



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

## **MALLA REDDY INSTITUTE OF DENTAL SCIENCES**

MALLA REDDY INSTITUTE OF DENTAL SCIENCES, SURVEY NO. 138,  
SURARAM X ROADS, QUTUBULLAPUR, HYDERABAD 500055  
500055

[www.mrids.edu.in](http://www.mrids.edu.in)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**May 2024**

# **1. EXECUTIVE SUMMARY**

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## **1.1 INTRODUCTION**

Malla Reddy Institute of Dental Sciences (MRIDS) is a private co-educational institute affiliated with KNRUHS and recognized by the Dental Council of India. It offers a BDS program with 100 seats and introduced a postgraduate program in five specialties with 12 seats in 2019. Located in Suraram, Jeedimetla, in the northern part of Hyderabad on Medak highway, the institute serves both the city and rural population of Telangana State.

Established in 2013 under Chandramma Education Society, MRIDS aims to provide quality dental education. The college's reputation is reflected in the high demand for its UG and PG seats. This vision of excellence is rooted in the mission of its founder chairman, Mr. Malla Reddy Garu, a pioneer in education:

“I had a vision of Excellence a Vision of triumph – a Vision of destination for many. A Vision to educate and enlighten millions, to ignite their latent thoughts – and propel them to explore and learn.”

With excellent infrastructure, dedicated faculty, and an aspiring student community, MRIDS offers an ideal environment for teaching and learning in dental specialties. The supportive management makes it a desirable workplace for faculty, fostering professional growth.

A major strength of the institute is its integration into Malla Reddy Health City, which includes the Malla Reddy Institute of Medical Sciences, Malla Reddy Hospital, Rural Health Center Gummadidala, Medical Educational Units, and Medical Skill Labs. These affiliated units provide a solid foundation in basic sciences and clinical subjects. The Committee for Research and Development Sustenance (CRDS) supports research for faculty and students at MRIDS.

Beyond academics, the institute boasts robust infrastructure for sports and extracurricular activities, offering a well-rounded development environment. The annual calendar is packed with activities that combine fun and learning.

The Dental Educational Unit organizes continuous dental education programs on contemporary topics, enriching students' learning experiences. MRIDS is also known for its strong collaborations and MOUs with reputable institutes, further enhancing the teaching and learning experience.

### **Vision**

To be a Premier Dental Institution, distinguished for its commitment to deliver high quality Dental Education with Ethical Practice, Research and Patient care.

### **Mission**

Empowering dental graduates through contemporary dental training, value-based education, Community Service and Research excellence.

- Providing a comprehensive dental education program that equips students with the knowledge, skills, and values necessary for ethical and proficient dental practice.
- Conducting cutting-edge research in Dental Sciences, to facilitate interdisciplinary collaboration, encouraging faculty and student research initiatives, and disseminate research findings to improve oral health outcomes globally.
- Providing exemplary patient care grounded in empathy, respect, and integrity through evidence-based practice and continuous quality improvement.

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

### Institutional Strength

**Vision and Leadership:** The vision of our management has led to the establishment of Malla Reddy Health City. The dynamic leadership of our Founder Chairman and Directors is a constant source of inspiration, guidance, and support for all institutional endeavors.

**Ecosystem:** Located in Malla Reddy Health City, with extensive resources and access to modern facilities, backed by experienced clinicians and faculty, it's an excellent environment for aspiring dental professionals.

**Infrastructure:** The campus boasts the latest diagnostic, investigative, and super specialty treatment facilities for student learning.

**Faculty:** Senior, accomplished medical and dental professionals who have made significant contributions to the health sector are part of the health city and contribute to the institute's smooth and efficient functioning.

**Location:** Situated in Suraram, Jeedimetla on Medak Highway, the college and hospital have good access to public and private transportation. The location and institutional reputation attract a large number of patients seeking medical and dental care.

**Students:** Students are important stakeholders who actively participate in the development of MRIDS.

**Research:** A dedicated research center on campus provides the necessary support for all research initiatives and activities at MRIDS.

**Services:** The public health department is the extension arm of MRIDS, responsible for outreach activities across all sectors, from schools to rural communities. The department's hard work and dedication are evident in the range of activities delivered.

**Sports and Cultural Activities:** The campus has excellent sporting facilities and a vibrant culture of celebrations for all important social and national festivals.

## **Institutional Weakness**

### **WEAKNESS**

- ? Limited by the regulatory bodies for adopting academic reforms.
- ? Lack of International Visiting Faculty.

## **Institutional Opportunity**

### **OPPORTUNITIES**

- ? Location of the education hub of north Hyderabad provides ample opportunity to serve the unreached student community.
- ? Extension activities to cover wider rural community network in the surrounding districts in the Telangana State.
- ? Research opportunities for identifying and solving dental and medical problems.
- ? Opportunities to start fellowship programmes in emerging clinical dental specialties.

## **Institutional Challenge**

### **CHALLENGES**

- ? Rising cost of Dental Materials and Equipments
- ? To improve perception of the institution at the national level and improve the branding and reputation of the institute.
- ? Providing stable and diverse career opportunities to the undergraduate and the postgraduates.
- ? Rapid development of technologies and increased cost for its incorporation .

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

Curriculum design, development, and implementation at MRIDS adheres to KNRUHS and DCI regulations and guidelines. Our institute offers a BDS program with an intake of 100 students and an MDS program in five

specialties with an intake of 12 students. Academic flexibility is limited, governed by KNRUHS and DCI.

The curriculum committee plans and delivers the curriculum through an academic calendar set at the beginning of each academic year. This calendar is circulated to students and displayed on notice boards. Medical teaching and clinical exposure in basic sciences and medical subjects are facilitated through Malla Reddy Health City's affiliated institutes. The experienced faculty at Malla Reddy Institute of Medical Sciences build a strong foundation in medical subjects for our students.

MRIDS provides a robust didactic and comprehensive lab experience, along with clinical teaching, ensuring a holistic teaching and learning experience. Beyond the curriculum, training and enrichment are ongoing processes with regular monitoring and engagement by faculty. Student-centric teaching methods, such as small group teaching, problem-based learning, quizzes, role plays, and simulation training, enhance the learning experience.

Assessments through OSCEs and 360-degree feedback provide valuable inputs for curriculum improvements. Extensive outreach activities by the Public Health Department (PHD) offer significant learning experiences for students and faculty in delivering oral health care services to underprivileged sections of society. Continuous engagement, monitoring, and feedback by faculty strengthen the educational ecosystem of our institute.

### **Teaching-learning and Evaluation**

Admission to BDS and MDS is through all India NEET Examination. Modern ICT enabled classrooms, smart boards, seminar rooms and lecture halls are available for effective teaching by the faculty. The faculty student ratio is as per regulatory norms.

The key aspects of the Teaching Learning of our institute are

**Didactic lectures:** Modern ICT enabled classrooms smart boards' seminar rooms and lecture halls are provided for dedicated lectures by our faculty.

Preclinical Training on well-equipped Phantom Head Labs. Mentoring and supervision by experienced faculty with faculty student ratio (1:8)

**Medical Posting:** The students are posted in Malla Reddy Institute of medical Sciences and Malla Reddy Hospitals for training in basic sciences and medical subjects. The Medical College with good infrastructure and faculty, and Malla Reddy Hospital with great patient flow provides a strong foundation for students.

**Clinical Postings:** Practical demos on models followed by demo sessions on patients. Supervised clinical training by dedicated faculty. Students' centric teaching methods like experiential, Problem Based Learning (PBL), case base learning is key part of the student experience. Apart from professional development emphasis and guidance on personality development is undertaken by the faculty for the benefit of the students.

Mentor Mentee system is well established with robust mechanisms in place for mentoring and guiding of our students.

**Evaluation:** formative and summative assessments - Internal assessments, final exams and additional assessments like OSCEs, OSPEs, 360 degree feedback, projects and assignments.

**Parent Teacher Meetings (PTM):** An effective engagement with the parents helps in identifying gaps and problems and improving the performances of the individual student.

Dedicated programs on slow learner and advanced learners is in place strengthening the student education.

**Faculty Development Programs (FDP):** Comprehensive Faculty Development Programmes are organized for the benefit and progression of the faculty in the institute.

The students are provided abundant opportunities in the community settings through public health department programs.

### **Research, Innovations and Extension**

Research, Innovation, and Extension are key priority focus areas of our institutional perspective plan. The institution has a well-developed research policy with an Institutional Ethics Committee and an Institutional Review Board in place. The Institutional Ethics Committee registration was renewed in February 2023. The dissertation and research proposals of the students and faculty are reviewed by the IRB and IEC. The institution has earmarked seed money for undertaking research each year.

Research methodology workshops, lectures on grant applications, IPR, and Good Clinical Practice workshops are conducted regularly for the benefit of faculty and students through the Dental Education Unit (DEU) of MRIDS and Medical Education Unit (MEU) of MRIMS.

The Malla Reddy Foundation for Research and Innovation (MR-FRI) was established in 2019 to nurture and support the research and innovation ecosystem among faculty and students of MRIDS. The institution has 31 postgraduate guides. Our faculty has obtained DST and BIRAC grants, and two of our faculty members have innovations that are in an advanced stage of development. We have a vibrant start up ecosystem for establishing and supporting start-ups. We have 5 start-ups located and 7 start-ups supported at MRIDS. We have 32 MOUs with regional, national, and international organizations, with active programs being undertaken and in progress.

The Public Health Dentistry Department is very active in conducting educational, awareness, and outreach activities in schools, colleges, communities, villages, slum areas, orphanages, old age homes, and among patients with disabilities and special needs.

Special Programs conducted by public health department at MRIDS are blood donation camp, swatch bhara program, oral cancer screening Program, all State and National NSS activities are conducted by KNRUHS NSS cell. The institute has conducted various activity as part of the environmental initiative like save the soil program and tree plantation program.

### **Infrastructure and Learning Resources**

Malla Reddy Institute of Dental Sciences is equipped with comprehensive facilities that support both the academic and extracurricular needs of students and faculty. The institution has 4 modern ICT classrooms, 5 seminar halls, council hall, exam hall and well-equipped laboratories that provide an excellent environment for teaching and learning. The computing equipment is up-to-date, ensuring that students have access to the latest technology for their educational needs.

In addition to academic facilities, the institute supports physical and recreational activities. It offers a variety of sports facilities, including spaces for indoor games like chess, caroms, table tennis and outdoor games like cricket, volley ball, basket ball, and a fully equipped gymnasium. The campus also includes a yoga center, open auditorium, greenery enhancing the overall campus experience.

The institution hosts well ventilated, spacious UG, PG hostels, staff quarters and mess. 24 hr CCTV surveillance provide a secure environment for all. A power backup generator provides an uninterrupted power supply to the campus.

The teaching hospital affiliated with the institute is well-equipped with modern clinical teaching-learning and laboratory facilities, meeting the standards set by relevant regulatory bodies. This ensures that students receive hands-on experience and training that are essential for their professional development.

MRIDS has high end diagnostic and therapeutic equipments like Panoramic Radiography, Basic and advanced implant kits, Laser, Cautery, Operating microscope, Intra oral scanner and 3d printer, CAD/CAM, Ceramic labs, Lab scanner, Milling machine is supportive of academic growth.

Moreover, the institution places a strong emphasis on community-based learning, mobile dental services supports outreach and practical experience in community settings. The library at MRIDS is a rich resource hub, having Knimbus, Delinet, K-hub, KOHA softwares, vast collection of textbooks, reference volumes, journals, and rare books. These resources enrich the academic environment and support comprehensive learning.

The institute maintains and updates its IT facilities, ensuring Wi-Fi availability campus-wide. Established systems manage the maintenance and utilization of physical, academic, and support facilities, including laboratories, libraries, sports facilities, computers, and classrooms, keeping them in optimal condition and ready for use.

## **Student Support and Progression**

The institute offers undergraduate and postgraduate programmes in dentistry. Large proportions of both UG & PG students are eligible for tuition fee waiver through the competent authority quota admission. Some proportion of the eligible students avail tuition fee waiver through the minority tuition fee waiver of the state government. Merit certificates and rewards are awarded to the students who excel in academics.

The institute offers much value-added and certificate courses on communication, YOGA, Human values, Personality and professional development for enhancing their capabilities. In addition soft skills development programmes are conducted for the benefit of staff and students.

All the committees like Sports & Cultural Committee, Library Committee, Examination committee, Hostel Welfare Committee & Academic Committee have student representatives for participative decision making.

The International student cell constitutes the President, Vice President and members along with the Principal / Dean of the Institution. International Student cell is active in facilitating and attracting international students to the institution.

The Alumni association is registered in the year 2022 with annual alumni meets being conducted for networking, get together and improving the alumni engagement for the benefit of the institution. The Alumni

association organizes various academic cultural and sporting activities for establishing long lasting association and partnerships. The alumni also have contributed liberally in the form of books, donation and equipment for the institution. The institute has been successful with good number of students progressing to higher education and placement.

### **Governance, Leadership and Management**

The college is managed by a governing council. The organogram of the institution reflects the decentralization and participating management of all the stake holders facilitated by the management. The decisions of the governing council are implemented by the Principal & the IQAC Coordinator. The various committees plan their activities and responsibilities for each association with professors, Readers and Lecturers.

The IQAC Coordinates to ensure that all the institutional statutory bodies / committees function to ensure the institutional perspective development plan is executed in totality. There is a sizable number of representation of women, students and non-teaching staff in all relevant committees. Stakeholder's feedback system is integrated with the functioning of all the committees.

The institution is very particular in recruitment, promotion of teaching and non teaching staff through duly constituent committee as per the institutions service rules. Human resource personnel conduct gap analysis for assessing human resource requirement. The recruitment of the necessary and deficient staff is done in a transparent manner.

An appraisal system is in place for teaching and non teaching staff. Self appraisal by teaching staff is ensured by evaluation by the heads of the departments and then by the principal and management. Faculties are felicitated on the teacher's day and students with extraordinary academic and extracurricular achievements are felicitated by the institute on the annual day.

The institution is self-financed. Additional sources of income other than the tuition fees are through the academic programmes and hospital. Internal audits are conducted by the institute quarterly and external audits are conducted annually by approved auditors annually to monitor and regulate the finances.

### **Institutional Values and Best Practices**

Integration of human values and professionalism is a continuous process at MRIDS. The staff and students imbibe the core values of the institution through formal training and informal interactive sessions. The institution provides an inclusive environment, offering equal opportunity to all stakeholders. Gender equity is a priority, supported by a safe and secure CCTV-enabled campus. Gender sensitization programs and the celebration of Women's Day help in spreading the message of gender equity.

MRIDS has a green and spacious campus with solar energy, a biogas facility, an STP for liquid waste management, and biomedical waste management. The institute celebrates all national and important commemorative days with enthusiasm and festive spirit.

Best Practice 1: Title: M-Oral Health (Malla Reddy Oral Health and Community Outreach Activities)

The objective of M-Oral Health is to reach underserved communities by providing comprehensive oral health



screenings, dental education, and awareness campaigns. It also includes referrals to MRIDS for specialized and affordable oral health services. Key aspects of this practice include sustained outreach activities by the public health department and dedicated services at the hospital, along with the added benefit of a dental health card for needy patients.

This sustained activity has resulted in increased patient inflow, greater numbers of patients seeking subsidized treatment, and goodwill and referrals from those who have utilized MRIDS services.

#### Best Practice 2: Title: General Dental Practice Training Programme (GDP)

The GDP aims to bridge the gap between obtaining a dental degree and entering private dental practice, preparing students for the demands of a private clinical setting. It improves the confidence and employability of students graduating from MRIDS. The key modules are:

1. Root Canal Module
2. Crown and Bridge Module
3. Minor Oral Surgery Module
4. Basics in Dentistry

Active MOUs with dental industry partners support the training modules.

The GDP bridges dental education and private practice by emphasizing practical skills training, boosting confidence and employability. Industry collaboration and in-house modules enhance exposure to general dentistry. The program improves students' confidence, clinical exposure, and practice management skills, preparing them for private practice.

### **Dental Part**

Admission to the undergraduate and post graduate programs is through the NEET examination. MRIDS is one of the preferred institutes by the students seeking dental education in the state of Telangana. MRIDS has all the training resources as mandated by KNRUHS and Dental council of India. The management has equipped the institute over and above the regulatory guidelines.

The Institute follows a strict infection control protocols, ensures Hepatitis B vaccination for all the hospital personal and students and does regular infection control training programs. All the departments are equipped with autoclaves for sterilization of the dental instruments. The Dental and hospital waste is disposed of as per the regulatory guidelines through the approved agency.

The latest dental materials and equipments are provided for the students training with advance training in CAD/CAM, Implantology, Esthetic Dentistry, Full mouth Rehabilitation, Microscopic Laser Dentistry. The students are also given training in comprehensive dental management of patients.

The college has an active Dental Education Unit which helps in training the dental staff in the various teaching learning methodologies, using contemporary assessment methods helping the students in reaching the graduate outcomes.



## 2. PROFILE

### 2.1 BASIC INFORMATION

<b>Name and Address of the College</b>	
Name	MALLA REDDY INSTITUTE OF DENTAL SCIENCES
Address	Malla Reddy Institute of Dental Sciences, Survey No. 138, Suraram X Roads, Qutubullapur, Hyderabad 500055
City	Hyderabad
State	Telangana
Pin	500055
Website	<a href="http://www.mrids.edu.in">www.mrids.edu.in</a>

<b>Contacts for Communication</b>					
<b>Designation</b>	<b>Name</b>	<b>Telephone with STD Code</b>	<b>Mobile</b>	<b>Fax</b>	<b>Email</b>
Principal	K.V.Ramana Reddy	091-7997555566	9502114477	-	naac@mrids.edu.in
IQAC / CIQA coordinator	C.Srikanth	091-9676911101	7997555566	-	iqac@mrids.edu.in

<b>Status of the Institution</b>	
Institution Status	Private
Institution Fund Source	No data available.

<b>Type of Institution</b>	
By Gender	Co-education
By Shift	Regular

<b>Recognized Minority institution</b>	
If it is a recognized minority institution	No

<b>Establishment Details</b>				
Date of establishment of the college		21-08-2013		
<b>University to which the college is affiliated/ or which governs the college (if it is a constituent college)</b>				
<b>State</b>	<b>University name</b>	<b>Document</b>		
Telangana	Kaloji Narayana Rao University Of Health Sciences	<a href="#">View Document</a>		
<b>Details of UGC recognition</b>				
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>		
2f of UGC				
12B of UGC				
<b>Details of recognition / approval by statutory / regulatory bodies other than UGC (MCI, DCI, PCI, INC, RCI, AYUSH, AICTE etc.)</b>				
<b>Statutory Regulatory Authority</b>	<b>Recognition/Approval details Institution/Department programme</b>	<b>Day,Month and year(dd-mm-yyyy)</b>	<b>Validity in months</b>	<b>Remarks</b>
DCI	<a href="#">View Document</a>	09-01-2023	60	

<b>Recognitions</b>	
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.?	Yes
If yes, nature of recognition	Scientific and Industry Research Organization
Date of recognition	30-06-2021

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	Malla Reddy Institute of Dental Sciences, Survey No. 138, Suraram X Roads, Qutubullapur, Hyderabad 500055	Urban	5.05	9524

## **2.2 ACADEMIC INFORMATION**

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BDS,Bachelor Of Dental Surgery,	60	Intermediate (NEET UG)	English	100	100
PG	MDS,Master Of Dental Surgery,Oral and Maxillofacial Surgery	36	BDS (NEET PG)	English	3	3
PG	MDS,Master Of Dental Surgery,Periodontology	36	BDS (NEET PG)	English	2	2
PG	MDS,Master Of Dental Surgery,Prosthodontics and Crown and Bridge	36	BDS (NEET PG)	English	2	2
PG	MDS,Master Of Dental Surgery,Conservative Dentistry and Endodontics	36	BDS (NEET PG)	English	3	3
PG	MDS,Master Of Dental Surgery,Orthodontics and Dentofacial Orthopedics	36	BDS (NEET PG)	English	2	2

### **Position Details of Faculty & Staff in the College**

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	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	18				13				27			
Recruited	10	8	0	18	5	8	0	13	10	17	0	27
Yet to Recruit	0				0				0			
	<b>Lecturer</b>				<b>Tutor / Clinical Instructor</b>				<b>Senior Resident</b>			
	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				8				0			
Recruited	0	0	0	0	1	7	0	8	0	0	0	0
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
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				74
Recruited	11	63	0	74
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
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				9
Recruited	9	0	0	9
Yet to Recruit				0

### **Qualification Details of the Teaching Staff**



<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	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	10	8	0	5	8	0	10	17	0	58
UG	0	0	0	0	0	0	0	0	0	0
<b>Highest Qualification</b>	<b>Lecturer</b>			<b>Tutor / Clinical Instructor</b>			<b>Senior Resident</b>			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	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	1	7	0	0	0	0	8

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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
<b>Highest Qualification</b>	<b>Lecturer</b>			<b>Tutor / Clinical Instructor</b>			<b>Senior Resident</b>			<b>Total</b>
	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

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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
<b>Highest Qualification</b>	<b>Lecturer</b>			<b>Tutor / Clinical Instructor</b>			<b>Senior Resident</b>			<b>Total</b>
	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

<b>Details of Visting/Guest Faculties</b>				
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
	0	0	0	0
<b>Number of Emeritus Professor engaged with the college?</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
	0	0	0	0
<b>Number of Adjunct Professor engaged with the college?</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
	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	95	4	13	2	114
	Female	330	26	42	7	405
	Others	0	0	0	0	0
PG	Male	3	1	0	0	4
	Female	24	3	5	0	32
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	2	1	3	2
	Female	8	2	5	4
	Others	0	0	0	0
ST	Male	3	1	0	2
	Female	2	1	2	0
	Others	0	0	0	0
OBC	Male	6	1	5	5
	Female	23	21	22	25
	Others	0	0	0	0
General	Male	1	0	2	1
	Female	11	13	14	7
	Others	0	0	0	0
Others	Male	13	19	12	14
	Female	43	53	47	52
	Others	0	0	0	0
Total		112	112	112	112

<b>General Facilities</b>	
<b>Campus Type: Malla Reddy Institute of Dental Sciences, Survey No. 138, Suraram X Roads, Qutubullapur, Hyderabad 500055</b>	
<b>Facility</b>	<b>Status</b>
• Auditorium/seminar complex with infrastructural facilities	<b>Yes</b>
<b>• Sports facilities</b>	
* Outdoor	<b>Yes</b>
* Indoor	<b>Yes</b>
• Residential facilities for faculty and non-teaching staff	<b>Yes</b>
• Cafeteria	<b>Yes</b>
<b>• Health Centre</b>	
* First aid facility	<b>Yes</b>
* Outpatient facility	<b>Yes</b>
* Inpatient facility	<b>Yes</b>
* Ambulance facility	<b>Yes</b>
* Emergency care facility	<b>Yes</b>
<b>• Health centre staff</b>	
* Qualified Doctor (Full time)	<b>10</b>
* Qualified Doctor (Part time)	<b>0</b>
* Qualified Nurse (Full time)	<b>20</b>
* Qualified Nurse (Part time)	<b>0</b>
• Facilities like banking, post office, book shops, etc.	<b>Yes</b>
• Transport facilities to cater to the needs of the students and staff	<b>Yes</b>
• Facilities for persons with disabilities	<b>Yes</b>
• Animal house	<b>Yes</b>
• Power house	<b>Yes</b>
• Fire safety measures	<b>Yes</b>
• Waste management facility, particularly bio-hazardous waste	<b>Yes</b>

• Potable water and water treatment	Yes
• Renewable / Alternative sources of energy	Yes
• Any other facility	<b>Sewage Treatment Plant, Bio-gas Plant, Rain Water Harvesting Pits.</b>

<b>Hostel Details</b>		
<b>Hostel Type</b>	<b>No Of Hostels</b>	<b>No Of Inmates</b>
* Boys' hostel	1	9
* Girls's hostel	2	79
* Overseas students hostel	0	0
* Hostel for interns	2	18
* PG Hostel	2	3

### **Institutional preparedness for NEP**

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Multidisciplinary / Interdisciplinary approach to teaching learning is one of the effective and contemporary teaching methodologies being followed in our institute. Multidisciplinary / Interdisciplinary instruction supports student learning, develops problem solving skills, improve self-confidence and finally student outcomes. Shifting instruction and assessment from single discipline approach to interdisciplinary provides greater interaction, collaboration and positive student learning environment in the institute. Comprehensive clinic established in our institute is a good example of Multidisciplinary approach to teaching learning which is both student and patient centric. Comprehensive clinics provide Multidisciplinary inputs from the faculty in the management of patients under one roof improving clinical outcomes. Postgraduate students undertake multidisciplinary research projects in collaboration with central institutes such as CCMB, BITS PILANI, and Mahendra University in various domains of Dentistry. These collaborations help in promoting translational research amongst the institutes.</p>
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<p>2. Academic bank of credits (ABC):</p>	<p>As per the UGC (Establishment and Operation of Academic Bank of Credits in higher Education) Regulations, 2021 the University must register itself for the Academic Bank of Credits. The Academic Bank of Credits stored in the National Credit Framework is part of National Education Policy (NEP) and empowers students with flexible learning, mobility, multiple entry and exit, blended learning with technology usage and finally providing necessary skills and experience for gainful employment. The Academic Council Members of MRIDS have been sensitized regarding the Academic Banks of Credits as laid down by NEP 2020. The institution is preparing itself to the new DCI guidelines by training and creation of content towards Academic bank of credits in various fields of Medicine Dentistry, Digital technology, computer software, 3D printing and complementary and alternative medicine. HEI will also be conducting workshops to enable the faculty to get an over view of the academic bank of credits.</p>
<p>3. Skill development:</p>	<p>Skill Development is essential at all levels of the organisation, and are conducted as per the position Teaching Staff: Teacher Training Programmes are conducted annually for all the teaching staff in the latest teaching learning methodologies. BDS / MDS Students : Student centric skill Development happens through Hands -on workshops, soft skill training, internships and visits to dental labs and technology centers. Periodic simulation exercises, orientation sessions, Clinical Audit helps in upgrading and aligning the institute towards clinical excellence. Incorporation of latest equipment, technology, software like CBCT, CAD/CAM, Orthodontic Software, LASER, Scanner, 3D Printers, Aligners and Guided surgery have helped the students and staff in acquiring the latest skills in dentistry. Training and regular practice in Pre clinical skill labs helps the students towards easy transition to clinical postings. Non- Teaching Staff: Programs like Infection control protocols, BLS training, patient safety, Communication skills are routinely done for the benefit of the non teaching staff.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Integration of Indian knowledge system through language and culture is part of the hidden curriculum being followed in our institute, Indian languages: Communication in the regional languages is essential</p>

	<p>part of patient management in the Medical and Dental hospitals .Telugu and Hindi being common languages spoken in Hyderabad, students from other states are encouraged to learn the language through regular interactions, language translation books supportive books and e courses. Culture: The rich cultural heritage of India is visible and practiced in all the cultural events conducted in the institute like Traditional day, Annual day, Navratri festival, Bathukamma, Bonalu, Diwali, Christmas and New year celebrations Yoga and Ayurveda are two foundational Indian knowledge systems which are encouraged in the form of regular yoga sessions in the campus and Ayurvedic orientational lectures by Ayurvedic specialists from Ayurvedic Medical college.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Recent trends in Medical and Dental education is the move towards outcome based or competency based education. ‘Outcome based education is a way of designing, developing, delivering and documenting instruction in terms of its intended goals and outcome’. In outcome based education the standards or outcomes are achieved with variable assessment processes to achieve the outcomes. Outcome Based Education focus on training in Professionalism, Communication skills, Health Promotion, Team work, patient safety, ethics and error management. Dental Council of India has proposed changes in the Bachelor of Dental Science curriculum in the year 2022 Which includes competency based or out come based teaching learning methodology. As a part of the effort to adopt to the new curriculum MRIDS has implemented both formative and summative assessment methods which are key components of OBE. Learning outcomes provide a yardstick against which a curriculum can be judged. A failure to achieve the agreed outcomes almost certainly identifies a problem with the curriculum. Outcome based education provides a great opportunity for assessing the outcomes and regular refinement of the curriculum for improvement of the education system.</p>
<p>6. Distance education/online education:</p>	<p>Technology gives the advantage of tutoring or lecturing at a distance with ability to learn at the students own pace, opportunity to revise and learn at flexible timings. The use of MOOC courses, webinars, google and zoom classes was put to optimum use during the corona pandemic helping in</p>



the completion of the the syllabus before the final exams. The students were encouraged to attend all webinars hosted by Dental Council of India, Indian dental association and individual specialty departments. The institute has a good audio visual recording studio for recording of lectures by subject experts which are available to the students on the website. All the specialty departments are encouraged to have their digital library where in presentations of the recorded lectures, didactic seminars, and E-recourses are stored.

### Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes. Established in the January 2022. Electoral literacy club is a platform to engage the faculty &amp; students in sensitising the college community on the importance of electoral rights &amp; facilitate them in the electoral process of registration &amp; voting. The club works towards the objective of ‘Every vote counts’ &amp; no voter to be left behind.</p>
<p>2. Whether students’ co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Yes. The Dean is the Chairperson of the club, with NSS programme officer Dr parappa being the faculty Coordinator. Student coordinator is appointed by the Dean on a annual basis ELC office bearers are as under: Dean ,K V Ramana Reddy (Chairperson) Prof, Parappa Sajjan (Faculty Coordinator 1st Year Student Inampudi Vijaydeep Student Coordinator IIndYear Student Gorantala Vaishnavi Student Coordinator IIIrdYear Student Deshu Vishal Student Coordinator IVthYear Student Mohammed Safwan Khan Student Coordinator Intern PS Thirumalesh Student Coordinator</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>Various initiative and innovative programs conducted at MRIDS are as follows. 1. Electoral literacy awareness programs 2. Guest Lectures 3. Voter Enrollement drive among staff and students 4. Social media engagement for the importance of voter enrolment and casting the vote.</p>

<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>Student initiated and led voter enrolment drive, creation and circulation of creative content highlighting the importance of the electoral process. Spreading the awareness among the immediate social circles on the importance of voting. Preparation and display of posters in the Dental Hospital to educate the patients to participate in the electoral process.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>National Voters Day is celebrated on 25th January in the form of competitions like poster presentation, essay writing competitions, Skits and memes. The student Council and NSS volunteers arrange the lectures on how to get enrolled, collect institutional data on non registered voters and helping them to complete the registration process.</p>

# Extended Profile

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## 1 Students

### 1.1

#### Number of students year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
550	543	513	562	522
File Description		Document		
Institutional data in prescribed format(Data templ		<a href="#">View Document</a>		

### 1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
106	95	87	87	90
File Description		Document		
Institutional data in prescribed format(Data templ		<a href="#">View Document</a>		

### 1.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
112	112	112	112	100
File Description		Document		
Institutional data in prescribed format(Data templ		<a href="#">View Document</a>		

## 2 Teachers

### 2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
52	59	59	57	61
File Description		Document		
Institutional data in prescribed format(Data templ		<a href="#">View Document</a>		

## 2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
65	66	70	80	65
File Description		Document		
Institutional data in prescribed format(Data templ		<a href="#">View Document</a>		

## 3 Institution

### 3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
804.45	269.64	398.63	252.50	321.35
File Description		Document		
Institutional data in prescribed format(Data templ		<a href="#">View Document</a>		

## 4. Quality Indicator Framework(QIF)

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### Criterion 1 - Curricular Aspects

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#### 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:**

**Response:** MRIDS is affiliated to KNRUHS and recognized by Dental Council of India. Design of the curriculum is as per university/DCI regulations, and college has no autonomy in the design or refinement. Important aspect of curriculum is the planning & delivery, so to avoid gaps in the system and to achieve intended outcomes. Differences between planned and delivered curriculum has to be kept to a minimum.

##### **Planning delivery & learned curriculum**

The curriculum committee publishes the annual academic calendar at the beginning of each year. The academic calendar is given wide publicity and circulated to students and displayed on the notice boards. The important job of the curriculum committee is to align the planned and delivered curriculum.

<b>The Delivered Curriculum</b>
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<b>The Hidden Curriculum</b>
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<b>The planned Curriculum</b>
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The Hidden Curriculum or unofficial curriculum is over and above the planned curriculum and is unintended is part of the student experience and learning environment and positive attribute of the institution.

**Delivery:** An important aspect of the delivery of curriculum is to identify the problems. The problems may be due to faculty student or institutional related issues. Obtaining a feedback helps in identifying and resolving the issues.

**Strategies for Delivery:** The spices model of education strategy is used in delivering the curriculum in our institute with the student being at the centre of teaching learning process making it more experiential and integrated providing great community based learning opportunities and personalizing the teaching learning method

## **SPICES MODEL**

< >Student – centered Presentation – based Integrated or inter-professional Community – based Elective-driven Systematic

### **Curriculum Enrichment:**

MRIDS has active Our institution honors itself by offering numerous add-on and value-added courses to ensure the student is enriched in various aspects of professional and personal life. Several guest lectures by reputed faculty for CDE programmes are conducted by the institution on a regular basis. Postgraduates and undergraduates are encouraged to undertake research projects, research publications, and participate and present in scientific conferences.

Research Methodology and Biostatistics workshops are conducted every year for the postgraduate students to promote research skill and to design research plans and enhance the quality of selection in thesis topics.

### **Feedback**

Feedback is obtained from the students and stake holders. The feedback is reviewed by the curriculum committee and constructive proposals are forwarded to the IQAC for discussion and drafting of the quality improvement measures to be implemented.

## **EVALUATION**

The summative assessments are as per the KNRUHS guidelines with Three Internal assessments. The summative assessment includes the final theory and practical examinations as per the KNRUHS

guidelines.

The traditional assessments assess only knowledge domain however it is important to measure clinical skills attitudes and professionalism. Assessments beyond the university format include MCQs/OSPEs/OSCEs assignments and projects. OSCEs help in assessment of psychomotor and other performance-related skills. Portfolio assessment and multi source feedback provides a authentic assessment of the other students learning outcome.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Minutes of the meeting of the college curriculum committee	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

Other Upload Files	
1	<a href="#">View Document</a>
2	<a href="#">View Document</a>

### 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:** 2.85

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	2	1	1	1

File Description	Document
Provide scanned copy of nomination letter such BoS and Academic Council From University/ Autonomous college	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

## 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:** 22.29

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

Response: 39

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

Response: 175

File Description	Document
List of Interdisciplinary /interdepartmental courses /training across all the the programmes offered by the University during the last 5 years	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 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:** 44.17

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

2022-23	2021-22	2020-21	2019-20	2018-19
250	243	213	262	222



<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Details of the students enrolled in subject-related Certificate/Diploma/Add-on courses	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 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:**

Holistic development of the students is the need of the hour for the individual and the society as a whole to progress in this fast-paced world. We believe in equal social, emotional, physical and intellectual growth of the students therefore, we have incorporated various cross-cutting issues into the curriculum prescribed by the KNRUHS and DCI.

#### **Gender**

The Committee for Women Empowerment and Gender Sensitivity regularly conducts meetings and lectures on Women's rights, Gender discrimination and sensitivity to reduce stereotyping and promote equality and inclusion for a balanced growth of the community. International Women's day is observed every year by conducting events and lectures for students highlighting the current issues.

#### **Environment & Sustainability**

Students have participated in Swachh Bharat Abhiyan to promote Sanitation and in plantation drives during NSS (National Service Scheme) Camp. The students are encouraged to promote cleanliness as well as reduce single use plastics on the campus. They are initiated into Green dentistry by adopting digital technologies in dental practice.

Lectures on Biomedical waste segregation and disposal are conducted to teach proper biomedical waste disposal protocols. Sterilization and infection control practices are an essential part of clinical practice of Dentistry and are demonstrated and practiced in all the departments. Also, as a part of the Public Health Dentistry curriculum, the department also enforces these practices.

#### **Human values**

Human values like Equality, Respect, Acceptance, Empathy, Kindness, Patience, Teamwork, etc play an important role in building a positive character in the students. Speakers from Vivekananda Institute of Human Excellence have conducted programmes on Personality development and Time management skills.

Equality is a basic human right. Students are sensitized on the bias based on gender, age, disability. Values on Disability inclusion, management of Special Children is routinely taught in the department of Pedodontics to emphasize the need to reduce the obstacles and disparity in the oral care and management of special children. Geriatric day celebrated in the department of Prosthodontics helped students understand the intricacies of geriatric care.

### **Health Determinants, Right to Health and Emerging Demographic issues**

The National Service Scheme (NSS) wing addresses the health determinants by organizing outreach programs and camps. Oral health care services are provided to all segments of the society. Free basic dental treatment that is provided in the camps and satellite centers conducted as a part of Public Health Dentistry create a sense of service and duty in the students in turn reducing oral health inequities in the community. Quiz, poster presentation, rallies, skits creating awareness on oral health problems like oral cancer and tobacco cessation, HIV – AIDS, Oral hygiene are regularly done. Lectures and workshops on Yoga, basic stretching exercises, ergonomics and mental coping skills teach students the importance of physical and mental health, right posture and methods to reduce strain during clinical procedures.

### **Professional ethics**

Professional ethics is taught as a part of the undergraduate dental curriculum and is imparted to the students through all the Departments during different levels of their UG course.

<b>File Description</b>	<b>Document</b>
Link for list of courses with their descriptions	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

### **Other Upload Files**

1

[View Document](#)

### **1.3.2**

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

**Response: 18**

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

skills.

Response: 18

<b>File Description</b>	<b>Document</b>
List of-value added courses	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Brochure or any other document related to value-added course/s	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Links for additional information	<a href="#">View Document</a>

### 1.3.3

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

**Response:** 36.16

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

2022-23	2021-22	2020-21	2019-20	2018-19
204	129	223	180	232

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Attendance copy of the students enrolled for the course	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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:** 49.64

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

Response: 273	
<b>File Description</b>	<b>Document</b>
Scanned copy of filed visit report with list of students duly attested by the Head of the institution to be provided	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Community posting certificate should be duly certified by the Head of the institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
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	<a href="#">View Document</a>

## 1.4 Feedback System

<p><b>1.4.1</b></p> <p><b>Mechanism is in place to obtain structured feedback on curricula/syllabi from various stakeholders. Structured feedback received from:</b></p> <ol style="list-style-type: none"> <li><b>1. Students</b></li> <li><b>2. Teachers</b></li> <li><b>3. Employers</b></li> <li><b>4. Alumni</b></li> <li><b>5. Professionals</b></li> </ol> <p><b>Response:</b> A. All of the above</p>	
<b>File Description</b>	<b>Document</b>
Stakeholder feedback reports as stated in the minutes of meetings of the College Council /IQAC/ Curriculum Committee	<a href="#">View Document</a>
Sample filled in Structured Feedback to be provided by the institution for each category claimed in SSR	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 1.4.2

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

**Response:** D. Feedback collected

<b>File Description</b>	<b>Document</b>
Stakeholder feedback report	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Action taken report of the Institution on feedback report as minuted by the Governing Council, Syndicate, Board of Management	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 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:** 86.36

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

2022-23	2021-22	2020-21	2019-20	2018-19
55	43	49	50	40

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

2022-23	2021-22	2020-21	2019-20	2018-19
56	56	56	56	50

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Final admission list published by the HEI	<a href="#">View Document</a>
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)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Annual Report/ BOM report/ Admission report duly certified by the Head of the Institution	<a href="#">View Document</a>
Admission extract submitted to the state OBC, SC and ST cell every year.	<a href="#">View Document</a>

## 2.1.2

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

**Response:** 100

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:

2022-23	2021-22	2020-21	2019-20	2018-19
112	112	112	112	100

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

2022-23	2021-22	2020-21	2019-20	2018-19
112	112	112	112	100

#### 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:** 8.68

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

2022-23	2021-22	2020-21	2019-20	2018-19
20	09	08	06	05

<b>File Description</b>	<b>Document</b>
List of students enrolled from other states year-wise during the last 5 years	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
E-copies of admission letters of the students enrolled from other states	<a href="#">View Document</a>
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	<a href="#">View Document</a>

## 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

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Criteria to identify slow performers and advanced learners and assessment methodology	<a href="#">View Document</a>
Consolidated report of special programs for advanced learners and slow learners duly attested by the Head of the Institution	<a href="#">View Document</a>
Any other information	<a href="#">View Document</a>
Link for any relevant information	<a href="#">View Document</a>

### 2.2.2



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

**Response:** 10.58

File Description	Document
List of students enrolled in the preceding academic year	<a href="#">View Document</a>
List of full time teachers in the preceding academic year in the University	<a href="#">View Document</a>
Institutional data in prescribed format (data Templates)	<a href="#">View Document</a>

### 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:**

Malla Reddy institute of dental sciences is a comprehensive institution which not only nurtures students in academics but encourages talents of each student right from first year for overall well-being. We Organize and encourage students to participate in events which help in building confidence, interpersonal skills ,discipline, time management, team spirit ,ultimately helping in facing real time life challenges.

**Photography:** It is an essential skill which are good practice builders in dentistry. Documenting and preparing portfolios of patient cases is very important. Students are encouraged to actively pursue the hobby. Mobile photography is one area where everyone can develop with the phones at their disposal. A mobile photography workshop was organized for incorporating mobile photography in dental practice.

**Dance & Music :** Majority of the students are interested in dance and music. It forms a major part of all celebration events in college. This provides a good opportunity for students to gel with each other and improve team spirit and performance. Dance and Music are important stress busters for all the staff and students.

**Arts & Drama :** Regular Rangoli creations, skits, memes, poster and drawing competitions are part of regular academic and cultural events. Students are encouraged to participate and prizes are given to winning participants. Emphasis is placed on participating and enjoying the lighter moments.

**Annual sports and cultural events :** The campus boasts of good sporting facilities like cricket volleyball and football grounds and gym facilities. These facilities are made good use during the intercollegiate competitions in sports every year . Annual cultural showcases various talents and competitions among students in various discipline like dance, music, ramp walk.

##### **NSS activities:**

Apart from community based activities, the ministry of sports and youth affairs of India, the state NSS unit Telangana, and KNRUHS NSS wing organized inter college, inter university (25 participating

universities competitions), interstate events. NSS volunteers of MRIDS have participated in competitions like elocution, rangoli, quiz, essay, exhibition of NSS activities. The MRIDS students were rewarded with first place in exhibition of NSS activities at state level and second and third place in elocution and essay competition at university level competition. The selected volunteers got the opportunity to participate in the National Youth Festival on 12th Jan 2023 which was graced by Honorable Prime Minister Shri Narendra Modi. Overall event provided great opportunities for learning and showcasing the talent of MRIDS students.

**Celebration of festivals:** All Festivals bring an equal opportunity to participate and helps in building strong relationships and bonding among all the college staff and students.

**Gratitude celebrations :** Unique to Malla Reddy group of institutions with expression of love and gratitude to the faculty in the form of speeches cards and gifts and ending in a sumptuous lunch.

**Awariness programmms and Days :** Students celebrate special days associated with our discipline, World Health Day, Oral Health Day, National Dentist’s Day, Anti-Tobacco Day, National Oral Hygiene Day, etc. Various departments also organize celebrations on days such as OMFS day, Prosthodontist Day, etc.

File Description	Document
Link for Appropriate documentary evidence	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

## 2.3 Teaching- Learning Process

### 2.3.1

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

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

**Response:**

#### **INTRODUCTION :**

Malla Reddy Institute of Dental Sciences utilizes student-centric methods to enhance the overall learning

experience of students, by engaging themselves in their own learning, individualized training, integrated curriculum and finally improving the student outcomes.

### **Experiential Learning:**

Students learn and gain practical experience in the clinical aspects of dental surgery by initially performing pre-clinical exercises such as cavity preparation on plaster models, followed by simulation based training on phantom heads mounted with typodont and dental material exercises such as cement mixing and teeth setting on articulator. After acquiring communication skills through case history taking, they gain confidence in their abilities and proceed to treat patients.

### **Integrated/Interdisciplinary Learning:**

Students in every department are motivated to handle patients with various issues and are assigned to do all treatment procedures for the patient, following a comprehensive and holistic approach. Monthly Clinico-Pathological Interdepartmental meets (CPM) are organized where students present a clinical scenario and discuss the same. Students also have peripheral postings in multiple healthcare disciplines to get deeper understanding on multidisciplinary treatment protocols.

### **Participatory Learning:**

Students are encouraged to participate in all forms of learning within and outside the curriculum. This includes group discussions, seminar presentations and attending workshops that help the student to think and review when they are studying and how the existing knowledge and skill can be applied to a multidisciplinary clinical practice.

### **Problem Solving Methodology:**

Our institution aims to equip students with the critical thinking skills and practical problem-solving abilities essential for effective dental practice. Students are given a problem from the clinical practice and they have to interpret the problem based on clinical and basic sciences. There is a regular implementation of case history discussions, chair side clinical discussions and interpretation of patient's radiographs.

### **Self-Directed Learning:**

Students are encouraged to inculcate self-directed learning by providing access to e-learning resources, digital library access, books and journals to keep them updated with the latest concepts on their own.

### **Patient Centric and Evidence Based Learning:**

Students are encouraged to learn through treating patients and develop a deeper understanding and knowledge on how to approach different case scenarios in alignment with patient's deficiencies, needs and preferences. They are also encouraged to assimilate knowledge by reading articles on emerging areas as part of their Journal Club and seminar discussions and gather evidence for each treatment.

### **Learning In Humanities:**

Students serve in various public health centers and outreach activities like free dental camps in schools,

residential areas, slums, orphanages and villages. Students are exposed to unique opportunities of treating patients with learning disabilities and special needs patients.

**Project Based Learning:**

Students are given small projects which are department specific which provides a student centric opportunity for learning. Students are encouraged to present their research in scientific conferences.

**Role Play:**

Role plays are regularly carried out by students in pairs or in groups in creating real life situations which improve communication skills and patient management. Students also perform non-invasive procedures like scaling and impression recording on each other before taking up actual patient cases.

File Description	Document
Link for learning environment facilities with geotagging	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

**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:** B. Any three of the above

<b>File Description</b>	<b>Document</b>
Report on training programmes in Clinical skill lab/simulator Centre	<a href="#">View Document</a>
Proof of patient simulators for simulation-based training	<a href="#">View Document</a>
Proof of Establishment of Clinical Skill Laboratories	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Geotagged Photos of the Clinical Skills Laboratory	<a href="#">View Document</a>
Details of training programs conducted and details of participants.	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 2.3.3

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

**Response:**

#### **INTRODUCTION :**

Incorporation and usage of Information and Communication Technology ( ICT) enabled tools help in improving the teaching learning process. ICT tools harness the power of technology to impart knowledge, foster engagement, and prepare the students for the evolving landscape of oral healthcare.

#### **ICT enabled Classroom Teaching**

All the lecture halls and seminar rooms in every department of the institution are equipped with smart board, podium with computer, overhead LCD projector with screen, audio equipment and high-speed internet connection. Lectures in the form of PowerPoint presentations and video demonstrations is a common practice employed by the faculty of our institution. Live streaming of educational content and direct access to the various e-journals is put to optimal use while teaching. Research lectures, seminars, journal club presentations, interdepartmental presentations, workshops and symposium are also conducted regularly using the ICT enabled tools installed in the lecture halls.

## **ICT enabled Educational Networking**

### **Learning Management System (LMS):**

- Coll Poll (now called Digi Campus) software is used by the institution as a part of LMS, where all the faculty are provided with unique login id and password
- All the assignments, lectures, daily academic activities and attendance are posted on the software
- Students are given access to lecture material of the faculty that are uploaded on the institutional website and are asked to write assignments based on them.

### **IT Devices:**

- Desktop computers are available in all departments of the college with high speed internet connection. Any academic related work can be carried out with the help of the IT enabled facilities.
- The computers are fitted with inter-linked internal storage drives which enable access of the data/information stored in one place in any other part of the campus.
- All the systems are also equipped with antivirus and web page blocking software which prevent access into non-academic websites.

### **Online teaching and exams:**

- Google classrooms and zoom classes for online teaching became common practice since the COVID lockdown. All the faculty have been trained accordingly to conduct theory classes and clinical discussions
- MCQ tests via Google forms and Digital quizzes using Kahoot application are kept for the students.
- Faculty of our institution also use various E-learning portals such as SWAYAM, NPTEL etc.

## **ICT enabled library – Web based learning**

- Our digital library has access to e-journals via EBSCO host, DELNET and K-Hub.
- Faculty and students are provided with login id and password for EBSCO host, so that they can directly access the e-books, e-journals and educational videos effortlessly.

## **Technological Innovations**

- Institutional website provides access to clinical demonstration videos and e-lectures of faculty in the form of power point video presentations.
- Institution is also well equipped with latest equipment like Cone Beam Computed Tomography (CBCT), Radiovisuography (RVG), Orthopantomogram (OPG), Lateral cephalogram, NemoCeph software and Intraoral cameras.

## **LIST OF VARIOUS ICT-ENABLED TOOLS USED FOR TEACHING AND LEARNING**

1. Smartboard
2. Podium with screen
3. LCD projector with screen
4. Audio Equipment
5. Desktop computers
6. Wi-Fi Connectivity with High-Speed Internet (1 Gbps)
7. Printer
8. Scanner
9. Photocopier
10. Coll Poll – LMS
11. EBSCO e-library
12. K-Hub
13. DELNET
14. Clifdento software
15. NemoCeph software

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

### 2.3.4

**Student :Mentor Ratio (preceding academic year)**

**Response:** 9.65

2.3.4.1 Total number of mentors in the preceding academic year

Response: 57

<b>File Description</b>	<b>Document</b>
Log Book of mentor	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Copy of circular pertaining the details of mentor and their allotted mentees	<a href="#">View Document</a>
Approved Mentor list as announced by the HEI Allotment order of mentor to mentee	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for any other information	<a href="#">View Document</a>

### 2.3.5

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

#### **Response:**

#### **INTRODUCTION :**

The teaching-learning process in our institution is meticulously designed to go beyond the traditional realms of imparting knowledge and clinical skills and recognizes the importance of fostering creativity, honing analytical skills, and instilling a spirit of innovation among the students.

To ensure that the students develop analytical skills to apply knowledge in day to day practice and analyze the outcome of treatment through clinical postings, many innovative methods are employed. The curriculum is structured to provide a holistic educational experience, intertwining theoretical knowledge with hands-on practical training. The students are trained to evaluate the scientific literature to improve creativity and innovation.

#### **Nurturing Creativity :**

Dentistry is an art and a science. Practical sessions, clinical rotations, and research opportunities are seamlessly integrated into the curriculum to stimulate creativity and problem-solving abilities among students. Students are encouraged to participate in all scientific and extra-curricular activities that nurture creativity.

- Preclinical exercises on wax for tooth carving, cavity preparation on plaster models and teeth setting on articulated casts enhance the creative thinking among students.
- Students are encouraged to involve in artistic activities like soap carving, rangoli, making artistic products out of waste, clay modeling, youtube videos, skits, dances, painting on occasion of national importance and dental specialty days that are helpful in flourishing creative awareness about various issues related to our discipline.
- Students are encouraged to follow dental blogs and be part of the activity for the preparation of



dental educational content for the benefit of patients in the hospital

- Students are motivated to design and perform in various public awareness programs with the corresponding motivational themes for occasions such as World No Tobacco Day, Oral Hygiene Day, Swachh Bharat Abhyan etc.

### **Nurturing Analytical Skills :**

Case-based learning is often employed to present real-world scenarios, challenging students to analyze and devise effective solutions, thereby enhancing their analytical reasoning.

- Prior to performing any clinical procedure, the students are required to take a comprehensive case history evaluation of the patients. This enables the process of thinking analytically about the possible differential diagnosis, ordering appropriate investigations for each patient, and arriving at a confirmatory diagnosis. Following these steps, the students are subsequently encouraged to formulate a treatment plan on their own.
- Viva voice and digital quizzes are conducted regularly for the students to analyze the subject in multiple perspectives so as to improve their critical thinking.
- Students participate in the journal Clubs, interdepartmental and clinicopathological presentations that improves the critical appraisal ability on the existing literature.

### **Nurturing Innovation:**

- Students are introduced to the concept of innovation by interacting with the faculty at the research and innovation center at MRHC. The students are also encouraged to attend all programs on innovation being organized by various nationally reputed institutions like THUB, IICT, and IIT.
- Research methodology programs are conducted regularly for the students to nourish them with the knowledge of ethics and methods of performing and publishing research. Following which students are allotted research projects and upon completion encouraged to publish them in national and international journals.

<b>File Description</b>	<b>Document</b>
Link for appropriate documentary evidence	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

## **2.4 Teacher Profile and Quality**

### **2.4.1**

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

**Response:** 83.76

<b>File Description</b>	<b>Document</b>
Sanction letters indicating number of posts (including Management sanctioned posts) by competent authority (in English/translated in English)	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Links for additional information	<a href="#">View Document</a>

### 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:** 29.56

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.

2022-23	2021-22	2020-21	2019-20	2018-19
23	19	16	14	12

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Copies of Guideship letters or authorization of research guide provide by the the university	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 2.4.3

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

**Response:** 5.51

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

Response: 286.61

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Consolidated Experience certificate duly certified by the Head of the institution	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 2.4.4

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

**Response:** 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
52	59	59	57	61

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Certificate of completion of training for development of and delivery of e-contents / e-courses / video lectures / demonstrations	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Web-link to the contents delivered by the faculty hosted in the HEI's website	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 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:** 8.54

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	4	2	4	5

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

## 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:**

**Response:** The syllabus of undergraduate and postgraduate programme is followed as per the DCI guidelines. The schedule of teaching the syllabus is prepared at the beginning of the year for effective and smooth implementation of the curriculum. Internal examinations for theory and practicals are conducted as per the schedule.

#### **Academic Calender**

The academic calendar acts as a diary of the institution for our students. Academic calendar includes government holidays, internal assessment schedules, tentative University Exam dates, tentative parent teacher meeting dates for information of the parents to enable them to plan their schedules well in advance. The academic calendar also incorporates the complete Teaching-Learning and Evaluation schedules and list of meetings/events planned for an academic year. The finalized academic calendar will be made available in the institution's website at the beginning of the academic year for the students and faculties to access it.

## **Examination reforms**

Internal examinations are conducted to simulate the university examination pattern. A total of three Internal examinations are conducted each academic year. Paper pattern, time schedule for examination, invigilation and monitoring of exams under CCTV surveillance is same as followed for final university exams to make students familiar to final exam pattern. All examination materials, equipment and procedures are monitored by college examination committee. Answer sheets will be evaluated by the senior faculty without any bias. Marks will be published to students and feedback is given to students on the performance in the examinations during distribution of papers

## **Examination process**

For each internal assessment, topics are selected and informed well in advance to the respective batch of students by displaying on the notice boards of respective departments .

Question paper is set by the departmental staff based on the syllabus covered and is sent to the examination wing of the college prior to the intimated date of submission of the question papers.

The paper setting , printing, conduct and evaluation are done in a confidential manner.

## **Valuation :**

The Valuation of the answer sheets, is done by MDS staff members.

After completion of a particular evaluation component, students get to see the marks displayed on the notice board.

In the spirit of continuous internal assessment, answer scripts of all the components are evaluated and returned to the students .

Upon distribution of the marked answer scripts to the students, if any student wants to get a particular answer rechecked, the same is attended immediately .

Students are given the opportunity for answer paper discussion with these staff member with respect to the answers what they have evaluated.

Underperformers are given written assignments and guidance is provided in understanding concepts and developing writing and reading skills to improve the performance.

Average of the three internal assessment marks is considered for the final internal assessment. The Final Internal marks of the Theory / practical examinations are uploaded to the University.

File Description	Document
Link for dates of conduct of internal assessment examinations	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>
Link for academic calendar	<a href="#">View Document</a>

## 2.5.2

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

#### **Response:**

#### **INTRODUCTION:**

The schedule of the internal assessment at the beginning of each year is through the academic calendar.

Three internal examinations are conducted each year for all the subjects. Out of the three internal exams one will be model exam. It is similar to the university examinations with total syllabus. The dates of all these examinations are incorporated in the academic calendar, distributed to the students at the beginning of each academic year which provides the students adequate time to plan and prepare for the examinations. The Examination grievance committee monitors and redresses any grievances that are brought to them by the students. The committee consists of a group of teaching faculty and members headed by a Chairman.

#### **GRIEVANCE REDRESSAL FOR INTERNAL EXAMINATION:**

The valuation of answer booklets are done by the respective teaching faculty member of each subject ,results are displayed on the notice board and then are distributed to the students within 7 days from the date of examinations in the class rooms.

Students after receiving the answer booklets go through them to clarify any doubts in the marking system and also to understand the correct way of writing and approaching the exam holistically.

The students can approach the staff members for any grievance redressal. The teacher collects back all the papers requested for recheck, re-evaluates them accordingly, tabulates the changes of marks, if any, and then redistributes the rechecked papers to the concerned students.

Thus, the examination and evaluation system is very transparent. Students can discuss with their mentors regarding their answers and get guidance for the overall improvement of their performance.

Once approved by the head of the department, the list is displayed on the notice board.

Practical/Clinical Examinations: -

End of the posting practical exams are done as per the university exam pattern conducted by the staff

members.

The students get a real time experience of doing a practical exam.

Valuation and feedback are provided to all the students on their performance.

The feedback system helps in identifying the students problems and the faculty helps the students by customizing the problem resolution.

### **GRIEVANCE MECHANISM FOR UNIVERSITY EXAMINATION:**

The university examinations are scheduled and conducted as per KNRUHS calendar and DCI curriculum.

The university examinations for the BDS program are conducted for both regular batch and Referred batch every academic year.

The institution ensures that all the students are aware of the rules, regulations, conduct, and valuation done by the KNRUHS. The guidelines of grievance redressal are displayed on the university website.

Students who desire to go for Re-totalling of their marks may apply to the university. Notice for retotalling is released on KNRUHS website with instructions. The students can directly apply for the retotalling on their university student portal by paying the retotalling fees online to the university.

<b>File Description</b>	<b>Document</b>
File for number of grievances regarding University examinations/Internal Evaluation	<a href="#">View Document</a>
File for details of University examinations / Continuous Internal Evaluations (CIE) conducted during the last five years	<a href="#">View Document</a>
File for any other relevant information	<a href="#">View Document</a>

### **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:**

**Response:** Examinations at our institution adhere to the regulations set forth by the DCI/KNR, ensuring a standardized and fair assessment process for all students. Here's a breakdown of our examination procedures:

**Announcement and Registration:** The university announces the examination schedule on its official website and communicates it to the college via email. Students intending to sit for these exams must register online, paying the required fees and submitting details of the subjects they plan to take. The university processes these applications, subsequently uploading hall tickets onto its web portal for download, which is facilitated at the college.

**Question Paper Distribution and Surveillance:** Prior to the commencement of exams, the university uploads question papers onto the institution's login portal, which the college then downloads in coded format under the supervision of a university observer and examination superintendent. Throughout the examination period, the hall remains under continuous CCTV surveillance, ensuring the integrity of the process. Video coverage of the exams is forwarded to the university along with the answer papers on the same day.

**Integration of Technology:** Our examination halls are equipped with state-of-the-art cameras and high-speed internet connections. Additionally, a computer and printer are available for the reproduction of relevant documents and question papers. Internal assessment results are communicated to students via the internet. Furthermore, various processes such as uploading internal assessment marks, fee payment for university examinations, downloading hall tickets, question papers, valuation of answer scripts, and result declaration are fully automated, streamlining administrative tasks.

**Continuous Internal Assessment:** We incorporate the 1st, 2nd, and 3rd internal assessment schedules into our academic calendar, adhering to university regulations to ensure a comprehensive evaluation of students' progress.

**Self-Assessment:** At MRIDS, we implement self-assessment methodologies through a structured process:

1. Training faculty and students on self-assessment techniques.
2. Defining assessment criteria.
3. Application of assessment criteria to students' performance.
4. Faculty feedback on student assessments.
5. Assisting students in bridging gaps between achieved and expected performance levels. Tools such as self-assessment exercises, maintenance of individual student portfolios, and checklists facilitate this process.

**Workplace-Based Assessment:** Faculty conduct workplace-based assessments in various settings including outpatient clinics, consultations, counseling sessions, camps, treatment clinics, and post-operative scenarios. A 360-degree feedback mechanism involving relevant staff strengthens the interdisciplinary educational approach within our institution.

**OSCEs and OSPEs:** These performance-based standardized examination methods assess students' clinical skills mastery. OSCEs serve as role standards for performance, offering both formative and summative assessments while reducing variability between patients and examiners. They encourage structured and analytical learning approaches.

**Competency-Based Assessment:** Our education system emphasizes competency or outcome-based education, aligning faculty and student teaching and learning with predefined learning outcomes. Practical skills training methods such as spotters, chair-side vivas, OSCEs, and OSPEs ensure students



are proficient and prepared for independent clinical practice. These assessments evaluate students' cognitive, psychometric, affirmative skills, clinical knowledge, diagnostic abilities, and decision-making processes, ensuring the readiness of BDS and MDS students for clinical practice.

<b>File Description</b>	<b>Document</b>
Link for Information on examination reforms	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

#### 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:** B. Any 3 of the above

<b>File Description</b>	<b>Document</b>
Re-test and Answer sheets	<a href="#">View Document</a>
Policy document of the options claimed by the institution duly signed by the Head of the Institution	<a href="#">View Document</a>
Policy document of midcourse improvement of performance of students	<a href="#">View Document</a>
List of opportunities provided for the students for midcourse improvement of performance in the examinations	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

## 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:**

## Response

The Dental Council of India (DCI) defines the learning outcomes for Bachelor of Dental Surgery (BDS) and Master of Dental Surgery (MDS) programs. The college prioritizes thorough planning and careful execution of its activities, while also ensuring compliance with regulations set by the Dental Council of India (DCI).

At the outset of each academic year, the institution conducts induction and orientation day programs specifically tailored for first-year BDS and MDS students. These orientation programs serve as a crucial introduction to the course regulations stipulated by the DCI. Faculty members actively engage with students during these sessions, aiming to familiarize them with the expected learning outcomes of their respective courses. This intentional effort helps set the tone for a successful academic journey..

The integration of BDS and MDS learning outcomes into the curriculum is a carefully orchestrated process, aligning seamlessly with the DCI provisions. This integration not only ensures regulatory compliance but also equips students with the essential knowledge and skills required in the dynamic field of dentistry.

Evaluation processes, a cornerstone of the educational experience, incorporate both formative and summative methods. Formative evaluations, conducted periodically by the institution, involve a series of tests and examinations. In contrast, summative evaluations, overseen by the university, culminate in examinations held at the conclusion of the specified course.

BDS students undergo a comprehensive evaluation process, including written tests, practicals, clinical examinations, and viva voce. These diverse assessments are designed to gauge their understanding and proficiency in various aspects of dental education. MDS candidates, in addition to traditional examinations, actively participate in seminars, journal review meetings, conferences, case presentations, and didactic lectures. They are also required to maintain a logbook and submit copies of their dissertations at least six months before the final examinations.

The final examination for MDS candidates is a comprehensive assessment, covering theory, practical, clinical examinations, and viva voce. This holistic approach ensures a thorough evaluation of their knowledge, skills, and application of theoretical concepts, reflecting the institution's commitment to producing well-rounded dental professionals capable of meeting the demands of the healthcare landscape.

The dental graduate attributes such as Professional Excellence, Scientific Proficiency, Clinical Competency, Communication Skills, Patient-Centric Care, Efficient Time Management, Ethical And Legal Acumen, Peer Collaboration And Professional Standards, Community Engagement and Holistic Well-Being are prominently displayed on the college website and notice boards

The emphasis on dental graduate attributes underscores the institution's dedication to fostering graduates who not only excel academically but also embody the ethical and professional standards integral to the field of dentistry. This commitment is evident in the structured curriculum, diverse evaluation methods, and the overarching goal of producing socially responsible dental professionals. The integration of these attributes throughout the educational journey reinforces the institution's mission to develop graduates

who are not only knowledgeable but also ethical, socially conscious, and well-prepared for the challenges of dental practice.

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

## 2.6.2

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

**Response:** 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
106	95	87	87	90

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

2022-23	2021-22	2020-21	2019-20	2018-19
106	95	87	87	90

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

### 2.6.3

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

**Response:**

Response:

The Dental Council of India (DCI) regulations serve as the guiding framework for the Bachelor of Dental Surgery (BDS) and Master of Dental Surgery (MDS) programs at our institution, ensuring a comprehensive and standardized educational experience. These regulations are meticulously followed, shaping the teaching, learning, and assessment procedures to meet the required learning objectives.

The course material provided by the DCI is structured to encompass a wide array of professional abilities, practical skills, and theoretical knowledge necessary for dental practitioners. The integration of this material into the curriculum is executed through strategic planning of the academic calendar, ensuring a seamless and well-rounded educational journey.

Lectures play a foundational role, imparting essential concepts in dentistry and promoting a thorough comprehension of dental subjects. To bridge the gap between theory and practice, students undergo preclinical training, allowing them to rehearse clinical procedures in controlled environments before advancing to clinical rotations. These rotations are integral components exposing students to diverse patient scenarios, thereby enhancing their diagnostic and treatment planning skills.

In cultivating a culture of continuous learning, students are encouraged to attend conferences and Continuing Dental Education (CDE) programs. These platforms provide invaluable opportunities for

staying abreast of the latest advancements in dentistry. Effective communication skills, paramount in dentistry, are fostered through patient interactions and active participation in community outreach programs, contributing not only to professional growth but also instilling a sense of social responsibility.

The learning environment at our institution is designed to promote ethical thinking, problem-solving abilities, and critical thinking—essential attributes that contribute to the development of well-rounded dental practitioners. Evaluation methods are diverse, encompassing both formative and summative assessments. Formative tests measure continuous improvement through internal assessments, while summative tests examine overall competency through university examinations. Written exams are employed to thoroughly assess theoretical knowledge, while practical and chair-side assessments evaluate clinical abilities. Viva voce assessments play a crucial role in evaluating the problem-solving abilities of the students.

Ensuring accountability, students maintain record books that are diligently verified and certified by the head of the department. Candidates pursuing the Master of Dental Surgery (MDS) actively engage in seminars, journal review meetings, case presentations, and clinic-pathological meetings. They contribute significantly to research activities, fostering intellectual growth and evidence-based practice. At least six months before their examinations, MDS candidates submit dissertations based on clinical or experimental work.

In conclusion, our dental education program not only aligns meticulously with DCI regulations but also emphasizes practical skills, ethical considerations, and a commitment to continuous learning and research. The integration of diverse teaching methods, experiential learning, and a dedication to research ensures that our graduates are not only well-qualified but also well-rounded professionals, ready to make meaningful contributions to the ever-evolving field of dentistry.

File Description	Document
Link for any other relevant information	<a href="#">View Document</a>
Link for programme-specific learning outcomes	<a href="#">View Document</a>

#### 2.6.4

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

##### **Response:**

**PARENT TEACHER MEETING (PTM):** The institution has a Parent-Teacher MEETING (PTM) that operates under the leadership of a PTM committee. The MEETING includes representatives of staff, parents and mentors. The institution also has a Mentoring Committee composed of responsible mentors who supervise different batches of students throughout the academic year. The Mentor Committee acts as a bridge between students, institutions, and parents. Regular PTM meetings are usually held after the

second internal assessment each year. Parents are provided with information about their ward's overall academic performance, progress/success, and overall class attendance. Their feedback and suggestions are collected, analyzed, and delivered to the mentor committee, review committee, and director. Issues raised by parents are addressed and resolved after thorough discussion with the principal. Parents of underperforming students, principals, subject teachers, and mentors of interested students are invited to the meeting.

The Parent teacher meetings are conducted once a year during which the students performance in the internal assessment, attendance report and any other student specific issues are discussed. Feedback forms are obtained from the parents. The structured reports of the parent teacher meeting are shared with the faculty for performance improvement and remedial actions to be undertaken. The mentors take an active role in improving the outcome of the concerned students. Appropriate avenues are available for both parents and students to represent their grievances and concerns to be addressed in the best possible manner by the respective teaching faculty of all the academic years.

**Academic:** Provides a platform for parents, students and teachers of the institution to meet, exchange and analyze issues and make recommendations for improving academic performance.

**Complaints:** Parental involvement in all student activities and the overall development of the institution.

**Hostel/Mess Hall:** Chat and discuss any changes or modifications needed to your dormitory, including the food menu.

**Action:** Discusses general department discipline and takes corrective action when disciplinary issues arise.

**Action plan:** An ATS meeting will be held after the second internal review for each batch. Meeting information letters will be sent via SMS/email two weeks prior to the meeting date. Meetings are scheduled during university business hours on weekdays. Parent representatives from each batch are selected to form the core team. PTM Meeting Details: During the meeting, staff will report and discuss student attendance and internal grades to parents. Together with their wards, parents can meet teachers from all faculties and discuss progress. You can also discuss proposals and objections. Activities and studies planned for specific deployments are discussed. At the end of the meeting, parent feedback will be collected and any issues raised will be discussed at a subsequent Mentoring Committee meeting. Non-academic complaints and parental suggestions are resolved after consultation with the principal and management.

**PTM Results:** Regular PTM meetings have been beneficial to both students and universities, which has had a positive impact on university exam results.

**OUTCOME:** The repeated monitoring and mentoring by the academic committee have led to better results.

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

## 2.7 Student Satisfaction Survey

### 2.7.1

**Online student satisfaction survey regarding teaching learning process**

**Response: 3.59**

## 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: 50**

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

2022-23	2021-22	2020-21	2019-20	2018-19
29	31	31	29	24

#### 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: 23.75**

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

2022-23	2021-22	2020-21	2019-20	2018-19
13	12	7	22	14

#### File Description

#### Document

Institutional data in prescribed format

[View Document](#)

Fellowship award letter / grant letter from the funding agency

[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:** 8

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	2	3	1	0

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
E-copies of the grant award letters for research projects sponsored by Government, industries and non-government sources such as industries, corporate houses etc	<a href="#">View Document</a>

## 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:**

**3.2.1 The Institution has created an ecosystem for innovations including incubation center and other initiatives for creation and transfer of knowledge.**

With Entrepreneurship as the critical focus, Our Institute set out the support startups and commercializes cutting-edge technologies that were being developed in the field of Healthcare and Medical technologies. As part of this initiative, the institute established its incubator-**Malla Reddy Foundation for Research and Innovation (MR-FRI)**. As one of the earliest incubators focused on Medical Technology and health care in Hyderabad, MR-FRI played a very active role in building and anchoring the startup ecosystem in the city; in the last three years

MR-FRI has supported over 10+ startups and currently houses 5+ startups.

In the previous years, MR-FRI has collaborated with all startup incubators like

Collaborators with MR-FRI
IKP Knowledge Park
AIC-CCMB
OJAS BioNEST
RICH
We Hub
BITS TBI

In the previous years, MRIDS with MOUS like

<b>MOUs with MRIDS</b>
Mahindra University and MRIDS
CSIR-CCMB and MRIDS
University of Buffalo and MRIDS
AIDIA Health Private limited and MRIDS
PrevestDenspro Limited and MRIDS
ColteneWhaledent Pvt Ltd and MRIDS
RICH and MRHC
WE Hub and MRHC
Saveetha Dental College and MRHC
Tufts university School of Dental medicine and MRHC
Parisodhana Technologies Pvt limited and MRHC
Samhitha research solutions and MRHC
IbrumTechnologiesand MRIMS
IIITs and MRH
IKP Knowledge Park sand MRH
CCMB and MRHC
BITS - Hyderabad and MRIDS
AMIST University and MRHC

Activities of Institutional review board

- Clinical trials
- MR-FRI has also played a pivotal role in supporting the Telangana state initiative for developing the MedTech Test Bed facility under Project TEZ.

Malla Reddy Institute of Dental Sciences is a top teaching, learning, and research institute, providing opportunities for students and faculties to conduct research in various fields. The institution's review board is actively involved in its operations.

1. Organizing programs on research and its associated methodologies
2. Grooms the spirit of research into our students
3. Pre-incubation activities by establishing an in-house resource center and knowledge sharing
4. Identifying students who are keen on research activities
5. Identify and groom the creative potentials of the students.
6. Helps students in formulating their methodology of research
7. Identifying ICMR core areas and encouraging students to pursue funding for their research Project
8. Motivate the faculties to pursue high-end and cutting-edge research projects to bring the Institute into prominence and give extra motivation to our students.

The institution offers faculty and students the chance to undertake clinical research projects, including treatment-based, randomized clinical trials, and drug/materials-based studies. The institution also encourages the publication of completed projects, with the institutional review board ensuring submission of research completion reports.

The principal investigator works under the review board to ensure publication. Alumni who have successfully passed postgraduate entrance exams and established successful practices motivate students to pursue their dreams. This exposure exposes students to global possibilities and helps them get a head start in their professional careers. This results in an increase in students joining post-graduation and starting their dental practice.

File Description	Document
Link for details of the facilities and innovations made	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

### 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:** 32

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

2022-23	2021-22	2020-21	2019-20	2018-19
8	8	3	7	6

File Description	Document
Report of the workshops/seminars with photos	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

### 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	<a href="#">View Document</a>
Institutional data in prescribed forma	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 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:** 0.55

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: 23

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

Response: 42

File Description	Document
PhD/ DM/ M Ch/ PG Degree Award letters of students (with guide's name mentioned)	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 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:** 2.78

File Description	Document
Institutional data in prescribed forma	<a href="#">View Document</a>
Web-link provided by institution in the template which redirects to the journal webpage published in UGC notified list	<a href="#">View Document</a>

### 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**

<b>Response:</b> 0.03	
<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Link for additional Information	<a href="#">View Document</a>

### 3.4 Extension Activities

<p><b>3.4.1</b></p> <p><b>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.</b></p> <p><b>Response:</b> 0</p>
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<p>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.</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	0	0	0	0	0
2022-23	2021-22	2020-21	2019-20	2018-19						
0	0	0	0	0						

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

<p><b>3.4.2</b></p> <p><b>Average percentage of students participating in extension and outreach activities during the last five years</b></p>
--

**Response: 0**

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Institutional data in prescribed forma	<a href="#">View Document</a>
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	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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:**

Malla Reddy Institute of Dental Sciences has been actively engaged in extension and outreach activities focused on promoting dental health awareness and community service. Over the past five years, the institution has earned numerous awards and recognitions for its outstanding contributions in this area. Below is an overview of the significant awards and recognitions received by MRIDS for its extension and outreach efforts.

MRIDS, the Malla Reddy Institute of Dental Sciences, has demonstrated an unwavering commitment to dental health awareness and community service, leading to numerous accolades and recognitions from various prestigious organizations. Over the years, the institution's exceptional efforts have been acknowledged through awards such as the Recognition Letter and Letter of Appreciation from various esteemed bodies.

TAGORE High School also presented MRIDS with a Letter of Appreciation, further validating the institute's role in fostering dental health education. The collaboration between MRIDS and educational institutions like TAGORE High School is crucial in spreading awareness and knowledge about dental health to students, encouraging them to adopt and maintain good oral hygiene habits from an early age.

The Lions Club District, known for its extensive service activities and global presence, honored MRIDS

with a Recognition Letter. This acknowledgment from the Lions Club District is a significant achievement, reflecting MRIDS's alignment with the Lions Club's mission of serving communities and addressing health issues. The recognition from such a prominent organization emphasizes the institute's impactful contributions to community service and dental health awareness.

The Mandal Parishad Primary School awarded MRIDS a Letter of Appreciation for its educational outreach programs. By engaging with primary schools, MRIDS plays a pivotal role in shaping young children's understanding of dental health. This recognition showcases the institute's commitment to nurturing good oral hygiene practices from a grassroots level, ensuring long-term positive health outcomes.

The Ministry of Youth and Sports also acknowledged MRIDS's efforts with a Recognition Letter. This award from a national governmental body underscores the broader impact of the institute's initiatives beyond local communities, reaching out to the youth and promoting health and wellness on a larger scale.

Recognition from Raj Bhavan Telangana, the official residence of the Governor of Telangana, is a prestigious honor. Receiving a Letter of Appreciation from such a high-ranking official establishment accentuates MRIDS's significant contributions to the community and public health.

Lastly, the Kaloji Narayan Rao University of Health Sciences honored MRIDS with a Recognition Letter. As a leading health sciences university, this acknowledgment from Kaloji Narayan Rao University highlights MRIDS's outstanding educational and community service initiatives.

In summary, MRIDS has received multiple awards such as Recognition Letters and Letters of Appreciation from various prestigious organizations, including the Rotary Club Sainikpuri, Cambridge Junior College, TAGORE High School, Lions Club District, District Medical Health Office, Mandal Parishad Primary School, Ministry of Youth and Sports, Raj Bhavan Telangana, and Kaloji Narayan Rao University of Health Sciences. These accolades reflect the institute's exceptional dedication to dental health awareness and community service, affirming its role as a leader in promoting oral health and public welfare.

File Description	Document
Link for list of awards for extension activities in the last 5 year	<a href="#">View Document</a>
Link for e-copies of the award letters	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

### 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:**

Malla Reddy Institute of Dental Sciences (MRIDS) is committed to institutional social responsibility (ISR), actively engaging in education, environmental initiatives, health and hygiene awareness, free or subsidized healthcare, and socio-economic development. Over the past five years, the college's students and staff have significantly contributed to the local community through various impactful activities.

**Education Initiatives:** MRIDS prioritizes education by conducting regular workshops and seminars in the community. These programs focus on oral health, personal hygiene, and preventive healthcare, often in collaboration with local schools to promote dental care among children. Additionally, the institution has adopted a school and offers scholarships to underprivileged girls for pursuing dental education. These scholarships cover tuition fees and related expenses, fostering education and empowerment among women.

**Environmental Initiatives:** MRIDS actively participates in the Swachh Bharat campaign, organizing community clean-up drives to maintain cleanliness in public areas. Students and staff clean local parks, streets, and other public spaces, promoting environmental responsibility. Tree plantation drives are another key initiative, with events where students and staff plant trees to enhance green cover in public spaces to enhance environmental sustainability.

**Health and Hygiene Awareness:** Malla Reddy Institute of Dental Sciences (MRIDS) focuses on health and hygiene awareness by conducting free dental health camps in local communities. Using a mobile dental bus, the college provides basic dental care for both pediatric and geriatric populations. Awareness campaigns on preventive measures such as handwashing, personal hygiene, and oral care reach diverse age groups. Key campaigns include National Tooth Brushing Day, No Tobacco Day, World Cancer Day, Hepatitis Vaccination Campaign, Oral Hygiene Day, Trauma Awareness Campaign, and the "Save Your Tooth" Root Canal Awareness Program. During the pandemic, MRIDS organized a Mask Distribution and COVID Awareness Program, emphasizing safety measures, vaccination resources, and mental health support.

**Free/Subsidized Healthcare:** MRIDS operates mobile dental clinics that visit remote areas to provide free or subsidized dental care, including cleanings, extractions, and fillings. The college also offers basic procedures at its on-campus clinic at no cost, with other treatments provided at subsidized rates, ensuring affordable dental care for low-income families.

**Socio-Economic Development:** MRIDS promotes socio-economic development through skill development programs for local women, offering vocational training to boost employment prospects. The institution provides basic computer training in word processing, spreadsheets, and internet navigation, preparing women for the digital workforce. MRIDS also offers job placement assistance within the Malla Reddy group and collaborates with local NGOs to support broader socio-economic development.

**Expenditure Incurred:** MRIDS has allocated over 20 lakh rupees toward ISR activities in the last five years, covering costs related to health camps, environmental events, scholarships, and socio-economic programs. These investments underscore MRIDS dedication to making a positive impact on the community through education, health, environment, and socio-economic development.

Overall, MRIDS institutional social responsibility activities demonstrate the college's commitment to creating a positive impact on the local community, focusing on education, health, environment, and socio-

economic development.

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
Link for details of Institutional social responsibility activities in the neighbourhood community during the last 5 years	<a href="#">View Document</a>

### 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:** 21.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
20	24	12	24	27

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Documentary evidence/agreement in support of collaboration	<a href="#">View Document</a>
Certified copies of collaboration documents and exchange visits	<a href="#">View Document</a>

#### 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:** 26

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: 26

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
E-copies of the MoU's with institution/ industry/ corporate house, Indicating the start date and completion date	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

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### 4.1 Physical Facilities

#### 4.1.1

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

**Response:**

**RESPONSE:**

Malla Reddy Institute of Dental Sciences (MRIDS) is committed to providing a conducive environment for teaching and learning, aligning its facilities with the standards set by the appropriate regulatory bodies. The institution continuously strives to enhance the quality of education through state-of-the-art infrastructure and resources.

**Classrooms:**

Classrooms at MRIDS are designed to foster an interactive and engaging learning experience. The institute boasts of well-ventilated and spacious 4 classrooms equipped with modern teaching aids. The furniture is ergonomic, ensuring comfort for both students and faculty. The institution recognizes the importance of Information and Communication Technology (ICT) in education and has incorporated ICT-enabled classrooms to facilitate dynamic and technology-driven teaching methods.

**Seminar Halls:**

Every PG department has attached Seminar Halls as per DCI regulations and are well equipped for undertaking the regular Post Graduate teaching sessions, seminars, and journal clubs.

**Clinical Learning:**

Clinical learning is a crucial component of dental education, and MRIDS has invested significantly in creating top-notch facilities for this purpose. The clinical departments are equipped with the latest dental chairs, diagnostic tools, and treatment instruments. The infrastructure supports hands-on training, allowing students to apply theoretical knowledge in a practical setting. Clinical learning facility at this Institution is one of the best as we are modernizing our clinical facilities over and above DCI norms. Apart from conventional radiographic techniques, Digital Dental Radiography techniques of RVG, OPG facilities, CBCT, CAD- CAM, Advanced Dental operating Microscopes, implant surgical equipment, LASERS are used for student learning.

Learning in the community is an integral part of the curriculum at MRIDS. The institution collaborates with community health organizations to provide students with opportunities for outreach programs, dental camps, and community service.

**Laboratories:**

Laboratories at MRIDS are well-equipped with cutting-edge technology and instruments, ensuring that students have hands-on experience with the latest advancements in dentistry. The institution prioritizes the safety and efficiency of laboratory spaces, complying with all regulatory requirements for a secure and conducive learning environment.

Skills labs play a pivotal role in honing the practical skills of dental students. MRIDS has established well-equipped skills labs where students can practice and refine their clinical skills under the guidance of experienced faculty members.

The Institution possesses the following infrastructure needed for academic teaching and learning:

- ICT lecture halls with smart boards, microphone and speakers
- Auditorium to organize any seminars, guest lectures and CDE programmes
- Seminar halls in every PG department for case presentations, seminars and journal club discussions.
- Anatomy Cadaver and Specimen Lab
- Biochemistry Lab
- Pharmacology Lab
- General Pathology and General Physiology Lab
- Microbiology Lab
- Oral Histology and Oral Pathology Pre-clinical Lab
- Pre-clinical Prosthodontic Lab
- Pre-clinical Conservative Dentistry Lab
- Pre- clinical Phantom Head Lab
- Advanced Library.

MRIDS continues to invest in upgrading its facilities to meet the evolving needs of dental education and to foster an environment that promotes academic excellence.

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

#### 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:**

**RESPONSE:**

Malla Reddy Institute of Dental Sciences (MRIDS) places a strong emphasis on the holistic development of its students, recognizing the pivotal role that sports, games, and cultural activities play in shaping well-rounded individuals. The institution is equipped with state-of-the-art facilities that cater to diverse interests, promoting physical fitness, teamwork, and cultural enrichment.

**OUTDOOR GAMES:**

We have a considerable area of playground for all track events and outdoor games like Football, Basketball, Volley ball, Cricket, throw ball etc. to be conducted with ease. A spacious playground to conduct track events, cricket etc. is present in-front of the institute.

**INDOOR GAMES:**

Rooms for indoor sports activities are provided with best amenities. Students can participate in indoor games like Table Tennis, Carom board, Chess etc. After college hours, interested students and staff practice their game of interest in the evening under the guidance of the physical trainer.

**PHYSICAL TRAINER:**

Our institution has an exclusive physical trainer to coach the students. The physical trainer teaches the students about the rules and techniques of the games. Physical trainer provides individual training to students as per their game of interest. All the athletic events are arranged and conducted to our students and Staff.

**GYMNASIUM:**

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

**ANNUAL MEET:**

Every year this Institute conducts Annual meet for the students to participate in various sports and cultural activities. Every batch represents a team. Based on their scores on winning the games, the batch which has the highest score is given the Championship. Inter college Cricket tournaments are conducted in the institution, where the students of each year participate along with the staff.

**OPEN AIR AUDITORIUM:**

The Institution has open Air Auditorium where around 1000 students can be accommodated while conducting any cultural event.

**AMPHITHEATRE:**

The Institution has an Amphitheatre named "Rangasthalam", which has a semicircle area of step seating with an ecstatic view of the Dias in the centre where various singing and Dancing Competitions are

conducted.

### Celebrations

Special occasions are celebrated every year as a part of festivals of National Importance

- Independence Day
- Republic day
- Pongal
- Dussehra

MRIDS continues to prioritize the enhancement of these facilities, ensuring that they remain aligned with the evolving needs and aspirations of its diverse student community.

File Description	Document
Link for list of available sports and cultural facilities	<a href="#">View Document</a>
Link for geotagged photographs	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

### 4.1.3

#### Availability and adequacy of general campus facilities and overall ambience

##### Response:

##### RESPONSE

Malla Reddy Institute of Dental Sciences (MRIDS) is committed to providing a conducive and comprehensive campus environment, ensuring the well-being and convenience of its students and staff. The institution has invested in a range of facilities that contribute to the overall campus experience, aligning with the standards set by regulatory bodies.

##### Hostels:

MRIDS offers separate hostels for male and female students, providing a safe and comfortable living space. The hostels are equipped with modern amenities, including spacious rooms, common areas, and recreational facilities. Adequate security measures are in place to ensure the safety of residents.

##### Security:

The campus is guarded and guided by well-trained security personnel. All the areas in the campus are installed with CCTV cameras and they are monitored constantly. The security personnel are posted at all appropriate locations in the campus.

**Staff quarters:**

Well-furnished apartments are provided within the campus for interested faculty for betterment of students and for Emergency treatment of patients. Both quarters and the hospital have spacious car and two-wheeler parking facilities.

**Bank And ATM:**

The campus has an ATM of Bank of India to provide banking services to faculty, employees and patients.

**Medical Facilities:**

Medical hospital and Pharmacy is located within the campus and an availability of 24x7 driver and vehicle, first aid kit and necessary equipment for any emergency purpose is present.

**WI-FI:**

Campus has Wi-Fi and LAN facilities to enable all educational services and resources.

**Transport facility:**

AC and Non AC Buses and other vehicles are available from different areas for both the students and the staff.

**Toilets:**

The campus has well-maintained and hygienic toilet facilities spread across different blocks. Regular cleaning and maintenance routines are in place to ensure cleanliness and the overall well-being of the campus community.

**Canteen:**

MRIDS features a well-equipped and hygienic canteen that caters to the nutritional needs of students and staff. The canteen provides a variety of meals and snacks, ensuring that the campus community has access to wholesome and diverse food options.

**Roads and Signage:**

The campus has well-laid roads and clear signage, facilitating smooth movement within the premises. Proper signage ensures that students and visitors can easily navigate the campus, contributing to a hassle-free experience.

**Green campus:**

The campus is surrounded by huge playgrounds and greenery with also being a home for various seasonal birds making it a pleasant and calm environment for the students and people visiting there. The campus also has a beautiful fish pond and water fountain located in front of the college.



### Alternate Sources of Energy:

In line with sustainable practices, MRIDS has incorporated alternate sources of energy. This may include solar panels or other environmentally friendly solutions to supplement the energy needs of the campus, contributing to a reduced carbon footprint.

### STP (Sewage Treatment Plant) and Water Purification Plant:

The campus is equipped with a Sewage Treatment Plant (STP) to manage and treat wastewater, adhering to environmental standards. Additionally, a water purification plant ensures the availability of clean and safe drinking water for the campus community.

File Description	Document
Link for photographs/ Geotagging of Campus facilities	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

#### 4.1.4

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

**Response:** 19.38

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

2022-23	2021-22	2020-21	2019-20	2018-19
137.36	68.61	123.44	22.66	46.47

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.	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Audited utilization statements (highlight relevant items)	<a href="#">View Document</a>

## 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:**

**Response**

Malla Reddy Institute of Dental Sciences (MRIDS) Prioritizes excellence in clinical teaching and learning and fulfills all the regulatory norms set by DCI and KNRUHS for its undergraduates and Postgraduates Courses. The institution is committed to providing an environment that fosters practical skills developments, Hands-on experience, and exposure to the latest advancements in dentistry.

**Teaching Hospital/s:**

The dental Hospital has total chairs of 238 with special clinics. Undergraduate and postgraduate students have abundant learning opportunities throughout the entire training period. All the UG and PG departments are well equipped with Individual seminar rooms and facilities.

Students of MRIDS have their basic training in medical subjects in fully equipped Malla Reddy Institute of Medical Sciences and it attached Malla Reddy Hospital.

Malla Reddy hospital has

- 30 bedded well equipped casualties with emergency medical and surgical care.
- IPD consists of 37 wards, 1180 beds with facilities like resident doctor's room, nurse's duty room, examination and treatment room etc.
- Well equipped 13 operation theatres and 5 minor OT's.
- Critical care unit consists of MICU (15 beds) ICCU (15 beds) RICU (6 beds) NICU (15 beds) SICU (15 beds) Postoperative (20 beds) Pre-operative (10 beds) and Burn unit (5 beds).

We have a medical education unit and dental education unit with regular teacher training and research methodology workshops along with training in teaching learning methodologies.

**Equipments:**

The institution is equipped with state-of-the-art dental equipment that meets or exceeds the norms established by the regulatory bodies. MRIDS understands the critical role that modern equipment plays in providing quality education and clinical training. MRIDS has high end diagnostic and therapeutic equipments which also aid in the student learning.

Panoramic Radiography

Implants Kits

Advanced Implant kits

Cautery

LASER

Operating Microscope

Intra oral Scanner and 3d Printer

CADCAM

LAB SCANNER

Milling Machine

Public Health Dentistry Department has a fully functioning Mobile dental unit to cater to the rural areas and economically backward strata through community outreach activities.

### **Laboratory Facilities:**

MRIDS boasts well-equipped laboratories that provide students with hands-on experience in various dental procedures. The facilities comply with regulatory guidelines, ensuring that students receive comprehensive training in pre-clinical procedures before transitioning to clinical settings.

Malla Reddy hospital has laboratories pertaining to all departments

- Central- pathology, biochemistry, microbiology
- Departmental- anatomy, physiology, biochemistry, pathology, pharmacology, microbiology

These are one of the best equipped pre clinical labs with experienced senior medical faculty for contemporary training in medical subjects.

MRIDS has preclinical labs

- Dental Anatomy And Oral Histology Lab
- Preclinical Conservative Lab
- Preclinical Prosthodontic Lab
- Orthodontics Lab
- Oral Pathology Lab

The laboratories are designed to simulate real clinical scenarios, allowing students to practice and refine their skills in a controlled environment.

### **Clinical Teaching-Learning Facilities:**

Adequacy in clinical teaching-learning facilities is a hallmark of MRIDS. The clinical departments are structured to cater to different specialties, providing a comprehensive learning experience. These

facilities are designed to offer a mix of routine and specialized dental services, exposing students to a wide spectrum of cases. The clinical settings adhere to strict infection control measures, emphasizing the importance of hygiene and patient safety.

MRIDS continues to invest in upgrading its clinical facilities, ensuring that they remain at the forefront of dental education and patient care.

File Description	Document
Link for the list of facilities available for patient care, teaching-learning and research	<a href="#">View Document</a>
Link for the facilities as per the stipulations of the respective Regulatory Bodies with Geotagging	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

#### 4.2.2

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

**Response:** 73568

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

2022-23	2021-22	2020-21	2019-20	2018-19
93674	87797	55087	65198	65704

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

2022-23	2021-22	2020-21	2019-20	2018-19
87	99	72	69	53

<b>File Description</b>	<b>Document</b>
Year-wise outpatient and inpatient statistics for the last 5 years	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Extract of patient details duly attested by the Head of the institution	<a href="#">View Document</a>
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	<a href="#">View Document</a>
Link to hospital records / Hospital Management Information System	<a href="#">View Document</a>

### 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:** 537.2

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.

2022-23	2021-22	2020-21	2019-20	2018-19
514	508	490	550	519

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.

2022-23	2021-22	2020-21	2019-20	2018-19
36	35	23	11	0

<b>File Description</b>	<b>Document</b>
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	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Details of the Laboratories, Animal House and Herbal Garden	<a href="#">View Document</a>
Detailed report of activities and list of students benefitted due to exposure to learning resource	<a href="#">View Document</a>

#### 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:** B. Any three of the above

<b>File Description</b>	<b>Document</b>
Institutional prescribed format	<a href="#">View Document</a>
Government Order on allotment/assignment of PHC to the institution	<a href="#">View Document</a>
Geotagged photos of health centres	<a href="#">View Document</a>
Documents of resident facility	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 4.3 Library as a Learning Resource

#### 4.3.1

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

**Response:**

## **RESPONSE :**

Malla Reddy Institute of Dental Sciences (MRIDS) takes pride in its commitment to providing cutting-edge resources and facilities, including a state-of-the-art library that is efficiently managed through an Integrated Library Management System (ILMS). The implementation of ILMS has significantly enhanced the library's functionalities, ensuring seamless operations and access to a wealth of academic resources for students and faculty.

MRIDS Library fully automated through KOHA, Web-OPAC, Barcode and Knimbus E-Library Remote Access With Wi-Fi enable and with seating capacity of 100. Library functioning from 9:00 am to 9:00pm on all working days.

### **Name and Features of the ILMS Software:**

MRIDS employs the KOHA Integrated Library System, a widely recognized and open-source ILMS that offers a range of features to streamline library operations. KOHA provides a user-friendly interface for both librarians and users, facilitating efficient cataloging, circulation, and management of library resources. Some key features of KOHA include a web-based interface, cataloging tools, circulation management, serials control, and reporting capabilities.

### **Nature and Extent of Automation:**

The library at MRIDS has undergone full automation, indicating a comprehensive integration of ILMS across all library functions. Full automation includes cataloging, circulation, acquisitions, and serials control. This ensures that the library's operations are optimized for efficiency, enabling quick and accurate retrieval of information, streamlined circulation processes, and effective management of the library's collection.

### **Year of Commencement and completion of automation:**

Library was provided with KOHA software was installed in the year 2023 with implementation of complete automation.

The commencement and completion of library automation at MRIDS represent a strategic investment in technology to enhance the overall learning experience. The decision to automate the library aligns with the institution's commitment to providing students and faculty with modern tools and resources that facilitate academic research, learning, and information retrieval.

### **Benefits of ILMS at MRIDS:**

The implementation of ILMS at MRIDS has brought about several notable benefits:

- **Efficient Resource Management:** ILMS allows for efficient cataloging and classification of library resources, making it easier for users to locate and access materials.
- **Streamlined Circulation:** The circulation process is streamlined, reducing waiting times and enhancing user satisfaction. The automation of check-in, check-out, and renewal processes contributes to a smoother user experience.
- **Accurate and Timely Reporting:** ILMS provides robust reporting tools that enable librarians to

generate accurate and timely reports on various aspects of library operations. This aids in decision-making and resource allocation.

- **Enhanced User Experience:** The web-based interface of Koha ensures that users can access the library's catalog and resources remotely, contributing to an enhanced and accessible user experience.
- **Integration with Online Resources:** ILMIS facilitates integration with online databases and e-resources, ensuring that users can seamlessly access a wide range of digital materials alongside the physical collection.

Adoption of the KOHA Integrated Library Management System at MRIDS reflects a forward-thinking approach to library management. The comprehensive automation of library operations has not only streamlined processes but has also empowered students and faculty with efficient access to a wealth of academic resources.

File Description	Document
Link for geotagged photographs of library facilities	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

#### 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:**

**RESPONSE:**

Malla Reddy Institute of Dental Sciences (MRIDS) places a strong emphasis on enriching its library resources to cater to the diverse academic needs of students and faculty. Apart from the central library, each department has its individual library which focuses on books relevant to the particular specialty. All of these factors combine to create a productive, academic, and scholarly environment that enables academic and institutional performance to improve. Based on the curriculum and annual budget, the library purchases and updates a wide variety of textbooks, journals, digital databases, theses and doctoral dissertations. It also provides students and staff with entertainment and safe recreation by offering a variety of newspapers and magazines

**Total Number of Books and Reference Volumes:**

MRIDS boasts an extensive collection of books and reference volumes that cater to the varied disciplines within dentistry and related fields. The library is refurbished once a year for books and journals depending upon the syllabus, needs of the educational program and financial plan. Books are available for both medical sciences and dentistry. Presently the total number of titles of textbooks are 804, total



volumes of textbooks are 2641, and periodicals back volume is 2450. 726 national, 1724 international, 245 online journals and 162 audio videos are available for the students and faculty to access and gain knowledge. Knimbus which has about 100 e-books which can be accessed on campus and off campus. The collection is regularly updated to incorporate the latest publications and advancements in dental science.

### **Collection of Ancient Books and Manuscripts:**

In addition to modern texts, MRIDS takes pride in preserving and showcasing the rich heritage of ancient Indian knowledge systems. The library has curated a collection of ancient books and manuscripts that offer insights into traditional medicine, dental practices, and related disciplines. These rare and valuable resources contribute to the institution's mission of preserving and promoting traditional knowledge in the field of dentistry.

### **Digitalized Traditional Manuscripts:**

Recognizing the importance of digitization in preserving and disseminating traditional knowledge, MRIDS has undertaken initiatives to digitize ancient manuscripts. This digital archive ensures the preservation of fragile and aging manuscripts while making them more accessible to scholars, researchers, and students. The digitalized traditional manuscripts serve as a valuable resource for those interested in delving into the historical roots of dental science.

### **Discipline-Specific Learning Resources from Ancient Indian Languages:**

The library's collection includes discipline-specific learning resources in dentistry. This initiative enhances the diversity of resources available to students and researchers, fostering a holistic understanding of the cultural and linguistic dimensions of dental practices in India.

### **Special Reports and Knowledge Resources:**

The library at MRIDS goes beyond conventional resources by incorporating special reports and unique knowledge resources. These may include research findings, case studies, and reports related to dental health and traditional systems of medicine.

The library's comprehensive collection serves as a testament to the institution's dedication to academic excellence, research, and the preservation of cultural heritage in the field of dentistry.

<b>File Description</b>	<b>Document</b>
Link for geotagged photographs of library ambiance	<a href="#">View Document</a>
Link for data on acquisition of books / journals / Manuscripts / ancient books etc., in the library.	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

### **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:** D. Any two of the above

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed sormat	<a href="#">View Document</a>
E-copy of subscription letter/member ship letter or related document with the mention of year	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### **4.3.4**

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

**Response:** 6.66

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)

2022-23	2021-22	2020-21	2019-20	2018-19
14.75	1.78	2.06	4.47	10.24

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	<a href="#">View Document</a>
Proceedings of library Committee meeting for allocation of fund and utilization of fund for purchase of books and journals	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Audit statement highlighting the expenditure for purchase of books and journal library resources	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Links for additional information	<a href="#">View Document</a>

#### 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:**

#### **RESPONSE:**

**INTRODUCTION:** A wide range of training programmes are provided by the libraries. These training programmes aim to help the user to find and search information independently. Such programmes acquaint the user with the library facilities such as general rules and regulations of the library, the library collection and its location, catalogue of the library and how to use it, lending and borrowing facilities, and information services of the library. There is a separate study area for students and staff to read library books and their own book. Remote access is also available in both college campus and hostel campus to refer e-journals from different data bases like K-HUB and KNIMBUS.

The basic aim of the user orientation programmes is to introduce the library and its services to the new user. These programmes are in the form of a lecture by the librarian followed by a tour of the library.

**IN-PERSON AND REMOTE ACCESS USAGE OF LIBRARY:** MRIDS Library has the facility to access the subscribed e-resources K-HUB journals medical collection which have 800 e-journals and Knimbus which have 100 e-books. These can access in and off campus. All the PGs and faculty members to use this facility for the access of e-resources.

#### **Rules FOR REMOTE ACCESS**

- NEVER share logon credentials with anyone.
- Use strong and memorable passwords.

**LIBRARY ORIENTATION PROGRAM FOR FIRST YEAR BDS AND MDS STUDENTS:** Every academic year, a Library Orientation Program is held to familiarize students with the library's facilities and services as a part of the course orientation program.

The rules and regulations, which include biometric attendance explained properly to students. Students are also taught how to use a virtual library and electronic databases for educational purposes. There will be a demonstration of how to use automated databases to conduct literature searches.

File Description	Document
Link for details of library usage by teachers and students	<a href="#">View Document</a>
Link for details of learner sessions / Library user programmes organized	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

#### 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	<a href="#">View Document</a>
Links to additional information	<a href="#">View Document</a>
Give links e_content repository used by the teachers	<a href="#">View Document</a>

## 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: 10

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

Response: 10

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Geo-tagged photos	<a href="#">View Document</a>
Consolidated list duly certified by the Head of the institution	<a href="#">View Document</a>

**4.4.2**

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

**Response:**

**RESPONSE:**

Malla Reddy Institute of Dental Sciences (MRIDS) is committed to providing state-of-the-art IT facilities to its students, recognizing the pivotal role technology plays in contemporary education. The institution ensures regular updates and enhancements to computer availability and IT infrastructure, including Wi-Fi facilities, to create a learning environment.

**Computer Availability for Students:**

MRIDS maintains a robust computer availability system that caters to the needs of students across various disciplines. The institution regularly updates and upgrades the computers to keep pace with technological advancements, fostering an environment that promotes digital literacy and proficiency among students.

The institution initiated a significant update to the computer availability for students. This update involved the addition of new computers, ensuring an increased number of workstations to accommodate the growing student population. The new computers were equipped with the latest hardware specifications and software applications necessary for dental education, research, and project work. This update aimed to enhance accessibility and reduce waiting times, providing students with seamless access

to computing resources.

### **IT Facilities Including Wi-Fi:**

MRIDS places a strong emphasis on providing robust IT facilities, extending beyond computer labs to encompass campus-wide Wi-Fi connectivity. The institution recognizes the importance of connectivity and digital access in facilitating research, online learning, and collaborative projects. The Wi-Fi infrastructure is regularly updated to meet the demands for bandwidth, coverage, and speed.

The most recent update to the Wi-Fi infrastructure occurred in JAN 2023. This update involved the installation of advanced networking equipment, ensuring enhanced connectivity across the campus. The update aimed to address the growing reliance on digital resources and accommodate the increasing number of devices connected to the Wi-Fi network. The upgraded Wi-Fi facilities not only contribute to a seamless online learning experience but also support collaborative research and facilitate communication among students and faculty.

### **Nature of Updation:**

The updates to computer availability and IT facilities at MRIDS encompass both hardware and software aspects. Hardware updates involve the addition of new computers, ensuring that students have access to the latest technology for their academic endeavors. Software updates include the installation of the latest versions of essential applications and tools, ensuring that students can leverage cutting-edge software for research, simulations, and learning activities.

Wi-Fi updates involve enhancements to the network infrastructure, including the installation of advanced routers, access points, and other networking equipment. These updates are aimed at improving the overall stability, speed, and coverage of the Wi-Fi network, ensuring that students and faculty can seamlessly connect to the internet and access digital resources.

Malla Reddy Institute of Dental Sciences maintains a dynamic approach to IT facilities, regularly updating computer availability and Wi-Fi infrastructure. The institution's commitment to staying abreast of technological advancements ensures that students have access to contemporary computing resources and robust connectivity. These updates contribute significantly to the overall learning experience at MRIDS, creating an environment where technology is leveraged to enhance education, research, and collaboration. The institution remains dedicated to the continuous improvement of its IT facilities to meet the evolving needs of the academic community.

<b>File Description</b>	<b>Document</b>
Link for documents related to updation of IT and Wi-Fi facilities	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

### **4.4.3**

**Available bandwidth of internet connection in the Institution (Lease line)****Response:** ?1 GBPS

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Details of available bandwidth of internet connection in the Institution	<a href="#">View Document</a>
Bills for any one month of the last completed academic year indicating internet connection plan, speed and bandwidth	<a href="#">View Document</a>

**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:** 5.49

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)

2022-23	2021-22	2020-21	2019-20	2018-19
79.63	22.64	24.51	6.46	1.50

<b>File Description</b>	<b>Document</b>
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	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Link for any additional information	<a href="#">View Document</a>

**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:****RESPONSE:**

Malla Reddy Institute of Dental Sciences (MRIDS) places a strong emphasis on maintaining high-quality physical and academic support facilities, and the institution has established robust systems and processes to ensure the effective management and upkeep of these resources. The committees governing the maintenance of facilities are designed to align with best practices, regulatory requirements, and the evolving needs of the academic community.

**Laboratory Maintenance:**

Laboratories at MRIDS are integral to practical learning, and the institution has committee for their maintenance. This committee conducts regular inspection and calibration of equipment, ensuring that all instruments are in optimal working condition. Protocols for waste disposal, chemical storage, and adherence to safety standards are strictly enforced. Additionally, the policy outlines procedures for the timely replenishment of consumables and the incorporation of new technologies to keep the laboratories at the forefront of dental education.

**Library Maintenance:**

The library at MRIDS is a cornerstone of academic resources, and the institution has established committee to ensure its efficient functioning. The library follows a systematic cataloging system, facilitating easy access to books and reference materials. The policy mandates regular inventory checks to track the status of books, and a proactive approach to acquiring new publications. Maintenance also extends to the preservation of ancient books and manuscripts, with special measures in place for their care and digitization to ensure longevity and accessibility.

**Sports Facilities Maintenance:**

Recognizing the importance of sports in holistic development, MRIDS has a committee in place for the maintenance of sports facilities. This includes routine inspections of playing fields, equipment checks, and safety audits. The policy outlines procedures for the timely repair or replacement of sports equipment, ensuring that students have access to safe and well-maintained facilities. Regular landscaping and ground maintenance are also part of the policy to create an aesthetically pleasing and conducive environment for physical activities.

**Computer Facilities Maintenance:**

MRIDS acknowledges the central role of computers in modern education, and a comprehensive committee is in place for the maintenance of computer facilities. This policy covers regular software updates, cybersecurity measures, and hardware checks. The institution follows a systematic approach to address technical issues promptly, ensuring minimal disruption to academic activities. Periodic audits of computer labs are conducted to assess the adequacy of resources and to plan for necessary upgrades based on technological advancements.

**Classroom Maintenance:**



Classrooms are essential spaces for academic activities, and MRIDS has policies in place for their maintenance. The policies cover routine checks of audio-visual equipment, seating arrangements, and cleanliness. The institution ensures that classrooms are equipped with necessary teaching aids, including projectors and whiteboards. Additionally, the policies outline procedures for addressing any infrastructure issues promptly to create a conducive and comfortable learning environment.

**Monitoring and Compliance:**

MRIDS maintains a dedicated team for monitoring and compliance with these committees. Regular audits and inspections are conducted to ensure that the established systems and processes are adhered to effectively. Any deviations or issues are addressed promptly to maintain the highest standards in physical and academic support facilities.

The institution remains dedicated to continuous improvement, ensuring that its facilities contribute to an enriched and holistic educational experience for students.

<b>File Description</b>	<b>Document</b>
Link for minutes of the meetings of the Maintenance Committee	<a href="#">View Document</a>
Link for log book or other records regarding maintenance works	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

## 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:** 13.95

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)

2022-23	2021-22	2020-21	2019-20	2018-19
12	82	117	100	62

#### File Description

#### Document

List of students who received scholarships/  
freeships /fee-waivers

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Consolidated document in favour of free-ships and  
number of beneficiaries duly attested by the Head  
of the institution

[View Document](#)

Attested copies of the sanction letters from the  
sanctioning authorities

[View Document](#)

#### 5.1.2

**Capability enhancement and development schemes employed by the Institution for students:**

**1. Soft skill development**

**2. Language and communication skill development**

**3. Yoga and wellness**

**4. Analytical skill development**

**5. Human value development**

## 6. Personality and professional development

## 7. Employability skill development

**Response:** C. Any three of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

### 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:** 64.25

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

2022-23	2021-22	2020-21	2019-20	2018-19
548	295	297	294	298

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

### 5.1.4

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

**Response:**

**Malla Reddy has an active international cell to cater to the needs of the international and NRI Students.**

The key functions of the international cell.

1. **Admission Information:** - All information regarding the admission process for international students is made available. The prospective students can seek the information through the website, contact the international cell through mail or mobile no. The admission happen through KNRUHS Portal.

2. **Admission process:**

- Issue of notification on KNRUHS Website
- Eligibility criteria for NRI students
- Online Application, Registration & Fee payment
- Online verification of documents, Counselling & Admission
- Fee payment: Tuition fee is as per the fee fixation committee and KNRUHS regulations

**The international students have to qualify in NEET exam and apply for the management quota (NRI) seats.**

1. College life: Any queries on the student and college life the aspiring students can contact the International cell / Dean`s office.
2. Induction and Orientation Day: The International students are inducted along with the other students and any specific requirements or issues for a smooth students life are facilitated through the international student cell.

**International relations and collaborations:**

As part of student training & exposure, International exchange programmes for students was initiated with AIIMST University in Kedah, Malaysia. The two week student exchange provided a unique opportunity for MRIDS students to a spectrum of educational and contemporary dental practices being followed at AIIMST University.

Clinical shadowing: A pivotal aspect of the programme involved shadowing dental students and faculty in clinical settings. The immersive experience provided participants with firsthand experience to workings of dentistry in Malaysia.

Establishing international relations and exchanges help in understanding international student`s requirements and thereby helping in improving the outcomes of International Cell at MRIDS

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for international student cell	<a href="#">View Document</a>

### 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	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Circular/web-link/ committee report justifying the objective of the metric	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 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:** 49.76

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 ..

2022-23	2021-22	2020-21	2019-20	2018-19
37	39	40	17	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**

2022-23	2021-22	2020-21	2019-20	2018-19
77	76	66	32	14

File Description	Document
Scanned copy of pass Certificates of the examination	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

### 5.2.2

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

**Response:** 27.45

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

2022-23	2021-22	2020-21	2019-20	2018-19
21	21	27	25	32

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
In case of self-employed professional services registration with MCI and documents for registered clinical Practitioner should be provided	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Annual reports of Placement Cell	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 5.2.3

**Percentage of the batch of graduated students of the preceding year, who have progressed to**

## higher education

**Response:** 28.3

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

Response: 30

File Description	Document
Supporting data for students/alumni as per data template	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any proof of admission to higher education	<a href="#">View Document</a>

## 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:** 21

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 .

2022-23	2021-22	2020-21	2019-20	2018-19
9	0	6	2	4

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Duly certified e-copies of award letters and certificates	<a href="#">View Document</a>

### 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:****Presence of a student's council, its activities related to student welfare and student representation in academic & administrative bodies / committees of the institution.**

MRIDS has an active student council giving meaningful inputs through the students representatives in key committees of the college. Students are keys stake holders of the institution and MRIDS has earned a distinction of being a student friendly institute.

At the beginning of the each year members of the student council is constituted by nomination / election.

**Sports and Cultural:**

The students coordinate with the committee members in chalking out the annual sports and cultural events calendar. The appropriate budget and logistical support is finalised and approved by the management. The necessary support is provided by the members of each committee for a successful conduct of annual events.

**Library Committee:**

The student's feedback is obtained for annual purchase of books and journal for necessary procurement through the management.

**Examination Committee:**

The student members are responsible for all the necessary inputs and feedbacks for successful conduct of internal and external exams.

**Hostel Welfare Committee:**

The student members are responsible for all the inputs and feedbacks on hostel related issues.

**Academic Committee:**

Students being important stakeholders, student members play an active role by active interactions and feedback mechanism to the IQAC for strengthening and improving the teaching learning process.

**Anti ragging committee:**

Students are members of the Anti ragging committee and are part of all anti ragging education and awareness programmes for the student community.

**Alumni & Placement Committee:**

Students provide contemporary inputs on the necessary requirements for getting employed after graduation. The institute follows a pro active approach by engaging the alumni for the current dental students in preparing them for the future.



File Description	Document
Link for any other relevant information	<a href="#">View Document</a>
Link for reports on the student council activities	<a href="#">View Document</a>

### 5.3.3

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

**Response:** 11.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	9	7	14	14

File Description	Document
Report of the events with photographs or Copy of circular/ brochure indicating such kind of activities	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

## 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 Alumni Association stands as one of the most esteemed assets of the Malla Reddy Institute of Dental Sciences. Established in 2019 and formally registered in 2022, the Association currently has a membership of 359 distinguished alumni, all the passing out graduates pay a nominal contribution for the alumni association. The Alumni Association has 02 faculty members and 09 Alumni students.

The first Alumni meet was conducted on 05.03.2024. Under the auspices of the management, the inaugural alumni meet was held at Hotel Minerva Grand. The event witnessed a gathering of 150 participants who reminisced about shared experiences and celebrated collective success. Notable academic achievements were duly recognized and honored with mementos and certificates, culminating in a grand lunch on those further cemented bonds of camaraderie.

Alumni meet help in for networking and improving the alumni engagement for the benefit of the institution. The alumni also have contributed liberally in the form of books, donation and equipment for the institution. The institute has been successful with good number of students progressing to higher education and placement.

Maintaining an enduring and fruitful relationship with faculty and paramedical staff, the alumni serve as a vital bridge between current students and the institution. The institution takes immense pride in the professional and personal achievements of its alumni, with a significant number opting to further their education within the nurturing environment of their alma mater, thus embarking on a journey of professional fulfillment.

It is with great pride that the institution notes that nearly 70% of its alumni have established themselves firmly within the professional realm, whether through pursuing advanced degrees or securing positions in reputable clinics, with some venturing into entrepreneurship. Noteworthy are the achievements of alumni who have embarked on esteemed endeavors such as the DDS program, a highly esteemed degree conferred by the American Board of Dental Association. Beyond the field of dentistry, alumni have demonstrated exceptional prowess in domains such as sports and prestigious examinations.

The institution extends unwavering support to its alumni, providing them with a platform to showcase their talents and achievements on a larger stage. Through guest lectures, workshops, and mentorship programs, alumni generously impart their wisdom and experiences to nurture the next generation of dentists, thereby reinforcing the institution's legacy.

With the steadfast support of its alumni, the institution remains steadfast in its commitment to providing exceptional dental education to the aspiring dentists of tomorrow.

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
Link for audited statement of accounts of the Alumni Association	<a href="#">View Document</a>
Link for frequency of meetings of Alumni Association with minutes	<a href="#">View Document</a>
Link for details of Alumni Association activities	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>
Lin for quantum of financial contribution	<a href="#">View Document</a>

#### 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

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Certified statement of the contributions by the head of the Institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
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	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

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### 6.1 Institutional Vision and Leadership

#### 6.1.1

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

#### **Response:**

#### **Vision**

To be a Premier Dental Institution, distinguished for its commitment to deliver high quality Dental Education with Ethical Practice, Research and Patient care.

#### **Mission**

Empowering dental graduates through contemporary dental training, value-based education, Community Service and Research excellence.

- Providing a comprehensive dental education program that equips students with the knowledge, skills, and values necessary for ethical and proficient dental practice.
- Conducting cutting-edge research in Dental Sciences, to facilitate interdisciplinary collaboration, encouraging faculty and student research initiatives, and disseminate research findings to improve oral health outcomes globally.
- Providing exemplary patient care grounded in empathy, respect, and integrity through evidence-based practice and continuous quality improvement.

#### **Core values:**

**Education:** Our educational approach incorporates exposure to all disciplines of dentistry, providing students with a comprehensive understanding of oral healthcare.

**Research and Innovation:** We strive to contribute to the progress of the dental field by finding research-based solutions and promoting innovation that addresses common dental challenges in society.

**Service:** Bridging the gap in providing oral health, our institution ensures that dental professionals are equipped to provide accessible and affordable dental care services for all.

**Compassion:** We believe that compassion is not just a learned attribute but an experience that is cultivated and embodied throughout the learning journey, ensuring that dental professionals deliver healthcare with empathy and understanding.

**Inclusivity:** Actively breaking barriers related to caste, religion, and race, we foster an inclusive environment that promotes institutional growth. MRIDS has successfully earned a good reputation for catering to a diverse group of patients, with students across the neighboring states and faculty from across the country, reflecting our commitment to inclusivity in the dental profession.

**Nature of Governance:**

Well established governance system under the directions of Chairman & Director, quarterly meetings with the Director are done for smooth running of the institution with perspective plans being discussed and approved. Principal conducts regular monthly meetings with HODs for implementation of the perspective plans.

**Perspective plan leading to Institutional Excellence**

The college has made study progress since its inception in 2012 and has become a popular destination for Dental Education in state of Telangana. After completing the recognition process for the undergraduate BDS course, the college has progressed to adding post graduate courses in 5 specialities and completed the recognition process in the year 2023. With recognised BDS and MDS courses having the right mix of infrastructure, faculty and resources and incorporating a strong research culture, we are on the path to becoming an institute of excellence in the country.

**Stake holders participation**

The management, staff, students, parents, patients and alumni are all important stake holders contributing inputs in various committees. The inputs are provided to IQAC cell for proper ratification and implementation of important feedback and ideas.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for achievements which led to Institutional excellence	<a href="#">View Document</a>
Link for Vision and Mission documents approved by the College bodies	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**6.1.2**

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

**Response:**

Malla Reddy Institute of Dental Sciences has a decentralized and transparent mechanism in management, administration, financial and academic affairs. This mechanism delegates appropriate responsibilities from the top-level management to the down level for implementation and liberates the top management to focus on policymaking and major decisions.

The Governing Council is the highest decision-making body that formulates/ amends rules and regulations, delegates powers and responsibilities to various committees. All the stakeholders of the institution have participative roles in various decision-making committees.

Each committee within the institution is led by a senior faculty member and includes faculty representatives, non-teaching staff, and students. The committees play a crucial role in overseeing the day-to-day operations of the institution. Regular meetings are conducted to discuss and review policies, making them an integral part of the institution's functioning.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for relevant information / documents	<a href="#">View Document</a>

## 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:**

The college has a well defined organization structure and is managed by the governing council. The governing council includes the President, Joint Secretary, Director, 2 external members, the Principal and 3 faculty of the institution. The organogram of the institution facilitates participative management with de-centralisation to coordinate administrative and academic functions. The decision of the governing council are implemented by the IQAC coordinator and the Principal. The head of the departments oversee the functioning of their respective departments in association with the professors, readers and senior lecturers.

The IQAC coordinates all the statutory and Non-statutory committee function to ensure the strategic plan of the institute is implemented in the smooth efficient manner

Malla Reddy Institute of Dental Sciences prepares and deploys the strategic plan effectively to fulfil the requirements of industry and society by providing quality education with well-established infrastructure which leads to students' progression towards clinical excellence.

The Strategic Plan was drafted for the period 2022 to 2027 for transforming MRIDS into a quality dental education institute at the global level, through inputs from all the stakeholders, discussion with dental educational experts, industry partners keeping the vision and mission of the institute

**Key areas to focus in strategic plan**

1. Education- Focus is on educating the students in contemporary teaching learning methodologies, students centric education and improved student outcomes.
2. Technology, Research & innovation- Technology is developing at rapid pace in the dental field with latest innovations and research. A eco-system is nurtured to facilitate training in the latest technology and also encourage and support a vibrant research culture among the faculty and students.
3. Patient care & Outreach activities- The patient care and outreach activities are the core of dental education and dental hospital services. The students are trained to deliver exceptional patient care, develop empathy and eventually become professional dental surgeons
4. Diversity, equity & inclusivity- Equal opportunity for everyone, avoiding bias, a culture of gender equity and inclusivity helps in the holistic development of the institution
5. Student progression- The progression of students after graduation reflects quality of the education at the institute. The strategic plan involves improving all the facets of education through sustained efforts by the faculty, constant upgradation and faculty training.

File Description	Document
Link for organisational structure	<a href="#">View Document</a>
Link for strategic Plan document(s)	<a href="#">View Document</a>
Link for minutes of the College Council/ other relevant bodies for deployment/ deliverables of the strategic plan	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 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:** C. Any three of the above

<b>File Description</b>	<b>Document</b>
Screen shots of user interfaces of each module Annual e-governance report approved by Governing Council/ Board of Management/ Syndicate Policy document	<a href="#">View Document</a>
Policy documents	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Institutional budget statements allocated for the heads of E_governance implementation ERP Document	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

### 6.3.1

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

**Response:**

**INTRODUCTION:**

Malla Reddy Institute of Dental Sciences has effective welfare measures for both the teaching and non-teaching staff. MRIDS believe that a healthy organizational environment is necessary to enable employees to perform their functions productively towards achieving organizational goals.

Malla Reddy Institute of Dental Sciences 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.

**Health**

- **Medical:** Free diagnostic and medical treatment at Malla Reddy Hospital for all the staff.
- **Dental:** Dental Health card has been provided for the staff
- **Vaccination:**
  - **Hepatitis B vaccination:** Employees who are at risk of acquiring Hepatitis B while performing duties are immunized with Hepatitis B vaccine as a welfare measure.
  - **Covid vaccination:** Covid vaccination is also been provided for the teaching staff.
  - **Cervical cancer vaccination** – HPV vaccination available at subsidized rate at cancer hospital.

**School Education:**

**Admission:** hassle free admission to children of employees of MRIDS in CMR schools.



**Tuition Fee:** 50% discount in tuition fees to children of employees of MRIDS. CMR schools belongs to Malla Reddy Group of Institutions.

**Accommodation:** Some of the teaching staff are provided accommodation in the premises of the campus and have subsidized dining services offering delicious food.

**Transportation:** The faculty are entitled to avail bus facility as per their need at a subsidized amount.

**Leave policy:** MRIDS has a leave policy based on the cadre of the staff. Compensatory leaves are provided for working over-time. 6 months of maternity leave is given.

**Promotions and incentives:**

**Incentives for research and publications:** Incentives will be given for the faculty who have published paper in pubmed /scopus indexed journal, paper presentations in national and international conferences, for any guest lectures or invited lectures, awards received for best paper presentations, research projects, patents and for books / chapters published.

**Uniform for non-teaching staff:** Four sets of uniforms are provided for all non –teaching employees per year.

File Description	Document
Link for policy document on the welfare measures	<a href="#">View Document</a>
Link for list of beneficiaries of welfare measures	<a href="#">View Document</a>

**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:** 12.59

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	9	3	9	14

<b>File Description</b>	<b>Document</b>
Relevant Budget extract/ expenditure statement	<a href="#">View Document</a>
Policy document from institutions providing financial support to teachers, if applicable E-copy of letter indicating financial assistance to teachers	<a href="#">View Document</a>
Office order of financial support	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

### 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:** 13.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
20	15	9	14	10

<b>File Description</b>	<b>Document</b>
Reports of Academic Staff College or similar centers Verification of schedules of training programs	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Detailed program report for each program should be made available Reports of the Human Resource Development Centres (UGC ASC or other relevant centres)	<a href="#">View Document</a>
Copy of circular/ brochure/report of training program self conducted program may also be considered	<a href="#">View Document</a>

### 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:** 80.45

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

2022-23	2021-22	2020-21	2019-20	2018-19
52	51	52	27	49

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

### 6.3.5

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

**Response:**

The institution's performance appraisal system is robust and is designed for the smooth functioning of the institution, benefiting all the stake holders.

**Appraisal System for Teaching Faculty:**

Annual Self-Appraisal Form: This form encompasses various aspects of the faculty's academic activities throughout the year. For undergraduate (UG) classes, it includes teaching in theory, labs, and clinical settings, while for postgraduate (PG) classes, it covers theory, clinicals, and research work. Additionally, individual academic achievements such as research work, publications in peer-reviewed journals, and administrative responsibilities are documented.

Evaluation Process: The head of the department evaluates the self-appraisal form and forwards it to the head of the institution. The head of the institution reviews the form, provides remarks on academic competence and relationships with peers and students, and then forwards it to the governing council.

Chairman / Director Role: The governing council's recommendations based on the appraisal form for the basis for faculty promotions, increments, and incentives.

### **Appraisal System for Non-Teaching Faculty:**

Annual Self-Appraisal Form by Supervisor: The supervisor fills out the appraisal form, detailing the employee's responsibilities, duties, relationships with colleagues and seniors, work ethics,

discipline, and punctuality. The form also includes a grading system based on performance, with remarks provided by the supervisor.

Evaluation Process: The head of the institution scrutinizes the appraisal form to assess the non-teaching faculty's performance.

### **Advantages of Performance Appraisal System:**

Performance-Related Initiatives: High-performing faculty members, whether teaching or non-teaching, receive incentives, increments, and opportunities for promotions based on their performance.

Research Activities/Publication Incentives: Faculty members who engage in research activities, publish in peer-reviewed journals, author chapters or books, and participate in conferences by presenting papers or posters receive financial assistance and recognition for their contributions.

Overall, the performance appraisal system motivates faculty members to excel in their roles, contributes to institutional development, and fosters a culture of continuous improvement and recognition within the educational institution.

Malla Reddy Institute of Dental Sciences is a well-established dental institute which has followed a sound strategy of mobilization of funds and the optimal utilization of resources over the years.

### **Sources of income for institute are as follows:**

- Tuition fee – undergraduate and postgraduate
- Dental outpatient income
  - Individual dental departments
  - Special clinics
  - NGO sponsored Dental patients - Sikh society regularly sends patients for comprehensive dental care like full mouth rehabilitation, implants and other treatments. The cost of the dental treatments are borne by the Sikh society.
- Hostel fee
- Transport fee
- Pharmacy income: the onsite pharmacy is a huge advantage for patients to procure the prescribed medicines at MRIDS. The pharmacy income is a great source for college funds.
- Fee from Conferences, Workshops, Seminars
- Alumni contributions
- Grants & CSIR funds.

### **Utilization of resources:**

## Budget planning and approval

Budget plan for each year is discussed with finance committee and would be approved by governing body.

- Salaries of staff – teaching and non-teaching
- Dental materials
- Dental equipment
- IT and communications.
- Water, electricity, diesel, gas bills
- Maintenance and repairs
- Upgradation
- Maintenance of grounds and sports equipment.
- Library – books, journals, software

Effective utilization of above by following SOP of the institution, Purchase committee(stores), saving electricity,

### **Optimal utilization:**

AMC

Regular maintenance

Judicious purchase policy

Effective audit systems

<b>File Description</b>	<b>Document</b>
Link for performance Appraisal System	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

## **6.4 Financial Management and Resource Mobilization**

### **6.4.1**

#### **Institutional strategies for mobilisation of funds and the optimal utilisation of resources**

#### **Response:**

The Malla Reddy Institute of Dental Sciences (MRIDS) is a renowned dental institution known for its strategic financial management and resource optimization, ensuring sustainable growth and high standards of education and patient care.

## Sources of Income

1. **Tuition Fees:** Revenue from undergraduate and postgraduate students supports academic and operational expenses.
2. **Dental Outpatient Income:** Income from dental services provided to patients significantly contributes to the institute's revenue.
3. **Individual Dental Departments:** Each department generates income through specialized services.
4. **Special Clinics:** Advanced dental treatments offered by special clinics attract additional revenue.
5. **NGO-Sponsored Dental Patients:** The Sikh society regularly sponsors patients for comprehensive dental care, covering all treatment costs, which boosts the institute's finances.
6. **Hostel Fees:** Fees from students residing in hostels add to the institute's income.
7. **Transport Fees:** Charges for transportation services contribute to the revenue stream.
8. **Pharmacy Income:** The on-site pharmacy provides a substantial source of income by offering prescribed medications to patients.
9. **Fees from Conferences, Workshops, and Seminars:** Hosting academic events generates additional funds.
10. **Alumni Contributions:** Donations from alumni support various initiatives within the institute.

## Utilization of Resources

**Budget Planning and Approval:** A comprehensive budget plan is discussed annually with the finance committee and approved by the governing body, ensuring effective allocation of financial resources.

1. **Salaries:** A significant portion of the budget is allocated for teaching and non-teaching staff salaries to attract and retain talent.
2. **Dental Materials and Equipment:** Investments in high-quality materials and equipment maintain the standard of care and education.
3. **IT and Communications:** Funds support IT infrastructure and communication systems for administrative and educational activities.
4. **Utilities:** Careful management of water, electricity, diesel, and gas payments ensures uninterrupted functioning.
5. **Maintenance and Repairs:** Regular maintenance and repairs keep facilities and equipment in optimal condition.

**6. Upgradation:** Continuous upgradation of facilities and technology keeps pace with advancements in dental education and practice.

**7. Sports and Grounds Maintenance:** Investments in maintaining sports equipment and grounds promote students' physical well-being.

**8. Library Resources:** A significant budget supports the library in acquiring books, journals, and software.

### Optimal Utilization

MRIDS ensures optimal resource utilization by following standard operating procedures (SOPs), engaging a purchase committee, and implementing energy-saving measures. Annual maintenance contracts (AMCs) and judicious purchasing policies enhance efficiency. Effective audit systems monitor financial activities, ensuring transparency and accountability.

File Description	Document
Link for resource mobilization policy document duly approved by College Council/other administrative bodies	<a href="#">View Document</a>
Link for procedures for optimal resource utilization	<a href="#">View Document</a>

### 6.4.2

#### Institution conducts internal and external financial audits regularly

##### Response:

We at Malla Reddy Institute of Dental Sciences have two types of Audits being carried out. One is Internal Audit and Other is the External Audit. The internal Audit is handled by our own team and the External Audit is conducted by M/s. MSR Associates Chartered Accountants.

**INTERNAL AUDIT:** The Role of the Internal Audit is like Pre-Audit and Post Audit. A team conducts an internal audit within the organization to determine whether the organization is functioning as per the rules and regulations laid down. Internal audits are a good way to check a company's financial goals. The main reasons for conducting internal audits include proposing improvements, examining operations and monitoring the effectiveness of rules. Major Role of the Internal Audit Team consist of checking of the payments, Bills processing, Incoming & Out going material etc. We also have an outside team which

audits the internal functioning and the outside Audit team verifies accuracy of accounting records and makes the team working to correct as per the report submitted to the Management.

**EXTERNAL AUDIT:** In general a third party usually conducts an external audit. These third parties can include independent certified public accountant (CPA) firms, the Indian Revenue Services (IRS), accountants and tax agencies. The company selects the external auditor such that they are not related to the company or its business operations. Just like internal audits, external audits are also used to determine the accuracy of accounting records. The Firm conducts external audits periodically, (quarterly, half-yearly and annually), and the findings are reported directly to the Management and CFO, they in turn make the respective accounting teams to correct/rectify and give the reply to the Auditor. They also files the Audited Balance Sheets with the respective government bodies and also files the Income Tax authorities as TAX Returns. Their role is very important in doing the Audits.

File Description	Document
Link for documents pertaining to internal and external audits year-wise for the last five years	<a href="#">View Document</a>

### 6.4.3

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

**Response:** 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

## 6.5 Internal Quality Assurance System

### 6.5.1



## **Instituion has a streamlined Internal Quality Assurance Mechanism**

### **Response:**

NAAC has mandated that every higher education institute to have a quality assurance cell to enhance the quality in the pursuance of the institute with this intent in the mind, Malla Reddy Institute of Dental Sciences has formed CIQA committee in the year 2017.

The IQAC committe has been reconstituted on 20-04-2022 according to the guidelines of the NAAC.

### **OBJECTIVES :**

To ensure a consistant and robust action to improve the academic and administrative performance of Malla Reddy Institute of Dental Sciences.

To propagate measures for institutional activity towards quality refinement through incorporation of quality cuture and Standardization of best practices.

To Divulge the information pertaining to the various quality parameters for ameliovating institutional performance.

To bestow a sound backfooting for decision making to improvise institutional functioning.

### **Functions:**

Augmentation and utilization of quality bench marks.

Creation of learner centric environment that entails quality education and faculty progress to embrass required knowledge and technology for participatory teaching and learning process.

Ensuring collection and analysis from all the stakeholders on qulity related institutional process.

Organization of intra and inter institutional workshops, seminar on quality related themes.

<b>File Description</b>	<b>Document</b>
Link for any other relevant information	<a href="#">View Document</a>
Link for minutes of the IQAC meetings	<a href="#">View Document</a>
Link for the structure and mechanism for Internal Quality Assurance	<a href="#">View Document</a>

## 6.5.2

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

**Response:** 98.69

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

2022-23	2021-22	2020-21	2019-20	2018-19
52	59	59	57	57

File Description	Document
List of teachers who attended programmes/workshops/seminars specific to quality improvement year-wise during the last five years	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Details of programmes/workshops/seminars specific to quality improvement attended by teachers year-wise during the last five years	<a href="#">View Document</a>
Certificate of completion/participation in programs/workshops/seminars specific to quality improvement	<a href="#">View Document</a>

## 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:** B. Any three of the above

<b>File Description</b>	<b>Document</b>
Report of the workshops, seminars and orientation program	<a href="#">View Document</a>
Report of the feedback from the stakeholders duly attested by the Board of Management	<a href="#">View Document</a>
Minutes of the meetings of IQAC	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Annual report of the College	<a href="#">View Document</a>

## 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:** 22

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	4	3	5	4

File Description	Document
Report gender equity sensitization programmes	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Geotagged photographs of the events	<a href="#">View Document</a>
Extract of Annual report	<a href="#">View Document</a>
Copy of circular/brochure/ Report of the program	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 7.1.2

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

**Response:**

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

Malla Reddy Institute of Dental Sciences prioritizes holistic growth for its students and has taken strategic measures to eliminate gender disparity, contributing to true gender equality in society. Gender equality, a fundamental human right is the key focus area of our Institution visible by the large representation of women in the teaching & non teaching faculty and greater proportion of girl's students seeking admission in the institute.

**Gender Specific Initiatives by the Institution:**

Our Institute strives to achieve gender equity and embraces healthy respectful relationship with its employees by the following initiatives

1. **Equal Opportunities for Employment**
2. **Equal Pay & Wages**
3. **Equal Opportunities for Promotion**
4. **Representation in Administrative Committees**
5. **Safety and Security:**

Malla Reddy Institute of Dental Sciences (MRIDS) ensures a safe and secure environment for all its employees. The campus is safeguarded by security guards and 24/7 CCTV surveillance at strategic locations, including hostels. Internal corridors are adequately illuminated for enhanced visibility and safety. To address concerns such as sexual harassment and ragging, the institution has established dedicated committees for prevention and grievance redressal.

Separate secure hostels supervised by full-time wardens are provided for female and male students, with additional security personnel deployed at girls' hostels to monitor individual movements.

#### **1. Women`s Health:**

1. All the employees have the benefit of free consultation for medical problems.
2. **Counseling:** Professional counseling services are available for the benefit of the students and staff.
3. A certified YOGA trainer is available for regular YOGA training in the hostel.

1. **Common Rooms:** Separate, well-ventilated common rooms are provided for both male and female students, furnished with lockers, drinking water facilities, and hygienic washrooms. Additionally, separate, well-equipped fitness centers are available within the hostels.
2. **Day Care Center for Young Children:** The institution provides a supportive environment for childcare by offering a day care center and nursing room to accommodate the needs of faculty members and patients.

#### **Special Programs for Promotion of Gender Equity:**

“**Beti Bachao Beti Padavo**” as part of NSS activity student volunteers actively participated in the programme on the importance of educating the girl child as part of the government initiative.

#### **Celebration of International Women`s Day:**

International Women`s Day is celebrated every year with a unique theme each year. The celebrations include lectures by faculty and eminent personalities amongst Malla Reddy Health City followed by cultural and sports events like TUG OF WAR between staff and students. Various events to promote creative and artistic talent are part of the celebrations. The celebrations culminate with cake cutting ceremony followed by prize distribution for the winners.

**Gender Champions Programme:** Gender Sensitization programs promoting gender equity, such as

leadership training programs, workshops, essay competitions, debates, and poster designing are conducted on a regular basis for staff and students.

**Self Defense Programme:**

The students are encouraged to pursue self defense training and interactive sessions with SHE TEAMS for the safety measures training.

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

**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:** C. Any three of the above

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Installation receipts	<a href="#">View Document</a>
Geo tagged photos	<a href="#">View Document</a>
Facilities for alternate sources of energy and energy conservation measures	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 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:**

#### **7.1.4 SOLID WASTE MANAGEMENT**

Solid waste is a crucial issue affecting our environment, health and quality of life. It is the process of collection, transportation, treatment & disposal of solid waste generated in the Institution as a result of human activity. The goal of the Institution is to reduce the environmental impact by efficient management of resources. The objective of solid waste management is - ***Reduce – Reuse – Recycle***.

Different types of solid waste are collected in appropriate manner and disposed of as per the regulations of the agencies concerned.

1. Construction and demolition Waste: Municipal sanitary landfills.
2. Medical waste: Medical disposable company (Maridi Bio Industries Pvt Ltd)
3. Bio gas: Next Era energy Resources

Management of degradable and non-degradable waste refers to the collection, proper treatment, and safe disposal. MRIDS has adopted the best possible steps for managing degradable and non-degradable waste. Dust bins with appropriate colour code are provided all across the campus to collect the garbage. This includes the waste generated as a result of preparation, cooking and serving of food from the hospital canteen, food court, hostels and cafeteria - these are collected separately and introduced into the biogas plant which supplements the cooking gas at our hostel mess.

#### **WASTE RECYCLING:**

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

#### **LIQUID WASTE MANAGEMENT:**

Liquid waste generated at our campus involves the Sewage, hostel and canteen effluent waste, and waste water from the various departments. These are primarily treated at the Sewage Treatment Plant (STP) set up at our college. The STP has a 150KLD capacity. The treated water is used for gardening the lawns and plants at our campus.

#### **E - WASTE MANAGEMENT:**

E Waste like appliances audio visual equipment, lighting equipment, Medical equipment which have stopped functioning and are not reusable are disposed in tie-up with an Electronic Waste Disposable company, Renavart Recyclers India Pvt Ltd. for safe and secured disposal of e-waste.

#### **BIOMEDICAL WASTE:**

The biomedical waste generated in the institute is disposed in the appropriate colour coded containers. The medical sharps like needles, syringes, sutures, wires are disposed in sharps containers. The trained personnel handle the medical waste for appropriate collection and transferred to a centralized location for being picked up by the medical waste disposal company.

#### **HAZARDOUS CHEMICALS AND RADIOACTIVE MATERIALS:**

The departments in the institute do not use hazardous chemicals. The digitalisation of acquisition of x-rays has minimized the x-ray processing chemicals in our institute and radioactive materials.



<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
Link for relevant documents like agreements/MoUs with Government and other approved agencies	<a href="#">View Document</a>
Link for geotagged photographs of the facilities	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

### 7.1.5

#### **Water conservation facilities available in the Institution:**

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

**Response:** All of the above

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Installation or maintenance reports of Water conservation facilities available in the Institution	<a href="#">View Document</a>
Geo tagged photos of the facilities as the claim of the institution	<a href="#">View Document</a>
Geo tagged photos of the facilities as the claim of the institution	<a href="#">View Document</a>
Geo tagged photo Code of conduct or visitor instruction displayed in the institution	<a href="#">View Document</a>
Geo tagged photo Code of conduct or visitor instruction displayed in the institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 7.1.6

**Green campus initiatives of the Institution include**

- 1. Restricted entry of automobiles**
- 2. Battery-powered vehicles**
- 3. Pedestrian-friendly pathways**
- 4. Ban on use of plastics**
- 5. Landscaping with trees and plants**

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Geotagged photos / videos of the facilities if available	<a href="#">View Document</a>
Geotagged photo Code of conduct or visitor instruction displayed in the institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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:** C. Any three of the above

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Geo tagged photos of the facilities as per the claim of the institution	<a href="#">View Document</a>

### 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 has a rich diversity amongst its faculty & students. The students mostly belong to the states of Telangana & Andhra Pradesh and from gulf countries. The Faculty are primarily from Telangana & Andhra states, however with dental education from different parts of the country.

**Celebration of festivals:**

Celebration of festivals of different faith and religion are practiced in the institution. Celebrations of Dussehra, Ramzan & Christmas etc. are few examples.

**Public Health department initiatives:** The department regularly conducts Awareness camps, screening camps and dental outreach activities to the people of low socio economic background without any prejudice.

**Free & Subsidized treatment:** Free and subsidized treatment is provided to the really poor and deserving patients on recommendations of the head of the departments.

**Special Camps:** Special camps are conducted at orphanages, old age homes, and patients with learning disabilities.

**Rural Health Training Centre Gummadidala:** The specialized rural health centre provides basic dental services to the surrounding villages of the gummadidala and special cases are referred to MRIDS for further treatment.

**Dental Services to the Industrial Area:** The institute has leverage its advantage of its location close to the industrial area by providing free and subsidized services to the families of industrial workers.

**Employment:** The institute and its affiliate institutions under Malla Reddy Health City have provided great employment opportunities to the community.

**Trauma Services:** Oral & Maxillofacial Surgery department provides free treatment under **AAROGYA SRI SCHEME** which is really beneficial for the patients.

**Employees Health Scheme (EHS):** Employees health scheme for dental services is available at our institution and unique as it is one of the only recognized college to provide EHS Services.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View Document</a>
Link for any other relevant information/documents	<a href="#">View Document</a>

### 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:** B. Any three of the above

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Information about the committee composition number of programmes organized etc in support of the claims	<a href="#">View Document</a>
Details of the monitoring committee of the code of conduct	<a href="#">View Document</a>
Details of Programs on professional ethics and awareness programs	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Web link of the code of conduct	<a href="#">View Document</a>

### 7.1.10

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

##### **Response:**

Malla Reddy institute of dental sciences(MRIDS) organises national and international commemorative days, events and festivals with an objective to *help the students to make awareness about the nationally and internationally important days and* educate the students about the significance of the customs and culture associated with those festivals .

Organizing various events develop organizational skills, team working skills, communication skills etc among the students. Celebration of days of national importance: Independence Day, Republic Day celebrations build the patriotic fervour among the students. The institute organized Flag hosting, award ceremony of doctors and oral health awareness camp for general public on these occasions by which the students are inspired and general public understand the importance of oral health in relation to general health.

##### **Commemorative days:**

Swamy Vivekananda's birthday is celebrated as National youth day. Students got to know the inspiring anecdotes of Swamy Vivekananda and his very famous motivating quotes as well from the invited speakers on the occasion. Every faculty and the students as well cherish the international dentists day together. Success and failure stories narrated by the Director and the Dean motivated the students.

MRIDS celebrates Dr Sarvepalli Radhakrishnan's birthday on 5th September as National Teachers' day. Besides being India's former president, Dr Sarvepalli Radhakrishnan was a scholar, teacher and philosopher. The students of various departments felicitated their respective teaching staff.

Dr. A P J Abdul Kalam dedicated loved spending time with the students, interacting with them and motivating them with his words of wisdom. Looking at his passion and concern towards the students, his birth anniversary was declared as ‘World students’ day’. MRIDS make it a point to celebrate this day on October 15, every year.

**Events conducted by the institute:** MRIDS organises many events for the benefit of the staff and students, right from the Orientation Day to the Graduation day. Events such as Republic day, Independence day, National yoga day, Teachers’ day, International women’s day, World no tobacco day, World cancer day, International dentist day, International

Day of radiology, National Public Health Dentist Day, Prosthodontist Day, Conservative Dentistry and Endodontics Day, National Oral and Maxillofacial Surgeons Day, National Orthodontist Day, National Periodontist Day And National Oral Pathology Day are conducted to bring awareness among students and the general public.

**Festivals conducted by the institute:** Festivals are an expressive way to celebrate our glorious heritage, culture and traditions. Every year India celebrates various festivals across different religions. These celebrations create memorable moments in our lives. They play a pivotal role in building our social lives and connecting with diverse people and cultures.

Sankranthi is a celebration of prosperity that comes with a good harvest. Its basically a Thanks giving festival where people thank The God Sun and the cattle for great harvest and seek blessings. Students celebrate the festival with beautiful rangoli besides flying kites. MRIDS also celebrates festivals like Krishnashtami, Bathukamma samburalu, Christmas etc in the campus. The students and staff celebrate these festivals as members of one family without any kind of discretion of any sort like gender, region, religion, caste or creed.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 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

Title: M-Oral Health (Mallareddy oral health and community outreach activities)

Objectives:

The objective of this practice is to reach out to the high-risk populations in the community such as children,

low-income families, senior citizens, and individuals with disabilities who may face barriers to access dental care. To create awareness on oral hygiene and early detection of oral diseases thereby reducing the disease

burden on community. Also, aims at inculcating ethical responsibility and clinical proficiency among participating students ensuring they become well-rounded healthcare professionals capable of delivering compassionate and effective care to the patients.

**Context:**

MRIDS is part of Malla Reddy Health City, located in Suraram, north part of Hyderabad City close to the industrial area of Jeedimetla and is located on the highway to Medak. The north part of Hyderabad is also a

hub for educational institutions. Malla Reddy Health City has become a destination for health care for the surrounding Districts of Medak, Sangareddy, Medchal, Siddipet and Hyderabad. However, affordability and

awareness among the general public and students for dental care is poor.

The incidence of oral health related diseases are increasing due to changing lifestyle and habits across all sections of the society. MRIDS Public health department is actively involved in Dental Screening and oral health education and treatment services to the needy community in rural and urban settings.

Institution has also launched a Dental

Health Card in 2023, with the aim of providing comprehensive and subsidised oral Health care to the Community

**Practice:**

**Approach:**

- a. Dental screening included in all camps being conducted by MRIDS and its affiliated institutions.
- b. Processing of dental camp requests on priority basis from NGOs and Voluntary organizations.
- c. Screening and Referrals from Public Health Centers.
- d. Referral from Malla Reddy Hospital Dental Department.
- e. Enrollment for dental health card at all dental health camps and institutions.

**Process:**

Approaching the management of the educational institutions, Govt bodies and NGOs for the conduct of oral health camps.

Department of Public Health Dentistry is responsible for the conduct, follow-up and referral of all dental camp patients to MRIDS.

Large number of programs have been conducted by the institution in last 5yrs (2018-2023).

**Evidence of Success:**

Increased patient inflow to the dental OPD seeking dental treatment over the years.

Increased awareness on oral hygiene practices among individuals of the community.

Increased requests from various NGO's, schools and voluntary organizations for conduction of oral screening camps.

Increased enrollment of patients for dental health card.

**Problems encountered and resources required:**

Initially encountered resistance from individuals due to lack of awareness and deep rooted dental myths

in rural areas and underprivileged communities. Accessibility and affordability also are important barriers for seeking dental care. Dental health education camps played an important role for prevention and maintenance of oral health. Providing subsidized treatments, effective appointments and follow ups and feedbacks helped in providing consistent oral health solutions to the unreached. Implementation of any practice requires commitment, team work and allotment of timely resources for the successful outcomes and our institute has been consistently exerting efforts in that direction.

#### Best Practice 2:

##### Title:

General Dental Practice (GDP) Training Program

##### Objectives:

Aimed at bridging the gap between obtaining a dental degree and entering private dental practice.

Preparation of participants for the demands of private clinical setting.

Improve the confidence and employability of the students passing out of MRIDS.

The overarching goal is to produce competent and ethical dental professionals capable of delivering high-quality care to patients while adhering to professional standards and best practices in dentistry.

##### Context:

Beyond the curriculum training.

In-house dental training modules in various aspects relevant to private practice.

Collaborating with the industry in increasing the exposure to contemporary dental practice.

Develop clinical proficiency of interns in various dental procedures including diagnostics, preventive care,

restorations, Endodontics, Periodontics, and oral surgery.

Commit to lifelong learning and professional development.

##### Process:

It combines theoretical instructions with hands-on clinical experience on various basic dental procedures.

##### Key modules

1. Root canal Module
2. Crown and Bridge module
3. Minor Oral Surgery Module
4. Basics in Dentistry by various clinical departments

##### Outcomes:

Improved confidence among the Interns to take up routine dental procedures and be able to perform without supervision. The passing graduates are able to undertake general dental practice confidently. The modules have provided great inputs and hands-on experience from experts. Clinical Competence: Graduates will demonstrate proficiency in a wide range of dental procedures, enabling them to provide comprehensive care to patients.

Patient Satisfaction: Patients will receive high-quality dental care in a compassionate and respectful manner, leading to increased satisfaction with their dental experiences.

Professionalism: Graduates will adhere to ethical standards and demonstrate professionalism in their interactions with patients, colleagues, and the community. Practice Success: Graduates who go on to establish their own practices will have the necessary skills in practice management to run successful and compliant dental offices.



Problems encountered and Resources needed:

Integrating the training module into the regular academic calendar.

Faculty needs to dedicate extra time and resources.

Student motivation.

Financial constraints.

We are working towards subjugating all these factors for consistent implementation of the programs.

Notes

We have active MOU`s with the dental industry partners which supports the training modules.

1. Coltene

2. Dentsply Sirona

3. Dio Navi

Malla Reddy Institute of Dental Sciences is an approved academic training centre in partnership with coltene

(UDTC Training centre)

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>
Link for best practices page in the Institutional web site	<a href="#">View Document</a>

## 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:**

Malla Reddy Institute of Dental Sciences is at the forefront of dental education by incorporating the latest technology for the benefit of its patients and students. By procuring CBCT, CAD-CAM, Extra oral scanner, and milling machine in the year 2019, it was one of the exclusive and distinctive dental institutes in the state of Telangana to have such a facility.

CBCT has become the standard investigative and diagnostic protocol for a range of procedures like trauma, implantology, pathology, orthodontics, and endodontics. Having an in-house CBCT for the last five years has been beneficial for student training. The distinctiveness of CBCT images facilitates precise treatment planning for dental implants, orthodontics, endodontics, oral surgery, and other procedures. CBCT charges are being subsidized for the patient at MRIDS, adding to its distinctiveness.

The Rainbow extra oral scanner is used to scan the intraoral models of the patients accurately and precisely, transferring them to the CAD-CAM software to design and manufacture the crowns. The digital data from extra oral scanners can be easily integrated with CAD/CAM systems, enhancing the

workflow for creating restorations, orthodontic appliances, and other dental prosthetics. This integration is a distinctive feature that enhances the institute's educational and clinical capabilities.

CAD/CAM (Computer-Aided Design/Computer-Aided Manufacturing) technology revolutionizes dentistry by allowing for precise and efficient fabrication of dental restorations. It streamlines processes and ensures exceptional outcomes. CAD software is used for simplifying the design and manufacture of dental singular and multi-unit prostheses using zirconia material. It is also used for designing and manufacturing temporary crowns. The distinctive use of CAM milling machines for manufacturing with dry and wet milling technology for zirconia allows us to deliver same-day dentistry.

Our use of CAD/CAM technology extends to various clinical applications, including same-day crowns, bridges, and veneers. Through this technology, we deliver superior restorations with minimal chair time, enhancing both patient satisfaction and treatment outcomes. This commitment to advanced technology and patient care is a distinctive characteristic of our institute.

The intraoral scanner of Ivoclar is used for digital impressions for orthodontic diagnosis and treatment planning and for a range of conservative and prosthodontic clinical workflows from inlays to implant crowns. Compared to traditional impression materials, intraoral scanners offer a more comfortable experience for patients. They eliminate the discomfort associated with bulky trays and impression materials, leading to increased patient satisfaction. The use of intraoral scanners is a distinctive aspect of our practice, contributing to an eco-friendlier dental practice by eliminating the need for traditional impression materials. This reduction in material waste aligns with sustainable dental care practices and environmental stewardship.

Dentists and patients can visualize the digital impression in real-time on a chairside monitor. This immediate feedback allows for on-the-spot adjustments and ensures that both parties are involved in the treatment planning process, which is a distinctive advantage in modern dental care.

The students are trained in the effective use of Blue Sky Bio software, which is a very valuable and distinctive tool for implant workflow planning.

<b>File Description</b>	<b>Document</b>
Link for any other relevant information	<a href="#">View Document</a>
Link for appropriate web page in the institutional website	<a href="#">View Document</a>

## 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:** 77.01

8.1.1.1 Institutional mean NEET percentile score

Response: 77.01

File Description	Document
NEET percentile scores of students enrolled for the MBBS programme during the preceding academic year	<a href="#">View Document</a>
List of students enrolled for the BDS programme for the preceding academic year	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

#### Other Upload Files

1

[View Document](#)

#### 8.1.2

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

**Response:**

The main purpose of pre-clinical training is to introduce students to various clinical and laboratory procedures and to make them trained to acquire adequate knowledge and hand skills to carry out quality dental practice before entering clinical postings. The Undergraduate pre-clinical training begins in the first year of BDS and extends up to the completion of the final year according to DCI & KNRUHS Norms

**In the dental subjects of 1st and 2nd year, the students are trained in:**

- Identifying anatomical and morphological characteristics of human primary and permanent teeth
- Carving of maxillary and mandibular dentition of natural size teeth in wax blocks.
- Identification and manipulation of dental materials.
- Identification and study of hand and rotary cutting instruments
- Preparation of tooth models in Plaster and preparation of cavities and restoration with modeling wax

- Cavity preparation & restorations in extracted teeth
- Handling phantom models inclusive of preparation and restoration of cavity in tooth
- Making impressions
- Fabrication of special trays, temporary and permanent denture bases & occlusal rims
- Alignment of occlusal rims on articulator & teeth setting
- Processing of complete dentures.

#### **Student training During the 3rd and 4th year of study:**

- Basic wire bending exercises required to design orthodontic appliances.
- Cavity preparation & restoration on extracted primary teeth.
- Making ground sections of teeth & identification of oral pathological structures histologically.
- Suturing techniques & IMF wiring
- Root canal treatment in extracted natural anterior teeth.
- Tooth preparation for various crowns on typhodont teeth.

#### **Students training in medical subjects:**

- The practical training includes various laboratory investigative procedures & interpretation of experimental, investigative data and distinguish between normal and abnormal test results. The students are also trained in clinical specimen collection and transport, aseptic procedures, observation of experimental pharmacology, and critical evaluation of drug formulations.

#### **MDS TRAINING:**

- For MDS training Postgraduate students have similar preclinical exercises mirroring the BDS program to reacquaint them to the clinical practice and orient them to start specialized procedures on the patients

The following steps are ensured to improve pre-clinical skills of students:

- **Well-equipped Pre-Clinical Skill Labs:** Pre-clinical skill labs are meticulously crafted to offer students a controlled setting for practicing essential dental procedures. Furnished with state-of-the-art dental equipment, these labs enable students to refine their skills and enhance precision through supervised practice simultaneously emphasizing safety protocols.
- **Experienced Faculty Members:** They play a pivotal role in shaping the future of students. Their years of clinical experience and expertise allow them to provide hands-on instructions, valuable feedback, and personalized guidance that are essential for the student's skill development.
- **Feedback & Assessment:** Faculty members assess students' progress through grading and offer tailored instructions to assist them in overcoming specific challenges. Sequential evaluation is done in the form of objective structured practical examination (OSPE) & viva voce regularly and provide continuous feedback to students.
- **Learning resources:** Institution has well-stocked library with resources such as textbooks, journals, research papers and e-resources. These resources help students to stay up to date with the latest research and developments in the field of dentistry

File Description	Document
Geo tagged Photographs of the pre clinical laboratories	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 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:** B. Any 4 of the above

File Description	Document
Relevant records / documents for all 6 parameteres	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Immunization Register of preceding academic year	<a href="#">View Document</a>
Disinfection register (Random Verification by DVV)	<a href="#">View Document</a>
Central Sterile Supplies Department (CSSD) Register (Random Verification by DVV)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 8.1.4

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

**Response:**

**ORIENTATION PROGRAMMES:**

Regular orientation and foundation courses are integral components of our institution designed to provide students with the necessary skills, knowledge, and mindset to navigate both academic and professional

challenges effectively. The orientation programs are organized at the beginning of each academic year for the newly admitted UG & PG students. The inaugural programme is attended for the students along with their parents. Orientation programme comprehensively covers all aspects of student's tenure at the institute.

#### **The brief outline of the UG programme:**

- Institutional introduction, information & library & miscellaneous resources
- Rules & Regulations (DCI & KNRUHS)
- Students code of conduct
- Academic calendar
- Ice breaking session.
- Anti-ragging session
- Personality development lectures
- Tour of the campus

#### **The brief outline of the PG programme:**

- Introduction to PG curriculum
- Rules & regulations (DCI & KNRUHS)
- Academic calendar
- Introduction to seminar, journal club presentation & Dissertation.
- Orientation Programme on Research Methodology.

#### **WHITE COAT CEREMONY:**

A White Coat Ceremony is conducted for I BDS students during the orientation program schedule where they are explained about the importance of a White Coat, which symbolizes care, empathy, and professionalism. In this ceremony the students take "the Hippocratic Oath" and are encouraged to inculcate the Hippocratic Oath in every aspect of their career.

#### **WORKSHOPS ON PATIENT CARE (Community Skills, Infection Control, Biomedical Waste Management, Professional Ethics)**

As The Students enter the clinical years, the institute has designed workshops on the aspects of:

- Patient Care
- Ethical Issues
- Ergonomics In Dental Practice
- Infection Control
- Biomedical Waste Management
- Communication Skills and Practice Management

These workshops will help transform them into better and successful dentists in the future. Workshops on infection control helps the students to acclimatize with the infection control protocols which become key aspect of patient care and thus preventing /minimizing any possibility of cross infections among care givers and patients.

## INTERNSHIP ORIENTATION PROGRAM:

A specific Internship orientation program is designed by the institute which targets:

- Skill Enhancement
- Patient Orientation
- Structure Of Internship
- Clinical Quota
- Oral Health Needs of The Society

These programs help the interns in better judging about their future directives after BDS. Orientation program on Career guidance is also conducted to help the interns in better judging about their future directives after BDS.

File Description	Document
Programme report	<a href="#">View Document</a>
Orientation circulars	<a href="#">View Document</a>

### 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:** B. Any 4 of the above

File Description	Document
Usage registers	<a href="#">View Document</a>
Invoice of Purchase	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Geotagged Photographs	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 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:** C. Any 3 of the above

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Geotagged Photographs of facilities	<a href="#">View Document</a>
Certificate from the principal/competent authority	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 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:** 1.36

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	2	2	0	0



<b>File Description</b>	<b>Document</b>
List of fulltime teachers with additional Degrees, Diplomas such as AB, FRCS, MRCP, FAMS, FAIMER/IFME Fellowships, Ph D in Dental Education etc. during the last 5 years	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Attested e-copies of certificates of postgraduate Degrees, Diplomas or Fellowships	<a href="#">View Document</a>

### 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:**

our institution practice's various objective methods to examine and certify the abilities of each student in various aspects like theoretical knowledge as well as clinical skills such diagnosis, treatment administration and patient management in accordance with the undergraduate curriculum formulated by Dental Council of India.

The basic skills required for dental graduate for practice of dentistry are:

1. Competence to diagnose and manage various common dental problems encountered in general dental practice and to provide the best possible treatment.
2. Ability to present the skills in prevention and management of complications that occur various dental procedures.
3. Acquire the skill necessary to investigate and interpret the laboratory findings.
4. Skill to promote oral health, awareness about oral diseases and its prevention to improve the overall quality of life of an individual.

To acquire these skills, students undergo sequential training at different levels.

- First and second year BDS students undergo preclinical training in dental subjects. The objective is to improve the hand skills of the students so that they will be able to replicate the normal tooth structure. This involves hands-on experience with various instruments and materials used in dental treatments & training on clinical treatment scenarios and challenges using phantom heads and simulation models.
- For third year BDS students, participation in General Medicine and General Surgery department postings is essential. This exposure aids in understanding general health and related complications, enabling them to correlate these aspects with dental treatment needs. New aspects of instrumentation are introduced as student progresses from third to final BDS which depicts the proficiency of psychomotor skills.
- All fourth year BDS students undergo postings in various clinical dental departments. This phase

is dedicated to acquiring training and skills related to the diagnosis, prevention, treatment, and management of complications in dental treatment scenarios. This includes hands-on experience in case history recording, processing and interpretation of dental radiographs, restoration of decayed teeth, root canal treatments (RCTs), oral prophylaxis, replacement of missing teeth, delivery of local anaesthesia, and tooth extraction. Communication skills, medical record keeping, presentation and attitude towards patients are assessed during history taking and case presentations. Clinical procedures are graded step wise.

- During the internship period students can work with limited supervision, allowing for more autonomy in decision-making. This phase marks a transition from a fragmented discipline-based approach to a comprehensive, holistic one. Interns are motivated to actively engage in field visits and camps, fulfilling their social responsibility as health workers. Interns also gain experience in satellite clinics, preparing them for comprehensive treatment in private practice. Interns assist faculty in operatories and during emergencies, which helps them refine their clinical and problem-solving skills. Interns document their experiences in logbooks, which are periodically assessed to monitor their progress.

## EVALUATION METHODS:

### Clinical work assessment:

- Chair Side Viva on Case Selection, Treatment Plan & Post Operative Care
- Grading System of Clinical Work Done
- Maintenance of Records
- OSCE

### Written Examinations:

- Three internal assessment exams in a pre-determined time format.
- The question papers contain Essays, short notes and very short notes.
- MCQ type question papers

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	<a href="#">View Document</a>
List of competencies	<a href="#">View Document</a>
Geotagged photographs of the objective methods used like OSCE/OSPE	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 8.1.9

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

**Response:** 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
112	112	112	112	100

8.1.9.2 Number of first year Students admitted in last five years

2022-23	2021-22	2020-21	2019-20	2018-19
112	112	112	112	100

<b>File Description</b>	<b>Document</b>
Policies documents regarding preventive immunization of students, teachers and hospital staff likely to be exposed to communicable diseases during their clinical work.	<a href="#">View Document</a>
List of students, teachers and hospital staff, who received such immunization during the preceding academic year	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any other relevant information.	<a href="#">View Document</a>

**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:**

Dental graduate attributes are the competencies and qualities that dental students should develop by the end of their degree program. Students are trained to acquire adequate knowledge, understanding and necessary skills that are required to carry out dental practice.

Dental Graduate Attributes Are:

1. **PROFESSIONAL EXCELLENCE:** Students will be able to master essential qualities like empathy, compassion, honesty, integrity, and resilience demonstrating a lifelong curiosity in the ever-evolving field of dentistry and utilizing a scientific approach grounded in the latest research to deliver high-quality dental care.
2. **SCIENTIFIC PROFICIENCY:** Students should be able to possess a solid understanding of basic biological, medicinal, and clinical sciences, forming the foundation for clinical excellence, applying scientific knowledge to distinguish between normal and abnormal states in clinical dentistry and demonstrating proficiency in research methodologies for evidence-based dental practice.
3. **CLINICAL COMPETENCY:** The graduate should be competent to prevent and manage any sort of medical or dental emergencies. Students should be able to diagnose, prevent, and treat problems related to teeth, mouth, and jaws with a comprehensive understanding of oral health and conducting investigative procedures, interpreting laboratory findings, and offering treatment alternatives based on the latest information.
4. **COMMUNICATION SKILLS:** Students should be able to communicate and engage with patients, patient's families, and communities in relation to oral health. They should be able to present clear information in a timely manner regarding treatment options to be provided and also communicate with other health professionals involved in patient care when required.
5. **PATIENT-CENTRIC CARE:** Students should be able to demonstrate patient-centered approach, considering patient preferences, expectations, and attitudes throughout the treatment planning and delivery process, and effectively managing chronic diseases and disabilities with recognition of their potential impact on the patient's oral health. Students must be able maintain accurate, consistent records of patient management and protect patient privacy.
6. **EFFICIENT TIME MANAGEMENT:** Students should demonstrate proficiency in effective time management and organizational skills, ensuring optimal workflow in dental practice, efficiently managing tasks while balancing patient care responsibilities with administrative duties, and strategically prioritizing and allocating time for enhanced productivity.
7. **ETHICAL AND LEGAL ACUMEN:** Students will be able to possess a comprehensive understanding of ethical principles and legal obligations associated with providing dental treatment, utilizing modern information technology for documentation and communication, ensuring compliance with ethical standards and legal requirements in patient care and record-keeping practices.
8. **PEER COLLABORATION AND PROFESSIONAL STANDARDS:** Students will be able to engage in effective peer evaluations to facilitate continuous improvement and shared professional growth, while upholding the highest standards of dental practice, demonstrating maturity, responsibility, and commitment to excellence.
9. **COMMUNITY ENGAGEMENT:** Students should be able to actively contribute to communities with oral health promotion abilities, participating in both primary and secondary prevention efforts, actively engage in community oral health education.
10. **HOLISTIC WELL-BEING:** Students should be able to actively maintain personal well-being, encompassing physical, emotional, social, and spiritual dimensions recognizing the importance of

seeking professional assistance when needed to enhance overall health.

<b>File Description</b>	<b>Document</b>
Dental graduate attributes as described in the website of the College.	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 8.1.11

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

**Response:** 0.11

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

2022-23	2021-22	2020-21	2019-20	2018-19
179.69	24.94	24.94	30.72	46.62

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Audited statements of accounts.	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 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:**

The Development and Engagement Unit (DEU) stands as a cornerstone within the college, embodying its pivotal role in nurturing students throughout their academic endeavors. Serving as a central hub, it effectively connects students, academic departments, and the institution, fostering seamless communication and support. By serving as a unified point of contact, the DEU acts as a conduit, bridging the gap between students and various entities within the college. This collaborative ethos ensures a comprehensive approach to student support, catering to a spectrum of needs and concerns. By synergizing with these committees, the DEU fosters an environment of holistic support, empowering students to navigate their academic journey with confidence and resilience.

The primary objectives of the Dental Education Unit of MRIDS encompass:

1. Ensuring continuous enhancement in teaching methodologies, learning experiences, and assessment practices within professional education.
2. Facilitating educational research endeavors, fostering projects, and encouraging research publications.
3. Keeping faculty abreast of contemporary trends in dental education through the organization of workshops and conferences.
4. Contributing to institutional endeavors such as feedback mechanisms, refining communication skills, embracing humanities, and nurturing professionalism.

**Vision:**

Our vision is to excel in Dental Education and Practice.

**Mission:**

- Enhance the quality of teaching, learning, and assessment across all educational levels.
- Equip educators with the skills necessary to become competent dental mentors.
- Organize regular faculty development programs aimed at enhancing teaching skills and methodologies.
- Implement innovative training methods such as small group teaching with problem-based learning and flipped classroom approaches, moving beyond traditional blackboard teaching.
- Diversify assessment techniques, including Objective Structured Clinical Examinations (OSCEs), short essay questions, very short answer questions, mini clinical examination exercises, and direct observation of procedural skills, while also incorporating 360-degree evaluations.
- Adopt outcome-based education principles to align teaching and assessment with defined learning outcomes.
- Provide training on topics beyond the curriculum and keep staff and students updated on new trends and technologies in dentistry.
- Conduct regular Continuing Dental Education (CDE) programs for ongoing professional development.
- Offer access to e-learning resources such as podcasts and video lectures to supplement traditional teaching methods.
- Guide students in developing and maintaining portfolios to track their learning and professional growth.

Through faculty development initiatives, the college prioritizes the continuous advancement of its educators, ensuring they remain well-versed in the latest developments in dental education and technology. By keeping abreast of emerging trends, faculty members are equipped to deliver top-notch instruction and mentorship to students. Engaging speakers, trainers, and guest faculty from accredited centers of excellence is pivotal. These experts bring real-world experience, research insights, and practical knowledge to the classroom. Their involvement enriches the learning process, inspiring students and faculty alike.

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

## 5. CONCLUSION

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### **Additional Information :**

Malla Reddy Institute of Dental Sciences (MRIDS), founded in 2013, has made a remarkable progress over the past 11 years, emerging as a reputed institution in the realm of Dental Education. As the field of Dental Education undergoes a transformational phase, guided by the initiatives of the National Dental Council (NDC) and the newly introduced National Education Policy - 2020 (NEP) by the Government of India, MRIDS is poised to embrace these changes. With a commitment to aligning with global standards, MRIDS is proactively preparing to implement the reforms likely to be proposed by the NDC and integrate the principles outlined in the NEP, thereby ensuring its continued excellence in Dental Education.

### **Concluding Remarks :**

Malla Reddy Institute of Dental Sciences (MRIDS) stands as a beacon of excellence in Dental Education, firmly rooted in its founder's vision of enlightenment and education. Since its inception in 2013, under the Chandramma Education Society, MRIDS has consistently upheld its commitment to providing quality dental education. Affiliated with KNRUHS and recognized by the Dental Council of India, MRIDS offers both undergraduate and postgraduate programs, attracting students from diverse backgrounds.

Located strategically in Suraram, Jeedimetla, Hyderabad, MRIDS caters not only to the urban population but also to the rural communities of Telangana State. Its integration into Malla Reddy Health City further enriches the educational experience by providing access to a comprehensive Medical and Dental Infrastructure.

The curriculum at MRIDS is meticulously designed, adhering to regulatory guidelines while fostering academic flexibility. With a focus on holistic learning, the institute offers a blend of didactic lectures, preclinical training, clinical postings, and mentorship programs. Continuous assessment and feedback mechanisms ensure the effectiveness of the curriculum, while outreach activities through the Public Health Department contribute to community welfare.

Research and Innovation are integral to MRIDS' Ethos, supported by well-established policies, research committees, and collaborations. The Institution's commitment to nurturing a culture of innovation is evident through its research initiatives, start-up ecosystem, and partnerships with national and international organizations.

The Infrastructure at MRIDS is state-of-the-art, providing students and faculty with modern facilities for academic and extracurricular activities. From well-equipped classrooms to sports facilities and a rich library, the institute offers a conducive environment for learning and growth.

Student support services play a vital role in fostering a conducive learning environment, with initiatives ranging from fee waivers to value-added courses and alumni engagement activities. Governance and leadership are characterized by decentralization, stakeholder participation, and a focus on transparency and accountability.

In conclusion, MRIDS epitomizes excellence in Dental Education, driven by a commitment to academic



integrity, research, innovation, and community engagement. With a strong foundation in place and a vision for the future, MRIDS continues to empower dental professionals and contribute to the advancement of oral healthcare.

## 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 : 175            Answer after DVV Verification: 39</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 : 175            Answer after DVV Verification: 175</p> <p>Remark : DVV has made the changes as per shared supporting document by HEI.</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>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>550</td> <td>543</td> <td>513</td> <td>562</td> <td>522</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>250</td> <td>243</td> <td>213</td> <td>262</td> <td>222</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per shared supporting document by HEI.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	550	543	513	562	522	2022-23	2021-22	2020-21	2019-20	2018-19	250	243	213	262	222
2022-23	2021-22	2020-21	2019-20	2018-19																	
550	543	513	562	522																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
250	243	213	262	222																	
1.3.2	<p>Number of value-added courses offered during the last five years that impart transferable and life skills.</p> <p>1.3.2.1. Number of value-added courses offered during the last five years that impart transferable and life skills.            Answer before DVV Verification : 35            Answer after DVV Verification: 18</p> <p>Remark : Value has been updated excluding soft skill , personality development, Research methodology as there is separate metric 5.1.2 &amp; 3.2.2 for it hence it has not been considered under value added course.</p>																				
1.3.3	Average percentage of students enrolled in the value-added courses during the last five years																				

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
550	543	513	562	522

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
204	129	223	180	232

Remark : Values have been updated excluding soft skill , personality development, Research methodology as there is separate metric 5.1.2 & 3.2.2 for it hence it has not been considered under value added course and values updated accordingly.

1.3.4

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

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

Answer before DVV Verification : 550

Answer after DVV Verification: 273

Remark : Value has been updated as per the data template for the list of no. students undertaking field visits, research projects has been considered.

1.4.2

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

Answer before DVV Verification : B. Feedback collected, analysed and action has been taken

Answer After DVV Verification: D. Feedback collected

Remark : Input has been updated as HEI has not provided the feedback analysis report along with bar graphs, Pie-charts for the feedback collected from the stakeholders hence input has been updated accordingly.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
59	56	56	56	50

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
55	43	49	50	40

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
59	56	56	56	50

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
56	56	56	56	50

Remark : Value has been updated in 2.1.1.2 considering 50% reservation as per the copy of letter issued by the state government; Also values have been updated in 2.1.1.1 as the filled in seats cannot exceed the earmarked seats as per NAAC SOP.

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

Answer before DVV Verification : A. All of the above

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

Remark : Updated as per supporting documents

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.

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.

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
24	20	16	14	12

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
23	19	16	14	12

Remark : Documents have been rechecked and values have been updated excluding the teachers joining the institution in 2022 & 2023 and teachers not completing the tenure of 11 months during the assessment. period has not been considered.

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

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

Answer before DVV Verification : 458.25 years

Answer after DVV Verification: 286.61 years

Remark : Value has been updated excluding the teachers joining the institution in 2022 & 2023 and teachers not completing the tenure of 11 months during the assessment period has not been considered; Also only considering the teachers experience from joining the HEI to till the end of the assessment period

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
65	66	70	80	65

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
52	59	59	57	61

Remark : Values have been updated excluding the teachers joining the institution in 2022 & 2023 and teachers not completing the tenure of 11 months during the assessment period has not been considered.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
16	8	3	4	6

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
9	4	2	4	5

Remark : Values have been updated as the multiple no. of awards to the same teacher in the same academic year has been considered once as per NAAC SOP.

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : Value Updated as per attachment

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
31	32	32	29	24

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
29	31	31	29	24

Remark : Values have been updated excluding the teachers joining the institution in 2022 & 2023 and teachers not completing the tenure of 11 months during the assessment period has not been considered.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
38	45	27	50	44

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
13	12	7	22	14

Remark : DVV has made the changes as per shared data template document by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2	3	3	1	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2	2	3	1	0

Remark : Documents have been rechecked and value has been updated as multiple grants to the same research project in an academic year has been considered once.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
10	9	4	10	8

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
8	8	3	7	6

Remark : Value updated as per attachments .

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.

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.

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
108	52	47	62	89

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

Remark : Values have been updated excluding the days celebration like world AIDS day, World heart day, world environment day etc. has not been considered and excluding the events conducted for the benefits own students and is not outreach in nature has not been considered; Also excluding the dental awareness camp, oral health camps has not been considered as it is been the part of the curriculum and hence not been considered.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
530	510	480	375	495

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
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0	0	0	0	0
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Remark : Values have been updated excluding the days celebration like world AIDS day, World heart day, world environment day etc. has not been considered and excluding the events conducted for the benefits own students and is not outreach in nature has not been considered; Also excluding the dental awareness camp, oral health camps has not been considered as it is been the part of the curriculum and hence not been considered and value updated accordingly.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
80	94	22	84	87

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
20	24	12	24	27

Remark : DVV has made the changes as per shared data template document by HEI.

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

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

Answer before DVV Verification : 32

Answer after DVV Verification: 26

Remark : Value has been updated excluding the MOU signed for herbal visit has not been considered as the MOUs signed for the collaboration activities of research/faculty exchange/ internship /on-the-job training, project work, student / faculty exchange, clinical training shall only be considered as per NAAC SOP.

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

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

Answer before DVV Verification:

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2022-23	2021-22	2020-21	2019-20	2018-19
237.36	98.61	177.44	24.66	49.47

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
137.36	68.61	123.44	22.66	46.47

Remark : DVV has made the changes as per shared supporting document by HEI .

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

Answer before DVV Verification : A. All of the above

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

Remark : DVV has selected the B. Any three of the above as per shared supporting document by HEI .

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

Answer before DVV Verification : B. Any four of the above

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

Remark : Input has been updated as per the supporting documents as HEI has not provided the registration /Membership of E-shodh Sindhu, Shodhganga, SWAYAM and also HEI has provided the screenshot which shows institute is not the member of any of the consortia hence it input has been updated accordingly.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
44.82	1.78	2.06	4.47	10.24

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
14.75	1.78	2.06	4.47	10.24

Remark : Values have been updated considering the expenditure incurred for the purchase of books and journals including e-journals as per the audited statement..

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

Answer before DVV Verification : Any Four of the above

Answer After DVV Verification: Any One of the above

Remark : Input has been updated as per the supporting documents provided by the HEI as the screenshots provided by the HEI for the claim is not available (error page not found) ; Also excluding the coursera as it has not been considered; Also HEI not provided the any registration of the HEI on any of the e-resources (NMEICT / NPTEL, MOOCs platforms, SWAYAM, Institutional LMS, e-PG-Pathshala) hence input has been updated accordingly.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
309.17	52.64	64.71	81.25	76.79

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19

79.63	22.64	24.51	6.46	1.50
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Remark : Values have been updated as per the audited statement considering the expenditure incurred on repair and maintenance only.

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

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)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
58	146	160	126	123

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12	82	117	100	62

Remark : Values have been updated as per the list of students benefited by the scholarship provided in the supporting documents.

5.1.2 Capability enhancement and development schemes employed by the Institution for students:

1. Soft skill development
2. Language and communication skill development
3. Yoga and wellness
4. Analytical skill development
5. Human value development
6. Personality and professional development
7. Employability skill development

Answer before DVV Verification : A. All of the above

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

Remark : Updated as per attachments

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.,)

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 ..

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
54	52	43	22	9

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
37	39	40	17	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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
77	76	66	32	14

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
77	76	66	32	14

Remark : Values have been updated as in the absence of the exam qualifying certificate the claim has not been considered as per NAAC SOP however HEI has provided the admit card , no dues form , college identity card of the students appearing for the examination; Also excluding the students qualifying the university entrance examination hence it has not been considered and the input has been updated accordingly.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
71	41	37	35	42

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
21	21	27	25	32

Remark : DVV has made the changes as per shared data template document by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
19	0	10	2	8

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
9	0	6	2	4

Remark : Value Updated as per attachment

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
25	14	10	24	23

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
15	9	7	14	14

Remark : Value Updated as per attachment

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

Answer before DVV Verification : A. All of the above

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

Remark : Value Updated as per attachment

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
38	45	27	50	44

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2	9	3	9	14

Remark : Values have been updated as the financial support provided to the teachers to attend conferences/workshops is less than Rs 2000 hence it has not been considered as per revised NAAC manual.

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.)

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
21	18	12	16	13

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
20	15	9	14	10

Remark : Values have been updated as per the data template provided by the HEI considering the number professional development / administrative training programmes organized by the Institution for teaching and non-teaching staff year-wise during the last five years.

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..

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
56	58	60	32	51

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
52	51	52	27	49

Remark : Updated as per attachments

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
62	63	67	76	61

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
52	59	59	57	57

Remark : Updated as per EP 2.1

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



	<p>improvements</p> <p>3. Organization of workshops, seminars, orientation on quality initiatives for teachers and administrative staff.</p> <p>4. Preparation of documents for accreditation bodies (NAAC, NBA, ISO, NIRF etc.,)</p> <p>Answer before DVV Verification : A. All of the above  Answer After DVV Verification: B. Any three of the above  Remark : DVV has selected the B. Any three of the above as per shared supporting document by HEI .</p>
7.1.3	<p>The Institution has facilities for alternate sources of energy and energy conservation devices</p> <ol style="list-style-type: none"> <li>1. Solar energy</li> <li>2. Wheeling to the Grid</li> <li>3. Sensor based energy conservation</li> <li>4. Biogas plant</li> <li>5. Use of LED bulbs/ power efficient equipment</li> </ol> <p>Answer before DVV Verification : B. Any four of the above  Answer After DVV Verification: C. Any three of the above  Remark : Input has been updated as per the supporting documents as HEI has not provided the wheeling to the grid hence the input has been updated accordingly.</p>
7.1.7	<p>The Institution has disabled-friendly, barrier-free environment</p> <ol style="list-style-type: none"> <li>1. Built environment with ramps/lifts for easy access to classrooms</li> <li>2. Divyangjan friendly washrooms</li> <li>3. Signage including tactile path, lights, display boards and signposts</li> <li>4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment</li> <li>5. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading</li> </ol> <p>Answer before DVV Verification : A. All of the above  Answer After DVV Verification: C. Any three of the above  Remark : DVV has selected the C. Any three of the above as per shared supporting document by HEI .</p>

7.1.9	<p>Code of conduct handbook exists for students, teachers and academic and administrative staff including the Dean / Principal /Officials and support staff.</p> <ol style="list-style-type: none"> <li>1. The Code of conduct is displayed on the website</li> <li>2. There is a committee to monitor adherence to the code of conduct</li> <li>3. Institution organizes professional ethics programmes for students, teachers and the academic and administrative staff</li> <li>4. Annual awareness programmes on the code of conduct are organized</li> </ol> <p>Answer before DVV Verification : A. All of the above  Answer After DVV Verification: B. Any three of the above  Remark : updated as per attachments</p>
8.1.3	<p><b><i>Institution follows infection control protocols during clinical teaching</i></b></p> <ol style="list-style-type: none"> <li>1. Central Sterile Supplies Department (CSSD) (Registers maintained)</li> <li>2. Provides Personal Protective Equipment (PPE) while working in the clinic</li> <li>3. Patient safety curriculum</li> <li>4. Periodic fumigation / fogging for all clinical areas (Registers maintained)</li> <li>5. Immunization of all the caregivers (Registers maintained)</li> <li>6. Needle stick injury Register</li> </ol> <p>Answer before DVV Verification : A. All of the above  Answer After DVV Verification: B. Any 4 of the above  Remark : DVV has selected the B. Any 4 of the above as per shared supporting document by HEI</p>
8.1.5	<p>The students are trained for using High End Equipment for Diagnostic and therapeutic purposes in the Institution.</p> <ol style="list-style-type: none"> <li>1. Cone Beam Computed Tomogram (CBCT)</li> <li>2. CAD/CAM facility</li> <li>3. Imaging and morphometric softwares</li> <li>4. Endodontic microscope</li> <li>5. Dental LASER Unit</li> <li>6. Extended application of light based microscopy (phase contrast microscopy/polarized microscopy/fluorescent microscopy)</li> <li>7. Immunohistochemical (IHC) set up</li> </ol> <p>Answer before DVV Verification : A. Any 5 of the above  Answer After DVV Verification: B. Any 4 of the above  Remark : DVV has made the changes as per shared supporting document by HEI.</p>
8.1.6	<p>Institution provides student training in specialized clinics and facilities for care and treatment such as:</p>

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

Answer before DVV Verification : A. Any 5 of the above

Answer After DVV Verification: C. Any 3 of the above

Remark : DVV has made the changes as per shared supporting document by HEI .

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
179.73	28.84	28.58	34.13	50.36

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
179.69	24.94	24.94	30.72	46.62

Remark : Values have been updated as per the audited statement excluding the expenditure incurred on printing and stationery and considering the expenditure incurred on consumables.

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of full time teachers year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>65</td> <td>66</td> <td>70</td> <td>80</td> <td>65</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>52</td> <td>59</td> <td>59</td> <td>57</td> <td>61</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	65	66	70	80	65	2022-23	2021-22	2020-21	2019-20	2018-19	52	59	59	57	61
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