



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

A J INSTITUTE OF DENTAL SCIENCES

NATIONAL HIGHWAY 66 KUNTIKANA

575004

ajids.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

June 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The health of the people considered the blessings of the rich and the riches of the poor is the foundation that supports the edifice of happiness and prosperity of a nation. A.J. Institute of Dental Sciences is a brilliant, futuristic Endeavour of the Laxmi Memorial Education Trust(R); a premier Educational Organization, a brainchild of educationist & philanthropist Dr. A J Shetty. We strive to provide a global perspective of Dental Education to achieve the National objective of "HEALTH FOR ALL". These enduring efforts have put the institute and the city of Mangaluru on the map of Dental Education. The institution nurtures a vision to establish a premier center of excellence imparting Dental Education that effectively combines high academic exposure, professional outlook and commitment to humanitarian values.

Vision

To be Recognized as World Class Centre of Excellence In Teaching, Research and Health Service.we Aspire to Inspire

Mission

To Enable Our Students to Live Extraordinary Life by Magnifying Their Character Skill and Knowledge

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- 1. State-of-the-Art Infrastructure:** Having modern facilities, including well-equipped clinics, laboratories, and classrooms, enhances the learning experience and prepares students for real-world practice.
- 2. Experienced Faculty:** A team of experienced and knowledgeable faculty members provide high-quality education and mentorship to students.
- 3. Clinical Exposure:** A high patient flow and diverse clinical cases provide students with ample opportunities to gain hands-on experience and develop their clinical skills.
- 4. Research Opportunities:** Opportunities are offered to students to engage themselves in cutting-edge research projects, contributing to advancements in the field.
- 5. Community Engagement:** Engaging with the local community through outreach programs and public health initiatives not only benefits the community but also provides students with valuable experience in serving diverse populations.
- 6. Collaborations:** Inter Professional Collaborations not only makes dentistry accessible and affordable but also enhances the quality of Oral Health Care for the general public.
- 7. Professional Development Opportunities:** Offering opportunities for continuing dental education and residencies allows students to further their skills and knowledge beyond the classroom.

Institutional Weakness

Curriculum given by the regulatory Bodies: The curriculum isn't regularly updated to reflect advancements in dental science and technology, hence students may graduate without being proficient in the latest techniques and treatments.

Assessment Methods: Outdated or ineffective assessment methods, fail to provide meaningful feedback from students and educators, hindering competency development

Institutional Opportunity

1. Inter Disciplinary Collaborations: Collaboration with other healthcare disciplines, such as medicine, public health, and engineering, presents opportunities to address complex oral health challenges from a multidisciplinary perspective. Joint research projects, interprofessional education initiatives enhances patient outcomes and expand the scope of dental practice.

2. Community Engagement: Dental colleges have the opportunity to make a positive impact on the communities they serve through outreach programs, public health initiatives, and volunteer efforts. Providing dental services to underserved populations, participating in oral health education campaigns, and promoting preventive care contribute to improving oral health disparities and fostering community well-being.

3. Continuing Education: Offering continuing education courses, workshops, and professional development opportunities for students support lifelong learning and skills enhancement.

Institutional Challenge

Technology Integration: Integrating technology into dental education and practice requires ongoing investment in infrastructure, software, and training. Limited access to digital resources, outdated equipment, and resistance to change may impede the adoption of digital dentistry and telehealth solutions.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

A.J.Institute of Dental Sciences diligently follows the curriculum prescribed by RGUHS and mandated guidelines of the Dental Council of India (DCI) for both BDS and MDS programs. With a focus on continuous improvement, the institution actively engages in academic events and curriculum enhancements.

Key highlights of the institution's academic approach include:

- **Faculty Representation:** The institution has faculty representatives in the University Board of Studies,

actively participating in suggesting changes to the curriculum and evaluation methods to RGUHS.

- **Interdepartmental and Interdisciplinary Courses:** Under the guidance of the Head of the institution and teaching faculty, interdepartmental, interdisciplinary, and value-added courses are offered to both undergraduate and postgraduate students, enriching their educational experience.
- **Curriculum Committee:** The Curriculum Committee regularly reviews academic reports from previous years and recommends changes to curriculum delivery. It also formulates course outcomes, and program outcomes to ensure alignment with evolving educational standards.
- **Skill Enhancement Programs:** The institution conducts periodic inter-departmental case presentations and skill enhancement programs to further develop students' clinical abilities and knowledge.
- **Module-Based Programs:** Certificate courses in specialized areas such as Implantology, Laser Dentistry, Aesthetic Dentistry, and Basic Life Support have been offered for the past five years, providing students with additional expertise and credentials.
- **Emphasis on Professional Values and Social Issues:** Upholding professional ethics and addressing issues such as gender, demographic shifts, environmental sustainability, and societal awareness are integral to the institution's academic ethos. Seminars and awareness camps are conducted to address these topics.
- **Value-Added Courses:** The institution offers value-added courses on topics including Research Methodology, Aesthetic Dentistry, Tobacco Awareness & Cessation Training Program, enriching students' knowledge beyond the core curriculum.
- **Community Engagement and Research:** Students are encouraged to participate in community postings, field visits, and research projects, fostering a sense of social responsibility and practical experience in real-world settings.
- **Feedback System:** The institution maintains a robust feedback system, to continuously improve its educational offerings and operations. Through these initiatives, our institution strives to provide a comprehensive and socially responsible dental education that prepares students for professional success and service to society.

Teaching-learning and Evaluation

The teaching-learning and evaluation strategies at the College concentrate on student-centered approaches, and continuous improvement. Here's a breakdown:

- **Equitable Admission Process:** Admissions to BDS and MDS programs are conducted based on NEET Examination results, ensuring fairness and diversity in student intake through various categories, including reservations.
- **Student-Teacher Ratio and Methodologies:** The college maintains the prescribed student-teacher ratio and employs learner-centric teaching methodologies such as experiential learning in simulation labs and interdisciplinary teaching. This fosters active student engagement and enhances learning outcomes.
- **Utilization of Technology:** Faculty members utilize Information Communication Technology (ICT) tools for effective teaching, and the library provides access to e-resources, online study materials, and journals.
- **Mentorship Programs:** Mentoring is integrated into teaching and learning processes to provide personalized guidance and support to students. This ensures that students receive equitable assistance tailored to their individual needs and backgrounds. A Mentor-Mentee ratio of 1:10 is maintained. Regular Parent Teacher Meetings are conducted Biannually and action taken report is prepared based on the grievances by the teachers and students.
- **Assessments:** The institution conducts examinations at regular intervals and students are provided mid-

course improvement of performance in the examinations. The assessments are based on Competency, work based assessment, self-assessment and OSCE/OSPE.

- **Learning Outcomes:** The institution has a stated learning outcome including program outcome, course outcome and program specific learning outcome.
- **Slow Learners:** The institution adheres to a transparent and robust continuous internal evaluation system, accommodating remedial classes for slow learners. Parent-teacher meetings are held annually to discuss student performance, fostering accountability.
- **Opportunities for Advancement:** Advanced learners are provided opportunities to excel in their areas of interest, promoting academic excellence and personal growth. The institution offers the best infrastructure and experienced faculty to support students in achieving their academic aspirations.
- **Exam Related Grievance cell:** This provides a redressal mechanism with reference to internal evaluation and university examinations.
- **Holistic Development:** Equal emphasis is placed on both curricular and extracurricular activities to promote the overall development of students
- **Teaching Learning:** The institute is incorporated advanced methods of Teaching, like OSCE, OSPE, which facilitates the students to create long term memories.
- **Learning Management Systems:** Teachers use ICT enabled tools for effective teaching and learning process including online resources.
- Faculty are trained for development and delivery of e-content.
- By prioritizing equity, personalized support, technological integration, and holistic development, the College ensures that students receive a comprehensive education that prepares them for success in their academic and professional pursuits.

Research, Innovations and Extension

The College emphasizes research, innovation, and community outreach as integral components of its vision and mission. Here's how the institution is fostering these aspects:

- **Research Culture:** The institution promotes a strong research culture among students and staff, with research being a fundamental aspect of its vision. Intramural funds are also provided for the faculty to conduct research and promotes publications in indexed journals.
- **Continuing Dental Education:** Regular Continuing Dental Education programs are conducted to update students and staff on recent advancements in various dental specialties. These programs serve as platforms for exchanging ideas and fostering future research and innovations.
- **Encouraging Student Research:** Undergraduate students are encouraged to pursue research projects. The institution actively utilizes research funding from RGUHS to support student and faculty research endeavours.
- **Academic Collaboration:** The institution collaborates with various institutions to facilitate academic research by providing research facilities and assistance. Active Memorandums of Understanding (MOUs) are established to facilitate these collaborations.

- **Community Dental Services:** In line with its vision and mission, the institution provides dental services to underserved communities through rural dental camps, satellite centres, and collaborations with NGOs, governmental organizations and dental associations like IDA. These efforts aim to improve the quality of life for those who may not have access to affordable dental care.

Overall, the College is committed to advancing dental research, fostering innovation, and serving the community through accessible dental services and collaborations. These efforts contribute to the institution's overarching goal of promoting oral health and improving the well-being of society.

Infrastructure and Learning Resources

- The College boasts exceptional teaching and learning facilities, including classrooms, Skill Lab, laboratories, clinics, and seminar rooms, all equipped with ICT-enabled amenities, ensuring high-quality education. Various teaching methods are employed, such as seminars, journal clubs, demonstrations, and case-based learning, catering to both undergraduate and postgraduate students.
- For advanced diagnostics, the College offers state-of-the-art equipment such as CBCT, RVG, soft tissue laser, endodontic microscope, and CAD CAM, enhancing students' learning experiences and clinical skills. With nearly 382 chairs and a significant inflow of patients daily, students gain ample clinical exposure.
- Additionally, the College prioritizes students' physical and mental well-being, providing sports facilities, gymnasiums, and yoga sessions. Events are conducted in ICT-enabled seminar halls, with a larger auditorium available for sizable gatherings.
- Accommodation needs are met with multiple hostels for both male and female students, along with staff quarters.
- Moreover, the College is connected to Government Tertiary Care centres like Wenlock Hospital and Lady Goshen Hospital offering emergency services and outpatient care, complemented by a 24/7 chemist shop. This comprehensive infrastructure ensures a conducive environment for learning.
- The students are actively involved in creating awareness regarding various public health issues through role play, camps and awareness programs.
- Outside the campus, there are banking facilities available along with an ATM machine for the convenience of students and staff.
- Within the campus, the College offers extensive library resources, including a well-stocked central library, a digital library, and a reading room equipped with high-speed internet access, ensuring students have access to a wide range of academic materials and online resources, the library has also the facility of Remote access.
- Additionally, the College has an established maintenance committee responsible for ensuring the upkeep and standard management of the the facilities of the institution, maintaining a conducive environment for teaching, learning, and research.
- The faculty have undergone various advanced training programs under different online platforms like Coursera and SWAYAM.

Student Support and Progression

The College prioritizes student support and development through various initiatives and resources:

- **Scholarship Support:** The institution assists students in accessing government and non-government scholarship schemes to alleviate financial burdens.
- **Extracurricular Participation:** Students are encouraged to participate in cultural activities, sports, fine arts, with recognition awarded for outstanding performances.
- **Student Welfare Committee:** A committee comprising student representatives addresses academic and administrative concerns, promoting student welfare and engagement.
- **Ragging-Free Campus:** The institution maintains a zero-tolerance policy towards ragging, supported by an anti-ragging cell and an internal complaint cell to address grievances promptly.
- **Grievance and Sexual Harassment:** The institution has a Grievance and Sexual harassment cell in place.
- **Tobacco Free Campus:** The institution makes sure that tobacco is not used in any form by the students and also to an extent by the general public.
- **Placement and Higher Education Opportunities:** Many students excel in state, national, and international exams, securing placements in prestigious institutions both in India and abroad.
- **Active Alumni Association:** An alumni association actively supports the institution through contributions and development activities, fostering a strong network of alumni engagement and support.
- **Capability Enhancement and Development Schemes:** Under this the institute has conducted programs on Soft Skill Development, Career Guidance, Language and Communication, Yoga and Wellness, Analytical skill development, Human Value Development, personality development.

Through these comprehensive initiatives, the College ensures a nurturing and supportive environment, empowering students to achieve their academic, professional, and personal goals.

Governance, Leadership and Management

The success of an institution hinges greatly on its administrative system, which requires effective leadership and management. At AJIDS, our leaders have consistently steered the institution towards fulfilling its Vision and Mission through sound governance and management practices.

- Our institution's global recognition and ability to attract students from around the world underscore the strength of our governance. We continually strive to upgrade our teaching, diagnostic, and treatment

facilities to meet the evolving needs and aspirations of today's students and to remain competitive on a global scale.

- Adequate funding is secured and efficiently managed to support our academic and administrative functions. Internal audits ensure that funds are utilized effectively, contributing to our institution's self-reliance.
- Clear organizational norms guide the actions of our employees, ensuring their effective participation and contribution to the institution's success. Through these measures, we continue to uphold high standards of governance and management, driving AJIDS towards continued growth and excellence.
- The Institution Conducts Faculty Development Programs to empower and update not only on recent advances in dentistry, but also in Life Skills.
- The institute has initiated a robust green initiative by adopting e-Governance methods.
- In order to improve the quality and service the institute, has got accreditation from NIRF, and the IQAC keeps a continuous vigil on the quality measures for improvement.

Institutional Values and Best Practices

Our institution is committed to promoting inclusivity, sustainability, and social responsibility through various programs and initiatives:

- **Gender Equity Sensitization:** We conduct programs to raise awareness about gender equity and promote a culture of inclusivity and respect.
- **Commemorative Days and Festivals:** National commemorative days and festivals are celebrated alongside regular academic activities, reflecting our institutional values and social responsibilities.
- **Differently-abled (Divyangjan) friendliness:** The institute has ramps, lifts, disabled friendly washrooms, signages, provision for enquiry – assistance and wheelchairs making the institute disabled friendly.
- The institute has ramps, lifts, disabled friendly washrooms, signages, provision for enquiry – assistance and wheelchairs making the institute disabled friendly.
- **Environmental Conservation:** We incorporate energy conservation devices such as solar energy and LED bulbs. The institute manages degradable and non-degradable biomedical wastes.
- **Code of Conduct:** Information regarding the code of conduct for students is displayed on our website.
- **Green Campus Initiatives:** The institute has a good landscape and solar energy conservation device.
- **Research:** Importance is given towards promotion of scientific temper among the undergraduates.
- **Initiatives for prevention of Oral cancer:** In Collaboration with Multiple stakeholders, the institute organizes various initiatives for oral cancer prevention. This includes oral cancer awareness programs, tobacco control programs, oral cancer screening programs.
- **Outreach programs:** These programs are conducted to inspire and support the students to work for the community thus understanding the needs of the community and their public health programs.

Through these initiatives, we strive to create a campus environment that is inclusive, sustainable, and socially responsible, embodying the values and principles of our institution.

Dental Part

- **Admission Policy:** The institution ensures that the admission process is fair and non-discriminatory, providing equal opportunities to all eligible candidates irrespective of their background, gender, religion, or any other factors. The institution's admission policy is clearly defined and documented, including the criteria for selection, weightage given to NEET percentile. All the BDS students are encouraged to take their immunization.
- **Infection Control:** The institute has adequate facilities for infection control, including designated areas for sterilization and disinfection of instruments and equipment. Establishment of an infection control committee is responsible for developing, implementing, and monitoring infection control policies and procedures.
- **Orientation Programs:** Various informative programs are conducted along with the Orientation programs for fresher's which help the new students transit smoothly into academic life and become familiar with the institution's culture, policies, facilities, and resources. These programs are designed to provide information, support, and guidance to help students adapt to their new environment and maximize their academic success.
- **Advanced Training:** The institute has CBCT, CAD-CAM, Imaging and morphometric software, Endodontic Microscope, Dental Laser unit which provided advanced training along with regular teaching.
- **Clinical Skills:** This is improved as training is provided in Tobacco Cessation Clinic, Geriatric Clinic, Implant Department, Special Health Care Needs Clinic and Aesthetic Clinic.
- **Dental Education Unit** is established for quality development of the faculty like seminars, workshops conferences etc mainly in emerging trends in dental education technology. Every year for students, expenditure on consumable Dental materials which is used for clinical training is maintained.
- **Additional Degrees:** The institute has faculties who have additional degrees, which helps to augment their skills and knowledge and also train the students in those areas which is not covered in the curriculum.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	A J INSTITUTE OF DENTAL SCIENCES
Address	NATIONAL HIGHWAY 66 KUNTIKANA
City	MANGALURU
State	Karnataka
Pin	575004
Website	ajids.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	K Nillan Shetty	0824-2221465	9845278015	-	dean@ajids.edu.in
IQAC / CIQA coordinator	Bharath Prabhu	0824-221465	9036429171	-	naac@ajids.edu.in

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

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes minority_compressed_compressed.pdf
If Yes, Specify minority status	
Religious	
Linguistic	TULU LINGUISTIC MINORITY
Any Other	

Establishment Details	
Date of establishment of the college	21-10-2002

University to which the college is affiliated/ or which governs the college (if it is a constituent college)		
State	University name	Document
Karnataka	Rajiv Gandhi University of Health Sciences	View Document

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

Details of recognition / approval by statutory / regulatory bodies other than UGC (MCI, DCI, PCI, INC, RCI, AYUSH, AICTE etc.)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
DCI	View Document	16-04-2007	60	PERIODIC INSPECTION are conducted by the DCI to ascertain the same

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	NATIONAL HIGHWAY 66 KUNTIKANA	Urban	5.5	13775.66

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BDS,All Dental Departments,	60	PRE UNIVE RSITY COURSE	English	100	100
PG	MDS,Department Of Oral Medicine And Radiology,	36	BACHELOR OF DENTAL SURGERY	English	6	1
PG	MDS,Department Of Oral And Maxillofacial Surgery,	36	BACHELOR OF DENTAL SURGERY	English	6	6
PG	MDS,Department Of Periodontology,	36	BACHELOR OF DENTAL SURGERY	English	6	3
PG	MDS,Department Of Prosthodontics And Crown And Bridge,	36	BACHELOR OF DENTAL SURGERY	English	6	6
PG	MDS,Department Of Orthodontics And Dentofacial Orthopedics,	36	BACHELOR OF DENTAL SURGERY	English	6	6
PG	MDS,Department Of Conservative Dentistry And Endodontics,	36	BACHELOR OF DENTAL SURGERY	English	6	6
PG	MDS,Department Of Pedodontics And	36	BACHELOR OF DENTAL SURGERY	English	6	6

	Preventive Dentistry,					
PG	MDS, Department Of Oral Pathology And Microbiology	36	BACHELOR OF DENTAL SURGERY	English	6	0
PG	MDS, Department Of Public Health Dentistry,	36	BACHELOR OF DENTAL SURGERY	English	3	0
PG Diploma recognised by statutory authority including university	PG Diploma, Department Of Orthodontics And Dentofacial Orthopedics,	24	BACHELOR OF DENTAL SURGERY	English	1	1
PG Diploma recognised by statutory authority including university	PG Diploma, Department Of Prosthodontics And Crown And Bridge,	24	BACHELOR OF DENTAL SURGERY	English	1	0
PG Diploma recognised by statutory authority including university	PG Diploma, Department Of Conservative And Endodontics,	24	BACHELOR OF DENTAL SURGERY	English	1	0
PG Diploma recognised by statutory authority including university	PG Diploma, Department Of Pedodontics And Preventive Dentistry,	24	BACHELOR OF DENTAL SURGERY	English	1	0

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	17				34				49			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	17				34				49			
Sanctioned by the Management/Society or Other Authorized Bodies	19				39				45			
Recruited	10	9	0	19	17	22	0	39	10	35	0	45
Yet to Recruit	0				0				0			
	Lecturer				Tutor / Clinical Instructor				Senior Resident			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	4				0				0			
Recruited	0	4	0	4	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				86
Recruited	8	78	0	86
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				7
Recruited	4	3	0	7
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	10	9	0	17	22	0	10	35	0	103
UG	0	0	0	0	0	0	0	0	0	0
Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	4	0	0	0	0	0	0	0	4

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

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0
Part Time Teachers										
Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	12	11	0	0	23
	Female	42	35	0	0	77
	Others	0	0	0	0	0
PG	Male	0	5	0	0	5
	Female	24	5	0	0	29
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	1	0	0	0	1
	Female	0	0	0	0	0
	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	2	1	1
	Female	5	5	4	2
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	1	1	0	1
	Others	0	0	0	0
OBC	Male	6	15	2	8
	Female	41	24	20	29
	Others	0	0	0	0
General	Male	23	18	28	14
	Female	57	52	67	23
	Others	0	0	0	0
Others	Male	0	2	7	12
	Female	0	19	13	35
	Others	0	0	0	0
Total		135	138	142	125

General Facilities	
Campus Type: NATIONAL HIGHWAY 66 KUNTIKANA	
Facility	Status
• Auditorium/seminar complex with infrastructural facilities	Yes
• Sports facilities	
* Outdoor	Yes
* Indoor	Yes
• Residential facilities for faculty and non-teaching staff	Yes
• Cafeteria	Yes

• Health Centre	
* First aid facility	Yes
* Outpatient facility	Yes
* Inpatient facility	Yes
* Ambulance facility	Yes
* Emergency care facility	Yes
• Health centre staff	
* Qualified Doctor (Full time)	107
* Qualified Doctor (Part time)	0
* Qualified Nurse (Full time)	3
* Qualified Nurse (Part time)	0
• Facilities like banking, post office, book shops, etc.	Yes
• Transport facilities to cater to the needs of the students and staff	Yes
• Facilities for persons with disabilities	Yes
• Animal house	Yes
• Power house	Yes
• Fire safety measures	Yes
• Waste management facility, particularly bio-hazardous waste	Yes
• Potable water and water treatment	Yes
• Renewable / Alternative sources of energy	Yes
• Any other facility	NA

Hostel Details		
Hostel Type	No Of Hostels	No Of Inmates
* Boys' hostel	1	45
* Girls's hostel	1	128
* Overseas students hostel	0	0
* Hostel for interns	0	0
* PG Hostel	2	52

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>The art and science of dentistry is inherently multidisciplinary, with our dental students trained to deliver effective healthcare through a curriculum mandated by the Dental Council of India (DCI). Both undergraduate and postgraduate training adhere to the regulations of the DCI and the affiliating university. The NEP 2020's emphasis on multidisciplinary teaching aligns with our institution's practices, including interdisciplinary workshops on Dental Implants, treatment of special cases, research methodology, LASERS, and community outreach programs on anti-tobacco awareness, HIV awareness, and the importance of oral hygiene and dental healthcare. As an affiliated college, we follow the norms of the affiliating university (RGUHS) as guided by the DCI. We are committed to implementing NEP 2020 once guidelines are provided by the DCI and RGUHS. Meanwhile, many of our existing practices reflect NEP principles. Our institution offers a Bachelor of Dental Surgery (BDS) program and nine Master of Dental Surgery (MDS) programs. The regular curriculum itself includes interdisciplinary courses taught by specialized medical college staff from various disciplines like Anatomy, Biochemistry, Physiology, Pharmacology, Microbiology, General Pathology, General Medicine, and General Surgery. Additionally, we have introduced value-added courses such as 'Implantology' to our post graduate students. In our curriculum committee recommended integrative teaching of various subjects both vertically and horizontally, and we have communicated this intent to our governing bodies.</p>
2. Academic bank of credits (ABC):	<p>A.J institute of Dental Sciences is affiliated to Rajiv Gandhi university of health sciences which has not registered for academic bank of credits However, HEI will be guiding the students to register for National Academic Depository (NAD) for uploading the certificates in Digi Locker and prepare to link the same in the registered portal of ABC in future.</p>
3. Skill development:	<p>A.J institute of Dental Sciences offers numerous vocational and skill-based courses integrated into the BDS and MDS programs to foster skill development,</p>

	<p>holistic growth, and employability. These courses range from communication skills to technical skills like laser dentistry and stress management. Faculty with backgrounds in allied health industries, along with collaborations with industries and other HEIs, provide students with practical experience and exposure to various work environments. The Academic Council representative has advocated for curriculum revisions to integrate emerging technologies and skills. Current courses include Implantology to final-year BDS students during departmental posting. The HEI is also implementing bridge courses to facilitate horizontal movement for students and plans to make vocational course mandatory. The institution emphasizes skill development programs in line with NEP, offering training in soft skills, patient safety, minor oral surgery, maxillofacial rehabilitation, LASERS, paediatric behaviour management, and faculty development.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>A.J institute of Dental Sciences conducts classes on kannada language for non Kannadigas students to understand the local language and local culture ,also celebrates varies culture programmes like ayudha pooja, onam, ethnic day celebration's to involve students in to knowing various cultures and integration of indian knowledge system .</p>
5. Focus on Outcome based education (OBE):	<p>Our institution's curriculum planning, delivery, and assessment are designed to achieve specific competencies. Despite the DCI regulations, our HEI as aligned course and program outcomes with our university's curriculum. We use OSPE/OSCE to assess cognitive, affective, and psychomotor skills. Surveys and multisource feedback from stakeholders ensure graduates are industry-ready or self-employable. The curriculum committee and Principal maintain the process's reliability. Faculty train students before clinical postings to develop essential skills for patient care. We organize CDE programs and workshops, providing funds for conference participation and research. we are preparing to integrate into NEP for greater curricular flexibility</p>
6. Distance education/online education:	<p>During covid times our institution adapted in to on-line classes for the students of all the years, also departmental Seminars & Journal clubs for Postgraduates, followed by the online internal</p>

assessments . The Faculty got themselves trained for using the various platforms of online education. Faculty development programs, CDE programs and workshops were conducted online for the bettering the skill and knowledge of the faculty.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	NO
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?	NO
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.	NONE
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.	NONE
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.	NONE

Extended Profile

1 Students

1.1

Number of students year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
615	547	647	631	654
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
147	141	156	124	150
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

1.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
135	138	143	130	147
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

2 Teachers

2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
107	119	112	117	104
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
107	119	112	117	104
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
352.21	244.96	133.63	712.60	392.73
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

AJ Institute of Dental Sciences is committed to provide Quality Health care education and follows the guidelines set by the regulatory body Rajiv Gandhi University of Health Sciences (RGUHS) and the Dental Council of India (DCI). Quality education is assured through effective curriculum planning, implementation, enrichment and through feedback system. At the Beginning of the Academic year the Dean conducts a meeting with the Curricular Committee and Heads of the departments to discuss the Calendar of events for implementation of the Academic strategies.

CURRICULAR PLANNING:

The curricular committee gets together and prepares the annual calendar for students for the academic year. Once the annual calendar of events is finalized after the approval of the Head of the Institute the same will be circulated to all the departments. The curriculum once set will be reviewed and monitored periodically by the IQAC members. The timetables of classes to be conducted, regular internal assessments for assessment of student progress, conducting of co-curricular and extra-curricular activities are planned well in advance. Lesson planning: Each department on the onset of every academic year generates a lesson plan. The lesson plan is to include the details of the topics included in the syllabus for the year, the description of how classes will be conducted in the year, the time frame to finish the stipulated syllabus and the expected outcomes.

CURRICULUM DELIVERY:

Regular theory sessions are taken as per the pre-planned timetable, short discussions, symposiums, conducting seminars, journal clubs to impart quality based education. The students when posted in the clinics are exposed to various kinds of cases and this kind of exposure improves their professional skills and competency. Adequate clinical training is imparted through demonstrations, case based learning and internships under experienced faculty. Mentor mentee assessment system is in place, the mentoring faculty regularly assess the progress of the mentee and try to solve any problems faced by them during the learning process.

CURRICULAR ENRICHMENT:

Based on the recent advances in our field the curriculum is further enriched by organizing seminars, workshops and Guest lectures. Value added courses conducted by the institute like Yoga, Meditation and Personality development further enrich the course curriculum.

EVALUATION:

Three internal assessment exams are conducted as per the guidelines set by the regulatory body. The examination cell prepares a timetable for the internal exams to be conducted and forwards it to all the departments. Exams are then conducted under the supervision of the invigilators. The final marks are then sent to the mentors and the parents to showcase the performance of the particular students which keeps them informed regarding the progress of their wards. Special interest is shown to slow learners by giving them assignments, conducting short group discussions, retests to support and improve their academic performance. The advanced learners are motivated to actively take part in conferences.

FEEDBACK SYSTEM:

Feedbacks are collected from the students, parents and alumni regarding the quality of the curriculum and then analysed critically by the academic council.

CURRICULUM PLANNING & IMPLEMENTATION:

<https://www.ajids.edu.in/NAACDOCS/CRITERIA%201%20SCAN/1.1.1/Intro-1.png>

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

Other Upload Files

1	View Document
2	View Document

1.1.2

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

Response: 1.45

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
5	2	1	0	0

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

1.2 Academic Flexibility

1.2.1

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

Response: 50.91

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

Response: 28

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

Response: 55

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

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: 24.87

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
202	197	131	93	134

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

INTRODUCTION

The Institute has integrated courses in their curriculum which integrates cross cutting issues relevant to gender environment and sustainability human value and provisional ethics. Various programmes are arranged by the institute which contributes to sensitizing students to these cross cutting issues.

GENDER SENSITIZATION:

Gender sensitization in educational institutions plays crucial role in creating a more inclusive and equitable society. The institution aims at gender equality in teaching, learning and assessment in the education system. The institute provides a number of facilities for female students i.e. separate hostels, Female Common Room, and separate food mess lounge. They are encouraged to participate in all extracurricular activities too. Many awareness lectures are organised where the ardent speakers have spoken about the importance of gender equity.

The college has set up women's welfare committee against sexual harassment which is committed to create a safe and affable working environment for the students, teaching and non-teaching faculty. The

committee is functioning effectively under the guidance of a chairperson, which includes student members.

HUMAN VALUES AND ETHICS:

Human values and ethics are fundamental principles that guide individuals towards morally and socially responsible behaviour. The institution implements ethical principles in day to day clinical practice as it is important for the development of the students from young adults to responsible professionals. The Institutional Ethical Board is in function which is responsible for all ethical issues pertaining to research activities. Consent forms are available at all the departments and are duly filed, signed by the patient before performing any procedure on them. For any research/ clinical trials ethical clearance is required from Institutional Ethical Board.

DAYS OF NATIONAL IMPORTANCE:

Celebrating days of national importance can help to create awareness and foster a sense of national pride among students and faculty. They also provide opportunities to connect oral health with broader national and social issues. The institution has been carrying out special awareness programs on these days to educate the public on the important issues and social responsibilities. The National Youth day, Republic day, Independence day and other days are celebrated. On these days students and faculty regularly participate in Free Medical Camps, Dental Check-Up Camps, Dental Treatment Camps, No Tobacco Programs and School Oral Health Program.

SOCIAL OUTREACH PROGRAMMES:

Social outreach programs are vital for providing valuable services to the community while also offering students practical experience and a sense of social responsibility. Interns as well as faculty are posted in peripheral centres on rotation basis. The impact of these extension activities is clearly visible among the students of this institute since these students have got maximum exposure in personally handling and treating the patients in real life situations. There is also an increase in the awareness regarding oral health among the community at large in the nearby areas.

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

Other Upload Files

1	View Document
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1.3.2

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

Response: 16

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

Response: 16

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

1.3.3

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

Response: 30.34

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
557	149	0	103	115

File Description	Document
Institutional data in prescribed format	View Document
Attendance copy of the students enrolled for the course	View Document
Any additional information	View Document
Link for additional information	View Document

1.3.4

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

Response: 32.52

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

projects,industry visits,community postings

Response: 200

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

1.4 Feedback System

1.4.1

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

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

Response: A. All of the above

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

1.4.2

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

Response: B. Feedback collected, analysed and action has been taken

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Due consideration is given to equity and inclusiveness by providing reservation of seats to all categories during the admission process.

Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
36	44	33	44	55

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
36	44	33	44	55

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

2.1.2

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

Response: 89.42

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
135	138	143	130	147

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
155	155	155	155	155

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

2.1.3

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

Response: 43.47

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
64	55	52	75	53

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

2.2 Catering to Student Diversity

2.2.1

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

The Institution:

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

Response: A. All of the above

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

2.2.2

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

Response: 5.75

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

2.2.3

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

Response:

1. Sci-fi league: Sci-fi league has been established to nurture young budding innovative minds to proactively participate and win accolades in various scientific presentations in conventions and

conferences. Students of this league also take keen interest in recent advances in different specialities of Dentistry, and also write in scientific publications.

2. Humanity and Literary league: Creative activities like Rangoli, Soap carving, Bottle art, Nail art, Mandala art, Sketchathon, Quilling, Mehendi Competition, Tote bag painting, Anatomy painting, Best out of waste, Clay modelling, Machintosh art, Comic strip, Paint without brush, Hairstyle and makeup etc, are conducted by Humanity and Literary league members. Students also participate by writing fictional stories, poems, songs and photography in our college magazine “ESPOIR”.
3. Sports and Health league: The motto of Sports and health league is to instil positive, fresh, energetic and productive mind set. We at AJIDS encourage different sport activities, which includes both individual and team sports like FIFA, Swimming, Badminton, Table Tennis, Arm wrestling, Kabaddi, Lagori, Basketball, Football, Volleyball, throw ball, Cricket, Javelin throw, Discus throw, shot put, Long jump, Running race, Relay, Chess, Carom, Sudoku and Ludo. The campus provides a suitable play ground to cater to the student’s sports need.
4. Cultural league: A Plethora of cultural activities kick start in the month of Mid-March and get over by April. It is for the students to showcase all their cultural talents and provides students opportunities to express themselves, build confidence and develop social skills. A variety of cultural activities like Eastern singing, Western singing, Eastern dance, Western dance, Classical dance, Fashion show, Variety performance. The winners of these Intra-college competition go about to participate in Inter-collegiate competitions like X-tract, INCIDENT ,AAKAR.
5. Photo-Videography league: This league nurtures students to document photos who shows exceptional photography skills.
6. AJ Innovative league: These league members are very inspiring, informing and celebrate innovation in conducting various festival celebrations like New year, Ganesh Chaturthi, Ayudha Pooja, Saraswathi Pooja, Dasara, Onam, Deepawali, Food fest and National events.

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

2.3 Teaching- Learning Process

2.3.1

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

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

- **Role play**

Response:

INTRODUCTION:

Student centric methods have been one of the main agendas since the inception of this institution.

1.Experiential Learning

- *Clinical based experiential learning*

Good patient flow gives students opportunities to practice experiential learning by observing, shadowing and interaction with patients and finally get to work on patients mimicking a real life clinical patient set up.

During internship students get firsthand experience assisting post graduates in major and minor surgical cases.

- *Community based experiential learning*

A J Institution has a group of around 7 satellite health centers, in which 4 are rural centers and 2 secondary hospitals along with portable dental mobile service at Bondel.

Adoption of schools for community based experiential learning.

2. Integrated/ interdisciplinary learning

- Students are exposed and encouraged to take up wide range of complaints including all disciplines of dentistry so that as to plan and execute a comprehensive interdisciplinary treatment approach.
- Post graduates are encouraged with monthly interdepartmental meets during which distinct cases of each department are presented and multi- disciplinary treatment plans are discussed.
- Specialty dental clinic where various treatment involving all disciplines of dentistry is done under one roof.

3. Participatory learning

- UG's and PG's are encouraged to participate in various CDE's, Conferences, Symposium within and outside the campus.
- They also present papers and posters at national and state level conferences and conventions.
- Many of our students secure best paper and poster awards.

4. Problem solving methodologies

- For UG and PG students group discussions, interdepartmental meet, to discuss challenging clinical cases and various demonstrations during practical classes, special case in-depth discussions are conducted on a regular basis.

- This helps to clear their doubts and handle cases more confidently.

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

2.3.2

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

The Institution:

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

Response: C. Any two of the above

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

2.3.3

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

Response:

Classrooms with ICT Resources

- Smart boards have been installed in the classrooms.
- Overhead projectors are available in every one of our lecture venues.
- A big white screen is displayed with the presentation.
- The faculty use video demonstrations and multimedia presentations to deliver their lectures.
- Use of ICT Resources by Academic Staff and Students

All faculty members make considerable use of ICT's (Information and Communication Technology) e-learning resources for their instruction and training. Smart boards, Computers, high-speed internet connectivity and LCD projectors are available in the institute.

Free access to computers with printers and LAN connections in each department as well as Wi-Fi in the digital library .Staff and students can stay up to date on the most recent developments in their respective professions.

Electronic Library

- Modern digital libraries are available at the college to support e-learning.
- One conference hall with 100 seating capacity is available to host seminars ,webinars, virtual conferences, and online classes.
- The digital library includes 41 computers in total with internet access for students to utilize and encourage e-learning.

E-resources

The central library and departmental libraries are ready to access all e-journals, e-materials, e-books, etc. via library server, allowing the students and faculty to stay abreast of the most recent advancements in their respective fields.

- The students and the faculty members are allowed to browse the internet from 9am to 9P.M There are a total of 41 computer systems. The internet room is fully air conditioned.
- Reprography: There is also reprography service, where the study material can be photocopied on nominal cost basis .
- Scanning services are also available.
- The library offers free unlimited wifi for its readers.
- Easy-Lib software has been installed for making the searching for books, journals simpler.
- Institutional membership: HELINET (Health Science Information Network of RGUHS) which is a digital library.
- OPAC Bibliographic service which provides students to search books and journals.
- EPAC: Electronic Public Access Catalogue

- E-Journals and E-Books
- CD-ROM literature search.
- Plagiarism Detection software called Drill bit plagiarism software in academic advising is available.

Campus Medicine

- Each faculty member and student has their own portal with a special login ID and password to access the Campus Medicine website.
- Campus Medicine creates a platform for constant communication and information sharing between management, faculty, parents, and students.
- While students have access to all the subjects offered that academic year, faculty can only view their subject portal.
- In campus medicine, the relevant faculty members upload the lecture materials at least one week before the class session and make them available to all students.

IT equipment

- The oral pathology department is equipped with research microscopes connected to two LED TVs. For teaching histological and pathological slides to undergraduates and post graduate students.
- The institute is also equipped with state of the art - The Penta head research microscope, Digital Orthopantomograph, and Radiovisuography, which help in diagnosis and treatment planning of dental diseases.
- The institute has installed G-HEALTH, an integrated patient management software for total digital handling of patient related workflow like patient appointments, patient records, billing (UPI and card transactions), online store (materials) management.

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

2.3.4

Student :Mentor Ratio (preceding academic year)

Response: 5.75

2.3.4.1 Total number of mentors in the preceding academic year

Response: 107

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

2.3.5

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

The Institution has a robust teaching and learning process that helps students to inculcate analytical and innovative skills. This motivates students to apply their acquired knowledge in daily practice and have better outcome of their treatments.

Research and Innovation

- UG students are encouraged to conduct simple research projects in their second, third year, final year and internship. Students are also motivated to present their research projects in various scientific platforms during the academic year.
- During clinical postings the faculty guides students to improve clinical skills, diagnostic skills and treatment planning.
- Regular inter-department meetings are held for students and faculty where various cases are discussed for arriving at a multidisciplinary treatment approach

Pre-clinical laboratory skills and simulation based learning

The college is well equipped with a Pre-clinical prosthodontic and Pre-clinical conservative dentistry laboratory. The undergraduates learn and work on models which simulate the oral structures and it helps them to improve their practical skills and get a hands on experience. This in turn nurtures creativity and better understanding of the subjects prior to taking up patients in their clinical practice.

Clinical skills

- During third and final years of under-graduation, students gain hands-on experience in handling and treating patients.
- Systematic approach towards case history taking, investigation, diagnosis and treatment plans are followed along with ability to take relevant radiographs. They also gain adequate hands-on clinical experience in various procedures such as extractions, minor surgeries and all clinical aspects and procedures related to endodontics, prosthodontics, periodontics, pedodontics and orthodontics

Innovative teaching

- In the pre-clinical hours allotted, various innovative teaching methods are implemented which includes restorative procedures on the phantom heads, wire bending exercises on plaster models, carving tooth in wax blocks, cavity preparations in plaster tooth models and suturing techniques and inter-arch ligation procedures on plaster models. Newer and advanced techniques are also introduced to students. It includes use of lasers. Students get hands-on experience of using LASERS . Workshops on implants are also conducted for interns and PG's.
- Aesthetic procedures – laminates and veneers workshops are also conducted for interns and PG's. Group discussions are also conducted for interns on use and interpretation of CBCT.

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

2.4 Teacher Profile and Quality**2.4.1**

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

Response: 100

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

2.4.2

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

Response: 13.45

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
15	15	15	15	15

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

2.4.3

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

Response: 11.37

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

Response: 1217

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

2.4.4**Average percentage of teachers trained for development and delivery of e-content / e-courses during the last 5 years****Response:** 0

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
0	0	0	0	0

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

2.4.5**Average Percentage of fulltime teachers who received awards and recognitions for excellence in teaching, student mentoring, scholarships, professional achievements and academic leadership at State, National, International levels from Government / Government-recognized agencies / registered professional associations / academies during the last five years****Response:** 4.882.4.5.1 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
3	13	5	5	2

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The schedule and planning of teaching the syllabus is prepared at the beginning of the year for effective and smooth implementation of the curriculum. The framework of the academic year to be incorporated into the Academic Calendar of the institution is prepared by the chairperson of the Academic cell of the college in consultation with the members of the academic cell, the Head of the Institution, Undergraduate and Postgraduate academic mentors /convenors .A series of meetings are conducted by the members of the IQAC prior to the preparation of the calendar to get the concurrence on the timetable, internal examination dates and clinical posting schedules. The Heads of the all the Departments play a vital role in implementing the activities and schedules planned for the academic year.

ADHERENCE TO ACADEMIC CALENDAR:

- The Principal and Head of the departments meeting is held before the starting of every academic year to discuss in detail the academic plans of the college. The yearly plan of action is prepared on the basis of the university calendar of events and the same is treated as college calendar of events for that academic year.
- The college Academic calendar is planned with the dates mentioned for academics, co curricular, extracurricular activities, cultural and sports events, the tentative dates of internal examinations, for theory and practical's/ Clinicals are conducted as per the schedule.

ROBUSTNESS & TRANSPARENCY:

- Internal exams are conducted in the exam hall with seating capacity of above two hundred students under strict vigilance. The invigilators are posted in the ratio of one staff for every 20 students as per the university guidelines. Invigilators monitor the whole exam process. Apart from this, electronic vigilance is implemented through closed circuit televisions. To avoid bias faculty members posted are those who do not teach that particular subject for which exam is conducted.
- The answer scripts are distributed to the faculty members for evaluation. Once evaluation is done answer scripts are shown to the students. Students are allowed to go through it and discuss with

the faculty members regarding the marks obtained and faculty guide them with it.

- Faculties discuss with the students regarding their performance in the internal tests. This helps the students to improve their academic performance in the university examinations. Students are explained how the marks are awarded. If any mistakes are there they are corrected instantly and the marks are finalized and sent to the office and the COE electronically within ten days of the examination.
- Final marks list is displayed in the notice board on obtaining the HOD and the Principal's signatures/ approval.

INTERNAL MARKS:

- Internal marks are awarded by taking the average of the three internal examination marks and student participation in curricular activities like seminar, group discussion, practical work completion, end posting viva voce, conferences, Paper presentations and participation in extracurricular activities. In case the students have missed the exams, assignments are given for the particular students and separate assessment is done by the respective departments.
- Since model examination is conducted before the university examinations, it covers the whole syllabus of a particular subject. Therefore more weightage is given to model examinations.
- The final internal marks for each student (out of 10) according to the Rajiv Gandhi University is awarded and the sent to the office.

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

2.5.2

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

Response:

INTRODUCTION:

The internal assessment for each year consists of three internal examinations. Out of the three internal exams one will be model exam. The question paper pattern is similar to the university examinations. 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 our students adequate time to prepare for the examinations.

INTERNAL ASSESSMENT GRIEVANCE REDRESSAL MECHANISM:

The internal assessment papers are evaluated by the faculty members within stipulated time. The answer

sheets are then distributed to the students during practical hours and the answer sheets are discussed with the concerned staff for any doubts, if any to ensure transparency. The marks obtained by the students are displayed in the department notice board. Any grievances of the students with regard to internal assessment marks and evaluation are addressed by subject faculty in-charge, HODs and Principal & the grievance file is maintained by COE. In the event of any change in the marks, the revised score is updated in the relevant records and the same is intimated to the student. Till date, all the grievances from the students relating to evaluations internal assessment were assessed and addressed to the satisfaction of the aggrieved students. After all three internal assessments, average of the marks of the best two of the periodical assessments is taken as final internal assessment mark of the candidate and the marks are uploaded to RGUHS university website.

UNIVERSITY EXAMINATION

The university examinations are scheduled and conducted as per the RGUHS guidelines and this happens twice in an academic year. The university examinations for the BDS program are conducted in June/July for regular batch and December/January for odd batch of every academic year. The rules, regulations regarding the conduct, valuation and grievance redressal systems are outlined and ensured that all our students are aware of the same.

UNIVERSITY EXAMINATION GRIEVANCE REDRESSAL MECHANISM:

The Valuation system is digital based. Valuation is so designed that it eliminates any errors in valuating and awarding the marks by the help of a valuating software. There is a system in place for multiple evaluations to avoid bias. Students with grievances regarding their marks can apply to the University for Photo Copy of their answer scripts only. There is a provision for the candidate to apply for photocopy of any paper of an examination, online through the Principal within the stipulated time the result notification is published in the website on payment of the prescribed fees. The students will receive the photocopy of their answer scripts in certain stipulated time. The students can then discuss the same with their subject in charge and/or mentors regarding their allotment of marks for all questions which then can be intimated to the Principal and the same will be communicated to the university officially to the Registrar-Evaluation, RGUHS. Appropriate remedial measures as per the guidelines will be approved by the university.

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

2.5.3

Reforms in the process and procedure in the conduct of evaluation/examination; including

Continuous Internal Assessment to improve the examination system.

Response:

UNIVERSITY EXAMINATION PROCESS AND PROCEDURES

- The examination schedules along with the fee notification is announced by the university on its website.
- Students shall register through online mode with the particulars of subjects they are appearing, and the details of examination fees paid.
- The university uploads question papers in the secured institution login and the college downloads the same on the day of exam. This system from RGUHS has eliminated the malpractice in all the affiliated colleges.

PROCESSES INTEGRATING IT:

- Online uploading of final Internal Assessment marks,
- Online uploading of theory viva and practical examination marks on the same day of

University practical exams.

- Closed Circuit Cameras with web streaming of the Examination.
- Scanning and uploading of answer scripts on the same day of examination issued from the university.
- RGUHS will upload all the scanned answer scripts for digital valuation..
- After complete valuation of answer scripts, the results for RGUHS are released online and a provisional marks list can be downloaded.
- If any grievances, the student has provision to apply online for photocopy of answer sheet.

CONTINUOUS INTERNAL ASSESSMENT SYSTEM:

As per the RGUHS guidelines, the following reforms have been carried out

- Scheduling of Internal Examination, Seating arrangements, hall invigilators listed for every examination is done well in advance.
- Preparing the question paper for the internal examination in the prescribed pattern and sent to the COE via e mail.
- Monitoring the students during examination by the invigilators and remote monitoring via the CCTV cameras installed in the hall.
- Internal Assessment has to be carried out within the stipulated time..
- Final assessment marks after the three internals are calculated and uploaded in university web portal and subsequently will be communicated to the parents.

POST GRADUATE INTERNAL ASSESSMENT

The first year post graduate students are assessed case wise and through their presentation of cases done by them on a regular basis. The final year postgraduates have the same clinical assessments case wise chairside presentations and Viva voce. Prior to the final university exam, a preparatory theory and practical exam will be conducted for all the exam going students.

COMPETENCY-BASED ASSESSMENT:

Clinical/ practical skills training methods e.g. spotters, Chair side Viva, OSCE, OSPE are adopted to make students competent and fit to clinical practice independently.

WORKPLACE-BASED ASSESSMENT:

Students are assessed on site ie in the clinics by their faculty when posted in OPD, clinical wards, pre-clinical laboratories and skill laboratories.

SELF ASSESSMENT

After every internal assessment, students are given their answer script to self-analyse their answers and marks allotted.

OSCE/OSPE:

Newer objective methods of assessment like Objective Structured Clinical Examination (OSCE) for clinical subjects and Objective Structured Practical Examination (OSPE) for Basic subjects, assess the students in a better way for their clinical skills thus leading to training.

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

2.5.4

The Institution provides opportunities to students for midcourse improvement of performance through specific interventions

Opportunities provided to students for midcourse improvement of performance through:

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

Response: A. All of the above

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

In education, quality control is crucial. Analysis of the program outcome (PO) and course outcome (CO) mapping is necessary for this. An essential first step in outcome-based education is this analysis. The evaluation method must take into account the fact that medical education is shifting from the traditional teaching learning process to competency- or outcome-based education. In addition to analysing the mapping, a score for mapping and an attainment score for each course and program need to be established in order to make the mapping more objective. All of these analysis support the ongoing evaluation of both program and student progress. The students are aware of these attributes through RGUHS ordinance book and through the institution website.

PROCESS FOR ASSESSMENT OF THE PROGRAMME LEARNING OUTCOME

MAPPING OF CO & PO

The process of attainment of COs and POs starts from writing suitable COs for each course in BDS program, which include one year of internship. As undergraduate Dental program is regulated by the Dental Council of India and RGUHS, general attributes & POs are defined by them. Based on this, course outcomes are defined by the respective subject experts of the course based on the Bloom's Taxonomy. Then, a correlation is established between COs and POs, COs and PSOs on the scale of 1 to 3

(1 being low correlation, 2 being medium correlation and 3 being high correlation) based on their perception. The average score is calculated and is correlated with the courses as a whole not individually.

OBTAINING ATTAINMENT LEVEL

Attainment of Course outcome is based on threshold marks obtained i.e., 50% of their total score, to get the attainment level, the results of the students are categorized as follows, **L1**[50% of the students score above 50% marks], **L2**[60-70% of the student score > 50%] **L3**[70-80% of the student score above 50% marks]

OBTAINING THE AVERAGE CO

- Based on analysis of question paper, each question is categorized into C1-C6, the attainment level is calculated for each question. Then average of each CO is obtained.
- [FORMULA=SUM OF THE ATTAINMENT LEVEL OF EACH CO/THE NO OF QUESTIONS APPEARED FROM THAT CO]
- The average of all CO's are calculated.
- Attainment levels of the internal assessment and university exams are calculated respectively.

ACHIEVING DIRECT COURSE OUTCOME ATTAINMENT

- Direct CO Attainment is obtained based on the formula given below
- Direct CO Attainment= (0.2x IE+0.8x University Exam Attainment level).

ACHIEVING INDIRECT COURSE OUTCOME ATTAINMENT

- This is done through google forms / face to face interviews.
- Computation of indirect CO attainment is based on the formula given below
- Attainment of CO of individual subjects= (Level-1 X No of Students Attempted) + (Level-2x No of Students Attempted) + (Level-3 X No of Students Attempted)/Total No of Students
- In this manner direct and indirect CO attainment levels are obtained.

COURSE OUTCOME OVERALL ATTAINMENT

- CO overall attainment is achieved based on the formula given below
- OVERALL CO ATTAINMENT LEVEL= 0.9*DA+0.1*IDA, AVERAGE CO ATTAINMENT is calculated.

COURSE OUTCOME CORRECTIVE MEASURES

- Based on the individual CO ATTAINMENT scores, remedial measures are taken for better academic performance.

ATTAINMENT OF THE PROGRAMME OUTCOME:

- PO attainment level for each PO is calculated based on the
- FORMULA= POXCO/3.

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

2.6.2

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

Response: 77.79

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
146	146	163	128	149

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
178	178	184	174	200

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

2.6.3

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

Response:

PROCESS FOR ASSESSMENT OF THE PROGRAMME SPECIFIC LEARNING OUTCOME

MAPPING OF COS, POS AND PSOS

The process of attainment of COs, POs and PSO's starts from writing suitable COs for each course in BDS program, which include one year of internship. As undergraduate Dental program is regulated by the Dental Council of India and RGUHS, general attributes & POs are defined by them. Based on this, course outcomes are defined by the respective subject experts of the course based on the Bloom's Taxonomy. Then, a correlation is established between COs and POs and COs and PSOs on the scale of 1 to 3 (1 being low correlation, 2 being medium correlation and 3 being high correlation) based on their perception. The average score is calculated and is correlated with the courses as a whole not individually.

OBTAINING ATTAINMENT LEVEL

Attainment of Course outcome is based on threshold marks obtained i.e, 50% of their total score, to get the attainment level, the results of the students are categorized as follows, **L1**[50% Of the students score above 50% marks], **L2**[60-70% of the student score >50%] **L3**[70-80% of the student score above 50% marks].

OBTAINING THE AVERAGE CO

- Based on analysis of question paper, each question is categorized into C1-C6, the attainment level is calculated for each question. Then average of each CO is obtained.
- [FORMULA=SUM OF THE ATTAINMENT LEVEL OF EACH CO/THE NO OF QUESTIONS APPEARED FROM THAT CO]
- The average of all CO's are calculated.
- Attainment levels of the internal assessment and university exams are calculated respectively.

ACHIEVING DIRECT COURSE OUTCOME ATTAINMENT

- Direct course outcome attainment is obtained based on the formula given below
- DIRECT CO ATTAINMENT= (0.2X IE+0.8X UNIVERSITY EXAM ATTAINMENT LEVEL).

ACHIEVING INDIRECT COURSE OUTCOME ATTAINMENT

- This is done through google forms / face to face interviews.
- Computation of indirect course outcome attainment is based on the formula given below

ATTAINMENT OF CO OF INDIVIDUAL SUBJECTS= (LEVEL-1 X NO OF STUDENTS ATTEMPTED) + (LEVEL-2X NO OF STUDENTS ATTEMPTED) + (LEVEL-3 X NO OF STUDENTS ATTEMPTED)/TOTAL NO OF STUDENTS

In this manner direct and indirect CO attainment levels are obtained.

COURSE OUTCOME OVERALL ATTAINMENT

- course outcome overall attainment is achieved based on the formula given below
- OVERALL CO ATTAINMENT LEVEL= 0.9*DA+0.1*IDA, AVERAGE CO ATTAINMENT is calculated.

COURSE OUTCOME CORRECTIVE MEASURES

Based on the AVERAGE CO ATTAINMENT scores, remedial measures are taken for better academic performance.

ATTAINMENT OF THE PROGRAMME OUTCOME:

- PO attainment level for each PO is calculated based on the
- FORMULA= POXCO/3

ATTAINMENT OF THE PROGRAMME SPECIFIC OUTCOME:

- Mapping of CO to PSO is done, then the average of PSO is computed,
- PSO= WEIGHTED AVERAGE VALUE OF PSO X CO/3

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

2.6.4

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

Response:

PARENT TEACHERS ASSOCIATION (PTA):

- Parent's teachers association has been formatted to create a platform for the interaction between the parent, faculty and the student. This association is the link between the student, mentor and the academic association to monitor student's activity and performance.
- The mentor in charge are there for various students for specific academic year, headed by the Chairperson [Principal] along with secretary and chief mentor.

GUIDELINES FOR CONDUCTING PTA MEETING:

1. Orientation programme becomes the first formal meeting between the parents and the staff for the students who join college for 1st BDS.
2. PTA meeting are conducted biannually on the first monday of February and September respectively.

AIMS AND OBJECTIVES OF THE PARENT'S TEACHERS ASSOCIATION

1. The association observes students closely, rooting for their best performance academically and in their extra-curricular pursuits.
2. The association expects the mentors to keep a tab on their academic performances and their welfare in their respective hostels.
3. The association keeps the parents abreast regarding attendance and internal assessment marks.

DUTIES OF PTA COMMITTEE:

1. The PTA committee forms a platform for interaction between students, mentor and parents.
2. Students, staff, parents and mentors are intimated well in advance regarding the meeting date.
3. Data regarding Students attendance details and internal assessment marks are also sent to the respective parents.
4. Feedback form are distributed to the parents at the end of the meeting and their feedback is considered.

STUDENTS WELFARE:

The PTA committee focuses on all round development of the students

1. By addressing their needs regarding hostel facilities
2. Providing counselling to slow learners
3. Identifying students with attendance shortage and encouraging them to attend classes regularly.
4. Fostering positive attitude towards for overall well-being.
5. Motivation and encouraging students for both curricular and extracurricular activities.

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.37

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: 48.84

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
60	52	53	53	55

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: 2.52

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
3	2	5	2	2

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

3.1.3

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

Response: 9

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
4	1	2	1	1

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

AJ Institute of Dental Sciences provides centralized research infrastructure to benefit the undergraduates, postgraduates and faculty in multiple disciplines. The Institute has a Central Research Laboratory (CRL) that offers opportunity to pursue high end research pertaining to the field of dentistry. Our under graduate students and postgraduate students take up research activities every year in our state of the art central

research laboratory. The Institute makes sure that specialty initiatives focused on basic and advanced scientific inputs are successfully completed.

Our Institution also has a Simulation Centre situated in the Campus. It focuses on ethical student training thereby promoting professional competency in providing excellent clinical care. Professional training sessions include Basic Life support (BLS) and Advanced Cardiac life support (ACLS) conducted for both undergraduate and postgraduate students with the help of mannequins.

Our Institution has acquired a CBCT unit from NEWTOM VGI EVO, which was installed in the year 2015 , model HFIR/23 ORB with rotating anode x-ray insert. The unit consists of multiple adjustable Fields of view (FOV) (small FOV – 8x8 to full FOV – 24X19) that can be selected directly from the software or from the display before the scan, which significantly reduces the dose to the patient. Apart from routine information on the teeth-associated structures the Unit also helps in airway analysis, implant planning, surgical stent preparation, model scanning and helps in reconstructing algorithms in sagittal, axial and coronal planes.

Department of Orthodontics is equipped with NEMOFAB 3D SOFTWARE, an incredibly comprehensive tool for diagnosis and treatment planning for facial, airway and bite corrections. NEMOFAB allows total control throughout the diagnosis and treatment process, optimizing times and improving communication with the patient.

We are also equipped with a state of the art CAD-CAM centre from DENTSPLY SIRONA . It has a PRIMESCAN intraoral scanner, extraoral scanner, grinding and milling machine called INLAB MC X5 and an INLAB PROFIRE furnace. The scanning software, INLAB CAD SW 22 SOFTWARE features the design of inlay, onlay, veneer, full crown, fully anatomical bridges, anatomically reduced bridge, coping, multi-layer and models.

Our Institution is also equipped with four LASER units, LOTUS CHEESE II, INDILASE, NOVOLASE and DENLASE , which have a diverse range of dual and triple wavelength series, including 455nm, 650nm, and 980nm, combined with a powerful combo coherence mode. They have a series of applications in the field of Periodontics, Endodontics, Oral surgery and Pedodontics.

We are equipped with two DENTIFUGE centrifuge machines with a speed setting of 500 – 6500 rpm and power consumption of 120 watts for efficient separation and processing of dental samples and ideal for preparation of PRP/PRF.

File Description	Document
Link for any other relevant information	View Document

3.2.2

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

Response: 9

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
5	2	0	1	1

File Description	Document
Report of the workshops/seminars with photos	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

3.3 Research Publications and Awards

3.3.1

The Institution ensures implementation of its stated Code of Ethics for research.

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

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

Response: A. All of the above

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

3.3.2

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

Response: 1.82

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: 100

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

Response: 55

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

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: 1.92

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

3.3.4

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

Response: 0.01

File Description	Document
Institutional data in prescribed format	View Document

3.4 Extension Activities

3.4.1

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

Response: 64

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.

2022-23	2021-22	2020-21	2019-20	2018-19
5	30	6	17	6

File Description

Document

Photographs or any supporting document in relevance

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated

[View Document](#)

Any additional informatio

[View Document](#)

3.4.2

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

Response: 68.5

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
492	487	530	102	493

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

3.4.3

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

Response:

The Department of Public Health Dentistry is actively involved in organizing Extension and Outreach activities in the form of Dental Camps, Screening Camps and Village Adoption. This encompasses all strata of Society in the population around our Institution. Our Institution takes pride in serving all sections of the society, under the immense support and expert guidance of the Management and Principal of the Institution. The Department of Public Health Dentistry has been regularly organizing various outreach and extension activities, in collaboration with Government/Non-Government bodies such as AYUSH, NSS Schemes Rotary Club International, Lions Club etc. various free (Comprehensive Oral Health Care Program) including Screening Camps, Treatment Camps, Oral Health Awareness Programs for general public, school children, special groups (persons with special health care needs).

Awards and Recognition for outreach activities:

- The Institution has bagged Second Prize in Best Outreach Program Award under Indian Association of Public Health Dentistry in the year 2018.
- The Institution has received Guident Award for Best Department of the Year 2019.
- The Institution has been awarded Best Outreach Program Award in the year 2020 under Indian Association of Public Health Dentistry.
- Indian Cancer Society has appreciated the outreach activities of the Institution by Awarding memento of appreciation in the year 2020.
- Union for International Cancer Control has appreciated the outreach activities of the institution by Awarding memento of appreciation in the year 2021.
- The Institution has received Certificate of merit for conducting oral health awareness programmes

and competitions- Oral Hygiene Day in the year 2021 under Indian Society of Periodontology.

- The Institution has received Certificate of Merit for conducting oral health awareness programmes and competitions- Oral Health Day in the year 2022 under Indian society of Periodontology.
- Dr.Vijaya Hegde has been awarded Best Practice Award 2023 by Indian Association of Public Health Dentistry.

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

3.4.4

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

Response:

Social Commitment is an integral part of the vision of A.J Institute of Dental Sciences. The College organizes and participates in various extension activities with a dual objective of sensitizing the students about various social issues and to contribute to community.

Department of Public Health Dentistry organizes various programmes every year under NSS such as Swachh Bharat, Poshan Abhiyaan, No Tobacco Day, World Cancer Day. **Oral Hygiene Day** and **Oral Health Day** are celebrated by The Department of Periodontology to create awareness about maintenance of good oral health as well as systemic health. On the account of **National Periodontists Day**, The Department of Periodontology had organized street plays by Interns on oral hygiene awareness to General Public. The department of Public Health Dentistry, NSS Unit, Indian Cancer Society and Department of Community Medicine (AJIMS) organized Oral Cancer Screening and Awareness Programs to General Public. Every year, 7th April is observed as “**World Health Day**”. The NSS Unit and The Department of Public Health Dentistry, A. J. Institute of Dental Sciences, Mangalore organized a Walkathon “Fit RGUHS for fit India” to spread the awareness for vaccination against Covid-19 among friends and family. The Department of Public Health Dentistry, AJ Institute of Dental Sciences, in association with Mangalore City Corporation and Indian Dental Association–Dakshina Kannada Branch organized a “Cancer Awareness Programme” for Sanitation workers on the Occasion of **World No Tobacco Day 2022**. The programme was initiated with a Mime show and musical with an anti-tobacco message performed by the students to create awareness among the Public. NSS Unit and Department of Public Health Dentistry conducted **Blood Donation** drive to create awareness among the youth. More

than 100 volunteers representing Staff, post graduates and students came forward to donate blood. Geriatric Population is the most vulnerable for illnesses and their health status is often the most neglected aspect. Several camps were conducted in **Old-Age Homes** and treatments were carried out. During the observance of **Swachhta Pakhwada**, the NSS Volunteers visited a village and took up door to door campaign to make the local masses aware about the importance of cleanliness in their surroundings. On the occasion of **Women's Day** on 8th March 2022, Department of Public Health Dentistry in association with NSS Unit organized a Awareness program on Breast, Cervical and Oral Cancer for all the non-teaching faculty of the Institute.

File Description	Document
Link for details of Institutional social responsibility activities in the neighbourhood community during the last 5 years	View Document

3.5 Collaboration

3.5.1

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

Response: 0.6

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
3	00	0	0	0

File Description	Document
Institutional data in prescribed format	View Document
Documentary evidence/agreement in support of collaboration	View Document
Certified copies of collaboration documents and exchange visits	View Document

3.5.2

Total number of Functional MoUs/linkages with Institutions/ Industries in India and abroad for academic, clinical training / internship, on-the job training, project work, student / faculty

exchange, collaborative research programmes etc. for last five years

Response: 13

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: 13

File Description	Document
Institutional data in prescribed format	View Document
E-copies of the MoU's with institution/ industry/ corporate house, Indicating the start date and completion date	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

AJIDS is a dental teaching hospital run by Laxmi Memorial Education Trust spread across a 32-acre campus with 5 acres (SQ FT ?) being occupied by the dental college hospital made up of G+5 voluminous floors. It is located in an urban area, alongside National highway 66. This institute has state of the art infrastructure which provides the students viable opportunities to learn and acquire knowledge, promising them a potent blend of academic experience and clinical exposure. The college is equipped with 4 lecture- halls housed with SMART boards, LCD projectors, AV facilities and Wi-Fi connectivity, along with conventional tools for a better teaching experience. The institute comprises well-equipped laboratory facilities to provide clinically-oriented and technologically advanced learning. Digital dental radiographic facilities such as IOPA, OPG, RVG ,PSP and CBCT are available. Dental Microscopes, Hard and Soft tissue lasers, advanced Implant surgical equipments, Ceramic laboratory, CAD- CAM laboratory, histopathological laboratory and clinical laboratory are utilized to provide assiduous patient care. Skill lab in the medical college provides training for staff and students in Certified BLS, ACLS courses and to provide hands-on experience in dental-related procedures. All the 9 Departments are equipped with seminar rooms which contain LCD projectors and AV facilities. There are well-equipped Pre-Clinical work stations in all Departments in accordance with DCI regulations to enable the Undergraduate and Postgraduate students to train with proper hands-on experience before attending to patients.

4.1.1 List of available teaching learning facilities

ICT-enabled Smart Classrooms	04 Nos
Laboratories	Human Anatomy and Embryology
	Physiology
	Biochemistry
	Oral Histology and Pathology
	Pharmacology
	General pathology
	Microbiology
	Preclinical prosthodontics
	Preclinical Conservative Dentistry

	Prosthodontics
	Conservative Dentistry
	Paediatric and Preventive Dentistry
	Orthodontics
	Immunohistochemistry
	Skill and Simulation Centre
Departments	9 Nos.
Library	1 Central Library and 9 departmental libraries

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

4.1.2

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

Response:

AJIDS not only shapes the students into better professionals, but also provides facilities to cater to their physical, extra-curricular and holistic development. The institution is proud to have represented itself in various inter-college and University tournaments and has brought with it laurels to its name. The oversight of these events falls under the purview of a committee dedicated to sports, with leadership provided by two capable faculty members. The college boasts of professional sports courts for both outdoor and indoor games. Tournaments and Sports days are held amongst the students annually. Furthermore, complementing the aforementioned sports facilities, there is a fully equipped air-conditioned gymnasium featuring sophisticated equipment utilized by both students and staff members. The college hosts an annual cultural fest. It is a month-long extravaganza which provides our students, staff and paramedical staff members ample opportunities to showcase their talents in front of a large audience. These include editorial events, fine arts and stage events. Six enthusiastic teaching faculty members form the cultural committee and collaborate with an efficiently operating student council to facilitate and organize these activities. The college has a large air-conditioned auditorium covering an area of 14,450 sq.ft with about 800 seating capacity, to conduct cultural and academic activities. Alongside this, there is a smaller auditorium which seats 100 people to conduct minor college events

such as CDE programmes and guest lectures. Yoga classes and Wellness programs for staff and students are conducted on a regular basis under professional guidance to revitalize the mind, body, and soul.

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

4.1.3

Availability and adequacy of general campus facilities and overall ambience

Response:

The campus offers top-notch amenities and a delightful ambience to accommodate the requisites of students, faculty and patients.

The college features well-ventilated and spacious hostels designated separately for male and female students. Each floor in both the girls' and boys' hostels are equipped with purified drinking water, and there is a provision for solar hot water supply. The in-house kitchen facility caters to the diverse preferences of the students. Ensuring safety, the hostels are monitored by 24x7 security guards and CCTV surveillance. Additionally, residential quarters are provided for staff members who opt to reside within the campus.

The institution has an active fire protection system in place, constituting an integral component of the college's safety measures.

The medical hospital offers around-the-clock emergency services, pharmacies, and a blood bank to provide continuous and readily available healthcare assistance. Dental hospital provides comprehensive dental care at a nominal fee which is also open on Sundays and public holidays to render emergency care. The AJ speciality clinic was added in the year 2017 which functions from 9 am till 7 pm with specialists here belonging to all the clinical departments. This clinic is well equipped for convenient patient management.

The college has a cafeteria which provides meals at affordable prices with pure Drinking water available on each floor. There are common rooms and locker facilities for male and female students respectively in the college. The girl's locker room is furnished with a bed to be used in case of illness.

In-campus banks with ATM (3no.) facilities are made available for easy accessibility to receive or transfer funds.

The campus is tobacco free and has signages indicating the same in various locations. User friendly signages are installed for easy accessibility to patients, students, and visitors. Disability friendly

restrooms, lifts, ramps and wheelchair access is available. Floor plans along with fire exit plans have been demonstrated on every floor of the college.

To reduce the carbon footprint and global warming the campus has maintained a green environment. Across the grounds, there are numerous plants and trees along with a garden which are well maintained. Rain water harvesting is implemented in the campus. To generate renewable sources of electricity, solar panels are installed in the campus and LED lights have been used. Sewage treatment plant has been set-up for waste water purification which is re-used for gardening purposes.

Ample parking spaces for four and two-wheeled vehicles are available.

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

4.1.4

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

Response: 34.17

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
104.58	94.08	20.17	413.96	116.12

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

4.2 Clinical, Equipment and Laboratory Learning Resources

4.2.1

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

Response:

The college offers state of the art equipment and clinical learning facilities for both our undergraduate and postgraduate programs in accordance with the DCI norms. The institute has well maintained smart classrooms, seminar halls, clinical setups, a library for students and faculty, 3 well-ventilated and spacious preclinical laboratories. UG & PG clinics in every department are equipped with electronic operated dental chair units and instruments to treat patients.

The Department of OMR has RVG, OPG, PSP and digital extraoral Machines and CBCT.

Department of Oral and maxillofacial surgery has bone plating kits, fiber optic light & cautery, basic and advanced surgical instruments essential for major and minor surgeries.

The department of Orthodontics has Fixed orthodontic kits, orthodontic implants, pressure moulding units, Hydrosolder unit, Biostar machine, three plane articulators, typodonts ,Nemoceph software for 3D treatment planning and in house aligner setup.

Periotomes, bone trephines & grafting kits, bone expanders and soft tissue lasers are made available in the Periodontia department.

Chrome-Cobalt equipment, Ceramic lab equipment, CAD CAM, ceramic furnaces, sand blasting units, milling machine, vacuum mixing machine and casting machines are available in the Department of Prosthodontics.

Conservative dentistry department is equipped with advanced rotary endodontic systems, Soft tissue LASER, Microscope, Apex locators, Electric pulp tester, Endosonic handpieces, Injectable gutta percha, Rubber dam kit and composite and ceramic kits for better esthetic treatment for patients.

Pediatric endodontic rotary system and Nitrous oxide conscious sedation system are available in the department of Pedodontics.

Oral Pathology has facilities of staining of specimens, Pentahead microscope, Olympus research microscope, stereomicroscope, image capturing and analyzing software, and Immunohistochemistry(IHC).

The Public Health Dentistry Department has a fully functioning Mobile dental van which is used for routine dental check up and for basic treatments. The mobile van contains 2 fully functional dental chairs with an air conditioning facility.

AJ Skill and simulation centre is a state-of-the-art, International standard facility built in an area of 8000 sq.ft, for the advanced training in medical, dental education and health care.

The centre has advanced simulations which allows team training and crisis management to ensure patient safety.

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

4.2.2

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

Response: 163891.2

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
218266	89122	55362	220244	235925

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
126	100	64	120	127

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

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: 285.6

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
233	206	253	262	270

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
35	38	43	41	47

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

4.2.4

Availability of infrastructure for community based learning

Institution has:

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

Response: B. Any three of the above

File Description	Document
Institutional prescribed format	View Document
Government Order on allotment/assignment of PHC to the institution	View Document
Geotagged photos of health centres	View Document
Any additional information	View Document

4.3 Library as a Learning Resource

4.3.1

Library is automated using Integrated Library Management System (ILMS)

Response:

There is a state of the art, well-spaced library at AJIDS which offers resources and encourages thinking

process and creativity amongst the students and members of the staff. We aim to make the learning process more fruitful. In total, 15,000 square feet of carpet area is available with 300 chairs. The library is filled with various reference textbooks, journals, newspapers, students' thesis, and other research materials. It is equipped with qualified librarians and staff. There is an Integrated Library Management System (ILMS) which works on the Easylib software. This software was purchased in the year 2011 with the recent update done in the year 2021. It maintains the circulation of books and has OPAC to view the availability of books and journals.

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

4.3.2

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

Response:

The Library in AJIDS is well equipped with reference and issue textbooks covering all the subjects required in dentistry. The library also holds additional books that might support any extra information that students require. There is a digital library housing 23 computers with Wi-Fi and LAN facilities. 3 Printers, 1 Xerox machine and 1 scanner are available for the students and staff.

JOURNALS:

There is a separate air-conditioned section for staff and PGs which provides access to various subscribed journals. E journals are made available in the AIMP journal collections for both staff and students. A user id and password is provided for the same.

HELINET

The college has subscribed to the HELINET consortia to access National and International e journals and e-books to aid in the research activities of staff and students

LIBRARY DETAILS:

TITLE	NUMBERS

TOTAL TEXTBOOKS	6325
REFERENCE VOLUMES	362
JOURNALS	105
E JOURNALS	297
DISSERTATIONS/ RESEARCH TOPIC	896
MAGAZINES- COLLEGE	0
RARE BOOKS	0
DIGITALIZED TRADITIONAL MANUSCRIPTS	0

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

4.3.3

Does the Institution have an e-Library with membership / registration for the following:

1. e – journals / e-books consortia
2. E-Shodh Sindhu
3. Shodhganga
4. SWAYAM
5. Discipline-specific Databases

Response: E. Any one of the above

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

4.3.4

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

Response: 4.59

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
17.16	0	4.09	0.05	1.65

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

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

The library maintains a usage register for both students and staff. The ILMS software manages the issue and returns records. There are library cards issued to staff and students for library usage. There is a well-organized library committee to manage library activities. The committee organises an orientation program for the I BDS and I MDS students where they are educated about the usage of the software and functioning of the library.

JOURNALS:

There is a separate air-conditioned section for staff and PGs which provides access to various subscribed journals. E journals are made available in the AIMP journal collections for both staff and students. A user id and password is provided for the same.

HELINET

The college has subscribed to the HELINET consortia to access National and International e journals and

e-books to aid in the research activities of staff and students.

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

4.3.6

E-content resources used by teachers:

1. NMEICT / NPTEL

2. other MOOCs platforms

3.SWAYAM

4. Institutional LMS

5. e-PG-Pathshala

Response: Any Two of the above

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Give links e_content repository used by the teachers	View Document

4.4 IT Infrastructure

4.4.1

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

Response: 100

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

Response: 13

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

Response: 13

File Description	Document
Institutional data in prescribed format	View Document
Geo-tagged photos	View Document
Consolidated list duly certified by the Head of the institution	View Document

4.4.2

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

Response:

The institution has always been aware of the importance of technology in management of patient's information and health informatics-based learning amongst the students. For this reason, we have the following facilities. The IT Department is headed by a Systems Administrator and efficient technical staff. It offers software development, hardware maintenance, IT support and liaising with third party software providers. The campus, classrooms, seminar halls and demonstration rooms in A J Institute of dental sciences are linked with internet /Wi-Fi- enabled password provided ICT facilities. In addition, the students have access to LAN facilities in the library. There is a LAN facility in each of the 9 departments as well as the office. Currently, a bandwidth of 100 MBPS is available for the dental college. The Internet is available at all times for students and faculty members, on campus. 22 ceiling mounted access points (TP link EAP 115) provide seamless internet coverage in the college. Hardware consisting of Desktops, laptops, modems, printer, scanner, LCD projector, Photocopiers and CCTVs are available. It has been seen to it that every department is provided its own set of hardware that is required for academic and administrative purposes. CCTVs are installed in the classrooms, departments, corridors, entrance of the Institution and in the office premises.

Number of hardware equipment that AJ Institute of dental sciences currently possesses:

HARDWARE	NUMBER
Desktops	58
Laptops	1
Printer	41
Scanner	41

LCD projector	14
Photocopiers	2
CCTV	-
Access points for Wi-Fi	22

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

4.4.3

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

Response: 250 MBPS-500 MBPS

File Description	Document
Institutional data in prescribed format	View Document
Details of available bandwidth of internet connection in the Institution	View Document
Bills for any one month of the last completed academic year indicating internet connection plan, speed and bandwidth	View Document

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: 44.16

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
145.37	106.22	86.11	167.67	189.37

File Description	Document
Provide extract of expenditure incurred on maintenance of physical facilities and academic support facilities duly certified by Chartered Accountant and the Head of the institution	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

4.5.2

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

Response:

AJIDS has an efficient Maintenance Department whose objective is to ensure that there is immediate response to any maintenance issue so as to minimize disruptions in educational training and to guarantee that the college is maintained at its top efficiency. Both consumable and non-consumable materials are indented on a weekly basis via the G-Health software. Each department maintains a logbook of all the repairs and maintenance that has been undertaken and to be repaired. This book is countersigned by the concerned personnel. Repair and maintenance of the sophisticated equipment are outsourced. Systematic waste disposal of all Biodegradable waste is done regularly by the in-housekeeping staff. We have a well-equipped technical team who oversees the EDP department who ensure the timely maintenance of IT infrastructure and provide support for any hardware and software requirements. The Wi-Fi is outsourced to CORE COMPUTER who provides services to the Hospital and Dental college. The library is monitored by one senior librarian and assistant librarians. Under the supervision of the library committee, the old books, back volume journals and manuscripts are maintained and bound for its preservation. There is a student sports committee along with an instructor who oversees the maintenance of the sports equipment and the Gymnasium in the campus. Additionally, the institute also has a cultural committee who conducts various cultural activities within the college and maintains a healthy competition with other colleges. ICT facilities of the classrooms are maintained by the IT department. Other maintenance is taken care off by the maintenance committee. There is a Hostel warden for the Male and female hostels each. There is a staff appointed who acts as a chief warden. The house keeping staff and kitchen staff maintain the smooth functioning of the hostel. An entry and exit register are maintained to monitor the students. There is a security system in place for the safety of the hostel students and staff at the staff quarters. There is Round the clock security service provided in the campus, parking areas and student hostel. Equipment like generators, compressors, water motors, water purifiers, coolers, water pumps are maintained by the in-house Engineer. Fire Extinguishers are placed/installed at different locations in the clinical departments, classrooms, library, office, AJ speciality clinic, auditoriums, and hostel.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 7.98

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
80	59	59	18	27

File Description

Document

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

[View Document](#)

Institutional data in prescribed format

[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: A. All of the above

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

5.1.3

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

Response: 22.85

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
200	200	0	200	88

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

5.1.4

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

Response:

A J Institute of Dental science has an active international student cell that functions as a wing of student support and welfare committee.

International students are admitted in accordance with RGUHS guidelines. To guarantee that they have a comfortable stay while they study, the management has carefully constructed an NRI hostel with contemporary conveniences. Since English is the primary language of instruction for dental students at the college, foreign students are assisted in identifying any language hurdles they may have and are assigned to appropriate English language classes. Before beginning their academic sessions with clinical patients, they also receive training in the languages of Tulu and Kannada, which aids in the development of critical communication skills.

The committee assigns additional work on a regular basis and is in charge of the remedial classes that different departments offer to help students with their academics. Peer learning is encouraged as a way to make learning consideration during mentoring sessions since they may encounter unique obstacles not encountered by domestic students.

By determining their innate passion in a certain sports the committee encourages students to participate actively in sports. involving children in yearly cultural festivals and other celebrations throughout the year helps to promote their participation in cultural activities as they will eventually serve as our cultural ambassadors

Students who are leaving are carefully advised, encouraged and given recommendation letters in case they choose to continue their education to work elsewhere. In order to keep up a lasting connection with their alma mater in a variety of capacities, they are also member of alumni association

File Description	Document
Link for international student cell	View Document

5.1.5

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

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

Response: All of the above

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

5.2 Student Progression

5.2.1

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

Response: 83.14

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
27	16	17	13	15

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

2022-23	2021-22	2020-21	2019-20	2018-19
66	13	17	13	29

File Description	Document
Scanned copy of pass Certificates of the examination	View Document
Institutional data in prescribed format	View Document
Link for Additional Information	View Document

5.2.2**Average percentage of placement / self-employment in professional services of outgoing students during the last five years****Response:** 39.6**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
29	32	40	90	86

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

5.2.3**Percentage of the batch of graduated students of the preceding year, who have progressed to higher education****Response:** 17.01**5.2.3.1 Number of last batch of graduated students who have progressed to higher education**

Response: 25

File Description	Document
Institutional data in prescribed format	View Document
Any proof of admission to higher education	View Document

5.3 Student Participation and Activities

5.3.1

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

Response: 16

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
4	6	1	3	2

File Description

Document

Institutional data in prescribed format

[View Document](#)

Duly certified e-copies of award letters and certificates

[View Document](#)

Link for Additional Information

[View Document](#)

5.3.2

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

Response:

Student council play a vital role in colleges by representing the student body, voicing their concerns, organizing events, and fostering a sense of community. Here are some common activities and involvements of student councils in colleges:

- **Representation:** Student councils serve as the voice of the student body, representing their interests, concerns, and suggestions to the college administration, faculty, and other stakeholders.
- **Event Planning and Coordination:** Student councils organize various events such as cultural festivals, academic seminars, sports competitions, charity drives, and social gatherings to enhance the college experience and promote student engagement.
- **Community Service Projects:** They initiate and coordinate community service projects like blood donation drives, environmental clean-up campaigns, and volunteering at local shelters or

schools to give back to the community.

- **Advocacy and Awareness Campaigns:** Student councils raise awareness about important social, environmental, or academic issues through campaigns, workshops, and awareness drives. They may also advocate for policy changes within the college or broader community.
- **Student Welfare Initiatives:** They work on initiatives to improve student welfare, including mental health awareness programs, student support services, and initiatives to address issues like bullying or discrimination.
- **Leadership Development:** Student councils provide opportunities for leadership development through training sessions, workshops, and mentorship programs aimed at enhancing students' leadership skills and abilities.
- **Communication and Feedback Channels:** They establish effective communication channels between students, faculty, and administration to ensure that student concerns are addressed promptly and transparently.
- **Collaboration with Other Organizations:** Student councils often collaborate with other student organizations, clubs, and societies to co-host events, share resources, and amplify their impact on campus.
- **Student Representation in Committees:** They ensure that students are represented in various college committees, such as academic committees, disciplinary committees, and event planning committees, to ensure that student perspectives are considered in decision-making processes.
- **Celebrating Diversity and Inclusion:** Student councils promote diversity and inclusion on campus by organizing events and activities that celebrate different cultures, backgrounds, and identities, fostering a welcoming and inclusive campus environment.

Overall, student councils play a crucial role in enhancing the college experience, fostering student engagement, and empowering students to become active participants in shaping their college community.

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

5.3.3

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

Response: 4.8

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
8	6	5	0	5

File Description	Document
Report of the events with photographs or Copy of circular/ brochure indicating such kind of activities	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

Other Upload Files	
1	View Document

5.4 Alumni Engagement

5.4.1

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

Response:

Alumni association plays a vital role in fostering lifelong connections between graduates and their alma mater. The frequency of their meetings and activities is crucial in maintaining engagement and achieving their objectives.

The AJIDS Alumni Association was constituted on August 4th 2022 and it's been actively operating since then. The Association is working towards enrolment of more Under Graduate and Post Graduate alumni's.

A strong alumni network involving graduates of all age groups and demographics can be the marker of a great Institution. Our Institute strongly believes in backing frequent and large-scale events. We aim to tailor activities to alumni interests, such as professional development workshops, social gatherings, or mentorship programs, which can drive higher participation and necessitate more frequent events. In view to this, the organisation conducted an event where former postgraduate students shared their experiences and knowledge with current students and guided them with tips to achieve success. The alumni's personal experience, living conditions, educative methods were discussed during the meet. More such programs are being planned. The organisation is taking inputs and ideas from their alumni's on how to improve college life, education, teaching methodology and ways to raise funds for the organisation.

As our associations with alumni spread across the globe rely more on virtual events and less frequent in-person reunions. However financial constraints are restricting the number of events the association can organize, hence we are working towards reaching out the alumni's in large numbers.

Benefits of Frequent Meetings and Activities:

- * **Strengthened Alumni Connections:** Regular events provide opportunities for alumni to reconnect, network, and build lasting relationships.
- * **Enhanced Engagement:** Frequent activities keep alumni involved and invested in the association's mission.
- * **Increased Fundraising Potential:** Regular events can provide platforms for fundraising appeals and cultivate a culture of giving.
- * **Improved Institute Reputation:** Active alumni networks can act as ambassadors, promoting the institution's achievements and attracting prospective students.

*Utilizing online platforms for communication, event registration, and online fundraising can streamline operations and reach a broader audience.

* **Collaborating with University Departments:** Partnering with academic departments, career services, and student organizations can create mutually beneficial events that appeal to alumni and current students.

Ultimately, the optimal frequency of alumni association meetings and activities will vary depending on the unique characteristics of each association. The key lies in striking a balance that fosters meaningful connections, maximizes engagement, and effectively serves the needs of both alumni and the institution. This requires ongoing assessment, strategic planning, and a commitment to delivering high-quality experiences that make alumni feel valued and connected.

File Description	Document
Lin for quantum of financial contribution	View Document
Link for Additional Information	View Document
Link for frequency of meetings of Alumni Association with minutes	View Document
Link for details of Alumni Association activities	View Document

5.4.2

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

- 1. Financial / kind**
- 2. Donation of books /Journals/ volumes**
- 3. Students placement**

4.Student exchanges
5.Institutional endowments

Response: C. Any three of the above

File Description	Document
Certified statement of the contributions by the head of the Institution	View Document
Any additional information	View Document
Link for Additional Information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

VISION: TO BE RECOGNISED AS A WORLD CLASS CENTRE OF EXCELLENCE IN TEACHING, RESEARCH AND HEALTH SERVICE. WE ASPIRE TO INSPIRE

MISSION: TO ENABLE OUR STUDENTS TO LIVE EXTRAORDINARY LIVES BY MAGNIFYING THEIR CHARACTER, SKILL AND KNOWLEDGE.

Nature of governance

A.J Institute of Dental Sciences is a brilliant, futuristic Endeavour of the Laxmi Memorial Trust(R); a premier educational organization and brainchild of educationist & philanthropist Dr. A J Shetty. AJIDS is aimed to provide a global perspective of dental education to achieve the national objective of “Health for All”. Its enduring efforts have put Mangalore on the global map of quality health education. It is a premier educational trust managing several reputed institutions that have excelled progressively in their respective fields. The college is managed by a governing council whose constituent members includes President Dr. A J Shetty, Vice president Mr A Prashanth Shetty, members Smt Sharadha J Shetty, Dr Prashanth Marla, Mr Seetharam Rai, Dr Amitha Marla, Dr Ashok Hedge, principal of the college Dr K Nillan Shetty

The agenda of the meetings include:

- To recognize, promote and develop the capabilities and universal values among students based on the vision and mission of LMET.
- To provide state of the art facilities thereby enabling students to work towards research and innovation.
- To stimulate and enable staff members for excellence in teaching.
- To develop attitude, competence and core skills, essential for comprehensive health care and community welfare.

Perspective plans:

- Managing strategies in alignment with institutional vision and mission
- To further strengthen the facilities and provide skill-based training.
- To encourage faculty involvement in research programs
- To encourage increase in publications in international /National journals.
- To get more sponsored projects and grants
- To strengthen the tie ups with research organizations

- To strengthen student scholarship programs.
- To encourage staff to enrol themselves in PhD programs

Stakeholders Participation

Objective: To engage and collaborate with internal and external stakeholders to achieve its mission and achieve eminence as an Institute of global standards.

Academic performance is a multidimensional approach that include well-structured system of stakeholders that we follow at AJIDS.

Engagement with Stakeholders:

Feedbacks are collected from stakeholders on the curriculum, teaching – learning process, research, patient management, program outcomes for different educational programs etc. In this regard, feedback is collected that will help in the analysis of which forms the basis for formulating strategies for identifying organizational needs and plan activities aiming to achieve institutional excellence, this has been reflected with high number ranks and gold medals bagged at the Rajiv Gandhi University of Health Sciences over the past 5 years.

Monitoring the engagement and outcomes:

The engagement with different stakeholders and associated outcomes is monitored by president, vice president and principal on a periodic basis to frame strategies for continuous improvement.

Activities leading to Institutional excellence

AJIDS has a proactive participative governance system. The members of different committees contribute to the excellence of the institute. The stakeholders update regarding the requirements and recommend the necessary changes to actively engage in academic and research pursuits so as to improve the international outlook and achieve eminence in the global platform.

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

6.1.2

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

Response:

INTRODUCTION

- The Organogram of the institution exemplifies active participative management with decentralization to coordinate administrative and academic functions
- The Board of Management helps in assessing direction, strategy and development of the institution. The governing council oversee and guide the institutional policy decisions which are formulated and executed by the Principal and Heads of the various Departments.

ADMINISTRATION POLICIES:

Administration is effectively planned by the Principal and the heads of the Departments in line with Vision& Mission of the institution. Various committees have been formed each of which is headed by a senior faculty and is well represented by faculty members and student representatives. The Principal, supervises the committee activities. Apart from these, perform various duties such as managing various course (UG/PG/PhD/Diploma) schedules, conducting university theory and practical examinations at the college, coordinating RGUHS inspections, overseeing staff recruitment, faculty and student development and welfare programs, supervise patient related services and OPD data,handling of security agency, housekeeping staff and their duties, procurement of consumables and maintenance of equipment. The decision-making process passes through various levels of governance which are appraised and implemented. These committees monitor activities of the institution, hold regular meetings to discuss and review progress.

At the department level, Professors, Readers, senior Lecturers and tutors of department ensure that the academic, research and clinical programs for undergraduate and postgraduate students are implemented in their respective departments. The department support staffs such as the dental technicians, dental hygienists, nurses contribute to the seamless functioning of the departments. The administrative staff comprising of Superintendent, accountant, receptionist, clerks and other staff ably assist the principal in daily operations and undertakings of the institution. Maintenance support staff consisting of hostel warden, electrician, mechanic, audio visual technician, security guards and housekeeping staff meticulously perform their respective duties. Various committees are made, whose cumulative contribution and active participation has contributed to achieve institution's planned targets.

File Description	Document
Link for relevant information / documents	View Document
Link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The institute has undertaken a strategic development Plan. The prospective plan document was developed based on inputs from various stake holders. Various committees are formed to facilitate smooth functioning and effective planning based on the rules and guidelines of RGUHS.

Various committees headed by able faculty and proactive members along with external members are actively involved to strengthen the institute in various aspects. Meetings are conducted regularly, proceedings, deliberations are reported to the principal.

The prospective growth plans for the progress of the institute are

- Managing strategies in alignment with institutional vision and mission
- Strengthening facilities and provide skill-based training.
- Encouraging faculty involvement in research programs
- To encourage increase in publications in international /National journals.
- To encourage responsible research conduct and publication integrity
- Facilitate sponsored projects and encourage resource mobilization and utilization
- To strengthen the tie ups with research organizations
- To strengthen student scholarship programs.
- To encourage staff to enroll themselves in PhD programs
- Prevent substance abuse and sexual harassment
- Use information technology

Link for

Organisational structure <https://ajids.edu.in/NAAC/organisationchart.jpg>

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

6.2.2

Implementation of e-governance in areas of operation

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

Response: B. Any four of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Effective welfare measures:

The faculty members at the institute are incentivized to further their professional development by means of the conference, seminars, workshops, FDP, industrial training programmes, and visits that they organise and attend. They are also encouraged to become members of state, national, and international professional bodies.

Non-teaching staffs are also encouraged to participate in training programmes for skill development, office automation, safety precautions, and the usage of open-source software.

Welfare measures for faculty:

- Employee's Provident Fund
- Gratuity
- Medical Facility
- Sabbatical, Maternity, Commuted Vacation Leave
- Emergency leave
- Leaves for various festivals

Welfare measures for Non-Teaching staff:

- Employee's Provident Fund
- Gratuity facilities
- Medical Facility & Employees State Insurance facilities
- Time bound increments
- Earned Leave and encashment and Maternity leave

- Emergency leave
- Leaves for various festivals

When needed, the college gives its employees experience certificates, salary certificates, no objection certificates, and any other pertinent paperwork. When a staff member travels to another city for official business, transportation expenses are covered under Dearness Allowance.

The college takes great effort to ensure that its workers have access to safe RO processed water. The workforce has access to a large, secure parking facility where they can leave their cars. For safety and security, there are enough security officers on duty, and CCTV cameras are installed around the college site.

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

6.3.2

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

Response: 0

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
0	0	0	0	0

File Description	Document
Relevant Budget extract/ expenditure statement	View Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

6.3.3

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

(Continuing education programmes, entrepreneurship development programmes, Professional skill development programmes, Training programmes for administrative staff etc.,)

Response: 11.4

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
21	13	4	6	13

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

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: 42.16

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
47	49	63	52	26

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

6.3.5

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

Response:

A well-designed performance appraisal system is crucial for educational Institution's teaching and non-teaching personnel alike, as it offers a comprehensive tool for assessing, fostering, and enhancing individual and organisational success. This system is necessary for promoting a culture of quality, responsibility, and ongoing development.

Performance appraisals guarantee that teaching staff members curriculum creation, student engagement, and instructional abilities are assessed. It enables administrators recognise and reward successful teaching strategies while offering helpful criticism for advancement. It also makes it easier to identify exceptional teachers, which inspires them to uphold high standards and improve the standard of education as a whole.

A method of performance evaluation is equally necessary for non-teaching employees to evaluate their contributions to the effectiveness and efficiency of the organisation. This entails assessing teamwork, communication, adaptability, and administrative abilities. Acknowledging and praising non-teaching personnel for their hard work and devotion improves morale and creates a healthy work atmosphere.

Additionally, a system of performance reviews encourages professional growth for staff members who do not have teaching positions. It offers a framework for defining objectives, defining targets, and pinpointing areas in need of development. Employees can take proactive steps for their own personal and professional development when they receive regular feedback and coaching sessions that help them identify their strengths and weaknesses.

Making well-informed decisions about training opportunities, pay increases, and promotions is also based on the results of performance appraisals. It guarantees that employees receive adequate compensation for their work and that promotions are granted on the basis of merit. Employees are then inspired to perform to the best of their abilities and support the success of the company as a whole.

A performance appraisal system improves organisational effectiveness by helping educational institutions pinpoint systemic problems, refine policies, and match employee performance to the institution's objectives and core values. It promotes an environment of openness and accountability by improving communication between staff members and management.

Additionally, the system of performance reviews is essential in helping employees develop a feeling of responsibility and ownership. Employees are more inclined to accept responsibility for their work and actively contribute to the success of the organisation when they are aware that their performance is being evaluated and acknowledged.

In summary, both teaching and non-teaching staff in educational institutions need a well-designed appraisal system. It offers a framework for evaluating and enhancing the performance of both individuals and organisations, encouraging a culture of excellence, accountability, and ongoing learning. Educational institutions can foster a climate that is favourable to growth, development, and overall success by identifying and rewarding exceptional performance, addressing areas for improvement, and coordinating staff goals with institutional objectives. A proposal to implement an appraisal system was presented to management during a meeting on May 2nd, 2023, keeping all of this in mind. Formats for the same have been discussed and are now being decided upon.

File Description	Document
Link for performance Appraisal System	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

INTRODUCTION

The resource mobilization policy of AJ institute of dental sciences is a critical framework designed to efficiently manage and allocate resources for optimal functioning. This policy encompasses various aspects, including financial, human, and infrastructural resources. Financially, the dental college outlines strategies for revenue generation and expenditure control. This involves student tuition fees, grants, and partnerships with healthcare organizations. The policy ensures transparency in financial transactions, encouraging accountability and sustainable budgeting practices.

Human resources are vital at our institution, encompassing faculty, administrative staff, and support personnel. The resource mobilization policy focuses on recruitment, training, and retention of skilled professionals. It also addresses staff development, promoting a conducive work environment and fostering a culture of continuous improvement. Infrastructure forms a cornerstone in dental education, and the policy outlines plans for physical facilities, laboratories, and state-of-the-art equipment. Adequate provisions for maintenance and upgrades are essential to ensure a conducive learning environment for students and a proficient workspace for faculty. Regular audits and assessments are incorporated to evaluate the effectiveness of the resource mobilization policy. This ensures adaptability to changing needs, identifies areas for improvement, and maintains compliance with regulatory standards.

The institution is self-financed and is managed by Laxmi memorial education trust (LMET), a premier trust formed in the year 1992 and has total of 9 institutions under its wings. Sources of income generation

include:

- Tuition and material fees collected for UG & PG course, Diplomas, Certificate Programmes, PhD, as stipulated by the Affiliated University and the State Government.
- Patient treatment charges and imaging charges. Interest from Fixed Deposits, Hostel fees from students, staff quarters rent etc.

Steps taken to increase resources include:

- Introduction of additional courses.
- Creation of awareness regarding the facilities available at the dental hospital to increase the number of patients availing treatment facility.

The budget for each year will be proposed to the finance committee annually. A major portion of this budget is utilized for maintenance, improvement of infrastructure and procurement of latest equipment's and materials as per the guidelines laid down by the DCI and RAJIV GANDHI UNIVERSITY OF HEALTH SCIENCES

The recurring expenditures are monitored by the trust at all levels on a monthly basis. After obtaining sanction the developmental work will be carried out and the materials will be purchased as per the policy of the trust. Provisions are made for improving the facilities provided to patient and students.

Since, our Institution is a teaching dental college, funds are optimally utilized to provide patient services at subsidized cost.

The institution also provides subsidized treatment costs for patients referred from various camps and sister concern institutions. Being a socially responsible trust, the LMET has a poor patient fund and provides free treatment to the underprivileged and economically weaker sections of the society and also differently abled patients.

In conclusion, the resource mobilization policy of AJ institute of dental sciences and hospital is a comprehensive framework that strategically manages financial, human, and infrastructural resources.

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

6.4.2

Institution conducts internal and external financial audits regularly

Response:**INTRODUCTION**

A brief overview of financial audits conducted at AJ institute of dental sciences and hospital has been described over the past five years, along with a general mechanism for settling audit objections.

Financial audits at AJ institute of dental sciences and hospital typically encompasses various areas such as revenue, expenses, grants, and compliance with regulatory standards. The auditors are recruited by the board of management. PR Shetty associates, Mangalore conducts these audits to ensure transparency and accountability in financial transactions. The primary audits include:

1. **Statutory Audit:** Conducted annually to ensure compliance with legal requirements and accounting standards. It reviews financial statements, internal controls, and adherence to regulatory guidelines.
2. **Internal Audit:** Carried out periodically by internal audit teams to assess the effectiveness of internal controls, risk management, and compliance with institutional policies.
3. **Compliance Audit:** Focuses on verifying adherence to specific regulations, statutes, or funding requirements. It ensures that the dental college follows guidelines set by regulatory bodies.
4. **Grants and Funding Audits:** Examines the utilization of grants and funds received from government bodies, private organizations, or other sources. Ensures funds are used for intended purposes.
5. **Tax Audit:** Ensures proper compliance with tax regulations. Examines income, expenses, and deductions to verify accurate tax reporting.

The mechanism for settling audit objections typically involves the following steps:

1. **Audit Report Submission:** The auditor submits a detailed audit report, highlighting findings, observations, and objections.
2. **Management Response:** The dental college management reviews the audit report and provides responses to each objection, explaining corrective actions or providing necessary justifications.
3. **Discussion and Clarification:** A meeting may be held between auditors and management to discuss audit findings, clarify any discrepancies, and seek additional information.
4. **Corrective Actions:** The dental college implements corrective measures to address identified issues. This may involve process improvements, policy changes, or staff training.
5. **Revised Financial Statements:** If necessary, revised financial statements reflecting the corrective actions are prepared and submitted for re-evaluation.
6. **Follow-up Audits:** In some cases, follow-up audits may be conducted to ensure that the recommended corrective actions have been effectively implemented.
7. **Final Approval:** Once the auditors are satisfied with the corrective measures, the final financial

statements are approved, and the audit process is considered concluded. Efficient communication and collaboration between the audit team and college management are crucial throughout this process to resolve objections effectively. This ensures that financial practices align with regulatory standards and best practices, promoting transparency and accountability in dental college operations.

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

6.4.3

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

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

6.5 Internal Quality Assurance System

6.5.1

Instituion has a streamlined Internal Quality Assurance Mechanism

Response:

- The IQAC of the college plays an effective leadership role as part of the governance of the Institute.
- Significant contributions are made by IQAC in the following: Grievances, Tracker in infrastructure, Hostel, IT and Procedures of the Institute, Alumni Connect and Placement, Research Incubation and Mentorship.
- The Institute espouses participatory decision-making and management through a system developed and deployed by IQAC.

Administration Policies

- Our Institute strives to reinforce the culture of excellence in all academic and administrative processes through the art of decentralization and participative management.
- The organizational structure of the Institute is so designed that it fosters decentralized decision-making.
- Each function like conducting camps or functioning of the Department is entrusted to a faculty who heads it.
- These faculty are empowered to make decisions within the defined scope of their work. This has resulted in the decentralization of activities in our institute and provides a built-in department-wise reporting structure.
- The decision-making process relating to academics, infrastructure, and administration ensures the dedication and participation of heads, faculty, and staff at all levels

Organizational Structure

- The organizational structure ensures participative management of the various statutory bodies of the Institute.
- Management of the Institute decides the policies of the college and allows freedom to the Principal to develop and execute plans for such policies. Similarly, the Principal authorizes the HODs and faculty-in charge of different activities to plan, organize and execute the different policies.
- The action plan for the operations for a proposal are prepared under the guidance of the Principal and the action plans are executed by the integrated commitment of authorities, faculty and staff of the Institute.

Committees

- Various committees are constituted for the smooth functioning of the Institute. They meet on a quarterly basis during the year to facilitate effective decision-making.
- The review meetings at various levels ensure qualitative progress.
- It is ensured that all the departments and cadres of faculties are equally represented in each of the committees that is constituted.
- It is also ensured that there is adequate female representation in all the committees.
- The opinions and points that are raised in the meetings of the committees are given importance and due consideration irrespective of the cadre of the person raising them.
- It is pointed out that each faculty is given a responsibility which can be either in administrative area or academic area and sometimes both. This ensures participation of all faculties which acts

as a catalytic agent to motivate them.

Activities

IQAC engages in various activities for quality enhancement of education and institutional process. It organizes faculty development programmes like seminars and workshops. IQAC encourages in research activities among staff and students.

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

6.5.2

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

Response: 97.97

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
110	107	112	117	101

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

6.5.3

The Institution adopts several Quality Assurance initiatives

The Institution has implemented the following QA initiatives :

- 1. Regular meeting of Internal Quality Assurance Cell (IQAC)**
- 2. Feedback from stakeholder collected, analysed and report submitted to college management for improvements**
- 3. Organization of workshops, seminars, orientation on quality initiatives for teachers and administrative staff.**
- 4. Preparation of documents for accreditation bodies (NAAC, NBA, ISO, NIRF etc.,)**

Response: A. All of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response: 9

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
2	3	1	2	1

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

7.1.2

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

Response:

Priority is given to Gender equity in the institution. It is indicated by majority of the students, and employees being females. Equal opportunities are provided to all genders in all curricular and extra-curricular activities.

We have a Women's Welfare Committee in the institute. Regular women centric programs, gender equity and sensitization programs are organized. Women's Day is also observed in the institute. Dental Camps have been organized for transgender population, to sensitize the students to transgender oral health care and to create an inclusive environment for transgender population, while seeking oral

healthcare at the institute. Self Defense programs have been organized for the students by the Women’s Welfare Committee. The institution also encourages faculty to engage themselves in activities directed towards Gender equity and Transgender care.

Security is provided at all times. Security personnel are there 24/7 in the campus and in the hostel on rotation, who monitor activities at all times. CCTVs are installed at strategic positions in the institute and hostel for surveillance and security.

The college engages faculty as mentors for every small group of ten students to guide the students during their period of education in this institute. The institute has facilities for counseling the students.

Hostel facilities are provided separately for both boys and girls. Separate Gym facilities are provided for boys and girls. Separate common rooms are provided for boys and girls. Separate wash rooms are available for males and females.

The institute provides maternity leave to the staff of the institute for a period of 180 days. Dental treatment is provided to pregnant women and nursing mothers on priority basis.

Discrimination, wrongful behavior or harassment of any kind is not tolerated in the campus. Faculty, non-teaching staff and students are expected to follow the rules and regulations of the institute and also respect all.

The gender equity and sensitization programs carried out by the institute, as well as facilities for women in an institution, are essential aspects of creating an inclusive and supportive educational environment.

These initiatives not only benefit women but also foster a more inclusive, diverse, and harmonious community where all students can thrive and achieve their full potential.

The institution strives to ensure that all students, regardless of their gender, feel safe, respected, and have equal opportunities for personal and academic growth.

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

7.1.3

The Institution has facilities for alternate sources of energy and energy conservation devices

1. Solar energy
2. Wheeling to the Grid
3. Sensor based energy conservation
4. Biogas plant
5. Use of LED bulbs/ power efficient equipment

Response: D. Any two of the above

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

7.1.4

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

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

Response:

- Solid waste management

The non-hazardous solid waste is disposed in black bags placed in bins. The solid wastes are collected

from all departments and stored at a designated space at AJ Hospital and Research Centre. The solid wastes segregated as wet and dry waste are collected everyday by the waste collection services provided by Mangalore City Corporation.

- **Liquid waste management**

Sewage Treatment Plants are available at the Campus. Consent has been provided by the Karnataka State Pollution Control Board for liquid waste management. The liquid waste is treated at the Sewage Treatment Plant and the water is used for gardening purposes and toilet flushing.

- **Biomedical waste management**

The Biomedical waste management is carried out based on the Biomedical Waste Management rules 2016, Amendment 2018. Authorisation has been provided by Karnataka State Pollution Control Board for handling of biomedical waste in the institutional premises. The Biomedical waste are segregated at source and collected in appropriate colour coded bags/containers. This waste is collected from all Departments and stored at a designated space at AJ Hospital and Research Centre and handed over to Common Biomedical Waste Treatment Facility. The Institute has a Memorandum of Understanding with AYUSH ENVIRO TECH PVT LTD, which is a Common Biomedical Waste Treatment Facility for the treatment and disposal of Biomedical waste generated by the institute.

- **E-waste management**

E-waste from all the Departments are collected and handed over to vendors.

- **Waste recycling system**

The liquid waste is treated at the Sewage Treatment Plants and the water is used for gardening purposes and toilet flushing.

- **Hazardous chemicals and radioactive waste management**

The radiology equipments in the institute are certified by Atomic Energy Regulatory Board (AERB). There is no radioactive waste or hazardous waste generated.

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

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

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

Response: All of the above

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

7.1.6**Green campus initiatives of the Institution include**

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

Response: C. Any three of the above

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

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

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

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Geo tagged photos of the facilities as per the claim of the institution	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.8

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

Response:

- A.J Institute of Dental Sciences, is home to students and faculty of various culture, regions, language and socioeconomic status. All are treated equally and are allowed to voice their opinions and problems irrespective of their background or status. The institute observes various days and organises various events of national and international significance. Republic Day, Independence Day, Karnataka Rajyotsava, National Youth Day, Womens Day, World Cancer Day, Yoga Day are some of the many events which are observed with participation from Staff and Students with equal fervor. Dussehra and Onam are also celebrated at the institute to bring in a sense of Unity. Various cultural and sports events are organised for students and faculty, which has representation from participants of diverse backgrounds
- The institute is located at a strategic location in the city with good access to patients. The institute has leveraged its location for community services, which involves the understanding of the specific needs and challenges of the local population. It has collaborated with local organizations, government bodies, and community leaders to identify and address these needs effectively. By actively participating in the community, the institution is not only fulfilling its social responsibility but also creating a more inclusive environment for everyone involved. The outreach centres are also strategically situated providing accessible and affordable oral healthcare. Various outreach oral health screening, treatment and awareness programs are organised for various target populations, underserved population and population of nearby areas. The patients accessing services through these outreach programs are provided basic oral healthcare free of Cost. BPL card holders above 60 years of age are provided free dentures at the institute through the Danta Bhagya Yojana Scheme. The institute provides dental treatment to patients at subsidized rates. The institute also carries out various programs such as Hair Donation, Blood Donation, Tobacco Control Programs, Oral cancer screening programs, and Swachatha Programs among many others for a social cause. All these are carried out to improve community engagement in health care.

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

7.1.9

Code of conduct handbook exists for students, teachers and academic and administrative staff including the Dean / Principal /Officials and support staff.

- 1. The Code of conduct is displayed on the website**
- 2. There is a committee to monitor adherence to the code of conduct**

3. Institution organizes professional ethics programmes for students, teachers and the academic and administrative staff

4. Annual awareness programmes on the code of conduct are organized

Response: A. All of the above

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

7.1.10

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

Response:

The Institution takes an active role in celebrating and organizing events that commemorate national and international days, as well as cultural festivals. These efforts are aimed at promoting awareness, fostering inclusivity, and celebrating diversity.

The institution has been organising various commemorative days, events and festivals of National and International Significance. To commemorate our nations historic events, Independence Day, Republic Day and Karnataka Rajyotsava are observed. National Youth Day, Children's Day, Women's day, Teacher's Day, International Day for the elderly are some of the days of relevance observed in the Institute by organising programs for the population of significance. Public Health related activities are carried out on days of Public Health Importance like World Cancer Day, World No Tobacco Day, World Health Day, World Autism Awareness Day and World Oral Health Day. Different Dental Specialities observes their days of Significance like Radiology Day, Oral Medicine Day, Orthodontists Day, Periodontists Day, Conso-Endo Day, Public Health Dentists Day and OMFS Day by carrying out programs for the faculty and students of the institute. Festivals like Ayudha Pooja, Dussehra and Onam are celebrated with great ardour by students and staff.

By actively participating in these national and international commemorations, the institute has not only created vibrant and diverse environment but has also contributed to raising awareness and promoting understanding of various social, cultural, and global issues among the students and staff of the institute.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

Best Practice -1

Title: PROMOTING “INTEREST IN RESEARCH” AMONG UNDERGRADUATE STUDENTS

Objectives/Intended outcome:

To infuse research interest in the undergraduate students, they are encouraged to indulge in various research activities and scientific publication to sensitize them about the current trends and needs in oral health care management. To encourage and advocate scientific thinking in the students of the institution, by generating a scientific environment.

The Context:

Inculcating a research attitude in the young minds of students at an undergraduate level is necessary to create indigenous scientific innovations. Research enables them to use the internet, social medias, available technologies and facilities, available printed information and communication technology towards the achievement of a creative environment. Encouraging undergraduate students to engage in research is an essential and transformative aspect of higher education. Research not only enriches their academic experience but also equips them with valuable skills and perspectives that extend far beyond the classroom.

The Practice:

Students are encouraged to engage themselves in research activities happening in the college. Any student can approach the teaching staff for participation, guidance and support. Students are encouraged to carry out short studies under the guidance of teaching staff. Students are also encouraged and guided

in scientific publications and scientific presentations. Undergraduate Students are also encouraged to apply for various grants available for carrying out Short Term studies.

Evidence of success:

Few students have completed their research, some of them have received grants/studentships from various organisations like Indian Dental Association, Indian Council of Medical Research and Rajiv Gandhi University of Health Sciences for carrying out short term studies. Some students have published case report or reviews or their studies in various journals. Various students have attended and participated in various Conferences which has helped them to gain an insight to the various research activities and latest advancements in the field of Dentistry.

Problems Encountered and Resources Required:

The successful completion of the research project involves the effort of the researcher and also funding is essential to meet the expenses involved in the research. It is Challenging to motivate the undergraduate students to engage themselves in research activities amid their academic and clinical schedule. It is always not possible to obtain funds for the research proposals, which acts as a barrier in completion of the study.

Title of the Practice: “INITIATIVES FOR ORAL CANCER PREVENTION”

Objectives of the Practice

The objective is to raise awareness about risk factors, promoting early detection through screenings, encouraging lifestyle changes to minimize risk, and advocating for regular dental check-ups.

The Context

Oral cancer is a significant public health concern, with various risk factors and the etiologic factor of concern being tobacco abuse. Increasing awareness, early detection and prevention are crucial in improving outcomes for individuals at risk. Initiatives for oral cancer prevention are particularly relevant in communities where there's a high prevalence of risk factors, those with limited access to healthcare services and youngsters.

The Practice

Initiatives for oral cancer prevention encompasses a range of continuing activities such as:

Awareness Campaigns: Awareness programs were held to educate the public and youngsters about risk factors, symptoms, and preventive measures through health talks, street play, mime show, distribution of Information Education Communication (IEC) materials and interschool competitions.

Campaigning for Stricter Implementation of Tobacco Control Laws: Schools were approached to encourage them to make their schools complaint to tobacco Laws. Campaign against spit free Mangalore was held involving the police personnel and schools of Mangalore.

Screening Programs: Oral cancer screenings were carried out for various target groups like Sanitation workers, Slum dwellers, Tribal population and rural areas to detect precancerous lesions.

Evidence of Success

There has been collaboration with Indian Cancer Society, District Tobacco Control Cell, Zilla Panchayath, Mangalore City Corporation and Schools of Mangalore in working towards initiatives for oral cancer prevention. Schools, District Tobacco Control Cell and Indian Cancer Society has appreciated the efforts of the institute in Oral Cancer Prevention programs. There has been an increase in awareness among the public and pre-cancerous lesions were detected at an early stage in various target populations.

Problems Encountered and Resources Required

Challenges Faced: Despite the effectiveness of oral cancer prevention initiatives, several challenges were encountered, including:

Limited access to healthcare services and affordability issues in underserved communities.

Cultural and social barriers to adopting healthy behaviors.

Resource constraints for sustaining long-term programs.

Resources Required:

- Man power is required to carry out the program comprising of resource persons, doctors and supporting staff.
- Information Education and Communication (IEC) materials are required.
- Transportation facilities.
- Oral health Screening instruments.
- Personal protective equipment.
- Funding is required to sustain long term programs.
- Access to diagnostic and treatment facilities for those diagnosed with pre-cancerous lesions.

File Description	Document
Any additional information	View Document
Link for any other relevant information	View Document
Link for best practices page in the Institutional web site	View Document

7.3 Institutional Distinctiveness

7.3.1

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

500 words

Response:

OUTREACH ACTIVITIES

– Working together to make oral health care for all a reality

The Institution emphasizes on population based approach, which is different from an approach required for individual patient care. A number of outreach activities are coordinated with a goal of promoting oral health and increasing access for underserved population. The institute contributes in making oral healthcare accessible to the unreached by carrying out the following activities:

- **COMMUNITY OUTREACH PROGRAMS:**

Dental Check-up camps, Treatment camps and Health Education programs are carried out by the institute regularly for different target populations like Rural Population, School Children, College Students, Elderly, Tribal Population, Sanitation workers, Anganwadi Children, Transgender Population and General Population. Field visits are also carried out in the adopted Village of Kenjar.

- **DENTAL CARE AT PERIPHERAL CENTRES:**

The Institute intends to amplify the oral health care services at grass root levels. Hence the Institute has the following peripheral centres at Kavoor, Shakthinagar, Perara and Lady Goschen to cater to dental needs of the masses. The institute also provides oral healthcare services at Melkar and the Primary Health Centres at Puttur and Bondel.

- **DENTAL CARE ON WHEELS**

The mobile dental van offers the dentists the freedom to offer patients, access to care whenever and wherever. It is regularly utilised to provide oral healthcare.

- **DENTAL CARE FOR ANGANWADI CHILDREN, SCHOOL CHILDREN AND COLLEGE STUDENTS**

When we think of developing good oral hygiene habits, we usually think of children which is the best time of life to create good habits. The most common oral disease affecting young children is dental caries, which is largely preventable. We provide oral health education, Dental check-up, preventive and therapeutic treatment programs for anganwadi children, school children, college students and students of social welfare hostels.

- **TOBACCO CONTROL PROGRAMS**

To combat the tobacco menace, in association with the District Health and Family Welfare Department, District Tobacco Control Cell, D.K, Mangalore, D.K Zilla Panchayat, Indian Dental Association D.K Branch, Indian Cancer Society, Mangalore City Police and Deputy Director of Public Instructions the institute has conducted various Tobacco Control Programs for various target population.

• **CANCER SCREENING PROGRAMS**

In association with Indian Cancer Society, various Oral Cancer Screening Programs has been organised.

• **OBSERVING DAYS OF SIGNIFICANCE FOR A SOCIAL CAUSE**

Various days of Significance like National Youth Day, International Day for Elderly, World Cancer Day, World No Tobacco Day, World Health Day, Women’s Day, World Oral Health Day, National Public Health Dentist Day has been observed for social causes.

Outreach programs educate students about their obligations to the community and society. It helps in development of various skills like soft skills, leadership skills, and team-building skills. The institute has received various accolades for its outreach activities. These activities highlight an institution's commitment to community engagement, practical learning, social responsibility, and excellence in healthcare education. Ultimately, these activities showcase an institution's multifaceted dedication to the betterment of society, making it a unique and distinguished place of learning in the educational landscape.

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

8. Dental Part

8.1 Dental Indicator

8.1.1

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

Response: 72.9

8.1.1.1 Institutional mean NEET percentile score

Response: 72.9

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

Other Upload Files

1

[View Document](#)

8.1.2

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

Response:

Dentistry, a speciality under the umbrella of medical sciences is focused on diagnosis, prevention, management and treatment of diseases, disorders and conditions affecting the dentition and oral mucosa. Our institution according to its vision and mission is providing everything that is required in moulding the future oral health care professionals. As per the Dental Council of India (DCI) and Rajiv Gandhi University of Health Sciences regulations, our institution has adequate infrastructure along with efficient, skilful and highly dedicated faculty members who mend the students into skilled professionals right from the beginning. The preclinical exercises are conducted in various departments as per the DCI and RGUHS regulations.

First year Pre-clinical Skill lab:

THE DEPARTMENT OF ORAL PATHOLOGY AND MICROBIOLOGY has a seating capacity of 100. It introduces students:

- To understand the basic morphology of the permanent teeth through teeth carving exercises.
- Identifying the types of dentitions
- Identification of normal oral structures on histology slides

Second year Pre-clinical skill lab:

THE DEPARTMENT OF PROSTHODONTICS with the seating capacity of 100 students, makes the undergraduate students familiar with various types of dental materials. There are fully equipped laboratories in order:

- To train the students in the aspects of teeth arrangements and other steps associated with it.
- Preparation of cube, pyramid and other shapes with plaster of paris
- Manipulation of rubber base impression material
- Primary impressions of maxilla and mandible on metal dies.
- Study of Anatomical landmarks.
- Preparation of special trays (maxilla and mandible) in base plates and in self-cured acrylic resin.
- Fabrication of occlusal rims.
- Manipulation of various dental materials like dental plaster, alginate and impression compound.
- Teeth arrangement in class I relation
- Repair of fractured dentures.

The **DEPARTMENT OF Conservative dentistry and Endodontics** through its well-equipped laboratory prepares the students for various restorative procedures like

- Cavity preparation from class I to class VI on
- Plaster models
- Natural extracted teeth
- Typhodonts
- Silver amalgam and trituration\
- Manipulation of ZOE, Zinc phosphate and Glass ionomer material cements

Third year Pre-clinical Skill Lab:

In Pre-clinical **Pedodontics** laboratory, students are trained in

- Various wire bending exercises.
- Fabrication of appliances
- Cavity preparation and restoration on tyodont teeth

This provides an opportunity for the young upcoming dentists to understand and learn the various treatment modalities that will be carried out in the deciduous and mixed dentitions in paediatric patients.

The **DEPARTMENT OF ORTHODONTICS** inculcates the knowledge of various dental and skeletal malocclusions occurring among the individuals and their corrections through various pre-clinical exercises like

- Basic wire bending
- Fabrication of orthodontic appliances

Similarly, we have first year post-graduate students who are efficiently trained in the pre-clinical laboratories so that their skills are enhanced to proficiently carry out their task in their future course of study in the institution.

All the above specialties are concerned in competently training the preclinical skills among the undergraduate and post-graduate students. They follow a quota of exercises as a part of their training program according to the guidelines provided by the statutory bodies like Rajiv Gandhi University of Health Sciences and Dental Council of India.

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

8.1.3

Institution follows infection control protocols during clinical teaching

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

Response: A. All of the above

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

8.1.4**Orientation / Foundation courses practiced in the institution for students entering the college / clinics / internship:****Response:****INAUGURAL/ORIENTATION PROGRAM**

Every year at AJIDS course's inaugural and orientation program is conducted for the dental students joining the course. The program aims to make the students aware of the DCI norms, regarding rules and regulations about attendance and examinations. The program also instills professional and ethical values to the students through talks by resource persons. Students are familiarized with the different specialties of dentistry. A tour around the campus to familiarize the students with the different locations like lecture halls, food court, library, hostels, sports grounds, and the hospital are carried out.

WHITE COAT CEREMONY

The white coat ceremony is conducted every year in our institution. The program is conducted to symbolize the transition of students into dental professionals. The white coat represents professionalism, compassion, and trust and this program emphasizes the importance of humanism, empathy, and respect for the patient. The program also aims to boost student's confidence and motivation. Overall the white coat ceremony is conducted to set a tone for a professional and ethical approach to health care practice.

WORKSHOP ON PATIENT CARE

Workshop on patient care plays a vital role in enhancing the skills and knowledge of the professionals, hence various workshops are arranged by different departments of the institute. Students are given lectures on biomedical waste disposal management and infection control. Workshops are conducted every year to enhance communication skills to build trust and understanding. Students are also familiarized with various ethical concerns that may arise during the academic or clinical course and to make ethical decisions in their practice

INTERNSHIP ORIENTATION

The Continuous Rotatory Internship (CRI) posting schedule for the students based on the affiliating university norms is prepared after the IV BDS results. Internship orientation is conducted regarding the rules, regulations, and norms of the university. The interns are instructed during the orientation to provide quality care adhering to legal and ethical standards. Orientation also includes discussions on communication and empathy for building a strong patient-provider relationship. All the interns are provided with an 'INTERNS LOG BOOK', a book in which all the intended learning outcomes and program lists are specified for every department, and the record of the cases undertaken by the intern is maintained.

File Description	Document
Programme report	View Document
Orientation circulars	View Document

8.1.5

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

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

Response: B. Any 4 of the above

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

8.1.6

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

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

Response: A. Any 5 of the above

File Description	Document
Institutional data in prescribed format	View Document
Certificate from the principal/competent authority	View Document
Any other relevant information	View Document

8.1.7

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

Response: 1.77

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
2	4	2	1	1

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

8.1.8

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

Response:

Our institution has consistently aimed to evaluate and validate students' theoretical understanding,

clinical diagnostic abilities, treatment administration, and overall patient management through systematic approaches aligned with the Dental Council of India's undergraduate curriculum.

1. EXAMINATION AND INTERNAL ASSESSMENT:

- Each department conducts a minimum of three internal assessments, and practical exams with viva voce sessions to evaluate individual students before the final university exams. These internal assessment marks are also uploaded to the university.
- Students must complete pre-clinical records initially to familiarize themselves with the clinical conditions assessed in each department.
- Students are trained in obtaining both comprehensive and concise case histories, evaluating each assigned case, and arriving at a diagnostic conclusion for the patient's condition. Each encountered case is methodically documented, presented, and assessed, contributing to the enhancement of the student's confidence in facing university exams. Furthermore, this process aids students in devising meticulous treatment plans for patients.
- Systematic practice of patient examination, case recording, and treatment provision serves to improve the students' practical skills in patient management

Students are tasked with annual assignments and seminars, requiring thorough preparation and presentation before faculty and peers which are then graded based on the evaluation of content and presentation skills, providing a confidence boost for the students.

2. STUDENT ASSESSMENT

- Faculty members in different departments evaluate each student and assign grades based on their performance in both theory and practical examinations.
- Additionally, periodic test papers and viva voce sessions are conducted as part of their regular theory and practical classes.

3. CLINICAL DISCUSSION

- Faculty conducts clinical discussions, both chairside and postoperative, following each case history recording. This practice serves to improve students' diagnostic skills and knowledge.

4. POSTINGS

- Students and interns are urged to actively engage in field visits and camps, fostering their sense of social responsibility as health workers within the community.
- Interns also have the chance to be assigned to satellite clinics, equipping them to handle cases that demand comprehensive treatment in private practice and providing exposure to general clinical practice.

5. EXTRACURRICULAR ACTIVITIES

- Students and interns are encouraged by faculty to actively take part in annual state and national conferences, presenting posters and papers.
- Students are motivated and trained to participate in arts and sports activities both within and outside the college.

6. RESEARCH ACTIVITIES

- Students and interns are provided with chances to engage in research activities covering topics in basic sciences and clinical subjects.
- Numerous projects are undertaken, with faculties closely monitoring and documenting each step.
- Faculties play a guiding role in assisting students to publish the outcomes of their research in prestigious journals.
- Additionally, all students receive orientation regarding the diverse research possibilities and opportunities available in various fields.

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

8.1.9

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

Response: 70.17

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
100	100	100	88	98

8.1.9.2 Number of first year Students admitted in last five years

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	100	88	98

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

8.1.10

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

Response:

BDS dental attributes-

1. A thorough knowledge of normal structures and function is crucial for understanding of the disease with medical and dental management, prevention and treatment
2. Sufficient clinical experience required for general dental practice
3. Prevent and effectively manage complications that may arise during various surgical and other procedures
4. Alleviate pain and anxiety in dental patients during their treatment.
5. Promote oral well-being and contribute to the prevention of oral diseases whenever feasible.
6. Perform specific investigative procedures and possess the skill to analyze laboratory results.
7. Provide comprehensive oral health care for patients across all age groups.
8. The scientific progress of any field relies heavily on ongoing research endeavors
9. Maintain a high standard of professional ethics and apply these in every aspects of professional life
10. Graduates should possess the capability and competence to identify and diagnose dental and oral diseases, administer dental treatments, and provide guidance on prevention..
11. Assist in and actively engage in the execution of the national oral health policy.
12. Function as a valuable member of the healthcare team, contributing to medical and oral health, especially in rural areas.
13. Embrace self-directed learning for the continual advancement of dental sciences.
14. Willingness to engage in diverse community programs for the periodic enhancement of knowledge and professional skills.

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

8.1.11

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

Response: 0.12

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
95.87	64.63	38.41	92.99	90.75

File Description	Document
Institutional data in prescribed format	View Document
Audited statements of accounts.	View Document
Any additional information	View Document

8.1.12

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

Response:

INTRODUCTION:

The Faculty Development Programs are organized by the institution to enrich the faculty in terms of teaching and knowledge. The faculty members need to update themselves with the scientific advances and newer techniques in the field of dental education. The DENTAL EDUCATION UNIT plays a pivotal role in organizing faculty development programs and enhancing quality improvement in teaching, learning, and student evaluation skills. The goal is to create a team of teachers who are excellent in the profession of teaching, passionate about teaching, and venture into innovative techniques. Faculty development programs have a significant role to play in encouraging academic excellence and innovations for enhancing satisfactory teaching skills to mould a teacher into a competent and trained educator. FDPs aim to guarantee frequent improvement in teaching, learning, assessment, and evaluation. Teaching faculties will be trained to inculcate teaching through an interdisciplinary approach, outcome-based education, and so on. The knowledge thus gained is transferred to the students to improve their

learning abilities and qualities. It also helps the faculty to update themselves with the current trends in dental practice and dental education through educational workshops and conferences. It encourages the teachers as well as the post-graduates to promote educational research publication in standard and high-impact journals. The Dental Education unit has organized multiple programs like BCEM, Scientific Writing, OSCE, and OSPE, Lasers, and Dental Implants. The DEU also conducts programs on soft skills development, personality development, bioethics and professional ethics. Apart from FDP'S, DEU also conducts seminars/workshops in coordination with the departments and other statutory bodies.

The main objectives of faculty development programs include: -

- To introduce newer techniques and assessment methods to meet the learning needs of students.
- To maintain and improve the quality of teaching among all educators
- To encourage the implementation of the latest technologies that improve teaching skills
- To promote teaching, learning, and research through various projects, publications, and scientific papers.
- To conduct continuing dental education programs, conferences, workshops, and hands-on training programs to update the knowledge of faculties in various fields of dentistry
- To assess the development of curriculum and faculty in the college

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

5. CONCLUSION

Additional Information :

The A.J. Institute of Dental Sciences demonstrates a profound commitment to societal well-being through various outreach and community service programs. The institute regularly organizes dental camps in rural and underserved areas, providing free dental check-ups and treatments to those with limited access to healthcare. These initiatives not only address immediate dental health needs but also raise awareness about oral hygiene and preventive care among the population.

Furthermore, the institute collaborates with local schools, NGOs, and community centers to deliver educational workshops on oral health, emphasizing the importance of early dental care in preventing long-term health issues. Through these efforts, students and faculty members are actively involved in serving the community, fostering a spirit of empathy and social responsibility.

In addition to direct healthcare services, the A.J. Institute of Dental Sciences also engages in research projects aimed at addressing public health challenges. By focusing on prevalent dental issues within the community, the institute contributes to the development of effective treatments and preventive measures, ultimately enhancing the overall quality of life.

The institute's dedication to community service is a testament to its holistic approach to education, ensuring that its impact extends beyond academic excellence to making a meaningful difference in society.

Concluding Remarks :

A.J. Institute of Dental Sciences stands out as a premier institution dedicated to excellence in dental education and research. Its strengths lie in its state-of-the-art facilities, experienced faculty, and a comprehensive curriculum that emphasizes both theoretical knowledge and practical skills. However, challenges such as maintaining the balance between rapid technological advancements and traditional teaching methods pose ongoing hurdles. Inspired by a commitment to innovation and community service, the institute continually strives to produce highly skilled dental professionals. Its vision to be a global leader in dental education and research aligns seamlessly with its mission to provide quality education, foster research, and promote oral health awareness. The A.J. Institute of Dental Sciences remains steadfast in its pursuit of excellence, preparing students to meet the evolving demands of the dental profession while contributing positively to society.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
2.3.2	<p>Institution facilitates the use of Clinical Skills Laboratory / Simulation Based Learning</p> <p>The Institution:</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any two of the above Remark : DVV has selected the C. Any two of the above as per sahred supporting document by HEI.</p>																				
2.4.2	<p>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.</p> <p>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.</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>18</td> <td>18</td> <td>18</td> <td>18</td> <td>18</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>15</td> <td>15</td> <td>15</td> <td>15</td> <td>15</td> </tr> </tbody> </table> <p>Remark : DVV has made the necessary changes basis the supporting shared by the HEI</p>	2022-23	2021-22	2020-21	2019-20	2018-19	18	18	18	18	18	2022-23	2021-22	2020-21	2019-20	2018-19	15	15	15	15	15
2022-23	2021-22	2020-21	2019-20	2018-19																	
18	18	18	18	18																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
15	15	15	15	15																	
2.4.4	<p>Average percentage of teachers trained for development and delivery of e-content / e-courses during the last 5 years</p> <p>2.4.4.1. Number of teachers trained for development and delivery of e-contents / e-courses year-</p>																				

wise during the last five years.

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
107	119	112	117	104

Answer After DVV Verification :

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

Remark : DVV has made the changes as per data shared by the HEI

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
3	18	7	6	4

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	13	5	5	2

Remark : DVV has made the necessary changes basis the supporting shared 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
6	1	3	2	2

Answer After DVV Verification :

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

4	1	2	1	1
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Remark : DVV has made the necessary changes basis the supporting shared by HEI.

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
31	144	26	19	169

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	30	6	17	6

Remark : DVV has made the necessary changes basis the supporting shared by HEI

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
7	3	0	1	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	00	0	0	0

Remark : DVV has made the necessary changes basis the supporting shared by the HEI

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
225.77	146.92	106.11	287.67	269.37

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
145.37	106.22	86.11	167.67	189.37

Remark : DVV has made the necessary changes basis the supporting shared by the HEI

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
36	13	16	13	29

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
27	16	17	13	15

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
66	13	17	13	29

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
66	13	17	13	29

Remark : DVV has made changes as per the documents shared by the HEI

5.2.2	<p>Average percentage of placement / self-employment in professional services of outgoing students during the last five years</p> <p>5.2.2.1. Number of outgoing students who got placed / self-employed year- wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 389 1046 524"> <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>60</td> <td>59</td> <td>52</td> <td>52</td> <td>59</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 602 1046 736"> <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>29</td> <td>32</td> <td>40</td> <td>90</td> <td>86</td> </tr> </tbody> </table> <p>Remark : DVV has made the necessary changes basis the supporting shared by the HEI</p>	2022-23	2021-22	2020-21	2019-20	2018-19	60	59	52	52	59	2022-23	2021-22	2020-21	2019-20	2018-19	29	32	40	90	86
2022-23	2021-22	2020-21	2019-20	2018-19																	
60	59	52	52	59																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
29	32	40	90	86																	
5.2.3	<p>Percentage of the batch of graduated students of the preceding year, who have progressed to higher education</p> <p>5.2.3.1. Number of last batch of graduated students who have progressed to higher education</p> <p>Answer before DVV Verification : 28</p> <p>Answer after DVV Verification: 25</p> <p>Remark : DVV has made the necessary changes basis the institutional data shared</p>																				
5.3.1	<p>Number of awards/medals for outstanding performance in sports/cultural activities at State/Regional (zonal)/ National / International levels (award for a team event should be counted as one) during the last five years.</p> <p>5.3.1.1. Number of awards/medals for outstanding performance in sports/cultural activities at State/Regional (zonal)/National / International levels (award for a team event should be counted as one) year-wise during the last five years .</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1532 1046 1666"> <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>4</td> <td>4</td> <td>0</td> <td>8</td> <td>3</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1744 1046 1879"> <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>4</td> <td>6</td> <td>1</td> <td>3</td> <td>2</td> </tr> </tbody> </table> <p>Remark : DVV has made the necessary changes basis the supporting shared by the HEI</p>	2022-23	2021-22	2020-21	2019-20	2018-19	4	4	0	8	3	2022-23	2021-22	2020-21	2019-20	2018-19	4	6	1	3	2
2022-23	2021-22	2020-21	2019-20	2018-19																	
4	4	0	8	3																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
4	6	1	3	2																	
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: B. Any four of the above

Remark : DVV has made the changes basis the supporting shared by HEI

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2	5	1	2	2

Answer After DVV Verification :

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

Remark : DVV has made the changes basis the supporting shared by HEI

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

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 necessary changes basis the supporting shared by HEI

2.Extended Profile Deviations

ID	Extended Questions
1.2	Number of outgoing / final year students year-wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
110	115	102	99	87

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
147	141	156	124	150

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
135	138	138	130	147

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
135	138	143	130	147

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
347.51	241	130.37	701.68	387.14

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
352.21	244.96	133.63	712.60	392.73