's through log books.
- Feedback on curriculum is collected from various stake holders such as Students, Staff, Alumni and Employers for further improvement.
- In the whole, institute aims to achieve higher level of excellence by imparting quality education in dental healthcare through proper planning and implementation of curriculum as per the guidelines of KNRUHS, Warangal and DCI, New Delhi.

File Description	Document
Link for Minutes of the meeting of the college curriculum committee	View Document
Link for any other relevant information	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:

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	1	1	1

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 details of participation of teachers in various bodies	View Document
Link for additional information	View Document

1.2 Academic Flexibility

<p>1.2.1</p> <p>Percentage of inter-disciplinary / inter-departmental courses /training across all the Programmes offered by the College during the last five years</p> <p>Response:</p>	
<p>1.2.1.1 Number of inter-disciplinary /inter-departmental courses /training offered during the last five years</p> <p>Response: 29</p>	
<p>1.2.1.2 Number of courses offered by the institution across all programs during the last five years</p> <p>Response: 47</p>	
File Description	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
Any 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:

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

2021-22	2020-21	2019-20	2018-19	2017-18
403	410	398	373	320

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

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:

The institution attempts to assist all learner understand their identity and the meaning of life through their relationships with and contributions to their fellow beings, the environment, and society.

GENDER EQUITY: The institution hosts a celebration of Women's Day with female faculty, staff, and non-teaching students. A gender issue awareness is presented annually as a part of celebrations to a representative group of male and female stakeholders, particularly students. The significance of gender equality, the difficulties of women, men, and transgender people, as well as appropriate conduct, interactions, and respect for everyone regardless of gender, are discussed. The institution gives students the chance to participate in activities that aid in the development of the knowledge, skills, and values necessary to lead fulfilling lives.

All students are encouraged by the institution to share their special talents with the world so that everyone can profit from them and advance humankind as a whole.

ENVIRONMENTAL STUDIES: The curriculum places a strong emphasis on environmental sustainability and the preservation of natural resources due to the well-known precarious situation of the

global environment.

HUMAN VALUES: As part of our curriculum, we place a lot of emphasis on educating young people human values. All teachers highlight the value of upholding each person's human rights and treating everyone with respect and kindness. Students happily participated in the blood donation camp, which benefits society. In the event of an emergency, staff and students have received basic life support training. The health and wellness of patients are acknowledged by students as the primary goal of clinical practise.

RIGHT TO HEALTH AND HEALTH DETERMINANTS: The importance of health is emphasised in our curricula, which views it as a fundamental right wherein all members of the community, regardless of religion, ethnicity, caste, gender, or other factors, are treated with respect and receive high-quality treatment. In order to raise awareness among students and society at large, World Oral Health Day has been observed. To highlight the significance of yoga, there is an annual event called International Yoga Day. The general public was made aware of dental caries, smoking, and malocclusion.

File Description	Document
Link for list of courses with their descriptions	View Document

1.3.2

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

Response:

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

Response: 18

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
Any additional information	View Document

1.3.3

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
482	331	98	296	308

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:

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

Response: 195

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 format	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:

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:

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:

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

2021-22	2020-21	2019-20	2018-19	2017-18
53	41	46	55	53

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

2021-22	2020-21	2019-20	2018-19	2017-18
63	58	58	58	58

File Description	Document
Institutional data in prescribed format	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
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:**

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:

2021-22	2020-21	2019-20	2018-19	2017-18
111	118	115	118	116

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

2021-22	2020-21	2019-20	2018-19	2017-18
129	118	118	118	118

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](#)

2.1.3

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
3	3	3	5	6

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:

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

2.2.2

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

Response:

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**

MIDS admits students from different backgrounds and gives us a feel of unity in diversity. Mission of our institution is to improve the student both personally and professionally. Our college is unique in identifying, encouraging and developing talents of our students in the areas of dentistry and extracurricular areas. Our college encourages students to showcase their skills in various inter-college and intra-college sports and cultural events like college day, graduation day, sports day, no tobacco day, yoga day.

Academics:

Faculty encourages students in the field of Research and Development. All students are allowed to choose their topics of interest and encouraged to complete the projects

Extracurricular activities: The institution has facilities like play ground, gym, special room for indoor activities, dance practice and auditoriums where our students can practice and develop their extracurricular skills.

Engaging the students in extracurricular activities will improve their skills as an event organizer, conducting these events from beginning to their successful completion by playing the role of a host, team leader, working together as a team thereby enhancing and embracing the word “teamwork” in inter-college events build confidence, competitive spirit, self esteem.

Hobbies and Other Activities

All the students are advised to cultivate hobbies and/or fitness activities such as yoga, dance, badminton, cycling which are made available in our student-centric campus.

All students are encouraged to participate and conduct health awareness and scientific awareness events

in the form of innovative skits, short films, posters to reach the community. This demonstrates the artistic skills of our students.

Sports and Cultural Committee faculty monitors all the extracurricular activities and wherever students needs advice from professional experts, committee will provide coaching for those special activities. Not only students, but faculty also participated in various cultural events and showed their excellence

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 One of the fundamental ideas that will guide students as they develop their professional identities is the student-centric approach to teaching and learning.

Our institution has undergone recurrent reinforcement and renewal in response to shifting trends in instructional design, learning theory, and student learning capacity evaluation.

Learning by doing:

One of the best ways to increase students' confidence in clinical procedures before using them on patients. By participating in labs, cadaver dissection, and clinical posting in medical subjects, students acquire knowledge of anatomy, physiology, biochemistry, microbiology, pathology, and general medicine and surgery. This preclinical work can be done on simulation models, such as carving, preparing, restoring, arranging, and performing phantom head surgeries. Students are allowed to practice on patients by observing and assisting, starting with simple exercises, and progressing through more complex procedures under the direction of faculty after the step-by-step preclinical practice. Because it is

said that practice makes perfect, this method of practical education fosters students' confidence.

Interdisciplinary and integrated instruction:

Students can plan and deliver comprehensive treatment plans to patients with the assistance of an interdisciplinary approach. The limitations and outcomes of each treatment, which are related to various disciplines, are understood by the students. In college, students are encouraged to take part in a variety of interdisciplinary dental education programs, workshops, and lectures

Learning through engagement

Students can demonstrate not only their theoretical knowledge and clinical skills, but also their oratorical abilities by participating in scientific events. Students gain confidence and improve their communication skills by participating in open-ended questions, quizzes, and debuts.

Evidence-based and patient-centred education:

Students are encouraged to read journals related to research and development, retrospective and prospective studies, reviews, and case reports. They are also encouraged to attend webinars, CDE programs on emerging areas, so that students will be familiar with advancements in planning and treatment. Patient centric learning helps students develop knowledge and exposes them to a variety of cases.

Humanities-based education:

Our institute encourages helping the elderly, the poor, and orphans. On various occasions, the Department of Public Health Dentistry organizes dental camps in various locations. When they were posted in public health dentistry, interns, and students in their final year of BDS went to dental camps. Students acquire interpersonal and organizational skills, as well as skills for managing patients and behavior, from these postings.

Learning through projects and problem-solving:

With the approval of the ethical committee, students are encouraged to work on projects based on models or invitro, in vivo, or ex vivo models.

Self-directed education:

individualized instruction based on the interests of students.

Role playing

Students are encouraged to perform short plays, skits, and films to promote oral health maintenance and diseases related to oral health. Examples include skits on first aid, problems with tobacco, road traffic accidents and their consequences, brushing habits, the significance of oral health maintenance, and the significance of early oral disease prevention

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:

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

2.3.3

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

Response:

Introduction the institution uses an LMS to provide students and faculty with an e-learning platform. The best way to make use of the features of an LMS is to use it as a major teaching and learning tool to spread knowledge to our students. The institute takes several steps to move from a traditional classroom to an e-learning environment. This is accomplished by holding webinars on Zoom and Google Meet on a regular basis and encouraging students to use e-learning resources by providing Wi-Fi and an ICT-enabled e-classroom.

LMS: The lecture material is uploaded by faculty to Google Drive, and students receive a link to these documents via email or WhatsApp.

In order to use ICT-enabled teaching practices, all faculty members are encouraged to use audio-visual presentations and the Internet facility that is provided to all departments.

In addition, parents will receive any additional information requested via bulk SMS (SMS update of daily attendance)

Lecture Halls • Each lecture hall has a desktop computer, wireless internet, an overhead projector, collar microphones with speakers, and a wireless internet connection.

- A huge, white screen is used to project the presentation.
- Facilities for Students Our school is moving toward a three-dimensional approach to teaching, which will make it possible for the students to use our IT department.
- Our faculty and students are well-versed in using IT tools, allowing them to keep up with the most recent technological developments in dental education.
- There is always access to a dedicated Information Technology Department that is able to provide software and hardware support.
- In order to improve lecture delivery, this department provides faculty with the necessary training in the use of fundamental Microsoft tools.

IT Equipment

- In addition, desktop computers with a fast internet connection are available in all college departments.
- The IT-enabled facilities make it possible to complete any academic task.
- The computers have interconnected internal storage drives that make it possible to access data and information stored in one location from anywhere on the campus.
- Web page blocking and antivirus software are also included on each system, preventing access to websites that are not academic.

Technological Innovation

• Our institution also possesses cutting-edge technological innovations that aid in the diagnosis of dental conditions, such as radio visuographic, digital orthopantomography, cone beam computer tomography, CAD-CAM, a digital microscope, and Dolphin software.

- Our students and faculty can quickly diagnose and plan effective treatment for our patients with the assistance of these computer-aided tools.
- Through the X-ray server's login portal, all radiographs are immediately uploaded to the server and accessible to any department.
- This saves money and time by not printing images, which is a significant advantage.

Additionally, faculty members have access to EBSCO Host's online library resources, which they can use to regularly update their knowledge.

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 webpage describing the “LMS/ Academic Management System”	View Document
Link for any other relevant information	View Document

2.3.4

Student :Mentor Ratio (preceding academic year)

Response:

2.3.4.1 Total number of mentors in the preceding academic year

Response: 94

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

2.3.5

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

Response:

Introduction

Through clinical postings, the teaching and learning process ensures that students acquire analytical skills for applying knowledge in everyday practice and analyzing treatment outcomes. Additionally, they learn to apply ethical principles and evaluate the scientific literature and data in order to select a treatment.

Innovation and Research • Throughout the study, the students participate in basic research projects.

- Skills for keeping track of all records and coordinating and supervising the activities of allied dental health professionals are developed
- The curriculum ensures that the student acquires the knowledge necessary to prescribe investigations and analyses them for treatment planning.
- Skills are developed to arrive at provisional, differential, and final diagnoses for patient care and treatment.
- They learn how to use diagnostic and prognostic information to integrate multiple disciplines into an individual comprehensive sequenced treatment plan for patient care and treatment planning.

Clinical Skills

- The students need to gain adequate clinical hands on-experience in extractions and other minor oral surgical procedures, all aspects of Conservative Dentistry, Endodontics, Crown and Bridge, fabrication of dentures, periodontal therapeutic procedures, and use of orthodontic appliances.
- Familiarity with various radiological techniques, particularly intra-oral methods and proper interpretation of radiographs is an essential part of this component of training and has application in clinical diagnosis, forensic identification, and age estimation

Innovative Teaching

- Innovative teaching methods include using simulator teaching aids such as phantom head, restoration in caries teeth, carving in wax blocks, plaster model teeth preparation, suture techniques as well as advanced clinical procedures like Implant placement,
- Towards the final stage of the clinical training, each student will be involved in comprehensive oral health care or holistic approach to enable them to plan and treat patients. Another way to inculcate analytical thinking and execution in our students is through teaching of diagnostics, prognosis and treatment planning.
- Our clinical course incorporates analysis of radiographs, tracing of key landmarks in the facial region through cephalometric tracing, evaluation of oral tissues excised for histological analysis and critical thinking through the process of elimination for the formulation of a diagnosis.
- Prior to performing any clinical procedure, the students are required to take a comprehensive case

history and evaluate the patients.

- This enables the process of thinking analytically about the possible differential diagnosis, ordering appropriate investigations for each patient and arriving at a confirmatory diagnosis

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

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

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:

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.

2021-22	2020-21	2019-20	2018-19	2017-18
111	110	107	95	88

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

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

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

Response: 659

File Description	Document
Institutional data in prescribed format	View Document
Consolidated Experience certificate duly certified by the Head of the insitution	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:**

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

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	00

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
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:

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

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	00

File Description	Document
Institutional data in prescribed format	View Document
e-Copies of award letters (scanned or soft copy) for achievements	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:

The implementation of the activities and schedules planned for the academic year involves the Principal and the Heads of each Department. The undergraduate and graduate curriculum are in accordance with DCI regulations. For efficient and seamless implementation of the curriculum, the teaching schedule is created at the start of the academic year. The schedule dictates how the theory and practical internal exams are conducted.

Academic calendar

- For our students, the academic calendar serves as a diary.
- The academic calendar includes internal assessment schedules, official holidays, and tentative parent teaching meeting.

The academic calendar also includes a list of meetings/events planned for the academic year as well as the complete Teaching-Learning and Evaluation schedules for parents' information so they can plan their schedules well in advance.

- At the start of the academic year, the institution's website will make the finalized academic calendar which is accessible to students and faculty.

Examination reforms

- Internal exams are conducted to replicate the format of university exams.
- To familiarize students with the format of final exams, the paper pattern, exam timetable, invigilation, and exam monitoring under CCTV are all the same as those used for university exams.
- The college examination committee oversees all exam supplies, equipments and procedures.
- Answer sheets will be impartially assessed by the same faculty for the same question.
- During the distribution of papers, students will receive feedback on their exam performance as well as their grades.

File Description	Document
Link for any other relevant information	View Document
Link for dates of conduct of internal assessment examinations	View Document
Link for academic calendar	View Document

2.5.2

Mechanism to deal with examination related grievances is transparent, time-bound and efficient**Response:****Introduction:**

Three internal exams that are conducted similarly to university exams make up each year's internal assessment. The academic calendar distributed to students at the start of each academic year includes the dates of these exams, giving our students adequate time to plan and prepare

Procedures for Grievance Redressal

- Following the completion of internal exams, the students receive their valuable answer scripts back and are given the opportunity to voice any complaints.
- The revised score is updated in the pertinent records in the event that the marks change.

University Examination Complaint Redressal

The university sets the dates and oversees the administration of the exams, which are held in August and February of each academic year for the BDS program.

- The university website outlines the rules and regulations pertaining to conduct, evaluation and grievance redressal systems, and the institution makes sure that all of its students are aware of the same.
- Students who have complaints about their grades can ask the university for a photocopy of the answer scripts

Students can also discuss with their mentors regarding their answers and get guidance to improve their performance in the subsequent 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:

Adaptation: Introduction

While the university conducts the final exams, the college conducts exams for internal evaluations in accordance with the university's rules and regulations.

Examining criteria:

The university announces the examination schedules along with the prescribed fees in its website.

- All students who will be taking university exams must register online and provide information about the subjects they will be taking as well as payment information for the exams.
- The university processes the applications, and the hall tickets are uploaded to its web portal and downloaded at the college.
- In the institution, the university posts test questions.
- Thirty minutes before to the start of the exam, the college downloads the question papers in coded format from the university's institution login.
- Throughout the examinations, the exam room is continuously monitored by CCTV, and the university receives a video of the proceedings along with the answer keys the same day.

Process integrating IT:

- The exam hall is installed with the latest cameras and high speed internet connections.
- A computer and printer is also available in the hall to take copies of relevant documents and question paper.
- The results of internal assessment are informed to the students through internet.
- Uploading of internal assessment marks prior to the university examinations, payment of university examination fees, download of student's Hall Tickets and question papers at the time of university examinations from the university website, valuation of answer scripts and declaration of results are all fully automated.

Self Evaluation

- Question papers from previous years' internal college exams and university exams are given to the pupils.
- They are told to review those test questions.
- We also provide open-book exams to our students to boost their self-assurance.

Assessment at the workplace

- Students are given the opportunity to organise at least one dental camp and are also sent on trips to treat people in need.
- At the camp, students' practical work is evaluated. Students develop their confidence through this style of learning.
- Students' practical work is evaluated at the camp site, and they are also given instructions to

organise at least one camp. Students develop their confidence through this style of learning.

OSPE/OSCE

Evaluations based on OSPE/OSCE are presented to our students. This motivates the pupils to study the material in a more organised and analytical manner

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:

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

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:

GOALS:

The dental graduates should acquire sufficient information, requisite skills, and reasonable attitudes during their training in institutions in order to carry out all activities appropriate to general dentistry.

The prevention, diagnosis, and treatment of abnormalities and diseases of the teeth, mouth, jaws, and related tissues are all part of dental practise. The graduate should also be able to engage in the nation's rural health care delivery programmes and comprehend the notion of community oral health education.

OBJECTIVES:

The goals are broken down into three categories. Knowledge and comprehension, skills, attitudes, and so forth.

KNOWLEDGE AND COMPREHENSION (A)

During the training time, the graduate should pick up the following skills.

1. Having a thorough awareness of the scientific principles underlying dentistry and the various
2. Adequate understanding of the growth, composition, and operation of the teeth, mouth, jaws, and associated tissues in both health and disease, as well as their connection to and influence on general state of health and its impact on the patient's physical and social well-being.
3. Adequate understanding of clinical disciplines, techniques, and methods that present a comprehensive picture of abnormalities, lesions, and diseases of the teeth, mouth, and jaws as well as aspects of dentistry that are preventive, diagnostic, and therapeutic.
4. General dental practise requires sufficient clinical experience.
5. Adequate knowledge of a person's makeup, biological processes, and behaviour in both health and disease, as well as the impact of the social and environmental environment on oral health.

(B) SKILLS: In order to practise dentistry, a graduate must be able to demonstrate the following abilities.

1. The ability to identify and treat a variety of common dental issues that arise in general dentistry practise, always keeping in mind the needs of society and its right to the best care possible.
2. Develop the ability to avoid and deal with issues that may arise when doing various surgical and other treatments.
3. Have the competence to evaluate test results and the ability to carry out specific investigation processes.
4. Wherever possible, promote oral health and assist in preventing oral diseases.
5. Expertise in managing patient pain and anxiety during dental procedures.

ATTITUDES (C)

During the training time, a graduate should cultivate the following mindsets.

1. Willingness to use contemporary dental knowledge for the benefit of patients and the community.
2. Uphold the highest standards of conduct and ethical behaviour in all facets of your professional life.
3. Work to raise awareness of oral health issues and offer potential solutions;
4. Willingness to participate in CDE programs to update knowledge and professional skills Sometimes.
5. Support and participate in the implementation of national oral health policies.

File Description	Document
Link for upload Course Outcomes for all courses (exemplars from Glossary)	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 any other relevant information	View Document

2.6.2

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
98	82	100	111	113

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

2021-22	2020-21	2019-20	2018-19	2017-18
117	111	118	142	145

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
Links for additional information	View Document
Link for the annual report of examination results as placed before BoM/ Syndicate/ Governing Council for the last five years	View Document

2.6.3

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

Response:

Each program's learning objectives are created by the institute. An orientation program is run by college management instructors as part of the beginning course. Faculty members talk about the program's structure, course material, year-by-year scheduling, and evaluation methods like exams and practical procedures during this orientation program.

Assessment process:

The student's acquired knowledge is evaluated using a variety of methods. Classes are held according to the schedule, and students are tested before and after each class to see how well they understood the material. There are two ways to conduct evaluation. Assessments that are formative or internal, summative, or university-level. The institution conducts a series of tests and examinations on a regular basis as part of the formative evaluation process. The university conducts summative evaluation through an examination administered at the conclusion of the specified course. Written test, practicals, clinical exam, and viva voce are the evaluation methods used.

File Description	Document
Link for programme-specific learning outcomes	View Document
Link for any other relevant information	View Document

2.6.4

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

Response:

PTA (Parent Teacher Organization):

A Chairperson and the faculty in charge of various classes for the academic year make up the PTA Committee. It is the duty of the PTA Committee to serve as a liaison between the school, parents, and students. In conjunction with the Mentorship cell, the UG cell organized a parent-teacher meeting for the parents of undergraduate students who will be taking the exam. The meeting was sent to parents via SMS. The meeting was held to update the parents on their child's attendance.

The Parent-Teacher conferences are scheduled to take place twice a year. This comes after the first and third Internal Assessment tests, respectively.

The PTA Committee's roles and responsibilities are as follows:

Two weeks before the PTA meetings, communication letters are sent out.

Parents are also informed about their children's attendance percentage and internal assessment scores.

During the parent-teacher meeting, the faculty in charge presents the students' attendance and internal assessment scores to the parents for discussion and possible remediation.

The Committee would discuss the steps that need to be taken to boost the performance of the students who are behind.

The grievances of the affected students are collected by the faculty in charge and sent to the PTA Committee or mentor mentee cell. Following thorough discussions with the principal, the relevant departments take the necessary action.

During the meeting, the parents' feedback is gathered, and the points are discussed during the faculty PTA report discussion that follows.

The committee discusses the complaints made by the parents, considers the suggestions, and seeks redress wherever possible.

Procedure Following the University Examination Following the publication of the university's results, a copy of the mark sheet and a letter are sent to the parents of students who did not pass the examinations.

A separate timetable is made after the students return to the school to make sure they improve their performance and pass the subject on the next exam.

During the meeting, parents provide feedback so that the department can take corrective action.

In addition to the regular meetings, parents of students whose performance needs to be improved are invited to a special meeting to discuss remedial measures that will help their children advance.

OUTCOME:

Students will perform better as a result of this PTA meeting, and staff will be able to plan remedial courses that will help students perform better as a result of parent feedback.

File Description	Document
Link for any other relevant information	View 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

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:

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

2021-22	2020-21	2019-20	2018-19	2017-18
31	30	23	23	22

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
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:

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

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	00

File Description	Document
Institutional data in prescribed format	View Document
Fellowship award letter / grant letter from the funding agency	View Document
Any additional information	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:

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

2021-22	2020-21	2019-20	2018-19	2017-18
3	2	2	2	3

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

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:

ECOSYSTEM

Meghna Institute of Dental Sciences serves as a well-known center in the Nizamabad region for teaching, guiding and supporting research activities for its students and staffs. Varieties of programs are regularly

organized every year by all the departments to impart the importance of innovative research onto its students. Institution has a well-established research and ethical committee, which includes well known researchers, excellent in the field of innovation. Students / Staff doing research are guided and analyzed by this expert team of members. Institution has research environment with all research equipment's available in all clinical departments.

The departments are well equipped with advanced and contemporary equipment's such as Orthopantomography [OPG], Carbon Monoxide Analyzer, RVG. The department of Oral surgery is equipped with Piezo surgical unit, IV and IM models, Stereolithographic model etc. Department of Periodontics & Oral Implantology has advanced equipment's like Diode Laser, Implant Kit. Department of Conservative Dentistry & Endodontics is equipped with modern equipment's like surgical operating microscope, loupes, Thermoplasticized Obturating System, Ultrasonic, in-office bleaching unit, woodpecker cordless plugger and obtura gun etc that will aid in carrying out research activities. The department also has a preclinical lab with phantom head and ceramic lab, which can be used for research activities. Department of Prosthodontics is equipped with all routinely needed equipment's as well as modern equipment's like Implant surgical kits, digitally controlled X- ray unit, Osstell (osteostrengthening unit), Intra oral camera, Adjustable & Semi-adjustable articulators, Surveyors and facebows, Pneumatic crown removers along with high end sophisticated equipment's for lab procedure etc that also aid in carrying out research activities. The department also has a preclinical lab with phantom heads. Casting and ceramic lab is fully facilitated and can also be used for research activities. Facad Software in Department of Orthodontics etc. that can be availed for research activities. The department of Pedodontics has endomotor, pedo RVG, and magnifying loupes. Department of Oral pathology and Microbiology has compound microscopes.

Apart from this the institution has made collaborations with various institute for carrying out research activities. The initiatives are taken to impart keen interest in research among students and staff such as students are encouraged for presentation of papers/posters/ table-top clinics in departments on various occasions, at conferences and conventions. The institute has organized various events like poster/paper presentation, quiz competition, debate, theme-based art galleries/ rangoli competition to develop their presenting & creative skills for undergraduate & post graduate students. Interdepartmental meets are organized to impart the interdisciplinary knowledge among the post graduate students and to encourage them for collaborative research. Research Committee encourages faculty members and post Graduate students to submit research proposals to various funding agencies. It guides and motivates faculty and Post Graduate students to publish/present their research work in reputed journals /various national and international conferences. CDE Programs, Seminars, conferences and workshops are organized and faculty members are urged for participating in CDE. Research Committee monitors, facilitate and upgrade the facilities required for Research work.

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:

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

2021-22	2020-21	2019-20	2018-19	2017-18
6	6	21	5	5

File Description	Document
Report of the workshops/seminars with photos	View Document
Institutional data in prescribed format	View Document
Any 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:

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:

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: 97

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

Response: 66

File Description	Document
PhD/ DM/ M Ch/ PG Degree Award letters of students (with guide's name mentioned)	View Document
Institutional data in prescribed format	View Document
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:

File Description	Document
Institutional data in prescribed forma	View Document
Any additional information	View Document
Web-link provided by institution in the template which redirects to the journal webpage published in UGC notified list	View Document

3.3.4

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

Response:

File Description	Document
Institutional data in prescribed format	View Document
Any 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:

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.

2021-22	2020-21	2019-20	2018-19	2017-18
101	40	84	112	102

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

3.4.2

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
390	443	496	399	497

File Description	Document
Institutional data in prescribed forma	View Document
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	View Document
Link for additional information	View Document

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:

public in several places, mainly rural areas. We have also conducted free dental camps and offered free dental services in a lot of schools so that awareness is created among the parents regarding the oral health of their children. The Department of Public Health Dentistry play a pivotal role.

The Department of Public Health Dentistry along with other departments such as Department of Prosthodontics, Department of Periodontics, Department of Conservative Dentistry and Department of Pedodontics, work hand in hand to ensure these programs are a great success. Free medicines are also provided for the needful population at their will. Constant motivation and Cooperation among the departments is the main reason behind the continuation of these programs. Our institution has a special consideration for anti - tobacco usage in the nearby society. The hospital has a special anti -tobacco cell to educate all the tobacco using people visiting the institution and also the anti -tobacco cell creates and displays banners, videos and education materials for creating awareness. We are proud to say that we have been bestowed with several awards of appreciation in recognition of our work.

During the last five years, we have organized 439 dental health camps. These outreach activities benefit the community in and around Nizamabad district that includes rural areas, tribal hamlets, urban slums, industries, school, and colleges. For this our college has received many accolades.

In 2019, MIDS was recognized as “**THE 10 BEST DENTAL INSTITUTES IN INDIA, 2019**” by the **KNOWLEDGE REVIEW JOURNAL**.

Participated in **AZADI KA AMRIT MAHOTSVAM** in association with **FEDERATION OF SPECIAL CARE DENTISTRY** as an **INSTITUTIONAL PARTNER** for providing Medical support.

Recognition in the form of appreciation letters from various **GRAM PANCHAYAT’S** in & around Nizamabad, **NON-GOVERNMENTAL ORGANIZATIONS LIKE LION’S CLUB, ROTARY CLUB, SNEHA SOCIETY FOR RURAL RECONSTRUCTION, IMA NIZAMABAD, IDA NIZAMABAD, INDUR CANCER HOSPITAL** have been acknowledged.

Recognition certificate from **GOVERNMENTAL ORGANIZATIONS AT DISTRICT COURT, & TRAFFIC POLICE DEPARTMENT, GOVERNMENT MEDICAL COLLEGE, NIZAMABAD** for organizing & conducting Blood donation 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:

Apart from setting enviable standards in delivering oral health services, Meghna Institute of Dental Sciences (MIDS), has been organizing regular extension and outreach activities every year since its inception in 2005. The activities include dental screening camps, school oral health programs, oral health awareness campaigns etc. in remote rural areas, tribal hamlets, urban slums, industries, school and colleges as a social responsibility.

We initiated and established one satellite centre at Moosra, Nizamabad district and Vel’s Meghna Dental Care at Nizamabad to facilitate treatment accessibility and to increase awareness on the importance of oral health. We organize special programs on important days to spread awareness. We do not see outreach programs as a regulatory compulsion but an opportunity to serve the society. Our institute takes great pride in celebrating various National and International commemorative days as these impart in the student community as a social awareness and also provided opportunities to students to participate in various associated activities beyond academics.

Despite of pandemic situation, there was a big curiosity towards participation in the camps. COVID 19 protocol was followed religiously with masks wearing, social distancing and sanitizing etc. Initially the participation was restricted to 30-35 around due to protocol and later, when it eased, it was around 50 participants on and average were permitted to participate in each camp

For the 75th AMRIT MAHOTSAV OF INDEPENDENCE, MIDS conducted a rally with great enthusiasm in which 70 students participated. All the students raised the slogan of ‘Har Ghar Tiranga Ghar Har Tiranga’, students shared the message of Har Ghar Tiranga Ghar Ghar Tiranga’ by distribution of tricolor flags to the people who were coming on the way.

<p>AWARENESS PROGRAMMES</p>	<p>The institution conducts various awareness pro create awareness by fixing and displaying posters hand- outs</p> <ol style="list-style-type: none"> 1. HIV/AIDS AWARENE PROGRAMMES 2. BREAST FEEDING AWARENESS PRO 3. ROAD SAFETY AWARENES PROGRAMMES 4. MENSTRUAL H AWARENESS 5. SEXUAL HARASSEM AWARENESS 6. SHE TEAM AWARENESS 7. BREAST CANCER AWARENESS
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SWACHH BHARAT ABHIYAN	Swachh Bharat Abhiyan is conducted. Cleaning is carried out in the Institution in which the faculty and staff and students actively participate.	
ENVIRONMENTAL ISSUE PROGRAMMES	The Institution also conducts environmental programmes meeting sustainable development goals to benefit society. 1. WORLD ENVIRONMENTAL DAY 2. SAVE EARTH 3. VANAMAHOTSAVA	
ORAL HYGIENE AWARENESS PROGRAMMES	Under this programme the students educate the public about the maintenance of oral hygiene by demonstrating various techniques and various other oral hygiene measures. 1. TOOTH BRUSH AWARENESS PROGRAMME 2. PROSTHODONTIST'S DAY	
NO TOBACCO DAY	Various street plays and awareness programmes are conducted every year by Public Health Dentistry on the occasion of No Tobacco Day.	
BLOOD DONATION CAMPS	Blood donation camps are conducted in collaboration with non-governmental organisations in the Institute.	
FREE DENTAL CAMPS	The department of Public Health Dentistry conducts free dental camps in collaboration with various government and non-government organizations on a daily basis at various locations in and around Nizamabad.	

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:

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

2021-22	2020-21	2019-20	2018-19	2017-18
7	15	12	16	9

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
Any other Information	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:

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: 27

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
Any additional information	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:

The college offers top-notch facilities and opportunities.

Planning and additions to physical infrastructure are made to support teaching and learning of academic meets. MIDS takes pleasure in offering excellent infrastructural facilities for positive teaching learning environment. Fully furnished classrooms, practise areas, labs, and a hospital for clinical instruction. Our institutions teachings learning process on this sprawling campus is divided in to two parts: Academic/Theoretical teaching and practical / clinical teaching, with some overlap between the two. The following facilities are available at the university to support academic teaching and learning: Air-conditioned smart classroom with all required ICT infrastructure is present. 500 people can be seated in an auditorium for CDE events, guest lecturers, etc. Each department has a seminar room with space for 25 people and possibilities for displaying lectures, seminars and journal clubs. Each lecture hall is furnished with a computer system and a projector. Online teaching mode is also available for better understanding pre-clinical work area, Oral Pathology and Oral Histology Labs, Basic Biochemistry Lab, Microbiology Lab, General Pathology Lab, Pre-clinical Laboratories and Anatomy Cadaver Hall for basic and graduate training, there is a pre-clinical prosthodontics lab as well as a pre-clinical conservative dentistry lab with phantom head models

Facilities for Clinical Learning:

The clinical components of the curriculum are taught to students in 9 clinical dental departments. Under the guidance of a faculty member, students are permitted to examine patients in each clinical area before treating them. The students can learn the clinical components of the curriculum in one of the 9 clinical dental departments. In each clinical department, under the guidance of instructors, students are permitted to first observe patients before treating them. In these departments, where there is one-on-one interaction between the students and teachers, the clinical teaching-learning takes place. Additionally, there are labs for ceramics, acrylic, and casting where students can study clinical techniques based in the lab, such as the creation of crowns, bridges, and other dental prosthetics. General medicine and general surgery are two of the medical subjects that are taught in our medical hospital attachment. To meet the educational demands of our students, the outpatient area, inpatient wards, and major and minor surgery theatres are outfitted with the newest equipment based on cutting-edge technology and highly skilled and experienced faculty. There are many books and magazines available in the campus library. With computers, library services are improved. Each department also has a department library with pertinent subject textbooks so that staff and students can easily use them for research. The cameras are connected along with Wi-Fi enabled classrooms so that latest methodology and practices are taught seamlessly to students

File Description	Document
Link for any other relevant information	View 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

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:

The administration of our college supports offering our students access to facilities for leisure, sports, competitions, physical fitness, and cultural events.

Auditorium:

- Our college has a large 300 seating capacity auditorium.
- It is constructed in the mould of a comfortable atmosphere and has excellent air conditioning facilities.

All our cultural and academic events are staged in the auditorium Stadiums and Courts:

- Our students are also encouraged to practice and participate in various sports and extracurricular activities
- The indoor play area has a range of sports equipment to support activities including throw ball, badminton, volley ball, and shuttle.
- Our students are free to practise their preferred sports at the indoor sports facility after college business hours.
- A volley ball court is among the outdoor sports facilities; all of these are located in campus.

Faculty of Physical Training:

- For the students to flourish in sports and activities, our college includes both an indoor and an outdoor play area.
- To supervise our students' training in the activities of their choosing before they take part in numerous intra- and inter-college competitions.

- The principal's office proudly displays the awards that our pupils have received.
- In addition to the aforementioned sporting amenities, the hostel also has a fully functional gymnasium.
- A physical trainer is also on hand to assist and instruct the pupils as they improve their physical fitness.

Other Facilities

- For the past five years, our institution has yearly hosted the Fest of sports and cultural. This gives our students lots of chances to demonstrate their extracurricular skills.
- For students who must return home after extracurricular events and other fests, campus transportation is offered

Celebrations:

Special occasions are also celebrated every year as part of festivals of national importance including

S.NO	SPECIAL OCCASIONS
1	Vinayaka chavithi
2	Bathukamma
3	Doctors' day
4	Pre-Christmas eve
5	Traditional day
6	Freshers party
7	Annual day celebrations
8	Fest

This fest is open for all faculties and students to enjoy the occasions. Transport is provided for those who have to travel back to their homes after the celebrations.

File Description	Document
Link for any other relevant information	View Document
Link for list of available sports and cultural facilities	View Document
Link for geotagged photographs	View Document

4.1.3

Availability and adequacy of general campus facilities and overall ambience**Response:**

The college campus is spread out over 5 acres and 6 guntas of land with a lush, green surrounding. Its build-up area is approximately 125900 square feet and it has an RCC structure with 4 lecture halls, a central library, laboratories, a common room for girls, temporary indoor sports areas, seminar halls, clinical and non-clinical departments, and other buildings.

The institution provides a state of art infrastructure to fulfill the need of faculty, students and patients with utmost care and high-tech resources.

Medical facilities- The College has a 10-bed ward, and major OT in the department of oral and maxillofacial surgery, an operating facility for both in-patients and out-patients, and a pharmacy in a convenient location.

Toilets- Toilet's availability is there on individual floor with male and female toilet's present separately with sign age having between Indian and western facilities.

Canteen is constructed with an area of 1000 Sq. ft with hygienic kitchen, refrigerators and coffee machine.

Signage - Sign boards are placed in and around the college for Parking, Direction, Transport, Canteen, Toilets, Department's, Laboratories Sports area etc.

Library – sprawling area of 13,700 Sq. ft which caters to educational values through journals textbooks, dissertation copies and magazine

Greenery- The College is spread over 5 acre's & 6 Gunta's with green environment.

STP plant-Sewage treatment plant which is located on the campus follows principles of water renewal methods. This water is useful for maintaining gardens on campus.

Centralised distilled water unit- the college provides healthy drinking water to all the students and faculty through reverse osmosis technique.

File Description	Document
Link for any other relevant information	View Document
Link for photographs/ Geotagging of Campus facilities	View Document

4.1.4

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

4.1.4.1 *Expenditure incurred, excluding salary, for infrastructure development and augmentation year-wise during the last five years (INR in lakhs)*

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	00

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

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:**CLINICAL TEACHING AND LEARNING:**

In 8 medical departments and 9 dental departments, clinical instruction is conducted. Each of these departments is in charge of an outpatient ward where students can observe and carry out therapeutic procedures, a seminar room for instruction and presentations, a lab for pre-clinical exercises and biochemical investigations, and a clinical project area for elementary medical and dental tasks. According to DCI standards, space is allotted for clinical, laboratory, and academic purposes. All of our departments have the clinical and laboratory equipment required by the DCI. The flow of patients to the Dental OP in particular is a fundamental clinical prerequisite for developing both fundamental and advanced skills. The DCI's minimum requirement is greatly exceeded by our hospital's typical daily footfall. The heavy inflow of n patients that come to our hospital is more than enough for our students to master every fundamental and specific advanced clinical dental operation in-depth.

Laboratory Facilities:

1. Basic Clinical Equipment's:

The basic clinical equipment's / materials that are required, are governed by the regulations of the DCI. These include:

- Dental Chairs
- Operating Theaters
- Ultrasonic Scalers
- Airotor Handpieces
- Restorative Cements of different types
- Impression Materials
- X-rays:

Regular dental X-ray units, Digital X-ray units

1. OPG unit for full mouth imaging
2. Lateral cephalogram for orthodontics imaging
3. Autoclaves for sterilization of instruments
4. Fumigation equipment for sterilization of the minor operating theatre
5. Instruments for performing tooth extractions, surgical tooth removal, minor oral surgical procedures.
6. Pre – clinical laboratory

All the equipment's stated above are adequate to cater to the academic and clinical requirements of the students and as per the norms prescribed by DCI.

MIDS possesses a number of pre-clinical laboratories where our students can learn the basic clinical dentistry on models before performing the same on patients. The following are available in the labs.

- Dental models to preform cavity preparations, tooth preparations
- Dental handpieces
- Laboratory space to learn basic dental exercises like cement mixing, impression making, duplicating impression models etc
- Tooth morphology labs with work stations, demonstration models, white/black boards and charts
- Patient educating room (tobacco cessation centre) for teaching the patients proper oral hygiene measures with required models for demonstration
- Clinical laboratory spaces

Our Institution also houses all laboratory where fabrication of dentures/ artificial teeth / histological analysis is performed. The equipment's present include Induction Casting Machines, Burnout furnaces, Micromotor, Metal grinders, Sand blasters, Duplicator equipment, Vacuum investors, Ceramic finishing kits, Metal finishing kits, Microtome, Tissue Processing unit.

Advanced Dental Equipment's

MIDS also possesses the following numerous specialized dental instruments to perform advanced dental therapeutic procedures.

1. Endo sonic Handpieces
2. Dental LASER
3. Piezo for surgeries
4. Loupes for microsurgery
5. Fiberoptic intubation scope
6. Implant physio dispenser with surgical kits of different systems
7. Faced software for ortho treatment planning
8. Specialized operating dental microscopes
9. Micro surgical instruments
10. Bleaching and micro abrasion equipment's
11. Injectable thermoplasticized gutta-percha.

File Description	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
Link for the facilities as per the stipulations of the respective Regulatory Bodies with Geotagging	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:

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

2021-22	2020-21	2019-20	2018-19	2017-18
96583	73512	127346	116855	100715

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

2021-22	2020-21	2019-20	2018-19	2017-18
96	72	95	97	96

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
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:

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.

2021-22	2020-21	2019-20	2018-19	2017-18
286	319	285	300	284

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.

2021-22	2020-21	2019-20	2018-19	2017-18
63	52	50	52	52

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

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:

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
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:

Integrated library management system, was initiated in the year 2022 in our library, to efficiently manage the day-to-day operations in the library.

Name of the software: CLOBAS

Extent of automation: fully digital

Year of automation: Jan 2022

Version: 4.5.5

The ILMS software maintains the data of all the annexes like books for efficient usage and functioning of the library. Books of every speciality that include basic medical sciences and dental sciences can be accessed only authorised users can login using username and password.

CLOBAS has the following features,

1. Acquisition management of the library collection.
2. Catalogue management of books.
3. Search function for any book is available
4. Simple and user-friendly interface

Thus, CLOBAS helps to keep all the collections in a more systematic and simplified manner which are streamlined based on categories. Authorised persons can directly spot any particular book straight away in the library with in no time

File Description	Document
Link for any other relevant information	View Document
Link for geotagged photographs of library facilities	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:

For all of the departments, the college library serves as the ultimate knowledge resource centre. However, each of them has a unique library that is independent and specialised. This library is expected to continue to play a significant role in the creation and diffusion of knowledge.

The Library is a resource for an effective, serious, and intellectual environment that encourages and supports the development of high standards in academic and institutional performance. The library purchases a wide variety of books, periodicals, and theses. To support instruction, learning, and research, there are collections of a variety of materials. By offering a variety of publications, it also offers students and faculty amusement and good downtime.

The curriculum and annual budget are used to improve the library's collection of books and journals each year. All dental specialisations and fundamental medical sciences are covered in the books. There are currently 4232 novels and 562 reference books available.

The 105 print publications and 60 e-journals for article reference and education cover all dental and related professions.

The library also has a subscription to EBSCO, a discipline-specific learning tool, so that students can read journal articles. The MIDS offers annual subscriptions to the E-consortium database. Through the e-Consortium of the University website, users can access the e-resources from the library.

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

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:

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)

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	00

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

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:

Students use the library from 8.30 am to 9.00 pm on all working days and till 1.00 pm on every Sunday. When utilising library resources, all students sign out of the library and enter their names in the student register.

Spread over 13,700 Sq. Ft. the library serves as a rich source of knowledge. Students utilize library till 11.00 pm during all the examinations held by university. It has enriched UG & PG sections separately which showcase national and international journals, reputed text books and dissertation materials.

The college library has a digital library wing that provides easier access to a variety of neatly categorised digital resources. The web-based online catalogue with a subscription data base is accessible via the internet.

In-Person and Remote Access Usage of Library:

Students and professors can use the college library, and access is controlled by their signature in the register. The hard copies of books, current journals, back issues of journals, audio visual resources, newspapers, and these are all available to students and professors in person.

Library Orientation Program for First year BDS and MDS students:

Every academic year, a library orientation programme is held for first-year BDS and MDS students to familiarise them with the resources and services available there. Additionally, the students are shown how to access online databases and a virtual library for research purposes.

File Description	Document
Link for any other relevant information	View Document
Link for details of library usage by teachers and students	View Document
Link for details of learner sessions / Library user programmes organized	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:**

File Description	Document
Institutional data in prescribed format	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:

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

Response: 11

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

Response: 11

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

4.4.2

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

Response:

Meghna Institute of Dental Sciences offers a cutting-edge technology facility. The institution has a IT section which looks after all the hardware and software are updated and working properly. Our institution's IT resources for educational and extra-curricular activities include the following.

IT SERVICES

1. WiFi all over the college Premises
2. Computers in All departments
3. Printers
4. LCD Projectors

- The college offers WiFi throughout the campus as well as dedicated lease lines and broadband for each department.
- All of the computers and audio-visual equipment in the lecture and seminar rooms are supported by generators.
- The ability for faculty and students to access electronic publications through the library's internet services has improved both teaching and learning.
- All of the institution's students and professors have access to a variety of online resources.
- Online resources on the campus are freely accessible through the campus's open IP range.

Among the advanced software features offered are:

CLOBAS – Institutional learning management system

Our software revolution has certain unique features, one of which is the institution owned ILMS. Students and staff can log onto this software using usernames and passwords that have been specially created for them. Study materials are posted in advance in the form of lectures, videos with links directing to the relevant websites and soft copies of textbooks in the pdf format. The aforementioned resources are available to students and staff who have enrolled in CLOBAS using their institutional ids, allowing them to further their education. Additionally, this software allows for other features like attendance tracking, posting of the schedule for lectures and clinicals for students, E-circulars for any information pertaining to both students and staff, results of previous college celebrations. The programme notifies parents of their children's attendance as well as the results of exams and other regular activities at the institution

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

4.4.3

Available bandwidth of internet connection in the Institution (Lease line)**Response:**

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

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:

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)

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	00

File Description	Document
Provide extract of expenditure incurred on maintenance of 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

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:

The institute has developed an organized system for maintaining its administrative, instructional, and physical infrastructure. The numerous maintenance sections of the college effectively maintain the college's infrastructure. The Principal and Management allocate the budget according to the needs.

Classrooms:

The college offers well-equipped classrooms with quick WiFi. Only when lectures are in session do the students enter the classrooms. Students have access to the wifi .

Students are asked not to eat in or leave trash in the lecture halls in order to maintain the cleanliness of the classrooms. The technical team promptly attends to maintenance requests, and the furniture and electrical fixtures in the classrooms are always kept in good working order.

Laboratory:

The college has offered a variety of equipment that is installed in the labs and is maintained by the lab technicians. The annual maintenance team also takes care of any serious issues with the machines that are provided in the labs and operating rooms.

The technicians at the labs take care of any equipment issues that are small. The equipment is returned to the vendors for calibration service or replacement if it becomes unusable during the service warranty period.

Buildings and Infrastructure:

Cleaning, painting, whitewashing, and replacing fixtures and equipment are all part of building maintenance. The annual budget includes enough money to cover these costs. Building and infrastructure repairs are handled by a maintenance staff working under a supervisor.

Similar to that, the college has a full-time plumber on staff who can perform plumbing maintenance. The housekeeping department, which employs scavengers, is responsible for doing daily cleaning of the restrooms and the classrooms.

Library & Computer Facilities:

IT professionals assure trouble-free operation of the computers, which are utilized for a variety of library tasks as well as other connected electronic devices. The IT team efficiently handles replacing hardware and software as well as maintaining Wi-Fi facilities.

Sports Facilities:

Both indoor and outdoor sports facilities are available at our campus. Students are permitted to use the sports facilities beyond college hours. The stadium includes amenities for a variety of sporting activities,

including shuttle etc.

Other facilities:

The college has a 24-hours electricity backup by Diesel

In light of frequent load shedding, generators become important since they guarantee an uninterrupted power supply. The college has its own bore-well, storage tanks, STP plant, and RO system for drinking water for its own water supply.

The institution has hired a group of full-time technicians, including electricians and civil engineers, to keep an eye on all of the electrical and water supply systems. This group also includes furnishings for the offices, classrooms, libraries, and laboratories. The management annually allots money from the budget to maintain the furniture.

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:

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)

2021-22	2020-21	2019-20	2018-19	2017-18
361	344	338	337	344

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](#)

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:**

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

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:**

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

2021-22	2020-21	2019-20	2018-19	2017-18
376	373	364	367	372

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
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:**

Our Institution has already established international student cell in the year 2015, to give assistance to the international students in various series of events that occur during the admission procedure. This cell is made to give experience to the international students a homely atmosphere.

We have globally acclaimed practices in teaching, learning and now we are offering a cordial welcome to the international students who wish to join under graduate and post graduate courses.

Rules framed by the university grants commission (UGC) notified in its website www.ugc.ac.in are followed for deciding the eligibility and admissions of international students to dental courses (BDS, MDS), offered in our institute.

Principal

Dr. Pratap Kumar Mukka, MDS,

Principal and Professor

Department of conservative Dentistry and Endodontics

Meghna institute of Dental sciences

MEMBERS

s.no	Name of the staff	role	cell	Email ID
1	Dr. Pratap Kumar	Chairman	9848072945	pratapm
2	Dr. Kalyan Chakravarthy	Co-Chairman	7032671782	kalyanhy
3	Dr. Sambashiva rao	Member	9848038424	drpsr Rao
4	Dr. Sushma Naag	Member	9885864376	
5	Dr. Shobha rani	Member	9618737632	shobhao

GUIDELINES FOR ADMISSION OF FOREIGN/INTERNATIONAL STUDENTS

1. Should be an international student (Foreign Students/Non Residents Indians (NRI))
2. For foreign students, student visa is mandatory (for NRI not a mandatory option)

3. Students have to obtain prior security clearance from the Ministry of Home Affairs and the approval of Department of Higher Education, Ministry of Human Resource Development, Government of India and this must be on the student visa/research visa endorsed to this institution.

ELIGIBILITY

Foreign citizens, Person of Indian Origin (PIO) Card Holders, Overseas Citizen of India (OCI), Non Resident Indian (NRI) and NRI-sponsored candidates (sponsored by NRI parents OR brother / sister of parents OR brother / sister of the candidate OR grandparents of the candidate*OR spouse of the candidate). The sponsor must be a foreign national or hold NRI status Only those Students who have qualified from foreign universities or Boards of Higher Education recognized as equivalent by the 'Association of Indian Universities' (AIU) are eligible for admission

ADMISSION OF INTERNATIONAL STUDENTS

Admission of all the International students will be done through the 'International Students Cell (ISC)' of Meghna Institute of Dental Sciences, Nizamabad. Students will generally be admitted in the beginning of course. Eligible applicants need to certify that the medium of instruction for the qualifying examination passed is English. For applicants who have undertaken their studies in a language other than English need to have a valid IELTS/TOEFL score. Once this is submitted, the final admission is confirmed.

File Description	Document
Any additional 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:

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
Any additional information	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:

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 ..

2021-22	2020-21	2019-20	2018-19	2017-18
15	9	16	11	15

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**

2021-22	2020-21	2019-20	2018-19	2017-18
22	16	20	19	21

File Description	Document
Scanned copy of pass Certificates of the examination	View Document
Institutional data in prescribed format	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:

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

2021-22	2020-21	2019-20	2018-19	2017-18
65	55	59	55	62

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
Annual reports of Placement Cell	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:

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

Response: 12

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

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:

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 .

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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:

Meghna Institute of Dental Sciences, Nizamabad has a well organized student council .The student council was formed by the principal of college .The body comprised of staff members and also students .the staff members were given different positions such as chairman , director of sports and Incharge of various cultural activities .Whereas the students were nominated as representatives of various committees

like student welfare association ,sports committee , cultural committee , anti-ragging committee , hostel committee .These students are those who had excelled in academics and extracurricular activities. The council strives for promoting leadership qualities among student related activities. They actively participate in these committee meetings and play a pivotal role in decision making. This representation empowers the students in gaining leadership qualities, understanding rules, regulations and executive skills.

Meghna institute of dental sciences is a true representative of individual thought process. It provides necessary support to the council members in organizing & coordinating the events. It encourages the students to develop their leadership skills through these activities and assessing the students perspective which is helpful in development of the institution.

Content:

The student representation is in the other college committee like, Anti-ragging , Alumni , Sports & Cultural, Hostel Committee. Student council is headed by the student president and has various extra-curricular activities as Sports day, College fests, Quiz competition, Health and hygiene camps.

It instills the importance of originality and individuality and problem-solving skills among students which is as significant as getting education.

Contribution of the student council

Student council representatives participate in various programmes. they help in coordinating all the events related to academic campaigns as per the directives of teaching. they also motivate other students to take part in activities conducted by institute. they work as academic barrier between faculty & students

The student council organizes and facilitates various activities of the college such as Orientation programs for freshers.

On the occasion of world environmental day, the sapling is planted by the student council members and other staff of the college in the surroundings of the institute to develop the healthy environment for the patients and others.

We celebrate Dentist day as well as all appreciation days of different branches of dentistry like omfs day, prostho day, endo day, pedo day etc.

The events which were conducted in the institute especially on National days like Independenceday, Republic day, World Health day, World environment day, World no tobacco day were conducted with necessary support from student committees who had participated for conducting the events effortlessly. We celebrate regional festivals like Vinayak Chavati batukamma, Ramzan, Sankranti, Christamas which helps to unify students from various backgrounds to work together for success.

Student representatives voice the opinions of the student populations pertaining in conduction and organizing those events. Any problems related to both academics and non-academics are discussed. Hence, the student council definitely fulfills the concerns and helps in student welfare.

File Description	Document
Link for reports on the student council activities	View Document
Link for any other relevant information	View Document

5.3.3

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
31	31	29	29	32

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

5.4 Alumni Engagement

5.4.1

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

Response:

Meghna Alumni association is an active group including the students of the institution. Our alumni has a total of members including all the outgoing students and staff of the college. A strong alumni network by itself is one of the best professional networking platforms available today. The alumni has been in touch with all its members through personal contacts, emails and other social media groups such as face book, whatsapp and telegram.

Alumni core functions include :

Career orientation:

Our alumni members are pursuing higher education within the country and overseas, some of them are serving as employees in different fields ensuring the perpetual bond between the institution and other alumni members. Alumni encourages and motivates students on various occasions.

Placement opportunities:

With the support of our alumni, recruitment drives are conducted regularly in the institution. The success of alumni is a significant factor that motivates other students for further education .

Dental camps:

Alumni plays an important role in organizing dental camps, providing financial support and manpower for the camps and awareness programs.

Professional guidance:

Our alumni are actively participating in campus interviews, research workshops, conferences, seminars and hands on training programs for the enrichment of academic and clinical skills of the students. A total of 57 members have been progressed to higher education with the guidance of our alumni association and a total of 295 members have been recruited in various clinical setups and institutions,for the last five years.

Our alumni members also contribute books to the library and extend their valuable support in organizing curricular and co-curricular activities. These books add as a precious resource for our current students in increasing their understanding and capability.

Adjuvant role of college for Meghna Alumni

- Alumni member are given special concession in the registration fee of different conferences and workshops organized in the college.
- College provides free dental services for all alumni members.

File Description	Document
Link for frequency of meetings of Alumni Association with minutes	View Document
Link for details of Alumni Association activities	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:

File Description	Document
Institutional data in prescribed format	View Document
Certified statement of the contributions by the head of the Institution	View Document
Any 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:

Our Vision

Our Vision is to make the institution an excellent model in the state of Telangana. Our institution being the only one, located in north Telangana has disciplined & standard education for the betterment of students and society. The focus is on the underprivileged sections of the society, as reflected by the campus location near villages and small towns where dental care is still regarded as opulence.

Our Mission

- To ensure that the students receive dental education and training to make them competent dental professionals.
- To adopt evolving technologies in dental informatics to enhance teaching, and enrich the learning experience for students.
- To impart value based education and incorporate evidence based dentistry and problem based learning.
- To impart necessary soft skills in the students, through personality development programs.
- To create a holistic dental setup that answers dental needs and extends compassionate care to the geriatric population, challenged people; reaches out to the community in general and school children in particular; through dental health camps & awareness rallies; advocates preventive dentistry and offers free treatment to the needy.

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

6.1.2

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

Response:

The college administration adheres to participative management. The institution makes decisions only in the presence of teaching and non-teaching staff, a student representative, and a college administrative representative.

After receiving approval from the chairperson, the final decision is made. Meetings were held weekly/monthly or tri-annually at each level.

With the coordination of teaching and non-teaching staff, the institute considered all deficiencies / difficulties at the elemental level.

The college staff was divided into several committees, which met on a regular basis and shared meeting minutes with the principal and chairperson. The institute made a decision in response to the concern, which was communicated to all teaching and nonteaching staff.

The AO and HODs held departmental meetings to discuss academic issues and report to the administration.

Interdepartmental meetings are also held in order to carry out academic, research, and community activities, as well as to plan CDE programmes and workshops.

A committee collects feedback from patients and discusses their opinions with the principal to ensure that the institute runs smoothly and efficiently.

The academic committees deal with the planned academic calendar and ensure that it is followed correctly.

Regular parent-teacher meetings were held to keep parents up to date on the students performance and progress.

The institute encourages the staff and students to do the research activities and participate in seminars, Conferences and workshops.

The institute encourages staff and students to participate in co-curricular and extra-curricular activities, as well as intra-college sports.

The Institute engaged in community engagement and patient outreach activities. Several camps are run by the college for students and faculty.

The institute held annual meetings to discuss infrastructure projects, welfare projects, financial expenditure, academic progress, and plan development.

Workplace safety programmes and basic emergency procedure programme meetings were held on an annual basis, and the account sections were monitored by qualified CAs for their suggestions, which

were then approved by the board.

File Description	Document
Link for relevant information / documents	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:

Our institution's Organogram promotes effective involvement, highly centralized administrative structure, and aids in analyzing the institution's guideline, strategic planning, and growth.

The institutional administration is committed to establishing the institution as a GLOBAL centre of excellence in clinical education.

The management operates by different levels system which consists of

1. Institutional council
2. Faculty council
3. Student council
4. Committees

The Institution collaborates with the Council heads and Committee members to develop policies that adhere to all DCI and affiliations' rules and regulations for the improvement.

All committees have rules and norms that align with the institution's vision and mission.

The Management Board, led by the Chairman, allows the Institutional Council to participate actively.

The policy is framed by the management board and communicated through the committee based on all of the perspectives.

To ensure the smooth operation of the institution, the respective committees carry out the resolutions passed by the institutional Council.

The Institution's strategic plans were successfully implemented in all departments of focus.

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

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The Institute's framework was built by both teaching and non-teaching staff. The Institute made numerous efforts to provide effective welfare measures for both teaching and non-teaching staff.

The Institute's expansion and growth are wholly reliant on the tireless efforts and commitment of the

college's teaching and non-teaching staff. As a result, the institution presents an array of welfare practices and initiatives to both teaching and non-teaching staff.

SALARY:

- The Institute has a fixed salary structure at each level of their hierarchy.
- The best performers from the Teaching and Non-teaching staffs were chosen and honoured at the end of the year.
- Annually, incentives are provided for their outstanding performances.
- Salaries are paid monthly before (or on) the fifth of the month.
- Salary Advances for non-teaching staff are given at the time of festivals.

LEAVES:

- Staff members have access to paid leave off for marriages and medical issues.
- The Institute encourages female faculty placement and believes in women's empowerment, as well as providing full maternity leave and all possible support.
- The institute provides paid leave to pregnant employees.
- Staff members who are attending state/national level conferences were assigned duties for the day.

ALLOWANCES:

- The management provides fully furnished housing for the staff on campus at no cost.
- Staff should have access to free gym and yoga classes.
- The nursing staff college should have a crèche and a separate room for them.
- Staff receives free scrubs.
- Transportation to and from the camps is also provided.
- Staff are given free registration for conferences at the state/national/international levels.
- Financial support was given by the institute to teaching staff to obtain membership in their respective department professional bodies.
- Financial support is provided to carry out any research activities as well as for publication

BENEFICIARIES :

- Every employee and their dependents received a reduction in the cost of any treatment at the institution.
- The Institutes provide concessions for the children of the staff to study in the institute. Employment to the children of deceased employers in their respective grounds within the

institute.

File Description	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:

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

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	00

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

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:

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

2021-22	2020-21	2019-20	2018-19	2017-18
8	1	2	3	7

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

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:

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

2021-22	2020-21	2019-20	2018-19	2017-18
95	94	60	71	68

File Description	Document
Institutional data in prescribed format	View Document
E-copy of the certificate of the program attended by teacher	View Document
Days limits of program/course as prescribed by UGC/AICTE or Preferably Minimum one day programme conducted by recognised body/academic institution	View Document

6.3.5

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

Response:

The institution has implemented an effective self-evaluation system to evaluate the performance of the faculties with their abilities and shortcomings each academic year in order to improve their skill and development and aid in their promotion and pay rate increments.

Teaching Performance Evaluation of Faculty members include:

The appraisal system includes every aspect of academic, administrative, and research activities that are classified as aspects of

1. Guidance
2. Mentorship and student counselling
3. Research activities
4. Conference participation
5. Award / Honor / Recognition
6. Specialist Membership
7. Organization Support
8. Active participation in Events
9. Accredited certification Activities
10. Involvement in Corporate Life
11. Volunteering in the Community
12. Student feedback on teaching.

PERFORMANCE EVALUATION FOR NON-TEACHING FACULTY:

The institution advises non-teaching staff so that they can participate actively in day-to-day activities.

They are provided with tokens of appreciation and incentives.

- 1.Trustworthiness
- 2.Relevant Work experience
- 3.Honesty
- 4.Reliability
- 5.Versatility
- 6.Concerning students and faculty

File Description	Document
Any additional information	View Document
Link for performance Appraisal System	View Document
Link for any other relevant information	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:

The following methods are used to mobilize resources:

- 1.Students' Tuition and Other Fees
- 2.Research funding / grants
- 3.Financial assistance from bankers
- 4.Interest earned on bank deposits as an investment
5. Conferences and workshops
- 6.Fees for specialist care collected from patients

Based on revenue and expenditure, the finance committee audits and forwards monthly budgets to our accountant for verification. Budgetary provisions are made to meet the needs of both academic and administrative activities.

The Finance Section of the Administrative Office keeps records of all financial transactions under the Chief Accountant's supervision.

Because our institution is a teaching dental college, funds are best used to provide subsidized patient

services.

Patients referred from various camps and satellite centres are also treated for free at the institution.

A significant portion of this budget is allocated to maintenance, infrastructure improvement, and the procurement of new equipment and materials in accordance with DCI guidelines KNRUHS.

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:

Mr.R. SundharRajan, a qualified Chartered Accountant (Internal Auditors), monitors and evaluates the Internal Audit Processes and helps ensure that all procedures and standards established by the Board of Management are strictly followed while carrying out transactions.The auditing process is open and transparent.Internal Auditors also ensure that transactions are completed in the ERP and take part in purchases initiated by the respective HODs / Deans / Directors.

Our statutory auditors prepare, publish, and audit the annual accounts; there aren't any major points or objections.Audit observations are compiled after thorough examination to the satisfaction of the audit team, and preventative measures are taken to prevent the occurrence of such errors in the future.Any complaints are fixed by Principal and Management on the benefits.After addressing all objections, final assessments are submitted for approval to the Institution and Management.The banking statements, files, and reports are used for purposes of clarity after they have been approved.

File Description	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:

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description**Document**

Institutional data in prescribed format

[View Document](#)**6.5 Internal Quality Assurance System****6.5.1****Institution has a streamlined Internal Quality Assurance Mechanism****Response:**

According to NAAC guidelines, IQAC was established in the institute on 04.07.2022. The college's IQAC is comprised of the Principal as Chairperson, the IQAC Co-coordinator, college faculty members, senior administrative designees, student candidates, alumni candidates, and external members. IQAC meetings are held biannually with advance notice. Meetings are addressed by the Principal, the IQAC co-coordinator, and members of the committee.

IQAC participates in the following activities:

1. The goal of IQAC is to create a system for cognizant, reliable, and enzymatic action to improve the institution's academic and administrative performance.
2. Promotes faculty research, innovation, and outreach activities.
3. Issuance for preparing the programmes for staff, students for their progress.
4. Faculty, students, professionals, parents, and patients provide reviews on the curriculum and educational activities.
5. Encourages community service.
6. Records various programs and events that contribute to quality improvement.
7. AQAR (Annual Quality Assurance Report) Preparation

To raise standards in the organisation in diverse components, the educational establishment has standing

committee that are functioning underneath the IQAC. All committee sessions take place biannually and are announced in advance. The academic committee oversees all academic activities, including adhering to the syllabus and curriculum developed by governing bodies and completing assigned academic works.

ICT-enabled teaching is made easier, and efforts are made to provide assistance.

The clobas application constantly detects the structure of academic and administrative activities. Dentone software is used to document patient case files.

IQAC is very important in

1. Academic results observing, overall student personal care, mentor - mentee meetings, extra lessons for slow learners.
2. Signing agreements known as Memorandums of Understanding (MOUs) with multiple organizations particularly regarding academics and awareness campaigns.
3. Recording organised responses from different stakeholders, as well as assessing and updating.
4. Implementing improvement efforts such as faculty development programmes, value-added courses, teaching performance analysis, resource management, field trips, and diploma courses.

As a result, IQAC is constantly seeking ways to enhance quality by participating in organisation activities.

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:

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

2021-22	2020-21	2019-20	2018-19	2017-18
52	72	36	68	31

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
Any 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:

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
Annual report of the College	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:

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

2021-22	2020-21	2019-20	2018-19	2017-18
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
Any additional information	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:

Annual Gender Sensitization Action Plan

Meghna Institute of Dental Sciences, Nizamabad has a commitment to make a positive difference in student's lives. Our college being a co-educational institution has secured a name in the locality as a 'safe and secure' place for women students. Our success in promoting gender equity in our staff and students has been under pinned by enrolment number of girl students year after year.

In its efforts to make our College a strong kernel for gender sensitization, we have conducted and

planned to undertake the following activities:

Spread Awareness through Webinars/Seminars: To empower female students and faculty, we conducted seminars on mental health, feminism, menstrual and reproductive health, nutritional requirements, safety, etc. to disseminate information regarding gender sensitization, women's health and hygiene.

Teachers Participation in Programmes on Gender Sensitisation: In order to lead the path rightly, the members of Women Sexual Harassment and Redressal Committee of the college participated in seminars and workshops pertaining to women-centric debates.

Ensure Students Safety: We aim to work towards making our students feel safe and secure in campus. For this purpose the maintenance of CCTVs are diligently monitored and rounds are undertaken by members of Discipline Committee at regular intervals.

Conduct Events on Gender Equity: To raise awareness amongst faculty and students alike we celebrated various events to promote equality and diversity, eliminating discrimination by creating an environment that reflects our commitment to social change.

Our institution in consultation with Internal Quality Assurance Cell (IQAC) has institutionalized sexual harassment committee for the prevention, prohibition and redressal of sexual harassment of employees and students. The committee actively strives to prevent gender harassment and emphasize gender equity in the campus. Students are made aware of the discrimination against women in every sphere of life, the low status of women in the psychological and social sphere, the status of human rights, legal status, gender differences in perception, strategies to deal with. Members of committee actively participate in the monthly meetings.

International Women's Day is celebrated annually; female staff and students plan and execute this event. Women Empowerment programs are also conducted both for the students and female staff.

The true spirit of education is being practiced in the institution i.e. no discrimination against caste, religion, and gender including the third gender. All new faculty members undergo an induction program to understand the needs, concerns, and characteristics of diverse people including women on the campus.

Common rooms and separate toilet facilities are present for girls and boys. The mentors act as counselors to counsel the students

File Description	Document
Any additional information	View 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:

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:

SOLID WASTE MANAGEMENT:

Solid waste management, collecting, treating, and disposing of solid material that is discarded because it has served its purpose or is no longer helpful. Solid waste is treated to reduce the total volume and weight of material that requires final disposal. A bin site is created for the removal of waste materials. Waste collected is transported to this landfill and dumped into the bin and burnt and then the pit is closed after the reduction of waste. This waste can be solid, liquid, or gas. This waste management aims to reduce the dangerous effects of such waste on the environment and human health. A large portion of waste management practices deals with solid waste which is the bulk of the waste that is created by household, industrial, and commercial activity.

CATEGORIES OF WASTE:

Organic waste: kitchen waste, waste from food preparation, vegetables, flowers, leaves, and fruits.

Combustibles: paper, wood, dried leaves.

Noncombustible waste: bottles, cans, etc.

Toxic wastes: ashes and dust.

LIQUID WASTE MANAGEMENT:

STP is the wastewater recycling system available in our institution, with this system the Wastewater that is collected from the campus, is recycled and reused in garden.

This system involves the removal of oils, grease, biodegradable waste, and removal of other organic acids, alkalis, and other toxic materials.

BIOMEDICAL WASTE MANAGEMENT:

Biomedical waste management includes any waste that is generated during diagnosis, treatment, and immunization of human beings or in research activities; it also includes blood, body fluids, discarded sharps, inoculated culture media, tissues, and slides. Biohazardous waste includes blood and body fluids, laboratory waste, infectious sharps, and isolated waste.

Here, in our institution, we separate the waste into four different color bins such as yellow for cotton, dressings, human anatomical tissues, organ waste, and body parts. Suction tips, glucose bottles, and tubes. Blue bins for Glassware: Broken or discarded and contaminated glass including medicine vials and ampoules except those contaminated with cytotoxic wastes for glasses, white: Waste sharps including Metals: Needles, syringes with fixed needles, needles from needle tip cutter or burner, scalpels, blades, or any other contaminated sharp object that may cause puncture and cuts. This includes both used, discarded and contaminated metal sharps This waste is then collected by the company and discarded.

E-WASTE MANAGEMENT:

Electronics are destined for refurbishment, reuse, resale, and salvage recycling through material recovery. Electrical equipment that is unfit for the intended use or has crossed the expiry date can be replaced with new ones.

Hazardous chemicals generated in the purpose of cleaning and disinfection of the clinical areas is subjected to treatment in the sewage water treatment plant within the campus. For mercury disposal, high volume evacuation system is used when finishing and removing the amalgam while doing restorations. Fixer solution, a radiographic processing solution is used for proper storage of silver amalgam scrapes and disposal of remaining mercury. There is no production of radioactive waste in the health care facility as such due to the usage of digital radiography for investigation purpose.

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

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:

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:

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
Link for 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:

The institution goes with its vision and mission where in all stake holders are provided with equity irrespective of gender class, religious association and ethnic background. The students from various strata of society are enrolled in the institution through a university seat matrix.

The college adopts a uniform dress code for the students in our institution which serves to instill a sense of equity among all the students.

The students are permitted to celebrate national festivals such as Christmas, Bathukamma, Holi, Krishnashtami, Vinayaka Chavithi etc which provides them a platform to mingle freely forgetting their caste and creed.

Life in the hostels makes the students come closure because of academics, sports and cultural activities.

Celebrations such as Teacher's Day, International Women's Day, Fresher's Day, Independence Day and Republic Day give the students to work as a team forgetting their differences.

Other programmes such as Sports, Fest, Graduation Day, Traditional Day, Blood Donation Camp, Road

safety awareness rallies, Anti - Tobacco rally, Environment Day awareness rally, Voter's awareness program, Drug abuse awareness.

Language and soft skill development programmes are organized to cater the students from diverse verbal backgrounds to enhance their employability. Programmes showing the importance of mother tongue were conducted, which signifies the importance of knowing the Telugu language, this also helpful in better interaction with the patients as most of them in this region speaks Telugu. Peer teaching practices enable them to overcome the language impediment that they may encounter and learning outcomes are stepped up.

ICT enabled tools are provided and the art of using the tools is demonstrated to all students. Personality development and gender sensitization programmes along with women empowerment programmes are organized regularly. These steps strengthen the students to provide improved health services with a professional touch.

The Institution also organizes camps that cater to different strata of society. These enable our students to learn and understand the mind set of people from different backgrounds.

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

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:

Our institute takes great pride in celebrating various National and International commemorative days as these impart awareness in the student community and also provided opportunities for students to participate in various associated activities beyond academics. These activities are carried out by the institute as a part of its annual agenda by the mission of the institution to provide healthcare and service to the global community, thereby contributing to the improvement of general and oral health standards of individuals.

World No tobacco day

- Celebrated on May 31st every year.
- Public awareness pamphlets are distributed on the ill effects of tobacco usage on the body and the oral cavity.
- The same is explained through skits, anti-tobacco counseling interactions, and other activities.
- The patients are discouraged from using any form of tobacco. The patients are explained that tobacco is the leading cause of cancer in the World and our country.

International Yoga Day

- Celebrated in June every year on our campus.
- As a part of the program, the trained yoga instructors teach simple yoga and meditation methods to our students, and a talk is also delivered on the importance of yoga and meditation to improve the mental health of an individual.

International Women's day

- We are in the habit of celebrating International Women’s day every year.
- As a part of this program, various screening tests are conducted for faculties and students.
- Conduct events related to training women on women's safety.
- Various competitions and fun games are conducted for students and faculties.

World Cancer Day

- Our Institute conducted a rally near Collector Ground to create awareness on World Cancer Day.
- The students educated the general public about the myths and taboos related to cancer, its treatment, and its causes.
- They formed long human chains and spread awareness at traffic signals to cover a large audience

National Honorable Days

- National honorable days like Republic Day and Independence Day are observed by our institute. The Institute also commemorates the birthdays and deaths of notable personalities like Mahatma Gandhi, Swami Vivekananda, and others.

College days and fresher’s day

- Every year these days are celebrated in Meghna Institute of Dental sciences, with cultural activities, sports and college fest which makes the students to exhibit their talents, feel fresh and rejuvenated with new energy.

Festivals

All of the festivals are celebrated in full force at our institute. No matter their area or faith, our students participate in all rites and festivals with tremendous fervour and passion. As a result, we appreciate all cultures, and all holidays are respectfully observed on this campus.

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: MENTORING SYSTEM FOR STUDENTS

2.Objectives of the Practice:

To minimize dropouts, improve performance and reduce stress of the students through personal counseling.

3.The Context

Students undergo various problems of stress like personal, academic, physical, and psychological. Students are new to professional college life. That causes a lot of worry, particularly for dormitory students who are spending their first time away from home. Given the student-teacher ratio, it might be challenging at times to provide each student in the class individual attention. Hence, a "Mentor" who can truly connect with students (mentee) is one solution. For students to make general improvement, emotional stability, and to encourage clarity in thinking and decision-making, mentoring is necessary.

4.The Practice.

- Each teacher is assigned around 10 – 11 students for the complete duration of their study.
- They meet at least once a month to discuss, clarify and share various problems which may be personal or academic.
- The mentors identify the aptitude of the mentee and encourage them accordingly.
- Their academic performance and other activities are all recorded.
- The mentors also keep in touch with the parents on their attendance, performance, fee payment, examinations etc on weekly basis.
- The mentors also counsel the students in need of emotional support.
- When the students have any problem in any department either with the staff or with work completion, the mentors will address the issue with the departmental heads and sorts out the problem.
- Mentors take special care of weak students, who are given advice on how to study, prepare a time table for study hours and clarify the doubts and also given notes.
- The development of skills, career paths and planning will all be done with a holistic approach by the mentors for the benefit of the mentees.
- Chief Mentor takes the progress of students from mentors.

5.Evidence of Success

Evidence of success of the practice includes university ranks, better results in the examinations, improved attendance, less dropouts, increased participation in co-curricular and extra-curricular activities, better discipline on campus and respectful relationship between teachers and students. The students are more relaxed and have a healthy relationship with the staffs.

6.Problems Encountered and Resources Required

This practice requires committed teaching staff, who has the sere to help students beyond teaching hours. There are no limitations or constraints faced during implementing the program.

BEST PRACTICE 2:

1. Title of the practice: MULTI DISCIPLINARY DEPARTMENTAL APPROACH FOR IMPLANT PROSTHESIS.

2. Objectives of the practice:

- To provide students an evidence-based guidance for taking a *multidisciplinary approach* in *implant* treatment
- To make the patient more beneficial with the multidisciplinary approach.

3. The context:

As implant dentistry grows in popularity, greater numbers of dental practitioners are offering this service to their patients. With more dental practitioners placing implants, it is important that they have a good knowledge of all the disciplines of dentistry that are required for successful implant treatment. In order to improve treatment success for both patient and students, a multidisciplinary approach to implant planning and placement should be taken. A multidisciplinary approach would include a sound knowledge of applied anatomy, diagnosis and imaging, periodontology, surgical dentistry and Prosthetic dentistry.

4. The practice:

- Each student is advised to select patients for implants after proper case history and treatment plan would be decided after presenting the case before the staff and PG students of Oral surgery, Periodontology and Prosthodontics.
- Demo on placement of implants and prosthesis preparation will be given to the beginners by the group of doctors from all three specialists.
- Each student places 5 to 6 implants while being supervised by the specialist staff.
- If the student faces any problem in treating, then the specialist will take over and guides them in a proper way.
- Specialist takes utmost care of patients without any disturbances while doing the case.
- Head of the department of each department takes the progress of work done by students
- All successful implant treatment begins with assessing the patient's expectations and understanding the patients concern, whether it is related to appearance, function, speech or a combination of all these factors. Realistic and achievable goals should be set based on a thorough oral assessment.
- The high rates of success and predictability will be depending on well designed plan that complies with proper mechanical and biological principles, favors the achievement of success in implant placement.

5. Evidence of success:

- Evidence of success of the practice included every student acquiring knowledge and experience about implant placement in successful manner with no complications.
- Irrespective of whether the treatment was carried out by the student or specialists, it is in the best interest of the patient, all the specialties works together under one lead clinician and achieved the best results.
- As the specialists belonging to multiple departments involved in the patient's treatment collaboratively, all aspects were covered and overall treatment goals achieved.
- With the multidisciplinary approach there were minimal implant failures in the long term follow

up of more than 1 year with better patient compliance.

- Clinical experience with implant surgery provided students a better understanding of alternatives for tooth replacements.

6. Problems encountered and resources required:

- Initially there was difference of opinion regarding every aspect of implant placement as everybody had their own level of knowledge but later it was solved by going through the evidence based approach not with the individual’s decision.
- Follow up of the patient and outcome assessment was difficult before, as the patient used to visit the individual department at various times, but later after the establishment of central implant clinic, all the concerned specialists used to meet the patient under one roof which enhanced the treatment outcome and became less laborious for the patient.

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:

Smile ‘n’ Smile Campaign through public outreach programmes:

Meghna Institute of dental sciences reaches public and fulfils its social responsibilities by organising various outreach programmes through Smile 'n' Smile Campaign. We render the needs of the rural community surrounding our institution through Oral health screening camps in Nizamabad District, Telangana. Each year around 5000 plus individuals get benefited from these camps. We cater the needs of around 10,000 school students every year by conducting school camps with an emphasis on educating school students on maintenance of Oral health care and create awareness on associative disorders. We run fully functional satellite clinic at Khaleelwadi, Nizamabad District. Every year around 2000 individuals get benefitted.

Mobile Dental Unit:

We have state of the art mobile Dental unit for the door step dental treatment to the public. We conduct Oral Health awareness programs on Anti-tobacco day, World Oral Health day & World health day to procure public attention. We do spread oral and general health related messages through pamphlets,

signature campaigns along with public addressing aids.

Anti tobacco campaign:

As tobacco consumption in any form is injurious to health, we conduct programmes on ill effects of tobacco to motivate the people to quit the habit. Every year our institute celebrates 'World No Tobacco Day' on 31st May. As part of this we conducted day long programmes on the tobacco hazards at public places like bus stations etc. We have fully functional Tobacco cessation Center, where we counsel the patients and motivate them to quit the habit both pharmacologically and non-pharmacologically.

MIDS go green initiative:

“MIDS go green initiative” is strictly adhered to our camps. To promote awareness regarding protection of environment, programmes and activities like Plantation day, celebration of World environment day etc.

As part of smile ‘n’ smile campaign, the public health dentistry department of our institution has adopted 2 schools and 4 villages for oral health promotion. The schools are Navyabharathi Global School, Nizamabad and Zilla Parishad High School, Mallaram. The villages are Mallaram, Malkapur, Gandhinagar and Dharmaram. Regular camps are conducted in these places to motivate public regarding the importance of oral hygiene.

PUBLIC OUT REACH PROGRAMMES

1. Screening and treatment camps in and around Nizamabad District.
2. MIDS “Go Green initiative”.
3. “Clean Hands & Healthy Life” programs.
4. Satellite centre at Khaleelwadi, Nizamabad District.
5. Public awareness posters regarding “Save water, save electricity, Swachh Bharat”.
6. Mobile Dental unit for the door step Dental treatment to the public.
7. Oral health awareness programs include social mob, flash mob with healthcare message.

The facts thus provided are the pride of us to impart good Dental and Medical treatment to the nearby society. With all these, the glory of dream come true is the projection to live through to expand further to make this Dental College with all distinctiveness.

File Description	Document
Link for any other relevant information	View Document
Link for appropriate web page in the institutional website	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:

8.1.1.1 Institutional mean NEET percentile score

Response: 75.6

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:

In the BDS program, the dental graduates are trained specifically to acquire adequate knowledge, necessary skills and expertise on practices involving prevention, diagnosis and treatment of anomalies related to teeth and its associated tissues. The preclinical curriculum for 1st year BDS students promotes development of competency in preclinical & clinical aspects.

Students are monitored individually by the faculty members to ensure that students receive adequate pre-clinical training.

The preclinical exercises that 1st year students have to perform as part of their curriculum includes

- 1.Cast pouring
- 2.Denture base
- 3.Fabrication of occlusal rims
- 4.Mounting on articulator
- 5.Teeth arrangement, Processing, Finishing & Polishing of dentures

During the 2nd year of the BDS course, students are trained to perform pre-clinical exercise. These

include

1. Fabrication of one complete denture
2. Cavity preparation in plaster models
3. Cavity preparation on typhodont teeth

4. Manipulation of dental restorative cements

The college is also equipped with a separate phantom head lab and working tables to train students in pre-clinical fixed partial dentures.

Students during the 3rd year BDS course, are supposed to attend the pre-clinical postings in departments of Orthodontics, Prosthodontics, Periodontics & Oral pathology. Here, they are trained in the following aspects

1. Wire bending (orthodontics)
2. Hand scaling in articulated wax models
3. Tooth preparation on typhodont teeth
4. Ground sections of histological specimens in oral pathology

In the final year of study, students attend pre-clinical postings in the following departments which include Orthodontics, Prosthodontics and Endodontics. Here, their works include

1. Wire bending (components of removable appliances –orthodontics)
2. Fabrication of retention appliances on study models
3. Root canal treatment in extracted anterior teeth
4. Crown preparation in plaster models, typhodont teeth & extracted teeth.

The main objective of pre-clinical training for UG students is to make them familiarize regarding the structure of teeth and the armamentarium required in restorative procedures. In addition to the above said demonstrations, our program involves video streaming of the preclinical exercises that are shared with students for their reference

File Description	Document
Geo tagged Photographs of the pre clinical laboratories	View Document
Any other relevant information	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:

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

8.1.4

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

Response:

Meghna institute of dental sciences, located at Mallaram in proximity to Nizamabad, Telangana, Southern India provides dental education and trains dental graduates. The institute provides training for undergraduate and postgraduate students in different specialties. The college follows the curriculum framed by Dental council of India and KNRUHS Warangal, Telangana. The BDS programme at Meghna institute of dental sciences differs from colleges or other dental institutes by providing greater clinical exposure, in depth understanding of concept and application of modern advances in dentistry like endodontic microscope, LASER Dentistry, Implant therapy, etc.

Orientation program:

The newly admitted students and their parents are welcomed formally into the institution in the presence of the principal, representatives of the management, senior faculty and administrative staff. They are briefed thoroughly on the various aspects of the institutional experience. The speakers interact with the students and parents, regarding the academic and extra-curricular activities of the college, infrastructure, the rich faculty system, mentoring initiatives and welfare measures. Orientation programme is also organized annually for the post graduate students by the college.

White coat ceremony:

White coat ceremony is an oath (Hippocratic oath) taking ceremony by the future doctors. The highlight of the program is that the students receive their white coats from the head of the institute beginning their foray into the professional world of dentistry. The budding dentists are addressed about the significance of the white coat and the responsibilities of wearing it.

Internship orientation:

The interns are placed in rotational cycles in every department. The rotatory postings are an important time in which senior interns give a practical tour of the department to impress upon the responsibilities of the intern in the facility. Interns are imparted the protocol for patient reception, diagnosis, treatment planning and allotment of cases to the interns and students. Interns are given advanced cases and made part of the operating team in advanced treatment procedures. Apart from the academic and co-curricular aspects, interns act as an integral component of the student council and other college committees.

Both the Interns and PG students are given training in a periodic program on BLS (Basic Life Support) by a specialized team. PG students of all the specialties participate in a periodic course on research methodology conducted by invited specialists in the field. They are also provided a foundation course on biostatistics.

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:**

File Description	Document
Usage registers	View Document
Invoice of Purchase	View Document
Institutional data in prescribed format	View Document
Geotagged Photographs	View Document
Any 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:

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:

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	0	0	0	0

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

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:

The institution has introduced objective methods to measure and to certify attainment of required and specific clinical competencies by BDS students. From the beginning, the institute follows criteria-based assessment. Here, the student is expected to attain a minimum level of competency in whatever the procedure or the task that is being assigned. The shift from individual departments to comprehensive clinics is facilitating the criteria-based assessment. Both the diagnostic and formative assessments are done by objective methods. The curriculum comes with a defined objective, which contributes to step-by-step development in knowledge, skill, and attitude, Meghna institute of dental sciences diligently follows the same in its teaching-learning process to ensure the attainment of the desired attributes for a dental graduate. In addition, the educational approach at Meghna institute of dental sciences is designed to provide integrated and holistic development at personal and professional levels.

The students on being admitted to BDS course, 1st and 2nd BDS students are trained in basic medical science subjects, such as General Anatomy, Physiology, Biochemistry, General Microbiology and Pathology, Pharmacology. The students perform dissection of head and neck structures and they carry out routine blood and biochemical investigations, identify common microorganisms and pathological tissue specimens, prepare toothpaste and tooth powder and learn writing a prescription.

In 3rd year and 4th year BDS, the students learn patient examination for identifying ailments of different body systems, identification of oral pathologies with the help of microscopic slide, casts, tooth and wet tissue specimens, recording of detailed case history of various oral diseases along with their radiographic interpretation and planning treatment, fabrication of intra and extra oral prosthesis and orthodontic

appliances, performing dental extraction and minor oral surgical procedures under anesthesia, perform scaling and routine periodontal treatments, perform cavity preparation and required restorations. The students are also actively involved in dental screening and awareness camps and field visits.

To achieve the required competencies the institution has taken the following steps:

- Integration of Dental armamentarium classes in the first-year curriculum
- Integration of clinical postings for I and II BDS students.
- Mentor-Mentee program to monitor the student's academic progress

A certified course of BLS (Basic Life Support) program is conducted every year for both UG and PG students.

? With an aim to propagate the knowledge of radiology to all the specialties, we have started

? Conducting workshops by specialty dental departments to all the post-graduate students and staff which includes lectures, demonstration of techniques and interactive discussions.

? Use of magnifying loupes and microscopes during clinical cases

Key strengths of Meghna Institute of Dental Sciences

? Effective top management and competent faculty

? Rigorous and transparent admission process

? Integrated approach of staff in bringing out the academic excellence

? Effective and efficient student support

? Strong professional attachment that exists between students and staff, availability of smart class rooms and e-resources

? Small group teaching for the undergraduate students A huge central library harboring renowned journal subscriptions

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:

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

2021-22	2020-21	2019-20	2018-19	2017-18
93	98	108	107	107

8.1.9.2 Number of first year Students admitted in last five years

2021-22	2020-21	2019-20	2018-19	2017-18
111	118	115	118	116

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:

The Dental Council of India and the Affiliating University have formulated guidelines for the dental institutions to define and implement dental graduate attributes. Keeping in mind the above the college has adopted methods to define and implement dental graduate attributes with a system of evaluation of

attainment of the same.

The Meghna institute of dental sciences, strongly believes in total personality development in addition to merely learning dentistry. The vision of the institution is oral hygiene for all and the mission includes providing access to affordable and quality dental health care and value based dental education.

Measures to evaluate the graduate attributes:

Evaluation is a continuous process, it is achieved with two processes

1. Formative assessment: Formative is done through a series of tests and examinations carried out by the institution.
2. Summative assessment: Evaluation is done through examination conducted for the specific course.

The evaluation for the formative and summative assessments is carried out through the following

- Written test
- Practical examinations
- Clinical examinations
- Viva voce

Apart from these graduates are

- Continuously stressed and counseled to develop human ethics and values
- Graduate with clinical and technical skills required for general dental practice
- Broad knowledge of normal structure and function; which leads to understanding of disease with medical and dental prevention management, and treatment
- Undertake dental health care of patients of all ages
- To understand the importance of social, behavioral, environmental and economic factors on oral and health care
- Membership of health care teams delivering medical and oral health care particularly among the rural and vulnerable populations
- Scientific advancement of profession by continuous research activity
- Self-centric learning for continuous upgrading of dental knowledge
- Knowledge in newer technologies in the dental field, and its implications to be followed in dental practice.
- Helps to pursue forensic sciences as a career as well as maintenance of records which could provide useful means in forensic investigations
- Graduate competent to recognize and diagnose dental and oral disease to undertake dental treatment and advice on prevention
- Recognize physical and mental illness
- Dealing with emergencies
- Interaction with patients and professional colleagues.
- Skills developed for general dental practice for extraction of teeth, minor oral surgical procedures
- Competent enough to carry out procedures with upgraded skills in general practice Simple appliance therapy for patients in the field of orthodontics

- Awareness of hazards in radiation proper protection measures for patient, operator and staff
- Dental jurisprudence and legal and ethical obligations for dental practitioners.

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:

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

2021-22	2020-21	2019-20	2018-19	2017-18
67.83	36.51	83.90	70.71	46.99

File Description	Document
Institutional data in prescribed format	View Document
Audited statements of accounts.	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:

Meghna institute of dental sciences is a forerunner in implementing emerging trends in the dental education and also provides quality training programs. The college has established Dental Education Unit to conduct regular programs and to impart the advanced scientific educational practices thereby enriching teaching and dental treatment abilities of faculty. It is meant to provide a more public- and patient-focused approach to prevent oral diseases, rather than solely treating existing disease. High quality professional training programs for faculty members have become essential to higher education institutions in order to be able to compete in this ever-changing technology.

Its pivotal role is to increase the academic, practical, and clinical performance of the students of the institution. It helps the students by giving information in terms of academic related queries, guidance at difficult times, enabling smooth functioning of the departments.

The academic events of the committee include-

- ? Student related programs for academic, clinical and cultural enrichment.
- ? Guest lectures by eminent entrepreneurs
- ? National and international conferences/workshops in coordination with the departments and other statutory bodies
- ? Knowledge development programs like lectures, CDE programs, Symposium and Workshops to update in the recent trends.
- ? Monthly inter departmental meetings are conducted for the post graduates and faculty to discuss newer concepts, technologies, treatment approaches and various cases.
- ? Programs on sensitization of Anti Ragging measures and implementation

Programs on development of related needs including soft skills development, gender sensitization, personality development, bioethics and principles, professional ethics, and handling of non-compliant students

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 :

Our institution is continually developing every year. The inauguration of the Postgraduate program, along with the active participation of all the stakeholders, has resulted in tremendous improvement in all spheres. Our priority is to continuously improve the quality of dental education and training in our institution. The next initiative is to expand the postgraduate program to all specialties and to introduce new courses to benefit the students and thereby ultimately benefitting the community and the nation. This enhancement will be in tune with the National Education Policy of 2020.

Concluding Remarks :

MIDS, which was established in 2006 with a single undergraduate program, now has progressed into a Postgraduate institution which boasts of national reputation and awareness. The quality initiatives taken by the Institution, apart from the statutory requirements set by the Dental Council of India and the Affiliating University, have catapulted the institution into a select club of institutions offering high quality dental education and community empowerment. The curriculum is planned meticulously and implemented with technological support and highly qualified faculty. The infrastructure, augmented by the technological additions, has benefitted all stakeholders. Students are supported from the day they enter the college and are continuously offered support even after they graduate. We have established career cells and international support cells. This support has resulted in higher vertical progress of students. We have acquired a prestigious status in very few years, mainly due to the decentralized governance and support from our Management. We have eco-friendly and sustainable mechanisms which are in tune with the Governmental plans to save and enrich our environment. Our institutional best practices and distinctiveness have been appreciated by all.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.3.2	<p>Number of value-added courses offered during the last five years that impart transferable and life skills.</p> <p>1.3.2.1. Number of value-added courses offered during the last five years that impart transferable and life skills. Answer before DVV Verification : 26 Answer after DVV Verification: 18</p> <p>Remark : Input edited as per the supportive documents.</p>																				
1.3.3	<p>Average percentage of students enrolled in the value-added courses during the last five years</p> <p>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 Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>482</td> <td>486</td> <td>258</td> <td>296</td> <td>518</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>482</td> <td>331</td> <td>98</td> <td>296</td> <td>308</td> </tr> </tbody> </table> <p>Remark : Input edited as per the supportive documents.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	482	486	258	296	518	2021-22	2020-21	2019-20	2018-19	2017-18	482	331	98	296	308
2021-22	2020-21	2019-20	2018-19	2017-18																	
482	486	258	296	518																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
482	331	98	296	308																	
2.4.4	<p>Average percentage of teachers trained for development and delivery of e-content / e-courses during the last 5 years</p> <p>2.4.4.1. Number of teachers trained for development and delivery of e-contents / e-courses year-wise during the last five years. Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>111</td> <td>110</td> <td>107</td> <td>95</td> <td>88</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>00</td> <td>00</td> <td>00</td> <td>00</td> </tr> </tbody> </table> <p>Remark : Input edited as per the supportive documents.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	111	110	107	95	88	2021-22	2020-21	2019-20	2018-19	2017-18	00	00	00	00	00
2021-22	2020-21	2019-20	2018-19	2017-18																	
111	110	107	95	88																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
00	00	00	00	00																	

2.4.5	<p>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</p> <p>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 / <i>academies</i> during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 548 1046 683"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>95</td> <td>17</td> <td>18</td> <td>50</td> <td>27</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 761 1046 896"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>00</td> <td>00</td> <td>00</td> <td>00</td> </tr> </tbody> </table> <p>Remark : Input edited as per the supporting documents.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	95	17	18	50	27	2021-22	2020-21	2019-20	2018-19	2017-18	00	00	00	00	00
2021-22	2020-21	2019-20	2018-19	2017-18																	
95	17	18	50	27																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
00	00	00	00	00																	
3.1.2	<p>Average Percentage of teachers awarded national /international fellowships / financial support for advanced studies/collaborative research and participation in conferences during the last five years</p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1294 1046 1429"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>46</td> <td>14</td> <td>11</td> <td>18</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1507 1046 1641"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>00</td> <td>00</td> <td>00</td> <td>00</td> </tr> </tbody> </table> <p>Remark : Input edited as per the supporting documents.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	10	46	14	11	18	2021-22	2020-21	2019-20	2018-19	2017-18	00	00	00	00	00
2021-22	2020-21	2019-20	2018-19	2017-18																	
10	46	14	11	18																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
00	00	00	00	00																	
4.1.4	<p>Average percentage of expenditure incurred, excluding salary, for infrastructure development and augmentation during the last five years</p> <p>4.1.4.1. <i>Expenditure incurred, excluding salary, for infrastructure development and augmentation year-wise during the last five years (INR in lakhs)</i></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 2000 1046 2089"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18															
2021-22	2020-21	2019-20	2018-19	2017-18																	

169.07	119.58	145.97	33.09	39.38
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Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	00

Remark : Input edited as per the supporting documents.

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

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)

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
29.53	12.94	76.05	34.92	59.58

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	00

Remark : Input edited as per the supporting documents.

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

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)

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
274.49	367.75	271.93	221.94	194.34

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	00

Remark : Input edited as per the supporting documents.

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. Any three of the above

Remark : Input edited as per the supporting documents.

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.

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 .

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
12	12	14	10	16

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

Remark : Input edited as per the supporting documents.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
95	33	23	42	46

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18

00	00	00	00	00
----	----	----	----	----

Remark : Input edited as per the supporting documents.

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.,)

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any three of the above

Remark : Input edited as per the supporting documents.

7.1.1

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
5	5	5	5	5

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2	2	2	2	2

Remark : Input edited as per the supporting documents.

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

	<p>5. Maintenance of water bodies and distribution system in the campus</p> <p>Answer before DVV Verification : All of the above Answer After DVV Verification: Any Three of the above Remark : Input edited as per the supportive documents.</p>
<p>7.1.6</p>	<p>Green campus initiatives of the Institution include</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : B. Any four of the above Answer After DVV Verification: E. any one of the above Remark : Input edited as per the supporting documents</p>
<p>7.1.7</p>	<p>The Institution has disabled-friendly, barrier-free environment</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any three of the above Remark : Input edited as per the supportive docuemtns.</p>
<p>7.1.9</p>	<p>Code of conduct handbook exists for students, teachers and academic and administrative staff including the Dean / Principal /Officials and support staff.</p> <ol style="list-style-type: none"> 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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: D. Any one of the above

Remark : Input edited as per the supporting documents.

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations