



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

**MAMATA EDUCATIONAL SOCIETY'S MAMATA
DENTAL COLLEGE**

**MAMATA DENTAL COLLEGE GIRIPRASAD NAGAR, MGH CAMPUS
507002**

<http://www.mamata dentalcollege.com>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

June 2022

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Mamata Dental College is a recognized Dental institution with 100 admissions. It was established in 2001 as an offshoot of Mamata Educational Society, Khammam with the mission to serve the rural and urban people of Khammam and neighbouring districts. The goal is to provide dental health facilities with special focus on the tribal community.

Mamata Educational Society was established in May 1992 by Sri Puvvada Nageswara Rao, who is a renowned politician, a social worker by dedication, educationist and philanthropist of repute.

His love for serving rural tribal population and to provide medical service to the under privileged has led to establishment of a Medical college and Hospital in the district and Dental College by providing exceptional infrastructural facilities and teaching resources, which are ahead of the requirements stipulated by the various statutory regulatory bodies like the DCI and the affiliating University.

The College is housed in a sprawling campus of around 5.1 acres with an approved intake of 100 undergraduate admissions and 41 postgraduate admissions. The unitary campus has all the physical facilities and infrastructure including classrooms, Laboratories, canteen, library, Auditorium, indoor and outdoor sports complex. Mamata Dental College is a one-stop solution for Graduation and Post-Graduation studies in Dentistry. The modern hospital features state-of-the art dental care facilities with highly experienced and dedicated Doctors and efficient supporting staff. The Dental College is equipped with all the pre-clinical and clinical departments in all specialities to cater to the needs of the patients visiting daily.

This premier Educational Institution has distinguished itself by its achievements both in academic and non-academic activities. The progress of the College since its inception is a saga of excellence and innovative education. The philosophy of the management and the College is to shape the students into proud citizens, laying emphasis on sharpening innate skills and talents. The students benefit in both advanced dental education as well as simultaneous exposure through community based training. This in turn helps to improve their skills and serve the rural community in health education and in prevention of diseases.

The Institution is in the process of 3rd Cycle of Assessment and Accreditation by NAAC to evaluate the performance and to identify its strengths and opportunities to move confidently into the challenging future.

Vision

- 1. High quality dental education;**
- 2. Patient care of global standards at affordable costs;**
- 3. Special focus on rural tribal population and research.**

Mission

- 1. Appropriate knowledge and skills to meet global dental standards in a student friendly learning environment.**
- 2. Access to deprived sections by strictly enforcing the rule of reservation in admission.**
- 3. Technology mediated dental education in health care.**
- 4. To promote moral and ethical values among students.**
- 5. Inculcate national pride and to provide equity irrespective of caste, race or religion and transform them into good citizens of India.**
- 6. To provide dental and oral health care to the poor and weaker sections of the society**
- 7. To promote research activity among the faculty and students.**
- 8. To build strong community relationship through dental outreach programs and patient care.**
- 9. To transform into highly sought after centre of excellence.**

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Vision and Mission provided by the Management: The College has done yeomen service in the field of education for the past 20 years in accordance to its vision and mission.

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- 2. Patient care of global standards at affordable costs;**
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- 6. To provide dental and oral health care to the poor and weaker sections of the society**
- 7. To promote research activity among the faculty and students.**
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- 9. To transform into highly sought after centre of excellence.**

Qualified teaching faculty: The faculty members have the required formal qualifications as per the Dental Council of India.

Excellent infrastructure: The College has sufficient number of large, well-ventilated classrooms. Each classroom is ICT enabled to create a better teaching -learning environment. The laboratories are spacious and provided with the latest equipment. The museums are well maintained with rare collections.

Well-equipped library: The College has a spacious library with separate sections for reference, borrowing, journals/periodicals and internet facility. The library has a well-maintained back volumes section.

Sports Ground: The sports ground of the college is large enough to conduct various games and athletic events. Every year a large number of students are selected to the university teams.

Diversity of student community: The College has students from different states of India. This gives a multi-linguistic and multi-cultural dimension to the campus.

Academic Activities: The College offers a wide range of academic programs. It has hosted a number of workshops/seminars /conferences to enrich both students and staff. The college has four large, well-equipped halls with multimedia facility to conduct such programs.

Alumni Association: A dedicated and involved Alumni Association of the college contributes to the growth of the college through sponsoring merit scholarships and

organizing various programs.

Institutional Weakness

Research and Publication: In spite of the facilities available in the college, the level of motivation for research and publication is not satisfactory possibly due to various reasons.

Teaching faculty must increase evidence of academic activities through research, consultancy and publications. They need to attend and conduct CMEs/CDEs to upgrade latest developments in the subject.

Technology infusion in education, research and information management to keep pace with current advances taking place in Dental education.

Institutional Opportunity

Research Potential: As most of the faculty members are young and enthusiastic, they can get qualified to carry out research in their chosen field. The college encourages faculty members to take up research and to apply for various minor/major research projects with funding from various agencies. The college has the potential to start a full-fledged research centre.

Introduction of more number of employability certificate and diploma programs to the rural unemployed youths.

Collaborative Research: Scope to carry out inter organizational collaborative research with reputed institutions is very high.

Extension Activities: The College has the potential to lend support to the neighbouring institutions in areas of infrastructure and human resources.

Institutional Challenge

Socio-Cultural Trends: Changing socio-cultural trends and values of the society in an

environment of multiple diversions has posed a great challenge to the institution.

Quality Education: It is a challenge to bridge the gap between quality education of international standards and the existing system of education in India.

Use of ICT: More extensive use of ICT in teaching and learning and e-governance across the institutions to enable it to be a role model.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

As an Affiliating College of KNR University of Health Sciences, the institute strictly follows guidelines laid down by the affiliating University and Dental Council of India in all its spheres including curriculum design and delivery. However, the institute also addresses employability, innovation, research, community needs etc. The institute follows global trends by using latest teaching – learning methods, materials, equipment and techniques. Institute also provides additional skill-oriented programs relevant to regional needs and takes initiatives in behavioral & social modifications, medical ethics, environmental concerns, orientation towards research, medico legal issues etc. The institute has Institutional Ethics Committee to monitor all the research activities of both PG students and Faculty. The institute regularly conducts/organizes various Continuing Dental Education (CDE) Programs which help the faculty in knowledge enhancement and up-gradation as well as development of clinical skills.

The institute follows global trends in teaching – learning, addresses employability, innovation and provides additional skill-oriented programmes relevant to regional needs and takes initiatives in behavioral & social modifications, human values, environmental concerns etc.

The diverse knowledge base of the faculty has proved to be helpful in enriching the curriculum through offering specific courses on cross cutting issues like gender, environment and professional ethics. Feedback on curriculum is collected from the students, teachers and parents and inputs are sent to the university.

Besides this, institute also takes the initiative towards overall personality development, addressing physical, mental, emotional and spiritual well-being of the students by celebrating various National Health Programs e.g. No Tobacco Day, Oral Cancer Day, World AIDS Day and also by organizing yoga and annual cultural and sports events.

Teaching-learning and Evaluation

The admissions into UG and PG programs are made strictly according to the policy of the

Government and affiliating University. Admissions for UG and PG courses are made on merit basis (NEET) and the rule of reservations are strictly followed. The institution organizes orientation/induction program for the newly admitted students by introducing the institute and the faculty. The programme also discusses the curriculum, University examinations, internal-evaluation, academic calendar, Anti-ragging policy, women's rights, dental ethics, social responsibility, national integration etc.

The institution identifies differential requirements of the student admitted and responds to the various requirements including learning gaps and learning needs of slow learners by conducting remedial classes. Learning in this institute is made student-centric. The teaching-learning and evaluation schedules are planned according to the guidelines laid down by its affiliated University and DCI. It has a structured mechanism for its teaching learning process, and provides course objectives, outlines and schedules at the commencement of the each academic session. Various steps are taken by the institute to transition from conventional/traditional classroom into an e-learning environment. This is achieved by regularly organizing webinars, journal clubs etc. and encouraging them to utilize e-learning resources by providing Wi-Fi facility, ICT enabled e-classrooms and e-seminar rooms.

The evaluation system is based strictly as per the Statutory Bodies' guidelines. External Examiners are selected by the University authorities mostly from outside the State as well as from reputed Dental Institutions. The whole examination process is fully transparent and secure and the University declares results within one month of the conclusion of the examination process. The institution regularly plans and facilitates its faculty to meet the changing requirements of the curriculum by facilitating academic leave and financial assistance for attending various conferences / CDE programs / conventions / workshops.

Faculty are encouraged to prepare computer aided teaching-learning materials and utilize reflective learning, simulations, evidence based dentistry, problem based learning etc, in their teaching learning processes, as well as in the clinical setting.

Research, Innovations and Extension

The Institute and the Management believes that Teaching & Research are an integral part and have a symbiotic relationship. It has a proactive system to promote research activities by inculcating research culture and scientific temperament in its faculty and post graduate students. An Institutional Research Committee is in place for mentoring and accepting proposals of research. It also monitors, co-ordinates and facilitates research activities in the Institute. Institutional Ethics Committee oversees and grants the clearance to the research projects of Faculty and Post Graduates.

To motivate the young researchers, the Institute also regularly organizes lectures on

recent advancements in dentistry, research methodology, ethics etc, by eminent / guest faculties. Faculty / students are also encouraged to attend National/International conference/workshops / symposia and are also provided with travel grant. The faculty/students of Mamata Dental College have received numerous research awards in many conferences and conventions. Faculty and students are provided free access to institutional online data base through which faculty and students can freely access many National and International journals.

Institute also promotes multidisciplinary/interdisciplinary research within the institution. The faculty members are with vast experience and many of them are appointed as DCI inspectors, external examiner/paper setter for various Universities of National repute, guest speakers, judges and serve as an editorial board member / reviewer of National and International journals. Faculty and students are encouraged to participate in carrying out various social outreach programs in rural tribal villages and empower the underprivileged and the most vulnerable sections of society. Institute provides Consultancy to its stakeholders and is also publicized regularly from time to time. The institute promotes college-neighborhood network by taking initiative directly and/or through Rotary club, Lions Club responding to the local oral health needs and demands of the community and conducts oral health programs to school children. These collaborations have contributed positively to undertake various research projects in diverse areas of the dentistry and had also improved and enhanced academic and research experience of faculty and students. The faculty and PG students are encouraged to publish their original research work in peer reviewed indexed journals.

Infrastructure and Learning Resources

Mamata Dental College sprawls across more than 1,30,000 sq. ft of buildup area nestled in around 5.1 acres of land. The buildings are both aesthetic and modern. Being situated in the city of Khammam, it is well connected to city residential and nearby villages. The sprawling campus filled with greenery inspires the values of life, dedication, hard work and commitment in an ecofriendly environment. The advantage for the students here is the availability of an ideal ambience for studies, highly qualified, experienced and dedicated faculty, infrastructural facilities with A/C classrooms, well equipped library, labs, auditorium etc.

The institute has sufficient infrastructure facilities and has taken extensive measures to ensure campus safety and security round-the-clock. The Institute has excellent laboratories and museum facilities in all teaching departments, well designed lecture halls audio visual facilities.

The campus also houses facilities like Auditorium, Gym, Playgrounds for Volleyball, Table Tennis, Cricket, Hostels, staff quarters, Canteen, etc. All the departments are fully

equipped with ICT enabled class/seminars halls, fully equipped laboratories with specialized equipment & materials/reagents, state of art library with e-resource materials, Examination Halls etc. A total no of around 340 dental chairs are installed in the institute, with one fully equipped Mobile Dental Clinic & ambulance. It has a Pharmacy situated inside the college premises. The Institute follows Good Clinical Practice Guidelines as per ICH-GCP and has an efficient and effective system for disposal of biohazardous waste. The institute has fully equipped, functional Central Library. It is also equipped with e-learning resource material and ICT facility. Continuous monitoring and updating of library is done by Institutional Library Committee.

The institution has a comprehensive IT mechanism. A total number of 80 computer systems with configurations ranging from Celeron 1.70 GHZ to Pentium 4 CPU 2.5 GHZ are installed, with an internet facility of 500 mbps. The maintenance of the infrastructural facilities is carried out through well-established maintenance systems and procedures. The institution is continuously trying to upgrade the infra-structure to meet the emerging trends in dentistry and dental education.

Student Support and Progression

The Institute has a well-established and functional system for student support and mentoring (personal, academic and career counseling) i.e. Mentor-Mentee Program. Institutional Grievance Cell, Anti-Ragging Committee, Student Welfare Committee, Extra-Curricular Committee, Hostel and Mess Committee, which are constantly monitored, and timely redressal of student grievances is made.

The institute organizes personal enhancement and development programs such as career counseling, soft skills development, career-path identification, and orientation to well-being for its students. Orientation programs organized for fresher's includes soft skill development, communication skills, English language, spiritual, stress management, research methodology and over all personality development.

The institute also provides support to differently abled students, SC/ST, OBC and economically weaker sections students, participating in various competitions/conferences, health issues, skill development etc. Large numbers of students join higher studies after graduating from this college and few students directly take up employment assignments and some start their own practice. Information/guidance regarding various examinations and job opportunities available with various consultants is made available to the students at Placement and Counseling Cell and is also displayed at Information and Deployment Board. Institute also provides additional academic support, academic flexibility in the examinations, balanced diet, incentives, sports uniform and materials for the students participating in various extra-curricular activities. Institution also ensures participation of female students in various intra and inter-institutional curricular as well as extra-

curricular activities.

The institute has a registered Alumni Association, regular meetings are conducted and Principal of the institute meets Alumni members and elicits feedback from its members.

Governance, Leadership and Management

The institute has a well-defined vision and mission that addresses the needs of all its stakeholders. It has got a strong internal organizational structure, and an effective decision-making process. Information regarding the institute, faculty and their areas of specialization, is available on the college website <https://www.mamatadentalcollege.com> which is updated regularly. Steps have been taken by the institute to develop e-governance strategies, ensuring the organization's management system, implementation and continuous improvement, reinforcing a culture of excellence, identifying organizational needs and striving to fulfill them. Institute also promotes a culture of participative management and grooms leadership at various levels. The institution is always keen in promoting the excellence both in academic as well as in clinical field. It also inculcates sound value system, fostering global competencies, national development etc. among its students. Audits are regularly conducted to monitor and to ensure oral health care quality, patient safety and satisfaction by various institutional committees and Feedback system, which are regularly reviewed in various meetings. A systematic and robust mechanism is in place to document, compile, analyze and redress the feedback mechanism whilst maintaining the necessary confidentiality.

Significant efforts have been made by the institute to enhance the professional development of teaching and non-teaching staff. Faculty members are motivated and are given various incentives to attend hands on experience courses, workshops, CDEs. Various welfare schemes are available for teaching and non-teaching staff i.e. in Campus accommodation, free transport, medical/dental facility & drugs at highly subsidized rate, Provident Fund, maternity leave, financial support (reimbursement) etc. Most of the treatment provided by the hospital to its stakeholders is free or at highly subsidized rates. Institute also organizes free Oral Health Camps and Health Mela in nearby villages. The institution ensures that grievances/complaints are promptly attended to and resolved effectively for better stakeholder-relationship.

IQAC is in place to develop a system for conscious, consistent, and catalytic action towards quality sustenance and quality enhancement in teaching and learning process in Dental Education, Research, and Staff welfare. IQAC collects information from Academic, Clinical, Research, extra-curricular and extension activities of all the departments, and administrative and other activities of the college.

Institutional Values and Best Practices

Mamata Dental College, Khammam put its thrust on being inclusive without compromising on quality of teaching-learning process. The college has emphatically addressed environmental, social and gender issues in its endeavor to sensitize the stakeholders on a continuous basis. These include energy conservation, water harvesting, bio-hazardous and waste management, plantation of trees, laying of lawns as well as e-waste management etc. The institute has taken various initiatives to keep campus green and ecofriendly. The institution also ensures that robust infection control and radiation safety measures are effectively implemented and monitored. Institute has also hired a professional agency for collection and disposal of the hospital's Bio-hazardous waste. Radiology department follows a strict protocol for radiation safety i.e lead barriers, lead jackets. Constant monitoring of radiation exposures is done by using TLD badges.

The institute has also made innovations in examination pattern, teaching learning & evaluation process, learning resources, governance, leadership and management. Students actively participate in formulating the strategies as they are included in various committees and due weightage is given to their suggestions. The institution believes in the Best practices of Building an atmosphere for promoting research. Proficient well qualified faculty are dedicated to the cause of teaching-learning and research. Green campus with congenial atmosphere/peaceful environment, well laid out departments with specialized equipment, availability of Clinical material in abundance for training and clinical experience and for research purpose facilitate learning and research. A number of out-reach programs for the rural and tribal population are conducted, screening camps in schools are also conducted to enhance oral health care. Quality treatment is imparted at subsidized rates.

Institution organizes appropriate activities to increase consciousness about national identities and symbols. Fundamental duties and Rights of Indian Citizens and other constitutional obligations and also organizes national festivals and birth and death anniversaries of great Indian personalities.

Dental Part

Mamata Dental College, Khammam strictly follows guidelines laid down by SRAs like DCI, New Delhi and the affiliating University in all its spheres including curriculum design and delivery. The institute conducts orientation programme at the beginning of the first year and give orientation towards the scope of the dental profession and teaching-learning, evaluation practices and also includes soft skill development, communication skills, spiritual, stress management, research methodology etc.

Pre-clinical training in the first and second year of dental education is done to promote

the development of competency and expertise before students work on patients. Orientation programme for students progressing to the clinical training on ethics, infection control and sterilization, patient care and communication is also conducted. Mamata Dental College has a good influx of outpatients which provides the opportunity for effective clinical training to students. Students are made to work using high-end equipment and advanced dental materials. Students are also trained for rendering specialized treatments such as Implantology and use of magnification in dentistry.

The Teaching staff regularly attend CDE programmes, FDP's and seminars outside to upgrade their skills. The institute also conducts regular internal seminars and workshops on various topics of importance. All faculty members have membership of professional bodies.

Institute adopted strict campus safety norms and has Firefighting equipment installed and all the electrical installations are as per the electrical safety norms. Safety guidelines and SOPs are in place for safe handling and storage of hazardous chemicals.

The Institute regularly updates its physical facilities and during last five years the college has Upgraded Gym, Canteen, central drug store, Washrooms etc., Purchased sophisticated instruments/equipment. IT infrastructure like computers, printers, and internet bandwidth are updated regularly. SOPs and log books are maintained, calibration of equipment is performed periodically and AMC is signed for maintenance of sophisticated lab equipment and also Computers. Annual Equipment and instruments audit, Glassware Audit and safety audits are conducted and recorded.

The college is certified by ISO 9001:2015.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MAMATA EDUCATIONAL SOCIETY'S MAMATA DENTAL COLLEGE
Address	Mamata Dental College Giriprasad Nagar, MGH Campus
City	KHAMMAM
State	Telangana
Pin	507002
Website	http://www.mamatadentalcollege.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Dr G Venkateswara Rao	08742-295885	9849490529	08742-29516 1	mamatadental@ya hoo.co.in
IQAC / CIQA coordinator	C Sunitha	08742-295162	9705405035	08742-29516 1	drcsunitha@gmail. com

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

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details				
Date of establishment of the college		14-08-2001		
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	

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

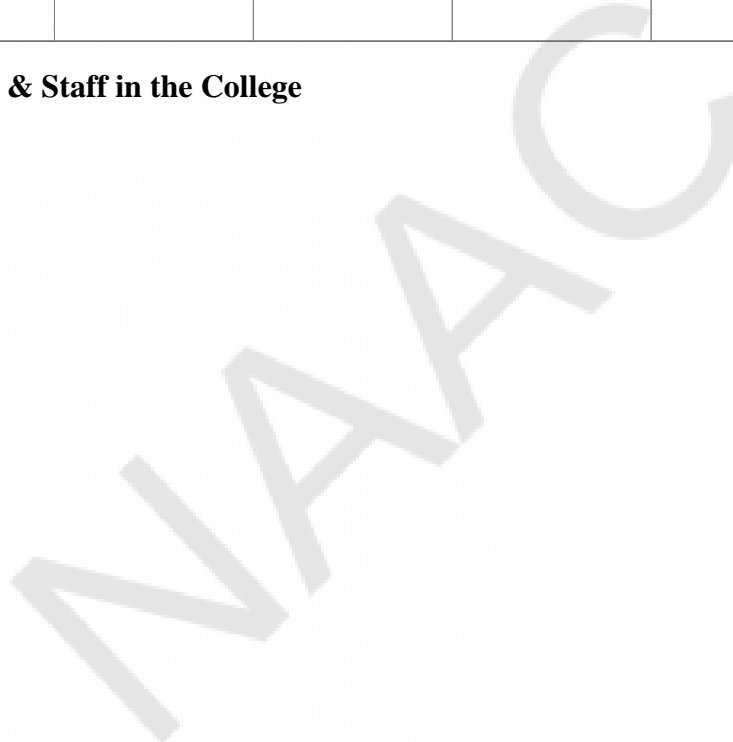
Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Mamata Dental College Giriprasad Nagar, MGH Campus	Urban	5.1	11613

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,Dentistry	60	Intermediate	English	100	97
PG	MDS,Oral Medicine And Radiology	36	BDS	English	3	1
PG	MDS,Oral And Maxillofacial Surgery	36	BDS	English	5	5
PG	MDS,Prosthodontics And Crown And Bridge	36	BDS	English	6	6
PG	MDS,Conservative Dentistry And Endodontics	36	BDS	English	6	6
PG	MDS,Pediatric And Preventive Dentistry	36	BDS	English	5	5
PG	MDS,Periodontology	36	BDS	English	5	5
PG	MDS,Orthod	36	BDS	English	3	3

	odontics And Dentofacial Orthopedics					
PG	MDS,Oral Pathology And Microbiolog y	36	BDS	English	5	0
PG	MDS,Public Health Dentistry	36	BDS	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	21				25				38			
Recruited	14	7	0	21	8	17	0	25	16	22	0	38
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	0				4				0			
Recruited	0	0	0	0	1	3	0	4	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				167
Recruited	86	81	0	167
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				18
Recruited	14	4	0	18
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.	1	1	0	0	0	0	0	0	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	13	6	0	8	17	0	16	22	0	82
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	1	3	0	0	0	0	4
UG	0	0	0	0	0	0	0	0	0	0

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	26	0	0	0	26
	Female	71	0	0	0	71
	Others	0	0	0	0	0
PG	Male	9	0	0	0	9
	Female	23	2	0	0	25
	Others	0	0	0	0	0

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

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	6	4	4	4
	Female	13	10	11	13
	Others	0	0	0	0
ST	Male	5	2	1	1
	Female	2	8	4	5
	Others	0	0	0	0
OBC	Male	13	19	15	19
	Female	53	46	45	53
	Others	0	0	0	0
General	Male	8	11	5	4
	Female	41	31	53	35
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		141	131	138	134

General Facilities	
Campus Type: Mamata Dental College Giriprasad Nagar, MGH Campus	
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)	3
* Qualified Doctor (Part time)	0
* Qualified Nurse (Full time)	12
* 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	Yes
• 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	Attached Hospital with 24/7 Medical / Dental care

Hostel Details		
Hostel Type	No Of Hostels	No Of Inmates
* Boys' hostel	1	160
* Girls's hostel	1	280
* Overseas students hostel	0	0
* Hostel for interns	1	38
* PG Hostel	1	15

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>Mamata Dental College, affiliated to Kaloji Narayana Rao University of Health Sciences, Warangal was established in the year 2001 under the management of Mamata Educational Society with an objective to evolve into a multidisciplinary dental institution. Accordingly, the institute is offering various disciplines in Dentistry. All the programs and courses are taught as per the DCI norms and the affiliating University. Research based project work for UG and PG is designed to give hands on training, community engagement, industrial experience, field work and environmental education. Based on the requirements of each program, the project work has equal credits along with the theory course and as per the regulations of affiliating University. Students are required to undertake and complete their project by visiting industries, companies, National or state institutes, NGOs, and submit a report. A good number of these projects are interdisciplinary in nature.</p>
2. Academic bank of credits (ABC):	<p>The affiliating University has been making efforts comprehensively to register under Academic bank of credits (ABC). The University has made toils to implement ABC that aims at facilitating the students in enriching their academic pursuits. The affiliating University has been evolving innovative concepts</p>

	and ideas synchronizing with current environment and to incorporate it into the syllabi and curriculum.
3. Skill development:	To promote skill development, various add on courses on Communication Skills, Basic life support, Behavioral Sciences, Ethics, Aesthetic Dentistry Computer Applications etc, are being offered. The students at Mamata Dental College, Khammam are taught the principles of patient care, social responsibilities with the main aim of creating sound foundation in basic dental sciences and ethics. Students at Mamata Dental College are exposed to the finest equipment and best of facilities to create an excellent learning environment, wherein they learn, grow, and flourish in the best traditions of dental education. The philosophy of Mamata Dental College is to shape the students into proud citizens, laying emphasis on sharpening innate skills and talents. In order to achieve the objective of equipping the students with value based and globally competent skills, the curricular, co-curricular and extra-curricular activities are focused on producing competent and confident dental professionals.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	To promote the regional language i.e Telugu, the institute celebrates all important events related to the promotion of Telugu language, literature, and culture. All programs offered by the institute are outcome based. The boards of studies of all disciplines are directed to transform to outcome-based education. Accordingly, each course was designed to achieve specific outcomes. Students are made aware of these outcomes at the beginning of the course.
5. Focus on Outcome based education (OBE):	The DCI and the affiliating University are continuously striving and focusing on outcome base education, and the institute follows the directions of the affiliating university. The affiliating University and the institution organizes special training programs on outcome-based education in line with the NEP. The college offers counseling to all students, stakeholders and public at large in solving societal / people problems amicably.
6. Distance education/online education:	The institute has proactively implemented online education. Imparting online education system has been further geared up concurrently with the emergence of Covid 19 pandemic. Students were given complete education during the Pandemic

through online mode without depriving the students their complete system of learning including the practical. Further, the institute and all its staff geared up with all the required facilities for imparting on line education and also conducted several webinars online.

NAAC

Extended Profile

1 Students

1.1

Number of students year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
603	603	610	610	619
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

1.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
56	137	137	126	142
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

1.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
131	134	138	131	141
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

2 Teachers

2.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
88	88	88	88	83
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
88	88	88	88	83
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

3 Institution

3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
229	210	169	175	165
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:

- **Mamata Dental College** is affiliated to Kaloji Narayana Rao University of Health Sciences (KNRUHS), Warangal, Telangana State and is recognized by Dental Council of India (DCI), New Delhi. As such, the Affiliating University handles the design and development of curriculum for all its Under Graduate and Post Graduate programs basing on the regulations of Dental Council of India (DCI), New Delhi.
- However, in view of the specific goals and objectives of the institution which aim at quality dental education of global standards, Mamata Dental College aims to meet critical challenge of preparing young dental doctors for professional standards. At the institute level, initiatives are taken to identify gaps in the curriculum and value added content is added over and above the prescribed curriculum.
- Every department, at the end of each academic year, conducts review meeting in which all the Faculty members offer suggestions either for change or for improvement based on the classroom experience and feedback given by the students and other stakeholders. Recommendations and suggestions of individual departments are discussed at college level and included as value added content in the form of guest lectures / workshops etc.

Academic Calendar: Each department prepares an academic calendar. It contains the activities to be carried out during the academic year. The college academic calendar is prepared based on departmental calendar of all departments and various committees. The final drafts are placed in the IQAC meeting for discussion and to incorporate additional inputs if any. Academic Calendar is the heart of our teaching learning process. Every staff member prepares a lecture note in advance of his lecture to be engaged. In the lecture note, faculty members mention the points to be covered, methods of teaching to be used. The syllabus is distributed among the faculties in the departmental meetings.

Monitoring the Teaching Learning Process: Implementation of the teaching and learning process is monitored by the head of the department. Every month the head of the department informally discusses with the Principal about the progress of teaching and learning. The faculty members prepare the pre-class materials based on the approved course plans and use various teaching aids such as PPTs, group discussions, lab postings etc., for effective delivery of the course content.

- The Institute has put in place extensive infrastructure for ICT led teaching and learning. The campus is fully Wi-Fi enabled with high-speed internet access to all students and faculty. A campus wide intranet is used extensively to post course notes, learning material and discussions / circulars etc.

- The process of course allocation, planning and monitoring of curriculum delivery is ensured through departmental meetings and reviews.
- The assessments aim to measure course outcomes as against the defined course objectives.
- At the end of each academic year, written feedback is obtained from students for each course. These are used for better curriculum delivery in the subsequent academic years.

File Description	Document
Any additional information	View Document
Link for Minutes of the meeting of the college curriculum committee	View Document

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

Response: 0.91

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

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

File Description	Document
Provide scanned copy of nomination letter such BoS and Academic Council From University/ Autonomous college	View Document
Institutional data in prescribed format	View Document
Link for details of participation of teachers in various bodies	View Document

1.2 Academic Flexibility

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

Response: 62.26

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

Response: 33

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

Response: 53

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

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

Response: 46.43

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

2020-21	2019-20	2018-19	2017-18	2016-17
217	434	239	276	246

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

1.3 Curriculum Enrichment

1.3.1 The Institution integrates cross-cutting issues relevant to gender, environment and

sustainability, human values, health determinants, Right to Health and emerging demographic issues and Professional Ethics into the Curriculum as prescribed by the University / respective regulative councils

Response:

- The VISION of the institution is to provide high quality Dental education and patient care of global standards at an affordable cost with special focus on rural tribal population and to pursue research. The vision, mission and core values of the college speaks volumes about the cross-cutting issues. At Mamata Dental College, the students are taught the principles of patient care, social responsibilities with the main aim of creating sound foundation in basic dental sciences and ethics. Realizing the importance of certain cross-cutting issues such as gender issues, Environment and sustainability, human values and professional ethics Mamata Dental College, Khammam has taken the following initiatives:

Gender Issues:

- In the first few weeks after the commencement of the academic year, special sensitization classes are conducted to promote awareness among the students regarding the gender sensitization policies and programs are designed to remove gender discrimination and bias to make them vibrant citizen of the country.
- The Management gives special emphasis in promoting value systems among the students and eliminates gender bias in the campus.
- A Committee for Prevention of Sexual Harassment of Women is constituted as per rules, for prevention / action against sexual harassment of women students and staff with the following objectives:

1. To create awareness among women students and staff, the policies and programmes designed to remove gender discrimination and to uplift women in the society.

2. To create awareness among women students on various job opportunities and self-employment avenues.

3. To encourage participation of women students and staff and to organize various gender sensitization and capacity building programs.

4. To protect the rights of the women and to organize interactive sessions with eminent personalities of different walks of life.

The composition of the cell is:

Sl.No	Name & Designation	Position
1	DR. R. ARPITHA	Chairperson

2	DR. P. NIHARIKA	Coordinator
3	DR. K. SUNITHA	Member
4	Dr. S. SAREEN	Member
5	Dr. T. MURALIDHAR	Member

Environmental Education

- At the beginning of every academic year, orientation / induction program is organised for the fresher's to enlighten them on Medical/dentalethics, Constitutional obligations of the profession, Indian heritage and culture, importance of national integration, empathy towards patients etc. The program intends to sensitize the students on various social issues such as environmental protection and importance of preservation and protection of environment for sustainable development.

Human Values and Professional ethics

- The curriculum incorporates the professional, moral and social obligations of a dental professional.
- Along with skill development, the institution gives utmost priority in inculcating the desirable value system among the students.
- Appropriate values commensurate with social, economic and cultural realities are focused to inculcate respect and tolerance to various diversities.
- The College organizes special lectures to inculcate ethics in their day to day life. Since the college organizes extension activities in the rural areas through NSS and the department of Public Health Dentistry, these extension activities promotes students' orientation towards health and social needs of the community and service attitude and citizenship role among the students.
- The institute has introduced a separate module in all the programmes of the institute on Human values and professional ethics.

File Description	Document
Link for list of courses with their descriptions	View Document
Link for any other relevant information	View Document

Other Upload Files

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

Response: 27

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

Response: 27

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

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

Response: 54.8

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

2020-21	2019-20	2018-19	2017-18	2016-17
352	480	422	404	390

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: 77.61

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

Response: 468

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
Any additional information	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
Link for additional information	View Document

1.4 Feedback System

<p>1.4.1 Mechanism is in place to obtain structured feedback on curricula/syllabi from various stakeholders. Structured feedback received from:</p> <ol style="list-style-type: none"> 1. Students 2. Teachers 3. Employers 4. Alumni 5. Professionals <p>Response: A. All of the above</p>	
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
Any additional information	View Document
Link for additional information	View Document

<p>1.4.2 Feedback on curricula and syllabi obtained from stakeholders is processed in terms of:</p>
--

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

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

NAAC

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 100

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

2020-21	2019-20	2018-19	2017-18	2016-17
38	35	38	35	36

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

2020-21	2019-20	2018-19	2017-18	2016-17
38	35	38	35	36

File Description	Document
Institutional data in prescribed format	View Document
Final admission list published by the HEI	View Document
Copy of letter issued by state govt. or and Central Government (which-ever applicable) Indicating the reserved categories to be considered as per the GO rule (translated in English)	View Document
Any additional information	View Document

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

Response: 95.74

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

2020-21	2019-20	2018-19	2017-18	2016-17
131	134	138	131	141

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

2020-21	2019-20	2018-19	2017-18	2016-17
141	141	141	141	141

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: 3.64

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

2020-21	2019-20	2018-19	2017-18	2016-17
2	3	6	3	11

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
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
Any other relevant information	View Document

2.2 Catering to Student Diversity

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

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

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Criteria to identify slow performers and advanced learners and assessment methodology	View Document
Consolidated report of special programs for advanced learners and slow learners duly attested by the Head of the Institution	View Document

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

Response: 7:1

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

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

Response:

The students at Mamata Dental College, Khammam are taught the principles of patient care and social responsibilities with the main aim of creating sound foundations in basic dental sciences and ethics. Students are exposed to the finest equipment and best of facilities to create an excellent learning

environment, wherein they learn, grow, and flourish in the best traditions of dental education. The philosophy of Mamata Dental College is to shape the students into proud citizens, laying emphasis on sharpening innate skills and talents. In order to achieve the objective of equipping the students with value based and globally competent skills, the curricular, co-curricular and extra-curricular activities are focused on producing competent and confident dental professionals. There is a shift from focusing on mere teaching to an emphasis on active learning through ICT mediated teaching-learning methods.

The institute promotes social responsibilities and responsible citizenship roles among the students with continuous interface with the community through NSS programs and extension activities organised by Dept. of Public Health Dentistry.

The Dental College makes all the faculty and students understand the importance of providing their services in rural areas. The Institution takes up several co-curricular and extension programs to promote social responsibility among the students. The Institution ensures participation of all the students in extension activities in rural areas through the following strategies.

The institution actively involves all the students in extension programs like social work, health and hygiene awareness, AIDs awareness, environmental awareness campaigns etc.

As part of co-curricular and extra-curricular activities, the institution organizes the following extension activities in rural areas.

- Sensitizing the community on oral hygiene and health awareness promotion activities.
- Awareness programs on all national health programs.
- Educating rural people about health hazards of alcoholism, tobacco chewing, smoking, AIDs etc.

The college has sprawling campus with ample space for number of indoor and outdoor sports like basketball, volley ball, football, cricket and badminton and indoor game facilities.

In the campus, auditorium is available for promoting cultural events / activities.

- Sports and cultural committee to organize events.
- The institute has a qualified Physical Director who guides on all sports activities.
- All sports equipment for both indoor and outdoor games are provided.
- Students are encouraged to participate in all the sports events conducted by University / other colleges in the state.
- The college has a well-disciplined Student Council which is functional.

Activities:

- Providing leadership in organizing quiz, elocution and essay writing competitions, sports and cultural activities.

- To serve as a bridge between management and students and to maintain peace and harmony within and outside the campus.
- Students actively participate in various college committees.

Students representatives in the following committees

- # Student's council
- # Cultural and Sports committee
- # Alumni association
- # Student Grievance Cell
- # IQAC

Emphasis is placed on extra circular activities like sports, games and cultural activities to provide students a break from regular academics to refresh themselves. Students are also actively participating in extra-curricular activities which include celebration of Ganesh Festival, annual social gathering, Dance, dramas, singing, Rangoli, etc. Participation in intra collegiate, inter collegiate and inter university sports and games, cultural and literary competitions are encouraged to bring about overall personality development of the students.

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:

The institute firmly ensures that learning is made student-centric by converging all its teaching plans, ICT – mediated resources and actions for the overall benefit of the students. Theory classes are made more illustrative and interactive. The teaching methods include didactic lectures, interactive sessions, problem based learning through case based approach, Lab demonstrations, field visits, rural postings, clinical presentations and clinical and practical sessions.

During practical / clinical / tutorial sessions, ample stress is given to impart what the student requires rather than what the teacher knows. Various academic programs of the institute are aimed at providing good professional skills to students who will be engaged in quality dental care and research.

Experiential learning:

The practical/clinical/tutorial sessions in the college focusses on what the student needs and is aimed at providing good professional skills to students. Students learn from their experiences during various learning activities assigned to them like clinical lab postings, seminar presentation, assignments, preparation of posters, Internships, hospital postings etc.

Integrated/interdisciplinary learning:

The entire UG dental course itself is dependent on interdisciplinary course content. Being a professional course flexibility to move from one discipline to another is not available during the tenure of the under graduate course.

The UG Dental course is basically interdisciplinary in nature.

- All the PG departments are involved in teaching UG/BDS subjects.
- Most of the PG dissertations works are carried out with inter departmental participation.

Participatory learning:

- To encourage participatory learning, students are encouraged to participate in-group projects and various activities like Poster presentation, Patient counselling, Quiz, debate etc. Assignments, Study Projects, Classroom Seminars, Group Discussions, Surveys, Exhibitions, Elocution Competitions, Essay Writing Competitions, National Seminars and Workshops, access to the Internet, Newspapers, and books and journals in the Library enhance the quality of the learning experiences of the students of this institute.

Problem solving methodologies:

- Problem based learning is a regular practice adopted by all the departments.
- The students are made to think based on their theoretical and clinical knowledge to arrive at a probable solution.
- The institute uses innovative methods of learning such as problem based learning/case based

learning(PBL/CBL).

Self-directed learning:

- The institution motivates the students for self-learning through ICT – enabled services.
- DVDs, CDs, e-journals, e-books and Internet facility in the department and latest books and journals are provided for self- learning

Patient-centric and Evidence-Based Learning:

- The curriculum is designed in such a way that the student gets his/her professional potency in the subject through the expertise teaching and training. Practical training in labs, patient encounters, basic and advanced skills training in clinical labs are some of the initiatives taken for making the student professionally competent.
- Students are trained in standard clinical practice guidelines and practice in evidence based medicine and clinical practice.

Project-based learning:

- The students' projects / dissertation work as part of curriculum is mandatory for their successful completion of the course. As per the University and DCI norms, project work is mandatory for the all the PG courses.

Role play:

- The institute also adopts role play and peer assisted learning which is purely subject related and the best part of it is, the students and teachers are made to involve in this method, thus making it a student centric learning.

File Description	Document
Link for learning environment facilities with geotagging	View Document
Link for any other relevant information	View Document

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

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

4. Conducts training programs for the faculty in the use of clinical skills lab and simulation methods of teaching-learning

Response: A. All of the above

File Description	Document
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
Link for additional information	View Document

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

Response:

- Information and Communication Technology (ICT) enabled teaching and learning practices are given thrust by all the faculty members of this institute. All the lecture classes and seminar rooms are ICT enabled for interactive learning. In addition, virtual classroom facility is also utilized as a learning system and helps students acquire knowledge and skills from experts working remotely in corporate hospitals and institutions.
- The institute takes various steps to transition from conventional/traditional classroom into an e-learning environment. This is achieved by regularly organizing webinars and encouraging the students to utilize e-learning resources by providing Wi-Fi facility, ICT enabled e-classroom.

All kinds of teaching aids are available in the institute and regularly used by the teaching faculty to have the student's better learning experience. The following e-learning resources are extensively used.

- Computers
- OHP /LCD Presentations
- Charts & Diagrams
- Specimens

- Models
- Poster presentations
- Audio visual presentations
- E-books
- E-journals

Internet facility is provided to all the departments and faculty are encouraged to use and download latest information so as to use ICT enabled teaching practices by all the faculty members across all the departments in the institute.

The whole campus is Wi-Fi enabled.

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

2.3.4 Student :Mentor Ratio (preceding academic year)

Response: 8:1

2.3.4.1 Total number of mentors in the preceding academic year

Response: 75

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:

- Teaching and learning in this institute is designed in such a way that scientific queries pertaining to basic dental sciences and dental practice are generated. Questions about a disease, diagnosis and treatment / therapy are raised in a clinical setting and answers are obtained by using scientific methods in the clinical laboratory and then translated into clinical practice. Thus, inquisitiveness among the students and staff are generated and augmented.
- Creativity, both in academic and non-academic spheres are encouraged in the institute. UG & PG Students exhibit creativity in academics through designing and execution of clinical models, preparation of posters etc.

Analytical Skills:

- A problem is posed to a group of students and its diagnosis and treatment is invited.
- The students are made to think based on their theoretical and clinical knowledge to arrive at a probable treatment.
- This practice gives students the capabilities of thinking and analyzing various types of cases thus improving the analytical skills of the students.

Innovation:

- Through group discussions, interactions and E-learning.
- By browsing the internet for the latest developments and treatment modalities in the field of dentistry. Innovation involves a different way of looking at problems and solving them. The thinking process that goes into it will help students develop their creativity and their problem solving skills.

File Description	Document
Link for appropriate documentary evidence	View Document

2.4 Teacher Profile and Quality

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

Response: 100

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

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: 55.71

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

2020-21	2019-20	2018-19	2017-18	2016-17
44	52	48	46	52

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

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

Response: 7.84

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

Response: 690

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

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

Response: 19.15

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

2020-21	2019-20	2018-19	2017-18	2016-17
11	9	20	22	21

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
Link for additional information	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: 43.86

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

2020-21	2019-20	2018-19	2017-18	2016-17
36	56	36	65	63

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

2.5 Evaluation Process and Reforms

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

Response:

The evaluation process i.e internal and university (external) evaluation process and methodology is communicated to all the students and other stake holders through the following methods:

- A Student Handbook is provided to all the students at the beginning of the academic year, which provides syllabus, tentative internal examinations and University examination schedule, and holidays besides details of evaluation process.
- Both students and their parents are also explained about the rules and regulations, examination pattern and evaluation process at the orientation meeting.
- Faculties are also oriented to the evaluation process during their induction after joining the institute.

Continuous Internal Evaluation:

- The institute's faculty maintain confidentiality while setting the question paper for the internal assessment examination. Apart from University internal assessment examinations, the college also conducts monthly evaluation tests. Even in the practicals, two internals are conducted.
- The progress and performance of the students' is monitored by their performance in attendance, class tests, assignments, clinical labs and internal assessment examinations.
- The students are given valued answer scripts for their perusal to know where they went wrong, and to satisfy themselves about the valuation. Then the marks are entered in the register.
- The marks are displayed on the notice board, and also communicated to their parents through progress cards.

- The parents are informed regularly about the progress and attendance of their ward immediately after all the mid-examinations i.e four times in a year.
- The students whose attendance and or progress are not satisfactory, the parents along with their wards are called for counselling and remedial measures are taken. The same is also discussed in Parent – Teacher Association meeting held once in a year.

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

There is complete transparency in the internal assessment. The criterion adopted is as directed by the affiliating university.

- At the beginning of the semester, faculty members inform the students about the various components in the assessment process, both internal and external during the semester.
- The internal assessment test schedules are prepared as per the schedule communicated by the affiliating university and communicated to the students well in advance.
- To ensure proper conduct of formative tests, one invigilator is assigned to each 20 twenty students in the hall. Evaluation is done by the course handling faculty members within three days from the date of examination.
- The corrected answer scripts at random are verified by HOD to ensure the standard evaluation process.
- The evaluated answer papers of the students are distributed to the students for the verification by the students and any grievance is redressed immediately. The marks obtained by the students in internal assessment tests are displayed on the department notice board.
- The marks obtained by the students in internal assessment tests are placed on the college notice board.
- The final internal assessment marks are uploaded onto the university website along with the attendance percentage.

Grievance Related to Internal Assessment:

A three-stage grievance redressal mechanism is available to redress the grievances of the students with reference to internal examinations related.

- **First Stage – At the concerned teacher level:** By providing corrected answer script to the students by the teacher, the student can approach concerned teacher to clear their doubts / grievances, if any.
- **Second Stage – At HOD level:** In case the student is not satisfied at stage one, he/she can approach the HOD of the concerned department who is required to examine the case in detail and make suitable changes if warranted.
- **Third stage– At the Principal level:** In case the student is aggrieved with the decision even at the HOD level, he / she can appeal in writing to the Principal who in turn nominates a Professor / Associate professor other than the concerned teacher to look in to the grievance. The teacher so nominated, in turn, will examine the grievance critically to do justice to the student. The outcome is explained to the student with reasons and that decision is final.

Grievance Related to University Assessment

- Students having grievances regarding evaluation in any subject for the end term assessment may opt for re-verification.
- Students have to submit their application through the Principal to the Controller of examinations of affiliating University for the re-verification of their theory answer scripts.
- The answer books are reverified by the subject expert and the outcome communicated to the college authorities within two weeks from the declaration of result.

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:

Examination procedures

Institution follows affiliating University i.e Kaloji Narayana Rao University of Health Sciences (KNRUHS), Warangal, Telangana guidelines for both internal and external assessment.

Transparency:

- Both internal and External Examination schedule is prepared well in advance and are in line with the Academic Calendar and examination schedule of the affiliating university before the start of the academic session.
- The institute organizes Induction Program and Parents meet to makes the students and parents acquainted with the rules and regulations of the affiliating University, internal and university examination schedule, scheme and evaluation processes.
- The Academic schedule is displayed on college website at the start of each term. The students are informed about the examination schedule well in advance by keeping in the College notice board.
- After assessment of the internal theory papers, the concerned faculty shows the corrected answer scripts to the students for transparency in evaluation. Any query from the students in the allotted marks is resolved by the concerned teacher.
- At the end of the year, average internal marks are shown to the students, which are countersigned and confirmed by students and the same is uploaded in the University portal.

Processes integrating IT:

- Innovations in technology have led to spectacular advancements in teaching-learning and evaluation process. The examination procedures are automated including online support system. The affiliating Colleges can enter internal assessment marks and attendance online directly. Based on the criteria fixed, the eligible students can fill the examination application forms online. The hall tickets are downloaded by the college authorities. The examiners can enter the practical/clinical examination marks online at the end of the examination (Username /password). The students can download the results from the university portal; however, the marks memos are downloaded from the university portal using the username / password by teh college authorities.

Continuous internal assessment system:

- The institute's faculty maintains confidentiality while setting the question paper for the internal assessment examination. Apart from University internal assessment examinations, the college also conducts monthly evaluation tests. Even in the practicals two internals are conducted.
- The progress and performance of the students are monitored by their mentors in attendance, class tests, assignments, clinical labs and internal assessment examinations.

- The students are given valued answer scripts for their perusal to know where they went wrong, and to satisfy themselves about the valuation. Then the marks are entered in the register and displayed on the notice board.
- The students whose attendance and or progress are not satisfactory, the parents along with their wards are called for counselling and remedial measures are taken. The same is also discussed in Parent – Teacher Association meeting held once in a year.

Competency-based assessment:

- The assessment of the students in clinical examination is based on the competency in clinical knowledge.

Workplace-based assessment:

- Workplace-based assessment refers to the assessment of working practices based on what students actually do in the comprehensive clinics, and is predominantly carried out in the workplace itself by using Miller's 'pyramid of competence'.

Self-assessment:

Self-assessment is a valuable learning tool as well as part of an assessment process. Through self-assessment, students can: identify their own skill gaps, where their knowledge is weak by using quizzes, mind mapping etc.

OSCE/OSPE:

- Both the Objective Structured Practical Examination (OSPE) and the Objective Structured Clinical Examination (OSCE) system are being followed.

File Description	Document
Link for Information on examination reforms	View Document
Link for any other relevant information	View Document

Other Upload Files	
1	View Document
2	View Document
3	View Document

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

1. Timely administration of CIE
2. On time assessment and feedback
3. Makeup assignments/tests
4. Remedial teaching/support

Response: A. All of the above

File Description	Document
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:

- The institute has clearly stated its learning outcomes in the curriculum of each subject. The expected outcomes are made known to all the students in the beginning of the academic year by the respective faculties. All the faculties are well aware of the learning outcomes as they are involved in the teaching and learning process. Further, the courses offered in each of the program have stated learning outcomes aimed to attain requisite graduate attributes enabling them to possess specific knowledge and skills, exhibit professionalism and entrepreneurship.
- The institutes' Graduate Attributes are the qualities and the skills acquired that the institute values and endeavors to support the overall development of the students. The same is articulated through the institutes' vision, mission and goals. These qualities and skills have put our students in the strategic edge in the workplace.
- The institute believes that the students are its 'Brand Ambassadors' and expects that the students share the common values articulated in the vision and mission statements. The overwhelming response of the students during the Graduation Ceremony and on other occasions like Annual Day, etc; reiterates the Graduate attributes and their compliance.
- The teaching –learning strategies for each subject is prepared, discussed and approved by the curriculum committee of each department before commencement of the academic year. The learning outcomes are made clear to both the students and the faculty.

- Well-structured time-table is prepared based on the curriculum and core objectives of the subject. The balance between theory and clinical practice is made. Skill development is given weightage where ever practical clinical learning is required.
- The Principal and HOD's of the concerned departments ensure that the teaching and learning outcomes are achieved by closely monitoring the performance of the students in formative and summative assessments. If the performance of the students is found to be poor after two internal assessments the reason for poor performance is analyzed and corrective measures are initiated. Consistent poor performers are identified as slow learners and remedial measures are undertaken.
- Continuous assessments include assignments, projects, periodic assessment tests, internal assessments, logbook entries, record books etc. Inclusion of professionalism as a competency in the program and required assessment of professionalism is achieved through prescribed logbooks.
- The performance in both formative and summative assessments and the results achieved are the indicators to consider that the stated learning outcomes have been achieved.

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

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

Response: 77.03

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

2020-21	2019-20	2018-19	2017-18	2016-17
56	137	137	126	142

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

2020-21	2019-20	2018-19	2017-18	2016-17
71	156	168	178	192

File Description	Document
Trend analysis for the last five years in graphical form	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
Any 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:

For all the Under Graduate (UG) and Post Graduate (PG) Dental Programs offered by this institute, the course curriculum is well designed by the affiliating University and the DCI where in all the programs have its own objective and methodology to achieve the learning outcomes. All subjects have theory with clinical practice. To achieve the Program Specific Outcome for the subjects, teachers have to use various Direct or Indirect methods to achieve over all educational objectives. Due to limited time of study in the annual based examination, it is very difficult to achieve all the outcomes/targets at the same time. Therefore, the institute uses some simple and direct measurement tools to evaluate Course Outcomes and attainment levels.

To evaluate Course Outcome and attainment level of each student, the department conducts internal tests and unit tests for each subject. Based on the marks obtained in these tests the concerned department finds the attainment level of each student.

Assessment methods that are compatible with given teaching-learning methods are employed for the evaluation of learning outcomes and attributes. MCQs, essays, short answers, long answers, viva voce, OSCE, OSPE are designed to achieve desired outcomes. The students are also assessed during seminar/practical sessions and tutorials.

The institute also uses other various attainment test methodologies as indicated below:

The various tools for assessing the students attainment levels include:

- Student Assignments
- Small-projects
- Seminar / journal club presentations
- Internal Examinations
- Reports of Study work and assignments
- Clinical Lab Practical knowledge
- Project work /hospital visits
- Social service & Ethics
- Other co-curricular activities are also considered for measuring / assessing the attainment of each course outcome and specific program outcome of each student.

The target thus set for the attainment of POs, PSOs and COs are discussed in the HODs meeting and also discusses various steps and efforts to take to increase the target level for the attainment of stated POs, PSOs and COs.

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:

The parent teacher's committee is formed every academic year and meetings are organized at the end of 1st internal examination for both the regular and supplementary batch students. Feedback is received from the parents through Parent-teacher meet and at the department level for implementation of the necessary remedial action.

Slow learners are identified after the First internal examination marks are released. The students who scored less than 40% are categorized as slow learners. The parents of the slow learners are called to discuss the remedial measures in order to facilitate the student's progress. The students are given freedom to express their problems and issues personally, which includes language issues, emotionally issues etc. Once the student's problems are understood, they are handled with empathy. Students who require professional counseling are sent for counseling, with the professional councillor appointed by the institution.

Feedback from parents:

The feedback is collected from the parents about the facilities provided, teaching and learning, curriculum etc. and evaluated and appropriate actions are taken on the suggestions and recommendations.

Outcome:

The above practices were positively reflected in the university results where the slow learners excelled.

The following measures are adopted to improve the performance of the slow learners.

- Extra Classes are conducted if there is a difficulty in understanding the content. To facilitate understanding among the vernacular medium students, extra classes are conducted.
- Counseling Sessions are organized for student facing personal problems.

Mentoring faculty are identified and assigned as mentors for all the students.

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

2.7 Student Satisfaction Survey**2.7.1 Online student satisfaction survey regarding teaching learning process**

Response: 3.68

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: 57.47

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

2020-21	2019-20	2018-19	2017-18	2016-17
50	53	49	46	52

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

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: 64.73

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

2020-21	2019-20	2018-19	2017-18	2016-17
61	56	36	65	63

File Description	Document
Institutional data in prescribed format	View Document
Link for Additional Information	View Document

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

Response: 10

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

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

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

3.2 Innovation Ecosystem

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

Response:

As part of Mamata Educational Society's commitment towards carving an Innovation Ecosystem, an incubation center under the title "Mamata Incubation & Innovation Centre" (MIIC) has been established. The institution has created an ecosystem for innovation including incubation center and other initiatives for creation and transfer of knowledge. The faculty members and students are empowered to take up research activities in contemporary areas utilizing the existing facilities. The college has a Research Committee and Institutional Ethical Committee to monitor and address the issues of research and development in the institute.

Mamata Educational Group is proud to start an Innovation and Incubation Center to enable its teaching staff and students get firsthand experience in promoting innovation driven research activities at the institute and provides a comprehensive and integrated range of support including space, mentoring, training programs, networking and an array of other services. The institute believes that an incubation center is equally essential in today's competitive and fast changing world. Through the incubation center, the staff and students gain hands-on experience in innovation while being nurtured and encouraged by faculty, management and industry experts. The Institute aims to be the hub of innovative and high impact ventures in Medical, Dental, Nursing, commercial and other domains. It hopes to bring forth a revolution in how and what students learn and achieve while studying in a college.

The Dental College provides conducive environment for research-and-technology-driven innovations. The key constituents of the ecosystem for innovations are:

- Research

- Innovation
- Technology
- Industry

Activities Envisaged

- To provide common facilities to incubate viz. office support, equipment support and technology support.
- To give Training, counsel, guide and mentor for setting up of the enterprise.
- To support and promote rural entrepreneurship in the region.
- To assist for setting up of technology exhibition, awareness camps and product development plans.
- To provide support in documentation, publication and patenting of innovations.
- Incubation center conducts entrepreneurship programs such as workshops, Seminars on Entrepreneurship, Financing etc.

The sole objective of the Incubation Centre is to facilitate staff and students to convert their Ideas into Technological Innovations. Students are provided facilities to build prototypes useful for promotion of cost effective treatment to the rural population.

Inter-disciplinary collaboration:

Interdisciplinary collaborations between various institutions of MES / Departments of the affiliated colleges of Mamata Educational Society are encouraged towards development of innovative projects from students and staff in the latest medical technology in areas of Medical Sciences, Dentistry, Nano technology, Medical imaging and diagnostics etc.

The institute is tirelessly working on solutions to address the Covid19 pandemic. In collaboration with I. I T, Madras, tested the efficacy and safety of indomethacin, a well-known non-steroidal anti-inflammatory, low-cost drug in Covid19 patients. The drug along with standard care was shown to provide faster symptomatic relief. The study outcome was published in MEDRXIV and received greater attention among medical professionals.

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: 34

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

2020-21	2019-20	2018-19	2017-18	2016-17
9	9	4	5	7

File Description	Document
Institutional data in prescribed format	View Document

3.3 Research Publications and Awards

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

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

Response: A. All of the above

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

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

Response: 0.77

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: 187

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

Response: 242

File Description	Document
Institutional data in prescribed format	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: 2.05

File Description	Document
Institutional data in prescribed forma	View Document
Link for Additional Information	View Document

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

Response: 0

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

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: 98

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

2020-21	2019-20	2018-19	2017-18	2016-17
9	14	14	29	32

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

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

Response: 53.14

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

2020-21	2019-20	2018-19	2017-18	2016-17
55	277	601	349	340

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
Any 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:

- The College promotes social responsibilities and good citizenship roles among the students by creating continuous interface with the neighboring community through student association and NSS activities.
- The College makes all the students understand the importance of providing their services in rural areas. All the students and faculty of the institution take up several co-curricular and extension programs to promote social responsibility among the students such as:
 - Anti – tobacco campaign
 - Campaigning on health & hygiene
 - AIDS awareness programs through Red Ribbon Club
 - Pulse polio immunization programs
 - Cash less transaction campaign
 - Swachh Bharat
 - Say No to Plastic
 - Environmental concerns
 - Blood Donation (Red Ribbon Club), etc

The institution conducted several programs on HIV / AIDS awareness, oral health, Pulse polio, dental camps, Adult literacy, Child labour, Environmental pollution, Swachh Bharat, Health and Hygiene, Massive Tree Plantation, SHGs, Education for women, Anti-dowry system, Sexual harassment etc in collaboration with Government, local panchayats and NGOs. Students raised funds for the benefit of victims of Natural Calamities.

The Institute has an excellent rapport with the neighborhood communities. Institute also has very good networking with community stakeholders like GramPanchayat, Community Based Organizations, NGOs and Community Leaders. All the activities are organized in consultation and with active participation of community for “Sustained Development”.

This institution-neighborhood network helps:

- Students, teachers & community to share ideas, knowledge, resources and experiences to create healthier communities.

- Community and teacher/student interaction, which provides opportunity for the student to learn various methods in research and development of knowledge.
- Provide opportunity to utilize community as a source of teaching -learning material for faculty and students.
- The Institution ensures participation of all the students in extension activities.
- As part of co-curricular and extra-curricular activities of the students, the institution organizes the following extension activities in rural areas.

- 1.Sensitizing the community on health and health awareness promotion activities, child marriage etc.
- 2.Adoption of local areas for sustainable and holistic development.
- 3.Awareness programs on all national health programs.
- 4.Educating rural people about health hazards of alcoholism, tobacco chewing, smoking, AIDs etc.
- 5.The college also has collaborative extension activities with local bodies and the community. This enhances the extension activities of the college, and facilitates taking health care to remote and under served locations, further improving the visibility and identity of the college in such areas.

The extension activities of the institution have been appreciated by District / local administration and other non-governmental organizations in this area.

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:

The institute promotes institution-neighborhood community network and student engagement, contributing to good citizenship, service orientation towards society and holistic development of student.

- The Institution promotes social responsibilities and citizenship roles in the students with continuous interface with the community through extension activities.
- The Institution encourages all the faculty and students to recognize the importance of providing

their services in rural areas. The Institution takes up several co-curricular and extension activities / programs to promote social responsibilities and to inculcate good citizenship roles in the students such as:

- Anti-tobacco campaign
- Campaigning on health and hygiene
- AIDS awareness programs
- Pulse polio immunization programs
- Cashless transaction campaign
- Swachh Bharat program
- Blood donation camps
- Tree Plantation
- Road Safety Awareness
- The Institution promotes institution-neighborhood network by taking initiative and responding to the local and social needs of the community. The institution balances the network by giving due weight to each of the requirements by providing the resources in the form of expert services and infrastructure / resource support if required.
- The institution maintains an excellent rapport with the neighborhood and also has very good networking with community stakeholders like panchayati presidents, ward members, Cooperators, Community Based Organizations, NGOs, and Community Leaders. All the activities are organized in consultation and with active participation of community for “Sustained Development.”

This Institution-neighborhood network helps:

- Students, teachers, and community share ideas, knowledge, resources and experiences to create healthier communities.
- Community and teacher interaction, which provides opportunity for the student to learn various methods in research and development of knowledge.
- The faculty and students utilize community as a source of teaching -learning material.
- The institute ensures participation of all the students and faculty in extension activities through the following strategies:
 - The institute actively involved in programs such as social work, health and hygiene awareness,

AIDS awareness, environmental awareness, Swatchh Bharat, etc.

- As part of the co-curricular and extracurricular activities of the students, the institute organizes the following extension activities in the neighboring areas.
- Sensitizing the community on health and health awareness promotion activities.
- Adoption of villages for sustainable and holistic development.
- Awareness programs on all national health and other programs.

Educating rural people about health hazards of alcoholism, tobacco chewing, smoking, AIDS, etc.

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

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: 16.8

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

2020-21	2019-20	2018-19	2017-18	2016-17
26	20	13	15	10

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

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: 45

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: 45

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

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:

The College provides the state of art infrastructure that will give the students ample learning opportunity as it is critically related to the vision and mission of the college and hence the facilities provided are beyond the requirements of Dental Council of India and Kaloji Narayana Rao University of Health Sciences, Govt. of Telangana.

Class rooms:

All the classrooms and Seminar rooms are ICT enabled and are designed to facilitate small group teaching(SGT) with smart class program so that students can access the course lectures within the learning space.

Seminar Halls:

Well-equipped spacious seminar halls for each specialty, with latest audio-visual aids like LCD projectors, white boards, internet connectivity and air conditioners for conducting seminars and workshops thus provides best quality learning environment.

Facilities for Clinical Learning:

Clinical training facilities at Mamata Dental College are continually updated to ensure the most modern methods and techniques are delivered.

- Comprehensive dental care facilitates, problem based as well as case-based learning in addition to effective patient care is taken.
- Patient data is entered digitally with centralized documentation, easy to store, retrieve enabling students and faculty to undertake research work in Evidence-based dentistry.
- Digital dental radiography with both intraoral and extra oral techniques like *IOPA, OPG, and CBCT (MoU)* facilitates student learning from single to three dimensions.
- Dental operating microscopes and other advanced equipment for student learning like Lasers, advanced implant surgical equipment, etc.
- Conscious sedation unit, Stryker Core Console Kit.
- Research and stereomicroscope with image analysis software.
- BLS (Basic Life support) training using mannequins and trained faculty.

Learning in the Community:

- Community-based dental education offers a range of positive learning experiences for students while providing required dental services for the underserved.
- College has fully equipped mobile dental van with dental chairs and other accessories to provide screening and treatment needs.
- Regular Dental Outreach Programs.

Laboratories:

- State of art pre-clinical labs equipped with patient simulators in the Departments of Prosthodontics and Conservative dentistry help the undergraduate students to have hands on experience of various dental procedures prior to their clinical postings.
- Fully equipped advanced diagnostic clinical labs along with histo and cytopathology labs permit utmost patient care.

Computing equipment:

- *Wi-Fi* enabled in Dental college and hospital. All the departments are equipped with latest PC with Scanners, Printers and other accessories.
- Regular webinars/ journal clubs are conducted where all the PG and UG students actively participate.

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 college has sprawling campus with ample space for number of outdoor sports and games like cricket, basketball, Kabaddi, volley ball, Throw ball, Tennikoit and ball badminton and indoor game facilities. The institution always encourages the students to participate in intra and inter

institutional competitions as well as in state and national level competitions.

- Mamata Dental College organizes and intra collegiate competitions in sports and games every year and distributes prizes cups, medals, certificates and cash incentives.
- The institution conducts competitions at inter collegiate level and also encourages students and staff to participate in inter university events.
- Sports and cultural committee to organize sports and cultural events

The College has the following facilities to conduct sports, games and cultural events.

Outdoor facilities for playing:

- Basket Ball
- Volley Ball
- Badminton
- Cricket
- Hockey
- Foot Ball
- Ring Tennis
- Tennikoit

Indoor games facilities:

- Caroms
- Chess
- Table Tennis
- Gymnasium (separate for Boys & Girls)

The institute encourages the students to participate in cultural activities in the campus. An air-conditioned Auditorium with 500 seating capacity with all audio-visual facilities along with an open auditorium is available in the campus for cultural and recreational programs.

The College conducts competitions like Dance, Rangoli, painting etc. during the annual fest. The institution regularly conducts annual sports and games of inter departmental and intra institutional, cultural events to bring about overall development of the students. The students of Mamata Dental College participate in these events with lot of enthusiasm and bring out latent and innate talent, spirit of unity and cultural diversity to the fore.

Qualified Physical Director to coordinate and to conduct regular sports and games events.

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:

Mamata Dental College provides high-class infrastructure that caters to the needs of students, faculty and patients to offer teaching and learning and the finest patient care. To highlight a few:

Medical facility:

The institute has an attached Medical College and Hospital with all the specialties including super specialty services with 1050 beds and 24x7 residential doctors and staff nurses. Medical College and Hospital has all medical facilities like emergency care, 24/7 pharmacy for any emergency purpose.

Hostels:

The campus houses well ventilated spacious hostels for girls and boys separately. Air-conditioned hostel rooms with all the facilities for NRI students are also made available.

The salient features of hostel include self-contained toilet cum bath with hot water facility, study table with cabinet to store books, wardrobes and cots, mineral water for drinking and 24 hours high security with security guards and CCTV surveillance. The hostel mess provides good quality, hygienic well-balanced food.

Cafeterias:

Cafeterias and food stalls in the campus offer varied menu with comfortable surroundings enabling students to experience a sense of "home" while in the campus. Canteen provides snacks, beverages and lunch at affordable rates. Nescafe shop, fruit juice stalls are also located in campus. Daily meals and breakfast facility is made available at the campus.

Bank:

Union Bank of India Branch and ATM facility is available within the campus.

Renewable energy:

The institute has installed solar powered water heater in the hostels for providing hot water to the students.

RO Drinking Water Plant:

There is a water treatment plant in the campus where water is treated by Reverse Osmosis (RO) plant before being supplied for drinking purpose.

Sanitation facility:

Toilets are provided in each floor in different blocks of the institute. Campus has signage boards to make it easy for the patients for locating the different buildings. Outsourced staff regularly carry out highest standards of maintenance of the toilets.

Roads, signage and parking services:

The Institute has ample parking with good internal road lanes, paths and signage boards all over the campus.

Greenery:

The campus has a scenic landscape and greenery with well-maintained trees, parks and gardens.

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: 8.71

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

2020-21	2019-20	2018-19	2017-18	2016-17
52.15	28.02	2.43	5.13	5.07

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

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:

The teaching hospital, equipment, clinical teaching, learning and laboratory facilities available for training undergraduate and postgraduate students are in accordance with the regulations of the Dental Council of India and the affiliating University. The clinical training facilities are continuously updated to ensure that the students are provided with state-of-the-art equipment and facilities. The College is keen to provide an excellent academic environment for its UG and PG students with more than 80 highly competent and qualified teaching faculties. The infrastructure contains teaching and learning facilities that include general and specialized laboratories, lecture theatres, seminar halls, small group teaching halls and a well-stocked library with up-to-date resources. Each specialty has an outpatient dental clinical facility equipped with electronic dental chairs with an individual suction unit. There are 340 electronic dental chairs installed in the major integrated clinical areas and 2 dental chairs are installed in the mobile dental van for outreach community services intended to improve accessibility to quality dental healthcare. The dental hospital provides inpatient services and has a fully equipped operation theatre to perform major and minor surgeries utilizing all the facilities in the attached Mamata General and Superspeciality teaching Hospital of Mamata Medical College, Khammam.

The institute has digital radiographic facilities like Radio Visio Graphs (RVG's) to minimize the radiation exposure to both the patients and clinicians. The department of oral medicine and radiology is equipped with Orthopantomogram with Cephalometric Unit. However, the Hospital has an MoU for Dental Cone beam computed tomography (CBCT) to provide advanced diagnostics.

The array of advanced equipment include operating microscopes to perform advanced surgical and restorative procedures, soft tissue laser units and advanced air abrasion units, nitrous oxide sedation unit, Platelet rich plasma (PRP) centrifugation unit, T scanner and jaw trackers for advanced Prosthodontic treatments and implant surgical kits along with physio-dispenser, resonance frequency analyzer, piezoelectric surgical devices for advanced surgical implantology. As a part of providing simulation training to the undergraduate and postgraduate students, we have equipped an exclusive lab with 66 phantom heads.

As an effort to improve on student learning and better teaching methods, the college has Information and Communication Technology (ICT) enabled smaller class rooms for small group teaching and 04 lecture galleries for the larger groups. Electronic data recording of patient information facility to facilitate research.

To improve research activities, college has the most advanced research microscope with photomicrography, Darkground microscope, Polarising Microscopy, Phase contrast Microscopy as well as Fluorescent Microscopy along with an Image analysis software. Stereomicroscopy and Immunohistochemistry facilities are made available. Diagnostic clinical laboratory services for the patients at nominal costs to carry out hematological investigations as an aid in diagnosis. Acrylic, Chrome cobalt and Ceramic Laboratories with the cutting-edge equipment are the hallmarks of the institution.

Attached Hospital:

Mamata General Hospital is equipped with all the facilities for patient care and clinical-teaching learning as per the norms of Statutory Council.

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: 744847.6

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

2020-21	2019-20	2018-19	2017-18	2016-17
570647	471547	838245	834167	825886

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

2020-21	2019-20	2018-19	2017-18	2016-17
30985	19108	45780	44524	43349

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

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: 135

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

2020-21	2019-20	2018-19	2017-18	2016-17
97	100	100	100	100

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

2020-21	2019-20	2018-19	2017-18	2016-17
34	34	38	31	41

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
Link for additional information	View Document

4.2.4 Availability of infrastructure for community based learning Institution has:

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

Response: A. All of the above

File Description	Document
Institutional prescribed format	View Document
Geotagged photos of health centres	View Document
Documents of resident facility	View Document
Any additional information	View Document

4.3 Library as a Learning Resource

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

Response:

The Institutes' Library is a place of knowledge and has a vast collection of books, journals, magazines, periodicals. Library has all the required facilities and whole operations of the library is partially automated with **S.O.U.L** software and OPAC (Online Public Access Catalogue) which can be used by all the students and teaching faculty for search of books by title/ author name etc. Separate reading facility is made available for undergraduate, postgraduate students and teaching staff.

The description of the Integrated Library Management System (ILMS)

- Name of the ILMS software: **S.O.U.L Software**
- Nature of automation (fully or partially): **PARTIAL**
- Year of Automation: **2009**

The Central Library was established in the year 1999. The library is upgraded with the latest Information to cater to UG, PG students and staff. The library has state-of-the-art facilities required as per the Dental Council and affiliating University.

The Central library is established in the middle of the campus to access the library resources easily both by Medical and Dental College students. It has been well equipped with modern facilities. It has furnished with state-of-the-art facilities. The library is accommodated in two floors. The whole building is around 2800 sq. m

The library is automated using S.O.U.L Software. The library's various activities such as data entry, issue and return and renewal of books, member logins, etc. are done through this Software. The Books are classified according to Dewey Decimal classification. OPAC (Online public access catalogue) service is also provided to search for books by title, author, publisher etc. The books are being bar-coded.

Key Features of Software:

- Check-In/Check-Out of Books
- **Edit/Modify:** Add, Remove, modify a book/journal/CD/Thesis
- **Journal Management:** Entry, **back volumes, issue and returns**
- **(OPAC):** To search for books by Title, Author, Subject etc.
- **Reports:** Issues, Returns, Department wise catalogue etc.
- **Barcode Creation:** manual Barcode Generation for Books
- **Institutional Repositories:** Question Papers, Thesis, E-books, etc.

Highlights of facilities in Library:

Reference section: Separate reference section for Books, Journals, Thesis of MDS, MD, MS and Super Specialty project is also available in the library.

- The institute has subscribed **71** National and International Journals, which are arranged separately.
- There is a separate E-Library section for e-resources and subscribed to Knimbus Platform for remote access.

Newspaper section: There is a separate Newspaper and magazine section.

Question Bank: Question papers of University Examination are available for the past 15 years for students' reference.

Summary of books, journals, theses and CDs available in library

Books Titles: 2415

Volumes: 6266

Theses: 571

Journals: 71

National: 28

International: 43

Periodicals/magazines: 10

CDs :345

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

4.3.2 Total number of textbooks, reference volumes, journals, collection of rare books, manuscripts, Digitalized traditional manuscripts, Discipline-specific learning resources from ancient Indian languages, special reports or any other knowledge resource for library enrichment

Response:

Rare books are a source of basic knowledge as it evolved historically into current concepts. They may be limited addition copies with restricted availability but have significant scientific knowledge. As a protocol, rare books are recommended by Head of Departments to the library committee. These recommendations are sent to the management for approval. Once approved, librarian will try to find from relevant publishers whether any copies are available for purchase. In scenarios when publishers do not have the edition, we try to contact other educational institutions and procure either a soft or hard copy based on feasibility. Rare books will be for reference only because of its difficulty for procurement. There are incidences where, few senior faculty have donated their rare books to our college library for a greater cause.

We have specific digital library for collection of books that are having limited or no availability in India. There is constant effort from library committee and management to procure these rare volumes of books, journals and manuscripts both in digital and hard copies.

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

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

Response: A. All of the above

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

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

Response: 36.43

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

2020-21	2019-20	2018-19	2017-18	2016-17
46.08	34.80	30.19	32.99	38.09

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

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:

The Institutes' Central library is the main resource for learning. The library is spread in a vast area of around 2800 sq. mts. providing accommodation to both UG, PG students and teaching faculty at once. Mamata institutions insist all the students and staff to inculcate the habit of spending quality and productive hours in the library to upgrade themselves to newer trends in dental sciences. A calm and pleasant study environment is provided for the students for the exam preparation. A dedicated team headed by a qualified Librarian is employed to work throughout the day for the benefit of the students. A library committee is in place, which undertakes the responsibility of updating the library with latest journals and textbooks annually as per the requirements of the students and teaching staff.

The institute is committed to meet and uphold the essence of Dental research and publication of research papers in referred journals. To achieve this, preference is given to subscribe e-journals to the college central library. As a part of upliftment, the heads of the respective department are instructed to guide the PG students to spend the productive time in the library during their leisure hours. Along with this for the benefit of undergraduate students, books authored by renowned academicians were given preference and were upgraded every year. The central library is digitalized transforming itself into a digital library with an access to numbers of reputed journals, databases and e-books.

The Central Library of the college is a strong self-learning resource with nearly 2500 titles and 6266 copies of books. It has an exhaustive collection. National and International Journals on various specialties in Dental Science and around 16,500 E-journal and 6070 e-books subscriptions that can be accessed through velocity network and 100 mbps speed broadband Internet.

- A 'Manual of Index' of literature available in the library and the index is also made available through the 'OPAC facility'. There is a 'New Arrival Display Rack' and all the new arrivals and folders are displayed at a prominent place in the library. Whenever new books are procured, intimation to all the concerned departments is sent periodically.

- All the library functions are computerized and “Bar-coding” of the entire library material has been done.
- There are 74 journals are available and 345 CD ROMs are in place. There are facilities for CD writing, taking printouts and all other relevant facilities for downloading the literature. The Reprography section is provided. There is an additional Audio-visual section having good collection of CDs showing normal clinical procedures and recorded surgeries.
- Whenever latest acquisitions are made, the library staff takes special initiatives by inviting the faculty and students and arranges a lecture / talk in library to make the importance of the new arrivals known. This is how the new books are put to circulation.

LIBRARY USER PROGRAMME:

SL NO	Academic Year	Induction Program on Library Usage and Library Facilities	No. of U.G. students	No of P.G. students
1	2016-17	PG June 15, 2016		41
		UG August 5-6. 2016	100	
2	2017-18	PG June 9, 2017		31
		UG July 7-8, 2017	100	
3	2018-19	PG June 13-14, 2018		37
		UG 5-6 October 2018	100	
4	2019-20	PG June 12-13, 2019		34
		UG Sep 6-7, 2019	100	
5	2020-21	PG Sep 16-17, 2020		34
		UG 6-7 March 2020	97	

File Description	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
Link for any other relevant information	View Document

4.3.6 E-content resources used by teachers: 1. NMEICT / NPTEL 2. other MOOCs platforms 3.SWAYAM 4. Institutional LMS 5. e-PG-Pathshala

Response: Any One of the above

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: 100	
4.4.1.1 Number of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi enabled ICT facilities	
Response: 17	
4.4.1.2 Total number of classrooms, seminar halls and demonstration room in the institution	
Response: 17	
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:

The management of Mamata Dental College continuously upgrades its IT infrastructure and facilities to facilitate timely and required information reach to all its stakeholders. Salient features of the IT facilities and updates done are as follows:

- Mamata Dental College is well-equipped IT infrastructure and computer connectivity for enhanced student teaching-learning process. The internet is backed with 50 - 250 Gbps Broadband Line from velocity network and the institute has been provided round the clock Internet facility with high-

speed Wi-Fi. All the computers and audio-visual equipment are supported by UPS.

- The Internet Leased Line of 50 Gbps from velocity network and gets terminated in the Data Centre. The network is protected and controlled by Firewall. From the Data Centre, the network is distributed to all constituent units of Dental College via LAN Uplinks.
- The students and teachers are provided with computer facilities for undertaking the academic and co-curricular activities, project and research activities, community outreach programs, collaborative, administrative and financial evaluation activities. The computer facility has been provided to each Department /Unit with peripherals and is connected through LAN/Wi-Fi. To make teaching - learning effective. Class Rooms have also been equipped with LCD, Computer, Internet, high-end acoustics and AC.
- The admission and examination modules have been automated. The theory/practical evaluation process is automated. Training programs are conducted for faculty and postgraduates to make them familiar in the operation of Microsoft word, ppt etc.,
- All departments are connected to the AV rooms. The entire campus is under CCTV Surveillance System. Wi-Fi Network is operational in the entire campus of Mamata Dental College.
- Biometric Attendance system is maintained. The library and information services activities have been made fully automated.
- The Institution deploys and upgrades the IT infrastructure and associated facilities whenever required.
- Computer labs are being strengthened by new systems by replacing the outdated system every year.
- The institution upgrades its computer systems periodically and whenever necessity arises.
- There is annual budget allocation for purchase and maintenance of computer services.
- Adequate budget provisions are made to update and maintenance of the computers.

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: <50 MBPS

File Description	Document
Institutional data in prescribed format	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: 58.13

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

2020-21	2019-20	2018-19	2017-18	2016-17
103	125	97	115	104

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 an effective mechanism and policy for the maintenance of physical, academic and IT support facilities. The infrastructure is well maintained by implementing and following Standard Operating Procedures (SOPs). There is dedicated Maintenance Department headed by Director, Maintenance. Maintenance with expert staff for each -biomedical, electrical, civil, mechanical, carpentry and plumbing sections. Regular scheduling of work with logbooks ensures optimum usage of facilities.

The Head - Maintenance oversees the maintenance and utilization of physical, academic and support facilities -laboratory, library, sports complex, computers, classrooms & other facilities. The Head -

maintenance has primary responsibility in planning, purchasing, condemning and controlling the use of physical resources under the guidance of the CEO of the institution and also conducts periodic checks to ensure the efficiency / working condition of the infrastructure.

Maintenance Office team looks after the regular maintenance of civil works such as furniture repairs, masonry and plaster works, painting, carpentry, plumbing maintenance of rest rooms, approach roads and neatness of the entire premises.

Cleanliness of campus- Adequate in-house staff is employed to thoroughly maintain hygiene, cleanliness of the campus to provide a congenial learning environment. Classrooms, Staffrooms, Seminar halls, Hospital and Laboratories, etc. are cleaned and maintained regularly by Non-teaching staff assigned for each floor. Washrooms and rest rooms are well maintained. Dustbins are placed at strategic locations. The Green Cover of the campus is well maintained by full time maintenance staff.

Dental Equipment- Optimum working condition of all equipment in the campus is ensured through annual maintenance contracts (AMC). Under warranty equipment is maintained by vendors. For maintenance of high-end equipment's such as CBCT, microscopes etc. an annual maintenance contract is signed with the authorized agencies/manufacturer only. Maintenance labels are placed on equipment, such as date of service & due date of next service. Every department maintains a stock register and logbook for the available equipment. Proper inspection is done and verification of stock takes place at the end of every year.

LABORATORIES- All the laboratory equipment are taken care by Bio-medical engineers. Periodic reporting on requirements of repairs and maintenance are submitted by the HODs to the Principal of Institution.

COMPUTERS - The IT Department of the institute is taken care of technical issues related to computers. Standard operating procedures are in place for maintenance of IT infrastructure.

SAFETY: Maintenance of the campus is monitored through surveillance Cameras.

The budget allocated is optimally utilized by staff appointed for maintenance and repairs of civil works. System for proactive planning is in place with Head of the Institute, Maintenance Unit working in collaboration for proper maintenance of infrastructure.

All the buildings of Mamata Dental College are insured.

File Description	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
Link for any other relevant information	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: 13.73

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

2020-21	2019-20	2018-19	2017-18	2016-17
61	86	101	100	70

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

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

Response: B. Any five of the above

File Description	Document
Institutional data in prescribed format	View Document
Detailed report of the Capacity enhancement programs and other skill development schemes	View Document
Any additional information	View Document

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: 16.42

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

2020-21	2019-20	2018-19	2017-18	2016-17
94	97	98	104	107

File Description	Document
Year-wise list of students attending each of these schemes signed by competent authority	View Document
Institutional data in prescribed format	View Document
Copy of circular/ brochure/report of the event/ activity report Annual report of Pre-Examination Coaching centers	View Document
Any additional information	View Document

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

Response:

Mamata Dental College has an active International Student Cell (ISC), which caters to the needs of NRI / Foreign students admitted from various countries. The Management and the College has always been welcoming the aspiring students for world-class quality dental education, which we believe is our strength. Leading as a leader in dental education in the state of Telangana, the institution has customized the admission procedure, fee structure and all other support services for NRI / foreign students.

Objectives:

- To guide and support desirous students from over-seas in all aspects - from admission to their comfortable stay.
- To offer required support to the foreign students for visa processing and complete police verification process (Registration with Foreign Registration Office: FRO).
- To provide support through mentorship, language support, accommodations, food, local transport and community participation in health care through our well- structured out-reach services.
- To promote our indigenous students' interest for visiting outside institutions for short-term training programs in health science institutions and hospitals.

The institutions' goal is to encourage students from all over the world to join this institute in their professional academic endeavor and become scholars in their respective fields. During this process, the cell ensures to respect their culture and traditions and amalgamate them with our country's rich traditions and heritage. Students from foreign countries are generally admitted at the beginning of the academic session. However, exchange programs with foreign Universities seek admission via MoU'S or special collaborations.

Support services (ISC):

- Conducting orientation programs to familiarize enrolled students regarding the programs offered, fee structure, eligibility criteria, legalities and policies of the College.
- Monitoring the academic performances of the students by coordinating with mentors and to communicate with guardians/parents regarding progress of the student at the end of each semester or once in every six months.
- Support and assistance for visas and related immigration process, if necessary.
- Counseling on social issues and special tutorials to facilitate understanding of local language .

The cell focus on the all-round development of the student by involving them in cultural activities, sports, fine arts, entrepreneurship etc. that promotes them to contemplate beyond academics.

A senior faculty is appointed as Chief coordinator- International Students cell, who attends to the foreign students and ensures their wellbeing in the institute. The Coordinator is assisted by one Junior Faculty, one PG Student and one UG Student. The present committee includes:

- Chief Coordinator: Dr T Shravya
- Member : Dr L Santhosh Kumar
- Member : Dr K Parijatham
- Member : Dr S Tarangini
- Member : Dr K Anusha
- Member : DR D Hema

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: All of the above

File Description	Document
Minutes of the meetings of student Grievance Redressal Committee and Anti-Ragging Committee/Cell	View Document
Institutional data in prescribed format	View Document
Circular/web-link/ committee report justifying the objective of the metric	View Document
Any 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: 9.8

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

2020-21	2019-20	2018-19	2017-18	2016-17
7	11	17	8	5

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

2020-21	2019-20	2018-19	2017-18	2016-17
97	98	104	107	74

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: 10.76

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

2020-21	2019-20	2018-19	2017-18	2016-17
9	10	12	14	15

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

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

Response: 21.43

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

Response: 12

File Description	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: 2

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

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

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

Other Upload Files

1	View Document
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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:

- The College has well-disciplined Student Council functioning and the Principal of the institute nominates the students' Council and class representatives based on the academic performance. A student who excelled in the sports and is active in cultural activities is nominated as General Captain.

Present Student union office bearers (2020-2021)

- President : Shruti Shanmukhi (Internee)
- Vice-President : Sri Vani (IV BDS)
- Secretary : Mr. P Danial (III BDS)
- Organizing Secretary : Mr. Ravi Teja (IV BDS)
- General Captain : Ms Kajal (III BDS)

Activities:

- Providing leadership in organizing quiz, elocution and essay writing competitions, sports and cultural activities.
- To serve as a bridge between management and students and to maintain peace and harmony within and outside the campus.

Funding

- Most of the activities are funded by the Management and the students' council is free to collect from the students and spend.
- There are student representatives, on various academic and administrative committees and they actively participate in the decision making process. They are also involved in various committees of academic planning.
- Their views are taken into consideration while chalking out programmes.

The following are the committees having student representation.

- IQAC
- Library Advisory Committee
- Anti Ragging Committee
- Cultural Committee
- Sports Committee
- Anti – Ragging Committee etc.

File Description	Document
Any additional information	View Document
Link for reports on the student council activities	View Document

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

Response: 3.2

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

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

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
Any additional information	View Document
Link for Additional Information	View Document

5.4 Alumni Engagement

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

Response:

The Mamata Dental College has a registered Alumni Association (**SPOORTHI**), registered during 2009 with Registration No.339 of 2009.

Mamata Dental College was established for imparting dental education in Khammam District and has continued its services to Dental education for over two decades has fostered and nurtured number of dental students who later serve for the cause of health care needs of the nation. The college also boasts of producing high ranks of Civil Servants, Educationists and prominent Officers with distinction at the State and the Central Cadres. Our students also entered in different walks of life and earned quite a name and fame not only for themselves but also to their alma mater.

The executive body of this association consists of President, Vice-President, Joint Secretary, General Secretary, Treasurer and Executive Members. It is very active in bringing together all the Alumni from time to time. The Alumni enthusiastically participate in sharing their experiences and to extend their help and guidance to the college in a multitude of ways.

The Alumni Association is formed with the following objectives:

- To maintain updated roster of all Alumni of the college and maintain the updated and current information.

- To provide and disseminate information regarding their Alma Mater.
- To assist and support the efforts of Mamata Dental College & Hospital for the overall development of the College.
- To guide and assist students who have completed their courses of study at the College and to keep them engaged in productive pursuits useful to the society.
- To create a sense of binding affection, lasting association and affinity through reciprocation in the minds of the former and the current students in the institutional activities and to encourage togetherness for the all-round development of the Institution.
- To hold social gatherings of all the old students during Teacher's Day Celebrations, College Day Celebrations and at other times convenient to all the members.
- To provide a forum for the Alumni for exchange of ideas on academic, cultural and social issues by organizing and coordinating reunion activities of the Alumni.

Activities:

- Alumni association meets once in a year and during 2020-2021 it met 22.11.2020.
- Felicitating the teachers on Teachers' Day every year on September 5th.
- Extends their might in the development of the institution and also participates in teaching and learning activities by way of Guest Lectures and Motivational Talks.

Prominent Alumni of the Institution:

S.No	NAME	PRESENT POSITION	PLACE
1	Dr Anitha Rao	Prof & HOD	Khammam
2	Dr Ram Babu	Civil Assist. Surgeon	Narasapur
3	Dr Vamsi Priya	Civil Assist Surgeon	Vijayanagaram
4	Dr P. Ravi Sekhar	Civil Assit. Surgeon	Vijayanagaram
5	Dr. Tulasi	Assist. Professor, GDC	Hyderabad

The Alumni serve as Ambassadors of Institute and the Institute feels a sense of pride in their achievements.

Contributions of Alumni:

The Alumni Association (SPOORTHY) of Mamata Dental College has accumulated more than Rs. 9.10 lakhs.

It generously contributes for providing education to poor students by way of college fees and scholarships.

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

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

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

Response: A. All of the above

File Description	Document
Certified statement of the contributions by the head of the Institution	View Document
Any additional information	View Document
Annual audited statements of accounts. Extract of Audited statements of highlighting Alumni Association contribution duly certified by the Chartered Accountant and Head of the Institutions	View Document
Link for Additional Information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Mamata Dental College, Khammam has a well-defined Vision and Mission that addresses the needs of all its stakeholders. The Management and the Institution is committed to impart quality and value based Dental education and intends to produce quality professionals by inculcating human values, care and compassion through dentaeducation, which is the need of the country.

The Vision and Mission of the institute is:

VISION:

- “To provide high quality Dental education and patient care of global standards at an affordable cost with special focus on rural tribal population and to pursue research”.

MISSION:

- To train the students with appropriate knowledge and skills to meet the regional, national and Global Dental care demands in a student – friendly learning environment.
- To provide access to deprived sections by strictly enforcing the rule of reservation in admissions.
- To provide technology mediated dental education and dental health care.
- To promote moral and ethical values among students, inculcate national pride and to provide equity irrespective of caste, race or religion and transform them in to good citizens of India.
- To provide Dental and Oral health care to the Poor and the weaker sections of the society.
- To encourage and promote research activity among the faculty and the students.
- To build strong community relationship through Dental outreach programs and Patient care.
- To transform Mamata Dental College in to a highly sought after centre of excellence.

Quality Policy:

- Mamata Dental College is committed to provide competency-based dental education designed to prepare Indian Dental Graduates to provide affordable, high quality global relevant dental health care services with empathy and safety to all sections of the Society. The institute is also committed to meet local, social and community needs at low cost and high quality dental care.

- Mamata Dental College and Hospital stands as paradigm for Dental Education in the state of Telangana offering Graduate, Post Graduate courses in Dental Sciences.

The Vision and Mission of the institute are in tune with the objectives and goals of Dental education. The institutional arrangements to co-ordinate the academic and administrative governance reflect the institutions' efforts in achieving its goals.

Reflection of Mission and Vision in the leadership of the institute:

- The vision and mission is in tune with the goals and objectives and the Management is pro-active in planning and developmental strategies.
- The Management of the institution promotes the culture of participative management by involving all the staff and students in decision-making process.
- Principal, as the head of the institution monitor day-to-day functioning of the college, co-ordinates and executes curriculum and co-curriculum activities.
- Acts as chairperson for statutory and non-statutory bodies. Acts as liaison between the management and faculty, staff and students, in the capacity of ex-officio member of the governing body.
- The perspective plan for development includes accreditation, expanding research, achieving centre of excellence in dental education, Deemed University status and industrial and institutional collaborations with national and international institutes of repute for research and exchange programs.

Participative Management:

The Management of the institute believes in participatory decision-making process and encourages all the staff and students to participate in the decision making process of the institute.

File Description	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:

Mamata Dental college is an institute imparting quality Dental Education, dental health care and Research. To achieve these goals, the Management and the College created a culture of participative and

decentralised governance structure for facilitation of timely decision-making process.

The college Executive Committee has representation from the cross section of the society. It comprises of President, Secretary, nominee from State Government, University and general public, Principal of the college and two/one senior faculty members. The Executive Committee meets regularly, reviews the activities of the institution and extends necessary guidelines for the development and quality education.

The Principal of the college chairs the meetings of all the statutory and non-statutory bodies and elicits suggestions from faculty and gives information received from the Government, University, DCI, Management etc. for quality education.

Individual departments conduct departmental meetings periodically and proceedings are documented. The decisions taken in the meetings are taken to the notice of the Principal / IQAC.

The Principal ensures participation of all the staff through decentralized administration by forming various committees viz, Faculty Members in Board of Studies, IQAC, Academic Committee, Anti-ragging Committee, Gender Harassment Committee, Library Advisory Committee, Research Committee, Sports and Recreation Committee and the students' representation in Sports and Cultural Committee, Library Committee, Anti-ragging Committee, Grievance Redressal Committee, Cell for Sexual harassment etc.

The institute also created various statutory bodies / committees apart from the above committees / Cells. Which include :

- Dental Education Unit
- Institutional Ethical Committee
- IQAC
- Animal Ethical Committee, etc.

File Description	Document
Link for additional information	View 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:

Mamata Dental College continuously strives to reach the pinnacle of excellence in Dental Education and care through realistic planning and implementation by the well-defined organisational decision making

process.

The Vision and Mission statement of Mamata Dental College is the foundation, based on which every strategic plan is developed. In addition to the Vision and Mission, institutional goals, and values constitute the supporting documents for formulating and implementing the strategic plan.

The Institution has a well-defined organizational structure in administration and academic decision-making process. The Executive Committee headed by President and Board of Studies headed by the Principal are the highest policy-making bodies on the Academic and Administrative fronts of the College. The Executive Committee shall meet at least once in three months while the Board of Studies is convened once in a year.

The organizational structure of the institute is provided as additional information.

- Institute has established various functional committees for smooth functioning of different tasks.
- The institution conducts regular meetings of its various Committees / cells and takes decisions periodically. The details of frequency of meetings by various committees are as follows:

Sl No	Name of the Committee	Frequency of Meeting
1	Academic committee	Yearly
2	Admission Committee	Once in a Year
3	Curriculum Committee	yearly
4	Selection Committee	As and when required
5	Research Committee	Half Yearly
6	Library Committee	Half Yearly
7	Alumni Association	Yearly
8	Anti-Ragging Committee	Quarterly or as and when required
9	Grievance Redressal Committee	Quarterly or as when required
10	Sexual Harassment Committee	Quarterly or as and when required

Strategic Plan:

The strategic plan prepared by the IQAC incorporates the strategies for development of the institute in the areas of Accreditation, Academics development, Research, Collaborations with National and International institutions, Student and staff welfare and Patient Care.

File Description	Document
Any additional information	View Document
Link for organisational structure	View Document
Link for additional information	View Document
Link for strategic Plan document(s)	View Document

6.2.2 Implementation of e-governance in areas of operation

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module Annual e-governance report approved by Governing Council/ Board of Management/ Syndicate Policy document	View Document
Policy documents	View Document
Institutional data in prescribed format	View Document

6.3 Faculty Empowerment Strategies

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

Response:

Mamata Institutions believe that Healthy organizational environment is necessary to enable employees to perform their functions productively towards achieving organizational goals. Good working environment results in harmonious working relationship between the Management and employees. Mamata Institutions has a well-formulated Welfare Policy in place to ensure the well-being of the employees, which in turn will enrich the quality of life of employees.

- **Advance / Loan From organization:** The Advance / Loan facility is available to meet urgent medical / marriage/ education of children expenses for self & dependent family members. The eligible loan amount will be two months gross salary. This will be recovered from the employee's monthly salary without any interest.
- **Safety Sets:** Employees working with hazardous & HVAC areas are provided with GUM shoes,

gloves & aprons to prevent from perilous situations.

- **TLD Badges/LED Aprons:** In view of employee health & preventive measures to avoid the radiations those are working in radiation exposure areas are provided with TLD badges and LED Aprons.
- **Immunization of Staff and Students:** Employees who are at risk of acquiring Hepatitis B while performing duties are immunized with Hep. B vaccine as a welfare measure.
- **Free Accommodation:** Some of teaching & non –teaching staff are provided accommodation in the premises of the campus and have subsidized dining services offering delicious food with hygiene.

Social Security Benefits:

- **Contributory Provident Fund:** All employees who are on time scale pay are eligible for contributory provident fund as per the provisions of Provident Fund Act, 1952. The employer's contribution would be limited to 12 percent of Basic Pay plus Dearness Allowance.
- **ESIC:** As per ESI act 1948, all the eligible employees are provided with this benefit whose gross salary is equal or less than Rs.20,000.
- **Subsidized canteen facility:** Meals, Coffee and Tea are provided at subsidized rates for staff. Both Normal meal and Diet meal are served in the canteen and employees can choose their meal based on their choice.
- **Staff Uniform:** Two sets of uniforms are provided for all employees per year.
- **Free Transportation:** College Bus services are offered to all employees for convenient commuting between Residence and office and back without any charges
- **Rewards & Recognition:** Rewards and Recognition practices is available to encourage employees whose performance is outstanding either individually or through team that contribute to the overall objectives of the organization ex: Best Employee, etc.

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

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

Response: 12.64

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

2020-21	2019-20	2018-19	2017-18	2016-17
14	10	7	14	10

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: 5.6

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

2020-21	2019-20	2018-19	2017-18	2016-17
8	4	5	5	6

File Description	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: 10.48

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

2020-21	2019-20	2018-19	2017-18	2016-17
12	21	4	7	2

File Description	Document
Institutional data in prescribed format	View Document
E-copy of the certificate of the program attended by teacher	View Document

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

Response:

The Institute has the Performance Appraisal policy for teaching and non-teaching staff of Mamata Dental College and the policy is applicable to all employees of the institute.

- Performance appraisal management is a method used to measure and improve effectiveness of employees at the work place.
- Performance management cycle begins with KRA's/Goal setting. Performance is then tracked against the employees KRAs / Goals are reviewed.
- The strategy based performance management system will be followed and has four phases.

Phase 1: Performance Planning: At the beginning of the assessment year performance planning is made with clear KRAs and goals for each employee.

Phase 2: Performance Execution: During the course of appraisal period the employee works to achieve the set goals and undertakes complete responsibility to meet key result areas.

Phase 3: Performance Assessment: In this phase the HOD/Supervisor/Reporting officer assesses the performance of the staff working/reporting and sends report to HR. The performance report is shown to the appraise and gets his signature. However, the comments/remarks of the reporting officer / reviewing officer

is not shown and kept as confidential.

Phase 4: Performance Review: Performance of the employee is reviewed by the controlling officer and Head of the institute.

Performance Rating:

Employees will be assessed by the appraiser on various qualities as well as their overall performance on the rating as under:

Performance Rating “A”	Performance exceptional and consistently Good
Performance Rating “B”	Performance superior and consistently exceeds overall performance requirement
Performance Rating “C”	Satisfactory and meets performance parameters.
Performance Rating “D”	Performance is below satisfactory. However, displays enhanced performance.

Promotion: Promotion of employees will depend on consistent good performance and existence of vacancies at the higher designations. However, promotions should normally be carried out along with the paying out of performance increment.

Grade	Minimum period in Present Position	Grade to be achieved
G1 - G3	2/3 years	‘B’ last 2 years
G4 - G6	3 years	Min ‘B’ with one ‘A’ (last three years)
G7 – G9	3 years	Min ‘B’ with ‘A’ during last 2 years
G10 and above	3 - 4 Years	Consistent ‘A’ (Decision of Top Management (for last 3/4 Years)

File Description	Document
Any additional 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 major financial resources of the institution are the fee collected from the students and donations from

the management, philanthropists and public and finances generated through consultancy / hospital services.

In addition to these regular sources, efforts are also made to mobilize additional finances to meet the demands of the institutional needs and requirements. Merit scholarships, medals are instituted for honoring outstanding students out of the donations collected from individuals or institutions and Alumni while maintaining good relations with them.

The college has a well-defined financial policy, which ensures effective and optimal utilization of all the financial resources for academic, administrative and development purpose, which help to meet the institute's vision and mission. The Mamata Educational institutions have a dedicated strong financial team in place, which will manage the effective utilization of funds. Financial Planning is exercised well in advance for the organization with efficient Budgeting, after involving the all the Academic Departments and Administrative Sections of the Institute. Every year the institute prepares a budget, which involves projected revenue and expenditure and capital expenditure to manage the funds effectively and plan well in advance. While preparing the budget, the finance will consider the Head of the department requirements, which includes co-curricular and extracurricular activities, are also included in the annual budget. After reviewing the budget by Principal, the final consolidated budget is forwarded to the Management Committee for approval. The institute is running with self-sufficient funds by generating the cash inflow from tuition fee from students and other miscellaneous income.

The Management of the Institution supports financially in case of need and in times of financial inadequacies. The deficit / shortage of funds during the expansion or renovation of buildings has been managed by funding from parent trust. The institute has purchase committees in place and ensure the funds are monitored and utilized in effective manner. The management will review the financials through budgets Vs actuals on every quarter, which will ensure to monitor the effective and efficient use of financial resources. The institute has its own internal audit mechanism to process and monitor effective and efficient use of available financial resources.

Income Generation and Out Flow Matrix

Income generation	Outflow
1. Tuition fees	1. Salaries & welfare of employees
2. Donations	2. Consumables for Administration and Labs
3. Consultancy	3. Infrastructure development and maintenance
4. External funding	4. Library books, journals & E-journals subscription
	5. Sports and recreation
	6. Electricity, internet, water bills etc
	7. Affiliation fees
	8. Miscellaneous

File Description	Document
Any additional information	View Document
Link for procedures for optimal resource utilization	View Document

6.4.2 Institution conducts internal and external financial audits regularly

Response:

Mamata Dental College (a unit of Mamata Educational Society) has a mechanism for both internal and external audit by the statutory Auditorsto audit at regular intervals as part of financial compliance.

The institute has a dedicated in-house internal audit team available and they conduct periodic audits in various aspects, which includes revenue audit, payroll audit and review of day-to-day transactions etc. Internal auditors focus on ensuring that the systems and processes of the organization are working well. Internal auditors act as consultants to the organization providing assurance on the organization risk management governance and internal control processes. Internal auditors deal with issues that are fundamentally important to the survival and prosperity of any organization. Unlike external auditors, they look beyond financial risks and statements to consider wider issues such as the organization's reputation, growth, its impact on the environment and the way it treats its employees.

Internal audit is an ongoing and continuous process in addition to the external audit to verify and certify the entire Income and Expenditure and the Capital Expenditure of the Institute each year.

Apart from internal audit,all the accounts of the Institution are audited regularly by the **Certified Statutory Auditors** (external) on annual basis. The Statutory auditors review the internal control mechanism, accounting policies, accounting standards, financial analysis and prepare the financial statements.

The process involves effective management of internal controls and strengthens the operations in an effective manner. In case the external auditor identifies a significant issue with the accounts, they will provide the managers in the institute with an “audit management letter” which records any issues and how they should be resolved. External auditors are important towards promoting confidence and trust in financial management and information.

The final Annual Audited Accounts are kept before the Board of Management for discussion and approval.

File Description	Document
Any additional information	View Document
Link for documents pertaining to internal and external audits year-wise for the last five years	View Document

6.4.3 Funds / Grants received from government/non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III)**Response:** 68.25

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

2020-21	2019-20	2018-19	2017-18	2016-17
12.05	11.05	14.75	14.80	15.60

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

6.5 Internal Quality Assurance System**6.5.1 Institution has a streamlined Internal Quality Assurance Mechanism****Response:**

The Institute has established an Internal Quality Assurance Cell (IQAC) on 01/08/2011, and IQAC meetings are held regularly.

- The IQAC aims to develop a system for conscious, consistent, and catalytic action towards quality sustenance and quality enhancement in Medical Education, Research, and Staff welfare.
- In September 2010, and in January 2016 the Mamata Dental College was accredited by NAAC with 'A' grade. Since then, the IQAC collects information from Academic, Clinical, Research, extra-curricular and extension activities of all the departments, and administrative and other activities of the college to incorporate in Annual Quality Assessment Reports.
- The IQAC is presently involved in collecting the data from all the departments and from academic, maintenance, financial department of the Institution to prepare and submit SSR for the third cycle of NAAC Assessment and Accreditation.

- IQAC also has been submitting data to AISHE every year. The Institute also got accreditation with ISO and the IQAC coordinates with concerned departments in the above process.

The IQAC focuses on quality improvement mainly through:

- Research activities by faculty and students resulted in Institutionallinkages and collaborations at national and international levels. Apart from this, the IQAC also coordinates with various institutions and individuals and organized Seminars and workshops on quality. The quality substance and enhancement in this area also resulted in increased quality publications by faculty.
- IQAC monitors and encourages student participation in activities like NSS program. Student's participation in sports and other extra-curricular activities is also encouraged.
- IQAC encourages and monitoring Eco-Friendly Practices like Usage of solar energy, rainwater Harvesting, carbon reduction, plantation of tree and maintenance of greenery, Paperless office, Reduction of plastic usage, etc., by the Institution.
- IQAC also monitors the Institutional Best practices periodically and advises for its improvement and implementation strategies and practices.

The IQAC thus acts as a nodal agency in the Institution for quality enhancement and sustenance in all aspects and ensure:

- A high degree of transparency and participatory management in the functioning of the college.
- Coordinating the various activities of the Institution by the involvement of all the faculty, staff, and students to enhance healthy practices.
- Involving all the stakeholders in the decision-making process.
- The regular meetings by the Principal with all the faculty members and periodic meetings with the HODs to ensure participatory dissemination in the decision making process.
- Organization of orientation programmes to teaching faculty and non-teaching faculty for quality teaching learning methods and patient care.
- Annual submission of AISHE etc.

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

6.5.2 Average percentage of teachers attending programs/workshops/seminars specific to quality improvement in the last 5 years**Response:** 23.88

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

2020-21	2019-20	2018-19	2017-18	2016-17
31	16	14	25	18

File Description	Document
Institutional data in prescribed format	View Document
Certificate of completion/participation in programs/workshops/seminars specific to quality improvement	View Document

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

Response: A. All of the above

File Description	Document
Report of the 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
Link for Additional Information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 8

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

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

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

Response:

Mamata Dental College campus has a conducive environment for gender equity, which is amply reflected in the composition of students and staff. There is no gender discrimination and equal opportunities are given to both genders; ability and performance are the only criteria.

The Institute regularly conducts Gender sensitization and Gender Equity programs to focus on the cooperation among male and female students and staff and to treat female staff and students with dignity and respect. The Management gives special emphasis in promoting values and eliminates gender bias in the campus.

A committee is constituted as per the rules, for prevention / action against sexual harassment of women and gender bias among students and staff.

The composition of the committee is as follows:

Sl.No	Name & Designation	Position
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1	Dr G Venkateswara Rao	Convener
2	Dr K Vinay Kumar Reddy	Member Secretary
3	Dr S Anita Rao	Member
4	Dr Arpita Paul	Member
5	Dr P Naveen Kumar	Member

a. Safety and security:

- The institute gives highest priority to the security and safety of its staff and students and made security arrangement on the campus with adequate security staff in all the security posts working in three shifts to ensure campus safety and security and they too monitor the entry and exit of vehicles and people.
- The whole campus is under 24/7 CCTV-camera surveillance and monitored regularly.
- Committees against sexual harassment, ragging, and similar grievance committees are constituted and working to resolve grievances keeping in view the welfare, safety, and security of the staff and students as per Statutory and Regulatory Authority guidelines and Anti-Ragging and Sexual Harassment Policy.

b. Counselling:

- The institute has a well-established and functional system for student support and mentoring (personal, academic, and career counseling) i.e. Mentor-Mentee Program.
- At the beginning of every academic year, the institute conducts an orientation programs and counseling sessions to all its fresh students to create a mindset conducive to learning.
- The mentors meet the mentees regularly and enquire about the students overall performance and their personal problems if any, to clear any doubts and to send them for counseling if required and necessary.

c. Common Rooms

The institute has provided separate common rooms for both boys and girls with basic facilities for dining, refreshing and relaxation, etc. both at College and Hospital.

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
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: D. Any two of the above

File Description	Document
Institutional data in prescribed format	View Document
Facilities for alternate sources of energy and energy conservation measures	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:

Mamata Dental college, Khammam and the Management have taken several initiatives to keep campus clean, green, and eco-friendly. These include energy conservation, rainwater harvesting, biohazard or waste management, plantation of trees, laying of lawns, e-waste management, etc.

Mamata Dental College follows standard guidelines for management of the degradable and non-degradable waste mentioned as under:

Solid waste management

Solid waste is disposed as per Solid Waste Management protocols. The institute does not generate any hazardous solid waste. Non-hazardous solid waste generated in the form of garbage through regular maintenance, stationery related rubbish and food waste from the Hostels is collected and dumped in separate large pits and converted as compost and used as manure for the lawn maintained in the campus and the non-degradable waste is picked up by the local Municipal corporation personnel for proper and safe disposal of the same.

Liquid waste management

The liquid waste generated from the Dental College laboratories is properly diluted and carefully discarded through proper drain channels where the sewage system has been done in an eco-friendly manner.

Biomedical waste management

Bio hazardous waste is management as per the standard protocols and guidelines of Bio-medical waste

management rules.

Mamata Dental College, Khammam is registered with Bio-medical Waste Management company, Telangana State Pollution Control Board for disposal of biomedical waste. Bio-medical waste is collected in colour-coded bags and disposed of in accordance with Telangana State Pollution Control Board norms and standards.

E-waste management

The IT department of Mamata Dental College collects all the E-Waste (computer accessories, servers, printers, batteries, etc.) and also unused electronic equipment for repairing and re-using and the unusable electronic equipment are sent for recycling/disposal.

Waste recycling system

The college does not generate any hazardous solid or liquid waste. Non-hazardous solid waste generated in the form of garbage through regular maintenance and from Staff quarters and Student Hostels is dumped in pits, converted as manure, and used as manure for plants. Non-degradable waste and rubbish is collected and stored for daily pick up by the local municipal personnel for proper disposal of the same.

Hazardous chemicals and radioactive waste management

The hazardous chemical waste generated from the labs is diluted carefully and discarded through proper channels where the sewage system has been done in eco-friendly manner.

No radioactive waste is generated in campus.

Radiation levels in Radiology department are monitored and certified to be within permissible limits by authorized Government agency as per the Radiation Protection Rules.

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

7.1.5 Water conservation facilities available in the Institution:

- 1. Rain water harvesting**
- 2. Borewell /Open well recharge**
- 3. Construction of tanks and bunds**

4. Waste water recycling**5. Maintenance of water bodies and distribution system in the campus**

Response: Any Four of the above

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

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: B. Any four of the above

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

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: B. Any four of the above

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

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

Response:

The institute routinely engages all its students and staff in conducting a number of initiatives and activities focused on creating a more inclusive environment towards cultural, regional, linguistic, socio economic and other diversities. Mamata Dental College in general and Mamata Medical campus in particular has a multicultural student and faculty base hailing from different parts of the country. To create and maintain an inclusive and respectful workplace for all students and employees regardless of diversity and belief, at the start of each academic year, orientation programs are organized.

Institutes' Initiatives for an inclusive environment include:

Annual student fests and gatherings:

Students from different communities and backgrounds join together to celebrate these activities. Students organize Fresher's party for newly joined students.

- **Cultural and Religious** festivals are celebrated by students and staff, cutting across all faiths and communities. Diwali, Dussehra, Ganesh Chaturthi, Eid, Christmas, Holi, Onam etc. are celebrated.
- **Patriotic Initiatives:** Republic Day and Independence Day are celebrated by students and staff. The National Anthem is sung at every major function.
- **National Service Scheme (NSS)** activities expose students to problems of socio-economically deprived populations and serve as a bridge between Institution and community.
- **Matru Bhasha Diwas:** Celebrated to provide platform for expression in Local language/mother tongue and promote community interaction.
- **International Day of Yoga** (21st June) is celebrated.
- Regular healthcare camps and for underprivileged in rural areas including school health Programs.
- **Community services:** Oral Health programs, PULSE Polio, and other vaccination programs.

Apart from the above activities, the institute also scheduled special events to promote cultural diversity in

the campus. As part of community services of the institute, students are encouraged to take active role in programs like swasthya vidhya vahini, Swachh Bharat, Haritha Haram etc. and student club activities where they get an opportunity to see the community closely and thus gets a relation with people of different cultural diversities. This helps to develop his or her personality as a whole and develop among them a sense of social and civic responsibility. Students identify the needs and problems of the rural community and involve in solving them. They also help women or minority owned vendors to help them improve their livelihood.

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

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

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Information about the committee composition number of programmes organized etc in support of the claims	View Document
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:

Mamata Dental College celebrates / organizes national and international commemorative days and events and the institute strongly believes that it is paramount to preserve and protect our national identity and culture by creating awareness in young minds about Indian glorious heritage. The leaders of the Indian freedom struggle played a great role in developing national strength and unity and left us the invaluable legacy of a free, democratic India.

India has several eminent personalities whose vision has propelled us into becoming an independent nation with rich heritage, history, culture and tradition and religions, setting an example to the rest of the world for Unity in Diversity.

At Mamata Dental College, students are sensitized about significant landmarks in Indian history to inculcate a sense of national pride and patriotism.

The institute celebrates the following commemorative days and festivals with enthusiasm with speeches/lectures and talks by eminent personalities, students and staff.

The Following National Days are celebrated:

Independence Day (15th August)

Republic Day (26th January)

Birth anniversary of Mahatma Gandhi (2nd October): Tributes are offered to the statue of Mahatma Gandhi by the DEAN/Principal, Staff and students.

National Unity Divas (Rashtriya Ekta Diwas) (31st October): Outreach activities including education of Anganwadi staff, Healthy Baby & Mother competitions, screening camps, and exhibitions.

National Festivals: Diwali, Pongal, Navratri, Guru Purnima, Christmas are celebrated.

Teacher's Day (5th September)

Ambedkar Jayanthi (14th April)

International Women's Day (8th March) & International Day of the Girl Child (11th October)

Children's Day (Bal Diwas) (14th November): Functions include Healthy Baby competitions.

World Health Day (7th April): Quiz for students, walkathon, talks on WHO theme of the year.

World Physiotherapy day (8th September): Rally, poster presentation and seminars.

Lamp lighting ceremony for nurses is a tribute to Florence Nightingale and formally declares graduating students' entry into the nursing profession.

National Science day (28th February): Celebrated in the memory of Dr. C. V. Raman.

International Day of Yoga (21st June): Yoga demonstration and training sessions.

Other International Commemorative Days/Weeks:

Eye Donation Week (4th-6th September)

World Tuberculosis Day (24th March)

World Diabetes day (14th November)

World AIDS day (1st December)

World Immunization Week (24th – 30th April)

Breastfeeding Week (1st – 7th August)

World Cerebral Palsy Day (6th October):

International Day of Persons with Disabilities (3rd December) International Leprosy Day (30th January)

World Breast Cancer Day (4th February)

World Dentists Day (March 6th)

World No Tobacco Day (31st May)

World Cancer Day (4th February)

World Thalassaemia Day (8th May)

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:

Good Governance and Leadership Development

Objectives:

The objectives set forth by the institute for the Best Practice of Good Governance and Leadership Development initiative of the institute are:

- To augment governance by maintaining highest standards of Transparency, Accountability, and efficiency.

- To be transparent in actions and functioning by nurturing the principles of Timeliness – in plans, execution, and evaluation. Comprehensiveness – among people, structure, and process being Forward-looking – in vision, mission, and values.
- To bring about organizational stability and effectiveness through regulatory quality and integrity.
- To have a participatory approach in its decision making and increase its efficiency through delegation of powers.
- To invite peers and leaders who have distinguished themselves and are known for their visionary leadership to be a part of the governance structure of the Institute.

The Context:

Good governance and leadership with Intellectual Honesty and Realizing Philosophies are key to growth and success of any organization. The Strategic Plan of the institute has identified providing the institute with strong administrative and good governance arrangements as one of its Values. The institute's approach for the same will be participatory, consensus oriented, accountable, transparent, responsive, effective and efficient, equitable and inclusive and follow the rule of law.

Practice:

The Board of Management, Academic Council, Finance committee, IQAC and other authorities comprise of eminent personalities from Judiciary, Academics, Scientists, to provide visionary leadership leading to good governance. For this the institute initiated the following steps:

- The Board of Management of the institute is comprised of eminent persons and the sponsoring society has minimal participation in the governance of the institute.
- Participative approach at all levels ensures that the vision and mission of the Institute are realized through its goals and objectives with a clear delegation of powers.
- The delegation of powers given by the authorities of the Institute and the various statutes of the Institute provides guidance and are implemented diligently.
- The Institute has Administrative Autonomy for good governance, Academic Autonomy for quality assurance and best practices that support growth.
- The institute and college ensure that the faculty is part of any decision-making concerning policy, finance, academic and student welfare matters.
- Institute conducts Leadership Development Programmes and skill enhancement training to groom its next generation leaders and strategically involve them in responsible decision making positions.

Evidence of Success:

As a result and the impact of this practice of good governance at Mamata Dental college, today the institute is recognized nationally and internationally as a institute known for its quality and excellence and for its

positive virtues of administration. The impact is also seen in terms of:

- Faculty who are distinguished and committed and from across the region. Many of the Faculty and accomplished and have the honor of being Members of prestigious statutory and professional bodies in India and abroad.
- Recipient of meritorious and exemplary awards.
- Editors, peer reviewers in reputed national and international journals.
- Recognized and honored for their immense service to community healthcare by the society.

Distinguished Faculty in Academics, research and policy serve as Adjunct and Visiting faculty from across the country. Achieving respectable positions in Regional, National and ranking and accreditation systems. Fostering an environment that promotes professionalism, collaboration and mutual respect between industry and academia. Recognized, trusted and admired as the think-tank of choice and a center of excellence in dental health sciences

Problems Encountered & Resources required:

Any good governance initiative relies on the outstanding leadership that the institution and its leaders can provide. It is always difficult to generate the interest in persons of eminence to associate and then give their valuable time in the governance process. This challenge was overcome by convincing the peers and eminent personalities by

1. The institute and its staff committed to implement the suggestions and recommendations made by such leaders.
2. Accepting weaknesses pointed out and making efforts to overcome the same.
3. Exposing young faculty and leaders to various leadership and governance programs that can help them groom to be future leaders

Best Practice 2:

Inculcating Value System In Dental Students (UG & PG)

Objective:

To Inculcate value system in students by providing value based education so that the Graduate is disciplined and of good moral character who follows dental ethics to the core.

Context :

- Mamata Dental college is one of a kind institution in the country which seeks to holistically develop students to be better citizens and serve the nation.
- The College accordingly provides an inspiring and fulfilling campus life, and facilities for sports and games to bring in a positive change in the attitude of the students.

Practice :

- The institution offers an excellent campus life that is comparable to the facilities offered at best Dental schools. Value based education is accorded the highest priority.
- Emphasis on discipline, character building and all round development, compassion and dental ethics is noteworthy.
- All the UG & PG Students participate in NSS activities, for developing discipline, human values and team work by conducting orientation programs on Ragging prohibition, ethics and morals in Dental practice etc.
- The College encourages students to participate in co-curricular activities and sports. This includes rangoli, music, dance, drama etc.
- Involvement in community work and their problems is encouraged which includes health camps and rallies, oral health awareness programs, health talks and observing national & international health days.
- NSS Wing – a student social work enterprise has made rapid strides in the welfare of the rural poor.

Evidence of Success:

The college is rated amongst the first three best Dental institutions of the combined state of Andhra Pradesh judged by Independent agencies. The social, cultural clubs and sports teams regularly take part in inter college competitions. The college also conducts inter batch competitions in the college.

Problems Encountered and Resources Required:

Balancing course curricula and cultural activities requires effective time management. The college is largely able to fulfill the same being a residential institution.

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:

In line with its Vision and Mission, Mamata Dental College has developed a distinctive and highly efficient system of community health education and practice. This includes innovative ways of improving health of the rural public in the areas served by the institute. At the same time, there is an emphasis on community based and integrated learning. Various programs and events centered around the community and involving community as a stakeholder are distinctive areas of work in Mamata Dental College.

Our goal is to prevent community diseases and promote health care system through organized community efforts. We have made our goal relevant medical education through involving medical students at every step of provision of community in medical and dental care. Our programs are designed that they provide learning environment and opportunities to our students. Some of these programs are directly concerned with the students' own health, while others are concerned with the health of various sections of the community.

Our community health initiative impacts all walks of life and socio-economic strata. It impacts various stages of life of the people and various age groups. An integrated approach to community health heaps us in providing better health care in continuum other healthcare domains such as medicine, physiotherapy and nutrition. Our eye on technology has made us move towards a the use of technology in providing better quality and universal health care.

In a nutshell, our community health approaches are collaborative and multi-focused initiatives using various public health tools to improve health of the society served by us.

The Department of Public Health Dentistry of Mamata Dental College organizes several programs annually. The institute regularly organizes general and specialty health camps at villages and small townships. These camps are primarily aimed at educating and making the masses aware about the importance of prevention of diseases and also offer treatment facilities at their doorsteps. In addition we have special camps organized for cancer screening, screening for dental caries, periodontal diseases etc. All these services are done free of charge.

MOBILE DENTAL UNIT

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.

SCHOOL DENTAL CARE

Mamata School Dental Care initiatives is strictly adhered to school health care camps. To promote awareness regarding protection of environment, programs and activities like Plantationday, Forest day, celebration of World environment day with Photography competition among students are conducted, which

also contributes to the increase in variety of birds sighted in the campus. Students are using cycles in the campus as part of green initiatives

PUBLIC OUTREACH PROGRAMS

- Screening and treatment camps in Rural and Tribal villages
- School dental Health Camps covering all the primary Schools.
- Satellite centres at Raghunath Palem village, and Mamilla Gudem, Khammam District.
- Mobile Dental unit for the door step Dental treatment to the public.
- Oral health awareness programs include social mob, flash mob with healthcare message.

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: 72.3

8.1.1.1 Institutional mean NEET percentile score

Response: 72.30

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:

1. PRE-CLINICAL - DENTAL ANATOMY AND ORAL HISTOLOGY:

Pre-clinical dental anatomy and oral histology is taught in the first year of UG program to promote development of the competency and expertise / advance skills before the student works on patient.

During this first year of BDS course, students are trained to perform the pre-clinical work with combination of daily viva and group discussions. The college has lab equipped with every instrument required to train students in pre-clinical so that students can manage the basics of dentistry in best possible way.

2. PRE – CLINICAL PROSTHODONTICS

Preclinical Prosthodontics is taught in the first year and second year of UG program to promote development of competency and expertise /advance skills before students work on patients. The college is equipped with a separate Pre-clinical Prosthodontics laboratory.

During first year of BDS course students are trained to perform pre- clinical procedures like manipulation of dental materials, cast pouring, temporary denture base construction. During second year of BDS course, students are trained to perform the next procedures like secondary denture base construction, fabrication of occlusal rims, mounting on the articulator, teeth arrangement, processing, finishing polishing of dentures. Each exercise shall be deemed to be completed only when the same is checked and signed by the

respective faculty in- charge.

3. PRE-CLINICAL CONSERVATIVE DENTISTRY:

Pre-clinical conservative dentistry is taught in the first two years of the UG course to promote the advance skill and to make the students expertise before they going into the clinical practice where they work on the patients directly. The college is equipped with the fine advanced instruments and machinery to add an adjuvant to improve the skill for better outcome in the clinicals. The college has separate pre-clinical laboratory which is equipped with the adequate number of micromotors, contra angle hand pieces, and certain restorative materials like Glass Ionomer Cement, amalgam, zinc oxide eugenol.

The college has the adequate number of phantom heads for the students to practice. In the first year of BDS course, students are trained to perform all types of cavity preparation on the plaster models, manipulation of the restorative materials. In the second year BDS course, students are trained to perform all types of cavity preparations and restorations on the artificial teeth set placing them in phantom head.

4. PRE-CLINICAL - DEPARTMENT OF PEDODONTICS & ORTHODONTICS:

Pre-clinical pedodontics is taught in the third and fourth year of UG program to promote development of the competency and expertise/advance skills before the student work on patients. The college has the required equipment, adequate number of chairs and patient counselling room in the department. Weekly theory and practical classes are conducted to enhance students' learning in pre-clinical and clinical aspects of paediatric treatments like carving the wax models of the paediatric teeth, taking the impression on the artificial moulds, fabrication of the obturators, removable appliances. Students are closely monitored individually by the faculty members to ensure that students receive adequate pre-clinical training.

During the third and final year BDS course, students are trained to perform the pre-clinical work with combination of daily viva and group discussions. Internal assessment and practical exams are conducted on regular intervals, students' performance is evaluated and necessary actions are implemented to improve their working knowledge and skills.

File Description	Document
Geo tagged Photographs of the pre clinical laboratories	View Document

8.1.3 Institution follows infection control protocols during clinical teaching

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

Response: A. All of the above

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

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

Response:

Freshers training program is a training program intended to train the undergraduates. This program is taking a leading role in continuous education and training of dental graduates in order to have efficient , ethical , compassionate and clinically component practitioners in the art and science of dentistry

This program exposes freshers to various specialities in dentistry that may help him /her identify his / her particular field of interest in dentistry which fetches them in various carrer options

The main aims of dental fresher training program

- 1.Improve dental knowledge of fresher
- 2.Improve clinical skills
- 3.Develop confidence in his /herskills and abilities
- 4.Improve communication skills
- 5.Develop professionalism skills
- 6.Enhance community and volunteer dental project

Freshers at the end of the dental training program will be able to : Practice good standards of clinical care practice within limits of his / her competence , perform clinical skills safely to make sure that patients . Perform clinical skills safely to make sure that patients are not subjected to unnecessary risk , Apply the principles of good dental practice and the standards of competence, care and conduct, expected of any dentist worldwide, Integrate the clinical, basic, behavioural and social sciences on which dental practice is based, Recognize personal and professional limits, and be willing to ask for help when necessary, Recognize the health hazards of dental practice ,Understand how to consider the patients' own views and beliefs when suggesting treatment options, Collect and record the patient's historyDocument his/her dental procedure in the patient file , Apply infection control polices and rules in the clinic, Treat different ages e.g. child, adult and geriatric patient, Demonstrate competence in cardiopulmonary resuscitation and basic

life support skills, Manage his/her time in the clinic, Know malpractices in dentistry and their management, Know commonly prescribed drugs in dentistry, Know common drugs prescribed for common chronic diseases (e.g.: diabetes mellitus, hypertension and anemia....).

By this program the freshers are able to gain, assess, and integrate new knowledge with old knowledge and have the ability to adapt it to change his /her professional life , Keep continuing professional development to make sure that he/she maintains high levels of clinical competence and knowledge , Take account of medical and dental ethics when making decisions, Accept the moral and ethical responsibilities involved in providing care to individual patients and communities, Respect patients regardless of their lifestyle, culture, beliefs, race, colour, gender, disability, age, social or economic status ,Respect the right of patients to be fully involved in decisions about their care, including the right to refuse treatment or to refuse to take part in teaching or research, Demonstrate effective team working and leadership skills within a multiprofessional environment ,Maintain confidentiality, Practice dentistry as general practitioner with high ethical and professional standard, Demonstrate honesty.

File Description	Document
Programme report	View Document
Orientation circulars	View Document

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

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

Response: A. Any 5 of the above

File Description	Document
Usage registers	View Document
Invoice of Purchase	View Document
Institutional data in prescribed format	View Document
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: A. Any 5 of the above

File Description	Document
Institutional data in prescribed format	View Document
Geotagged Photographs of facilities	View Document
Certificate from the principal/competent authority	View Document

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

Response: 1.85

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

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

File Description	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. 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 such as OSCE/OSPE. However, the final internal assessment examination and the university examinations are held as per the norms laid out by KNRUHS/DCI, which has not introduced objective clinical assessments until now. Interns are assessed periodically by objective questions mainly to help them prepare for the NEET examination.

CURRICULUM AND CONTENT

The existing curriculum has well defined outcomes of the program but does not have any defined competencies for the students. However, realizing the need, the college focuses on development of competencies for the students at different levels of education and then at graduate level to prepare the dentists who can safely serve the community and compete with other dentists elsewhere or can pursue postgraduate studies at international dental schools and universities.

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

- Use of magnifying loops and microscopes during clinical hours.
- Integration of clinical postings for I and II BDS students.
- Mentor-Mentee programme to monitor the student's academic progress.
- Integration of Dental armamentarium classes in the first year curriculum.
- Workshops on Research Methodology and Biostatistics for post graduate students.
- Integration of English language classes in curriculum for I BDS students to improve the communication skills and also break the barriers of communication.
- Initiation of research methodology programme for I BDS students with a view to inculcate seeds of research activities at the beginning of the career.
- A certified course of BLS (Basic Life Support) programme 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 on oral and maxillofacial radiology to all the post-graduate students and staff which includes lectures, demonstration of techniques and interpretation of radiographs.
- A special oro-facial pain registry and clinic is established in the Dept. of Oral Medicine and Radiology apart from regular op where post graduates will be able to deal with TMJ disorder cases and chronic atypical oro-facial pain cases.
- Speciality Clinics like Esthetics Clinic, Geriatrics Clinic, Implant Clinic, LASER Clinic. Conscious Sedation Clinic, Tobacco Cessation Clinic etc are available for the benefit of students and patients.

Key strengths of Mamata Dental College

- 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 under graduate students
- A huge central library harboring renowned journal subscriptions.
- Attached Medical College with abundant clinical material.

IQAC for continuous monitoring of the ongoing academic happenings.

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
Any other relevant information	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: 73.53

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

2020-21	2019-20	2018-19	2017-18	2016-17
97	100	99	100	100

8.1.9.2 Number of first year Students admitted in last five years

2020-21	2019-20	2018-19	2017-18	2016-17
97	100	99	100	100

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
Any other relevant information.	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 college has adopted methods to define and implement dental graduate attributes with a system of evaluation of attainment of the same.

The institution strongly believes in total personality development in addition to merely learning dentistry. The vision of the institution is to provide “High quality dental education; Patient care of global standards at affordable costs to tribal and rural population” and the mission includes, “Appropriate knowledge and skills to meet global dental standards in a student friendly learning environment, access to deprived sections by strictly enforcing the rule of reservation in admission, Technology mediated dental education in health care.

Students are impressed about these attributes right from the beginning of the course and are continuously stressed and counseled to develop human ethics and values. Work ethics, ideal behavior, professional conduct and etiquettes are made aware continuously in the college. Due to the extensive community outreach programs including door to door campaign about oral and dental health, the students understand the problems prevailing in the society and get first-hand information on the economic and educational status of the rural population. Counseling centers both for dental treatment and tobacco cessations have been established in the college. Random feedbacks are regularly taken from the patients about the approach, attitude, competency of the staff and students under whom they receive treatment.

Students are also participating in the government sponsored ‘Swasthya VidhyaVahini’, Health for All

etc., wherein they get to meet the cross section of the population. Working at the satellite clinics established by the college will also help the students to develop good attributes and inculcate human values in dealing with lesser-privileged and poor people.

File Description	Document
Dental graduate attributes as described in the website of the College.	View Document

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

Response: 0.07

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

2020-21	2019-20	2018-19	2017-18	2016-17
22	42	53	51	45

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:

CONTINUOUS DENTAL EDUCATION (CDE) AT MDC

Continuing dental education applies to both general dentists and dental specialists, and is the means by which members of the profession maintain, improve and broaden their knowledge, expertise and competence, and develop personal and professional qualities required throughout their careers. CDE is also meant to provide a more public and patient-focused approach to prevent oral diseases, rather than solely treating existing disease. It aims to include the refinement of existing knowledge and skills, as well as application of new developments, technology and scientific research within the scope of dentistry. 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.

Faculty development and up-gradation has become a priority to keep in pace with and respond to emerging

students' requirements and needs. The institution is making proactive efforts to upgrade the knowledge and skills of teaching faculty by implementing the Faculty development programs. The institution focuses on realistic outcomes through training and workshops. Mamta Dental College has started Dental Education Unit to conduct regular programs and to impart the advanced scientific educational practices thereby enriching teaching and dental treatment abilities of faculty and students.

The faculty are trained to attain new knowledge, diverse skills and abilities in many aspects that includes:

- Clinical instructions, small-group teaching, problem based tutorials, case based discussions, mentor and leadership training to develop and evaluate new curricula.
- Integrating information technology into teaching, learning and research.
- Professional development of the individual faculty members in their professional endures as educators, researchers and administrators.

The faculty members of Mamata Dental College have attained professional competency to train the faculty of other institutes and students in the above said field.

File Description	Document
Any other relevant information	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
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

5. CONCLUSION

Additional Information :

Mamata Educational Society was established in 1992 under the able leadership of Sri Puvvada Nageswara Rao, an Educationist, a Philanthropist and a Visionary. He had deep concern for the weaker sections and had the courage to dream and realize his dreams. The establishment of a group of Medical institutions is an ample testimony for his commitment, zeal and dedication.

Inspired by his father, Sri Puvvada Uday Kumar, the eldest son of this legendary communist leader, was instrumental in establishing the Mamata Educational Society and served as its first correspondent. Fate snatched him away in 2006 leaving the entire burden on his younger brother, Sri Puvvada Ajay Kumar. Ever since, the stellar role played by Sri Ajay Kumar as the President of Mamata Educational Society, in transforming the College into a center of excellence in imparting quality education is stupendous.

Mamata Dental College, Khammam was established in the year 2001 as part of the Mamata Educational Society and is recognized by the Dental Council of India. Owing to the high standards of professional education and training, the fine infrastructural facilities and the excellent faculty, the College attracts a large number of students from all over India and abroad.

The Dental College started its progressive path under the dynamic leadership of Principal Prof G Venkateswara Rao, serving Dental profession since its inception. Under his able guidance the institute has earned accolades in academic excellence and research. The institute has experienced and dedicated young staff members who strive hard to achieve the vision and mission of the institute. Their immense efforts have paid off by creating history in the academics of the Institute by excelling in the university exams and also in their professional career. Mentoring system, skill development and students welfare schemes address the wellbeing of the students. With the advent of new information and cutting-edge information technology, young talents are motivated to take newer challenges to face expanding and enlarging dental education. The institution strives to inculcate moral and ethical values in the graduates in relationships with patients, health professionals and society at large.

All the HODs, Faculty and Administrative staff of the Institution are involved in the NAAC Self Study Report preparations. All the HODs have collected accurate data from the respective departments regarding curricular, research, co- curricular and extra-curricular activities including extension services.

Concluding Remarks :

Mamata Dental College, Khammam always strives to provide quality Dental education to the students of backward District of Telangana at affordable fee structure. The college strictly follows SRA regulations of DCI and Kaloji Narayana Rao University of Health Sciences, Warangal. The admissions are as per the rules and regulation of affiliating University and State Government.

Adequate facilities are provided to equip the students with the required knowledge and skills, innovative thinking, skill oriented training with sufficient soft skills to manage patients and to meet the challenges in their respective fields. Well qualified and experienced faculty members voluntarily contribute their mite to march towards achieving the vision and mission of this great institution.

In general, analysis of curriculum, teaching, learning, evaluation and research, innovation, extension activities, infrastructure, learning resources, students support and their progress, governance, leadership and managerial quality, institutional values and best practices are documented successfully.

The Management of Mamata Educational Society and the Administration of Mamata Dental College along with the Faculty members join hands in chiseling students as responsible citizens to help the nation in every part of its progress.

This prestigious temple of education, which has blazed a glorious trail, has completed two decades in its journey of providing quality dental education. The College has a vision and a meticulous plan for furthering its academic standards with introduction of new courses and curriculum for the next decade in tune with the growing and emerging needs of the student community. With the munificence, guidance and encouragement of the ever-supporting members of the Mamata Education Society, the Institution is standing for its academic excellence. It is hoped that 3rd Cycle of NAAC assessment will provide new directions and new opportunities to the College paving the way for extending excellent service in imparting quality education to the young students of the State of Telangana.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Percentage of inter-disciplinary / inter-departmental courses /training across all the Programmes offered by the College during the last five years</p> <p>1.2.1.1. Number of inter-disciplinary /inter-departmental courses /training offered during the last five years Answer before DVV Verification : 53 Answer after DVV Verification: 33</p> <p>1.2.1.2. Number of courses offered by the institution across all programs during the last five years Answer before DVV Verification : 53</p>																				
1.2.2	<p>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</p> <p>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 Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>216</td> <td>433</td> <td>238</td> <td>278</td> <td>246</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>217</td> <td>434</td> <td>239</td> <td>276</td> <td>246</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	216	433	238	278	246	2020-21	2019-20	2018-19	2017-18	2016-17	217	434	239	276	246
2020-21	2019-20	2018-19	2017-18	2016-17																	
216	433	238	278	246																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
217	434	239	276	246																	
2.4.3	<p>Average teaching experience of fulltime teachers in number of years (preceding academic year)</p> <p>2.4.3.1. Total teaching experience of fulltime teachers in number of years (cumulative experience) Answer before DVV Verification : 705 years Answer after DVV Verification: 690 years</p>																				
4.4.3	<p>Available bandwidth of internet connection in the Institution (Lease line)</p> <p>Answer before DVV Verification : 50 MBPS-250 MBPS Answer After DVV Verification: <50 MBPS</p>																				
5.3.1	<p>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.</p> <p>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:</p>																				

2020-21	2019-20	2018-19	2017-18	2016-17
0	3	3	1	9

Answer After DVV Verification :

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

Remark : Input edited as per the excluding the Inter-collegiate meet awards from Certificates

7.1.3	<p>The Institution has facilities for alternate sources of energy and energy conservation devices</p> <ol style="list-style-type: none"> 1. Solar energy 2. Wheeling to the Grid 3. Sensor based energy conservation 4. Biogas plant 5. Use of LED bulbs/ power efficient equipment <p>Answer before DVV Verification : C. Any three of the above Answer After DVV Verification: D. Any two of the above</p>
7.1.7	<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 : B. Any four of the above Answer After DVV Verification: B. Any four of the above Remark : Input edited as per the supporting documents.</p>

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations

NAAC