



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

ROYAL DENTAL COLLEGE

IRON HILLS, CHALISSERY, PALAKKAD

679536

www.royaldentalcollege.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Royal Dental College is a traditional value-based education campus with a whole new age professional outlook established in 2003 by Royal Education Foundation, a trust instituted by a group of socially responsible individuals from varying professions. The college has been offering degree of Bachelor of Dental Surgery (BDS) since 2003 and Master of Dental Surgery (MDS) in 6 dental specialties from 2012. It is now known for excellence in academics, quality patient care and eminent specialist services.

Intending to teach students to adopt a mindset of lifelong learning and accepting innovation and change as a means of advancing their careers, the Royal Dental College comprising eminent academicians and social activists are focusing to nurture an emerging generation that is employable, has universal values, and is capable of positively impacting the society and advancing the country.

In addition, to foster staff and students a sense of duty, empathy, and compassion for the benefit of all communities, the students are exposed to the broad spectrum of clinical experience and a novel curriculum known as RECLine, which guides every student in studying fundamental and clinical subjects using research- and evidence-based experiential learning methods from the first year of BDS.

In addition to providing support for clinic establishments college provides various opportunities for students through endowment programs and career guidance courses. This college values the contribution of past students who made up this college and it has put forth various alumni programs and projects that has been recognized as the best practice of the institute.

The college creates a sense of professionalism among the students that they are expected to embody throughout their future professions. RDC strives for a time when our institution is recognized as a Centre of excellence in dental education, first in our nation and then on par with the pioneer dental schools in the world.

The main features and outcomes of our institution are based on

- Strong ethical values
- Striving for excellence
- Respect for all
- Teamwork in diversity and
- Making a difference for the better

Vision

To strive for excellence in dental education grounded in ethics for the benefit of society.

Mission

1. To render excellent, comprehensive and currently relevant dental education to under graduate and post graduate students.
2. To impart to our students an attitude of continuous learning and an acceptance of innovations and change towards progress of their careers.
3. To inculcate a sense of responsibility, compassion and empathy among faculty, staff and students to serve all communities for self-fulfillment.

OUR PHILOSOPHY

To build leaders and role models of tomorrow who make a difference for the better in healthcare with compassion and empathy.

We at RDC are proud of our students and alumni who have made their mark in dentistry, research, and innovation in India and abroad. Our institution focuses on ethics, values, compassion, and mutual respect among faculty, other staff and students is encouraged and expected. Our students are taught and trained to render a professional and yet humane treatment to patients as a responsibility which they are expected to take on both during their student life and their future careers.

Our faculty have been loyal and outstanding to the institution and students. They are dedicated professionals, some of whom have been in the institution since its inception in 2003. They are committed to imparting knowledge and expecting and extracting the required outcome of their labours. We believe that our college will continue to stand as a example of excellence in dental education in the state of Kerala and be known all across India as a premier centre for dental studies.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. A traditional value-based education campus with a whole new age professional outlook
2. The first ever self-financing dental college and post graduate college among 3 educationally forward districts of Kerala
3. Qualified, efficient and committed faculty with a total average teaching experience of 10 yrs and 40 % of the faculty with an in-house experience of 15 yrs
4. College has been hosting several novel conceptual regional / state and national conferences through a Forum for Advanced Studies and Continuing Education Program since 2011
5. The unique research-based curriculum called RECLine, making every student guided in learning basic and clinical subject through research and evidence based experiential learning technique right from 1st year of BDS
6. College promotes the extra-curricular cultural and sports activity through a club “Royalite’s club – a hub of talents” where every talented student in college is an active student director of the club
7. Located among a rural village, this college has a surplus patient flow and students get enough number of patient experience.
8. The unique patient regulation program ‘Sampoorna Sowjanya Danda Chikitsa Paddhathi’ that treated 2.5 lakh patients free of cost since 2014 currently continuing among BPL patients
9. A perfect student canteen where home style food is prepared and served with extreme care and love
10. College provides job opportunity to women non-teaching staff supporting rural women empowerment program
11. Well-equipped academic library with subscription to national, international, and digital journals. A

separate section for newspapers, magazines, and general books.

Institutional Weakness

College is located at a rural area serving a vast majority of patients deprived of advanced dental treatment but connectivity to campus from the major highways, railway stations and airports less

2. This college is a standalone dental institution, if we had a medical or other paramedical courses it would have benefited the academic atmosphere here.
3. College lacks a Doctoral research center
4. College needs to work on acquiring more research grants and institutional scholarships

Institutional Opportunity

1. A research career: College gives great attention in promoting research among under graduate student of college inculcating them with a research attitude making them part of one or more scientific research project every year and publish the work
2. Career guidance abroad: Alumni spread across among 14 countries giving career guidance, counselling, and placement abroad guidance to students through international alumni association
3. Alumni endowment programs: A vibrant alumni activity ranging from Alumni Endowment Fund
4. Support in clinic establishment: Career guidance and placement cell through Alumni Clinic owners' association
5. Promotion of extracurricular skills: Flipside of Royalites , a facebook group that promote every extracurricular activity of every royal faculty and students, providing a platform to display their extracurricular talents and skills and conducts frequent online programs and competitions

Institutional Challenge

1. Upgrading the R & D with recent trends in Dentistry
2. Government policy restricting student admissions from own state only
3. The general trend of reducing number of students seeking dental profession due to saturation in opportunities
4. Lack of aptitude tests in dental college entrance examination

5. Periodic updation of university syllabus in par with the fast-developing material and technological science is lacking

6. Research grants and institutional scholarships

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Royal Dental College abides by the rules & regulation formed by the Dental Council of India and follows the curriculum designed by the Kerala University of Health Sciences.

The curriculum design followed by the Institution is student-centric and aims at the holistic development of the individual. The Institution follows varied methods for delivering the curriculum such as integrated lectures, seminars, symposiums, clinical training, field visits, outreach activities, interdepartmental meetings, interdisciplinary and intradepartmental clinical case discussions. The Institute instil skill and compassion to all its students and faculties so that they develop an attitude of empathy and commitment to their patients and society. The Curriculum Committee in coordination with all the departments formulates the academic calendar every year. All departments plan their lesson plans on the basis of this calendar. The Institution ensures all students get equal opportunities to put in their best performance in academics as well as extracurricular activities. The IQAC guides all the Academic and Non-Academic committees of Royal Dental College. Apart from the prescribed curriculum, various events and courses are planned to sensitize the students on various issues related to environment, gender equality, personality development, socio-economic development, human values and ethics. Regular CDE programs are being conducted to update the faculties with newer advancements and technologies. Specialized training sessions and hands-on workshops are also conducted at regular intervals. Students are encouraged to participate in research activities with the faculty members as mentors. The learning activities are not just confined to theory classes but regular field visits are also conducted by the FASCEP to enable them to get the practical knowledge in various fields. Students are made aware of and encouraged to use and participate in different online learning platforms.

The institution has a well-structured feedback system in which responses on curriculum are collected online from different stakeholders like students, teachers, alumni, employers, and professionals. The feedbacks collected are then discussed, and analyzed in the IQAC and appropriate actions are taken for improving the curriculum planning for better implementation and evaluation.

Teaching-learning and Evaluation

Royal Dental College (RDC) is one of the sought after institution for education and patient care in the field of dentistry. We offer under-graduate and post-graduate training programmes in six specialities. The admission process is transparent and all students are admitted through NEET examination. The institute ensures inclusivity of all reservation categories and other backward sections of the society according to the benchmark provided by the Kerala University of Health Sciences (KUHS). Students are encouraged and given adequate guidance for publications, scientific presentations, quiz competitions and essay competitions at state and national levels. Slow learners are identified according to their interaction during class hours and by their

performance in the internal examinations by the respective subject teachers. They are channeled to go for counseling and interaction with mentees and special remedial classes are formulated according to their needs.

RDC follows learner-centered approach incorporating teaching methodologies like experiential learning through simulation labs and interdisciplinary group learning discussions.

The students are also encouraged to hone their extracurricular skills by bringing forth their innate talents. Social activities are also encouraged to make students realise their responsibility towards the society through various activities.

Our college is proud of its highly experienced faculty members who diligently work towards the teaching and training of the students ensuring their overall development. Teachers are trained to update themselves in the latest technology and utilize the same for teaching purposes with exclusive programs conducted for faculties by FASCEP.

Three sessional examinations are conducted every year and the Examination Board assesses the student progression prior to University examinations. These sessional exams help to identify students who require additional help and they are given the necessary guidance and support with remedial classes which includes one to one discussions, viva, practice question papers and assignments.

RDC has set specific Learning Outcomes which are in line with the KUHS and DCI Course Outcomes to assess the students' performance in a structured manner. Parent Teacher meetings are conducted every year to update the parents on their ward's performance. Feedback from parents is taken and appropriate improvements are taken where deemed necessary.

Research, Innovations and Extension

Royal Dental College focuses on achieving excellence in research, innovations, and extension activities. The institutional Ethics and Research committee established in our college has been actively functioning to promote quality research works. The fully functional Institutional Ethical Committee strictly adheres to the Code of Ethics to scrutinize and approve the study proposals. Multiple workshops and seminars are conducted on topics related to ethics and research. Research works are undertaken with enthusiasm by the faculty members and students under the guidance of Research and Development cell.

Royal Dental College functions as an incubation center by facilitating a provision for advanced studies and better clinical experience. The infrastructure facilitates an innovative ecosystem favoring the instillation of interest in the field of research and outreach activities. There are speciality clinics established in the Institution such as implant clinic, special care dentistry clinic, geriatric clinic and aesthetic clinics.

Multiple inter-departmental and intercollege outreach programs are organized and executed by the college in association FASCEP. Over the last 5 years, a total of 134 MoUs have been signed with various institutions and industries in India for academic, clinical training, project works, and collaborative research programs. The management, staff, and students strive to offer their best in all aspects of research, innovation, and extension activities.

Infrastructure and Learning Resources

The Institution has adequate facilities for teaching and learning which constitutes ICT-enabled classrooms, seminar halls, well equipped dental, preclinical and clinical laboratories which manage clinical cases in various specialties of dentistry. Other than routine dental care various advanced diagnostic and treatment facilities and equipment are available in the institution. These facilities not only provide improved patient care but also lay a platform for students to get an in-depth knowledge and experience in various fields of dentistry. The campus also provides facilities like hostels with a good security system, canteen and library facilities to enrich the knowledge of students. The Institution supports students and staff in their physical and mental well-being through various sports and cultural facilities. An auditorium with a seating capacity of nearly 300 people is available in the institution. Yoga training and gym facilities are also provided to ensure an overall development of the individual. Library of the institution is automated using library management software which makes book issue and return an easy process. It also provides access to various e-content like Moodle (LMS), G suite etc. The Institution also has subscription to EBSCO, an e-resource provider making various paid journals available to users. Staffs and students also have opportunities to attend Open online courses in the SWAYAM portal. A library advisory committee is established in the college to assess the needs and report the same. The institution has adequate IT facilities and updates its IT infrastructure regularly. When the COVID pandemic made offline learning a standstill, colleges came up with facilities for audio-video recording for taking live online classes. Webinars and virtual meetings are conducted in this multipurpose A-V hall. The institution has a well-established system to maintain and repair all the infrastructure facilities including physical, academic, and IT facilities. Department-wise and general maintenance registers are there for documentation and a maintenance committee is functioning to monitor the process

Student Support and Progression

The Institute makes sure that the students are benefited from scholarships and fee waivers by the government and other organizations. Some are given scholarships by the institution itself. Institute also helps in student progression by employing programs on soft skill development, language and communication development, yoga and wellness, analytical skill development, human value development, and employability skill development. The institute also provides training and guidance for competitive examinations and also offers career guidance counseling. With the aim of imparting education on par with global standards, the institute has an Alumni Association that helps students in overseas education and support. The institute also has a transparent mechanism for the timely redressal of student grievances, prevention of sexual harassment, and prevention of ragging. Institute has a good number of students qualifying in the state, national as well as international level examinations conducted during the academic years. Many of the students have been provided with job opportunities in various private clinics and hospitals within the state and both in the national and international levels. Some of them have come back to the institution as valuable employees and continue to serve in different positions within the institution. The institute also has a record of the batch of graduate students who have progressed to various higher education. Students of this institute actively participate in various sports and cultural activities conducted by the institute, state, and at the national level throughout the academic year and also has a record of awards and medals. The College Students Council is actively involved in organizing various cultural and sports events along with programs for the well-being of society.

Alumni association of the college has a President, Secretary, Treasurer and Executive members. The association is very active and regularly meets at least once a year. Various topics on improving the college activities and career development programs are suggested by the association members. Their suggestions and valuable inputs are being put into action and are implemented for the welfare of the college.

Governance, Leadership and Management

The institution has a clearly stated vision and Mission which is accomplished duly by following a proper governing and leadership pattern and thorough management of the aforementioned is instilled for the institutional wellbeing. Our organization has a streamlined organizational structure for decentralization and participative management in every other department. Different statutory and non-statutory committees' functions efficiently to regulate the workflow of the institution. Royal Dental College has a credible strategic plan for the upliftment of the institution in the forthcoming years. The committees meet periodically with a well-defined plan of action for the prospective period and the minutes of all committees are regularly documented. Governing council of RDC meets periodically to review the governance and leadership. Internal Quality Assurance Cell is also constituted in the present academic year for quality enhancement of the institution which is headed by the principal and periodic meetings are held every 3 months to comprehend both academic and administrative betterment of the institution. RDC also instilled different staff welfare measures for the intellectual, physical, moral, and economic betterment of their beloved employees. Faculties are promoted to attend conferences/workshops as well as professional body membership by providing financial support. The institution organizes various professional development, faculty development, quality initiative, seminars workshops, orientation, and administrative training programs to provide top-notch quality education and healthcare. A well-operating performance appraisal system is there in the institution to acknowledge the staffs who meet up with the institutional goals. Optimal resource mobilization and utilization strategies are instilled to foster institutional standards. Different Periodic internal audits and annual external audits are under taken to maintain our institutional standards. The college has a well- operated system for collecting feedbacks from stakeholders such as students, staff both academic and administrative, parents, representative from local area etc. The collected feedback is analyzed properly and the feedback report is submitted to the college management for improvements.

Institutional Values and Best Practices

Royal Dental College provides a culturally inclusive environment ensuring mutual respect, effective relationships, a clear understanding of expectations, and critical self-reflection. In an inclusive environment, people of all cultural orientations can freely express who they are, their own opinions and points of view. With the acceptance of students and faculties from around the globe, our institution has been nothing less than a home where everyone feels safe and accepted.

This institution is committed to creating a community in which students, teachers, and non-teaching staff can work together in an environment free from all forms of gender violence, harassment, exploitation, intimidation, and discrimination. And we also strive to inculcate a zero-tolerance stand towards all forms of discrimination and prohibit gender stereotyping. We provide an equitable, rational, fair, and encouraging environment for students to grow to the full of their capacity.

Women empowerment programs to create social awareness about the problems of women, particularly regarding gender discrimination, literacy, and training are also conducted. This institution has established a women empowerment cell on the college campus to empower and safeguard the rights of female members, faculty staff, and students. And this institution has zero tolerance for ragging and is under constant supervision of the Anti-ragging committee.

Our institution has installed solar power to conserve energy in required fields, and has a water treatment plant to ensure that the campus is completely eco-friendly. There is a complete ban on the use of tobacco within the

campus area. Tobacco cessation awareness programs are frequently conducted for the purpose of spreading awareness and providing necessary treatment and referrals.

'Say No to Oral Cancer' is a flagship community outreach program of RDC. The institution has a dedicated telemedicine unit for oral cancer screening. RDC-Alumni is a matter of pride to our institution and adds values to core principles of the institution, FASCEP forum for advanced Studies and Continuing Education Program is a platform for advance learning for students, which also provides a platform for presenting scientific paper and posters.

Dental Part

Royal Dental College has an intake of 60 students every year by strictly following the norms of DCI. He/She should obtain a minimum of marks in NEET as prescribed in sub-regulation 5 of Regulation II of DCI 2007 regulations. The college ensures adequate preclinical training in specialized preclinical laboratories and systematic assessment systems are followed. The institution follows a Safety Manual to ensure maximum patient and hospital staff safety. The institution strictly adheres to infection control protocols during clinical teaching and each department is well equipped with a sterilization unit, registers of which are maintained promptly. Periodic disinfection of all clinical areas is done and is entered in the register for proper monitoring.

All healthcare providers are equipped with PPE while working in the clinic. Proper immunization against Hepatitis B and COVID-19 is ensured for all hospital staff and students.

Infection Control committee has been formed to report the events and provide timely first-aid measures for the health care provider and patients. The college provides orientation for first-year and third-year students before entering the clinics. Internship orientation is given before the start of the Internship program. Guidance is given on community skills, infection control, biomedical waste management, and professional ethics. The institution provides with adequate training for using high-end equipment including CBCT, Imaging and Morphometric software, and Dental Laser for diagnostic and therapeutic purposes. The college provides training in specialized clinics like Comprehensive clinic, Implant clinic, Geriatric clinic, Special Health Care Needs clinic, Tobacco Cessation clinic, and Esthetic clinic. These clinics are equipped with advanced equipment like Oral Scan and Inhalational Sedation unit. The college has adopted methods to implement dental graduate attributes and objective measures to attain specific clinical competencies by BDS students including OSCE and OSPE as stated in the undergraduate curriculum. The institution has established a Dental Education Department for conducting Faculty Development Programmes in emerging trends in Dental Education Technology.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ROYAL DENTAL COLLEGE
Address	IRON HILLS, CHALISSERY, PALAKKAD
City	Chalissery
State	Kerala
Pin	679536
Website	www.royaldentalcollege.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	E. Anuradha Sunil	0466-2255131	9447046499	-	anuradhasunil@hotmail.com
IQAC / CIQA coordinator	Biniraj K R	0466-2255132	9496328007	-	binirajkr@gmail.com

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

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes Minority certificate 001.pdf
If Yes, Specify minority status	
Religious	Yes
Linguistic	
Any Other	

Establishment Details	
Date of establishment of the college	03-10-2003

University to which the college is affiliated/ or which governs the college (if it is a constituent college)		
State	University name	Document
Kerala	Kerala 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	18-08-2017	72	

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	IRON HILLS, CHALISSERY, PALAKKAD	Rural	19	277621

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BDS,Bachelor Of Dental Surgery	66	Higher Secondary School	English	60	43
PG	MDS,Conservative Dentistry And Endodontics	36	BDS	English	3	3
PG	MDS,Oral Pathology And Microbiology	36	BDS	English	3	1
PG	MDS,Orthodontics And Dentofacial Orthopaedics	36	BDS	English	3	3
PG	MDS,Pedodontics And Preventive Dentistry	36	BDS	English	3	3
PG	MDS,Periodontology	36	BDS	English	3	3
PG	MDS,Prosthodontics And Crown And Bridge	36	BDS	English	3	3

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	25				18				39			
Recruited	21	4	0	25	8	10	0	18	16	23	0	39
Yet to Recruit	0				0				0			
	Lecturer				Tutor / Clinical Instructor				Senior Resident			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	16				0				0			
Recruited	8	8	0	16	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				84
Recruited	18	66	0	84
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				27
Recruited	19	8	0	27
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	3	3	0	0	0	0	7
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	20	4	0	5	7	0	16	23	0	75
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	8	8	0	0	0	0	0	0	0	16

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	38	0	2	0	40
	Female	287	0	14	0	301
	Others	0	0	0	0	0
PG	Male	11	0	3	0	14
	Female	31	0	1	0	32
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	2	1	1	2
	Female	11	4	9	6
	Others	0	0	0	0
ST	Male	0	1	0	0
	Female	0	1	1	1
	Others	0	0	0	0
OBC	Male	6	7	6	4
	Female	27	38	38	41
	Others	0	0	0	0
General	Male	4	6	5	3
	Female	9	17	15	19
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		59	75	75	76

General Facilities	
Campus Type: IRON HILLS, CHALISSERY, PALAKKAD	
Facility	Status
• Auditorium/seminar complex with infrastructural facilities	Yes
• Sports facilities	
* Outdoor	Yes
* Indoor	Yes
• Residential facilities for faculty and non-teaching staff	Yes
• Cafeteria	Yes
• Health Centre	
* First aid facility	Yes
* Outpatient facility	Yes
* Inpatient facility	No
* Ambulance facility	Yes
* Emergency care facility	Yes
• Health centre staff	
* Qualified Doctor (Full time)	8
* Qualified Doctor (Part time)	32
* Qualified Nurse (Full time)	70
* Qualified Nurse (Part time)	0
• Facilities like banking, post office, book shops, etc.	Yes
• Transport facilities to cater to the needs of the students and staff	Yes
• Facilities for persons with disabilities	Yes
• Animal house	No
• Power house	Yes
• Fire safety measures	Yes
• Waste management facility, particularly bio-hazardous waste	Yes
• Potable water and water treatment	Yes

• Renewable / Alternative sources of energy	Yes
• Any other facility	Gymnasium, Yoga Centre

Hostel Details		
Hostel Type	No Of Hostels	No Of Inmates
* Boys' hostel	1	28
* Girls's hostel	1	188
* Overseas students hostel	0	0
* Hostel for interns	0	0
* PG Hostel	2	27

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Education with Multidisciplinary components is an academic and pedagogical approach to developing multiple capacities in the intellectual, aesthetic, social, physical, emotional, and moral domains, among the students inside and outside the classroom, by integrating formal and informal learning opportunities and teaching, research and community engagements and promoting cross-disciplinary and interdisciplinary perspectives and academic practice. NEP 2020 suggests that the colleges will be “gradually phasing out the system of ‘affiliated colleges’ over a period of fifteen years” i.e. by 2035. The phasing out of the system of ‘affiliated colleges’ shall be supported by the mentoring of the affiliated colleges by the respective affiliating university. We have mooted this to implement in our institution and various steps have been taken including identifying bench marks from various institutions for multidisciplinary courses and closely following the norms and regulations of the affiliating university.
2. Academic bank of credits (ABC):	As per the UGC Notification on University Grants Commission Notification (28th July 2021) “Academic Bank Account” means an individual account with the Academic Bank of Credits opened and operated by a student, to which all academic credits earned by the Student from the course(s) of study are deposited, recognized, maintained,

	<p>accumulated, transferred, validated or redeemed for the purposes of the award of degree/diploma/certificates, etc. by an awarding institution. Academic Bank of Credits shall be established, on the lines of the National Academic Depository shall have a dynamic website providing all details of the Academic Bank of Credits and its operational mechanism for the use of all stakeholders of higher education. Academic Bank of Credits is essentially a credit-based, highly flexible, student-centric facility.</p>
<p>3. Skill development:</p>	<p>Integrating vocational education with general education is the most promising way to provide for the holistic development of students, equipping them with knowledge, skills, and competencies which would prepare them for life and work. We have identified collaborating with industries for internships to expose the students to the work environment and get the experience of hands-on practice. We are in the process of developing the concept of 'finishing school' and certificate courses of varying duration.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>NEP 2020 envisages a greater Promotion of Indian Languages, Arts, and Culture. The NEP document elaborates on the cultural and knowledge heritage of India, the importance of Indian Philosophy in the renewed perception and influence on world events, the importance of the Multilanguage multicultural background of the country, and the necessity for revitalizing these realms for the betterment of the country and the world. This strategy calls for a paradigm shift in our immediate past educational system (which, in general opinion, has devalued the Indian traditional knowledge). To bring back the glory of the ancestral values the institution has planned curricular, co-curricular, and extra-curricular activities engaging students through the college union. Through the college union, literary competitions are being regularly conducted in the regional language on contemporary topics, as well as topics reflecting the cultural and ethnicity of India.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The Course and Programme out comes are mentioned in the syllabus. Faculty used to get trained about the Learning out comes through the Faculty Development Programs. Faculty explains about the outcomes by mapping with Course and Programme outcomes to the Students. The learning outcome is</p>

	<p>assessed through the evaluation methods adopted. Based on the Formative assessments additional support is given for slow learners. Also, Advanced learners are given opportunities to enhance their knowledge by taking part in beyond the classroom activities like Conferences, Seminar so on. With the formation of the Dental Education Unit intensive approach is given OBE concepts in the curriculum, syllabus, and evaluation.</p>
6. Distance education/online education:	<p>There is a perceptible change in the modes of Teaching-Learning all over the world and there is a significant shift from all classroom teaching and learning to partly classroom partly online Teaching-Learning. This is exhibited in the worldwide popularity of Online education like MOOCs, etc. India is also keeping abreast of this new paradigm. We encourage our students and faculty to register and write examinations under SWAYAM-NPTEL for several years. The institution has a MOODLE-based learning management system.</p>

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	<p>RDC-ELCs, learning meets fun. Activities and Games are designed to stimulate and motivate students provoking them to think and ask questions. The club collaborates along with the Government, the District Collector who is also the District Election Officer (DEO) periodically participate and assign events to the club to create awareness on the importance of voting. Through ELC, Election Commission of India aims to strengthen the culture of electoral participation among young and future voters. RDC-ELCs, members will be part of interesting and thought-provoking, mostly classroom based activities and games. There were many such activities and games which have been carefully designed to impart specific learning which will help them become an 'Empowered (Prospective) Voter'</p>
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	<p>Every year the club conducts seminars to help students know about their rights and encourage them to exercise those rights by participating in the elections. The club also encourages students to take part in competitions conducted by SVEEP</p>

	<p>(Systematic Voters' Education and Electoral Participation Program) as this will help develop their skills and confidence. Our students and staff have participated in the competitions. Our staff coordinator Dr. Arun Mohan Reader, has actively involved the students in various innovative activities to encourage the students to use their voting rights and spread awareness about the importance of voting among the general public.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>Every year the club conducts seminars to help students know about their rights and encourage them to exercise those rights by participating in the elections. The club also encourages students to take part in competitions conducted by SVEEP (Systematic Voters' Education and Electoral Participation Program) as this will help develop their skills and confidence. Our students and staff have participated in the competitions. Our staff coordinator Dr. Arun Mohan, Reader / Oral and Maxillofacial Pathology has actively involved the students in various innovative activities to encourage the students to use their voting rights and spread awareness about the importance of voting among the general public.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>ELC is creating awareness among the public through posters and Participating competition as per the direction of District collector office.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The club collaborates along with the District Collector office who is also the District Election Officer (DEO) periodically participate and assign events to the club to create awareness on the importance of voting through various programs like rally, surveys and conducting Competitions.</p>

Extended Profile

1 Students

1.1

Number of students year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
343	369	335	338	329
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

1.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
78	74	73	60	71
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

1.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
60	74	75	76	77
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

2 Teachers

2.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
86	89	88	85	85
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
86	89	88	85	85
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
368.34	245.98	315.52	313.48	317.64
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:

INSTITUTIONAL CURRICULUM COMMITTEE

The institutional curriculum committee under the guidance of the principal holds regular meetings each year to address all aspects of the course delivery and assessment of students. A time table for course delivery is prepared for each year in accordance to the guidelines prescribed by the DCI and KUHS covering theory lectures, practical's, clinical and laboratory hours. The time table is prepared in accordance to the master calendar ensuring adequate time is allotted to complete the syllabus. Special emphasis is placed on extra- curricular and co- curricular activities.

SYLLABUS

The syllabus prescribed by DCI and KUHS is followed for all courses to impart the necessary knowledge, skills and attitudes to the students. Periodic add on courses are conducted to impart students with latest knowledge and skills at par with international standards. value added courses are conducted each year to ensure holistic learning beyond the syllabus and to enhance employment skills.



COURSE DELIVERY PLAN

A detailed course delivery plan (lesson plan) and lesson schedule is prepared for each course before the beginning of each year to ensure effective delivery of the curriculum using multiple teaching methodologies. The Provision of hands-on experience in both a hospital and community setting and clinical placements for specific periods of time is done.

MULTIPLE LEARNING METHODOLOGIES

Integrated theoretical and practical teaching using different teaching modalities like lectures, seminars, group discussions, hands on learning, live case demonstrations, chart and model preparation, role play, laboratory postings, clinical training and community postings is incorporated to provide comprehensive training to the students. Teaching aids like smart boards, charts, videos, models, posters, lab specimen and photographs are used to effectively engage students. A learn, do and teach methodology is incorporated to implement effective learning through group discussions, quizzes and peer interaction.

College provides latest infrastructure facilities to help better learning with use of interactive teaching modalities, smart boards, e resources and well equipped student friendly library.

EVALUATION AND ASSESSMENT

Continuous evaluation strategy is used with periodic class tests and three internal exams to enable methodical and continuous learning. The **Institutional Exam Board** ensures exams are conducted as per KUHS guidelines, prepares the exam time table for each year, analyses the performance of students, initiates remedial measures and addresses grievances. The assessment is done in a transparent manner giving students access to corrected answer sheets. The **Internal Grievance Committee** as part of the exam board addresses the complaints and grievances during the internal exams as well as during the university exams. Remedial measures are instituted for slow learners with extra coaching and periodic class tests. High performers in university exam are also awarded with blue ribbons to motivate and inspire students.

MENTORSHIP PROGRAM

The institution has in place a comprehensive mentorship program with a 1:10 mentor- mentee ratio, for all the U.G and P.G students, to effectively guide students in curricular aspects and also to help in overall personality development. Meetings with the students are held on a monthly basis to address and remedy any issues.

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

Other Upload Files	
1	View Document

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

Response: 2.07

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

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

File Description	Document
Provide scanned copy of nomination letter such BoS and Academic Council From University/ Autonomous college	View Document
Institutional data in prescribed format	View Document
Link for 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: 85

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

Response: 34

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

Response: 40

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

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

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
343	369	335	338	329

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

Our institution places a lot of emphasis on cross cutting issues like gender equality, environment and sustainability, human values, professional ethics and health determinants. Inculcating these principles and values in our students will help them become responsible, fulfilled and confident citizens.

GENDER EQUALITY

Our institution considers gender equality both a fundamental human right and a necessary foundation for a strong and successful society. Various measures are adopted to achieve gender equality and to help women achieve safety and success.

- **Women Empowerment Cell**, established more than a decade ago, conducts various programs on gender sensitization, women's safety and health and personality development.
- CCTV cameras and security guards to ensure safety within the campus.
- Exclusive **Female Internal Complaints Committee** comprising of senior women faculty.
- **Professional counsellor** who interacts with the students on a regular basis, offers necessary suggestions and also conducts enrichment programs for the students.
- **Day care room** for women with young children and separate feeding room for nursing mothers.
- Strong emphasis on sports and physical fitness for women.

ENVIRONMENT AND SUSTAINABILITY

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

- Solar energy panels
- LED bulbs and power efficient equipment for energy conservation
- Rain water harvesting system

Efficient waste disposal methods are adopted through

- Composting of biodegradable waste.
- Biogas plant.
- Sewage treatment facility.
- Association with **IMAGE** for collection of biomedical waste.
- Association with IT software company **Alliance Infocom**, for disposal of E-waste.

Green campus initiatives of the Institution include

- **Green Campus Committee** which spearheads initiatives like "PACHILAKOODU" and herbal garden.
- Restricted entry of automobiles.
- Battery powered vehicle.
- Ban on use of plastics in the campus.
- Landscaping with trees and plants and tree planting drives



HUMAN VALUES

Different means and modes are used to inculcate human values in our students, to make them responsible citizens of the future.

- Providing an inclusive environment to develop tolerance and harmony.
- Social awareness programs, dental check- up and treatment camps for the poor.
- Visits to orphanages, old age homes, centres for the differently abled and animal houses.
- Disabled friendly environment.
- **Institutional Anti Ragging Cell and Disciplinary Committee** headed by senior faculty.

PROFESSIONAL ETHICS.

The institution demands and ensures strict adherence to professionalism and ethics on the part of students and staff. A handbook on code of conduct is issued to all and the staff and students are expected to follow a strict code of conduct at all times. Many soft skill courses on ethics are conducted as part of the curriculum. Topics like adherence to law and jurisprudence, identification of malpractices, importance of dental records, informed consent and forensic dentistry are taught as part of the curriculum.

HEALTH DETERMINANTS

Our curriculum covers all aspects of the determinants of health like the physical, social and environmental factors affecting individual and social health. Public awareness programs and camps are conducted to lay emphasis on personal hygiene, importance of balanced diet and oral health. A TOBACCO CESSATION CLINIC is present in the campus to sensitise the public about the hazards of smoking.

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

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

Response: 31

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

Response: 31

File Description	Document
List of-value added courses	View Document
Institutional data in prescribed format	View Document
Brochure or any other document related to value-added course/s	View Document
Any additional information	View Document
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: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
343	369	335	338	329

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: 100	
1.3.4.1 Number of students undertaking field visits, clinical, industry internships, research projects, industry visits, community postings	
Response: 343	
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
Link for 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

1.4 Feedback System

<p>1.4.1 Mechanism is in place to obtain structured feedback on curricula/syllabi from various stakeholders. Structured feedback received from:</p> <ol style="list-style-type: none"> 1. Students 2. Teachers 3. Employers 4. Alumni 5. Professionals

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
Any additional information	View Document
Link for additional information	View Document

1.4.2 Feedback on curricula and syllabi obtained from stakeholders is processed in terms of:	
Response: A. Feedback collected, analysed and action taken on feedback besides such documents made available on the institutional website	
File Description	Document
Stakeholder feedback report	View Document
Institutional data in prescribed format	View Document
Action taken report of the Institution on feedback report as minuted by the Governing Council, Syndicate, Board of Management	View Document
Link for additional information	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 54.17

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

2021-22	2020-21	2019-20	2018-19	2017-18
14	17	13	17	4

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

2021-22	2020-21	2019-20	2018-19	2017-18
24	24	24	24	24

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: 0**

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

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

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

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

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: 0

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

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

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
Any other relevant information	View Document
Link for additional information	View Document

2.2 Catering to Student Diversity

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

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

Response: A. All of the above

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

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

Response: 3.99

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

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

Response:

Introduction

Royal Dental College is an inclusive institution and we provide the best exposure to our students in terms of academics, we also organize and encourage students to participate in various programs and make sure that all our students get equal opportunity to participate and to express their innate talents in various extra-curricular and co-curricular activities.

A Student's Union is chosen annually by students through a fair electoral process. The student's union organizes various cultural activities, sports events, competitions and celebrations.

Extra-Curricular

Environmental Club:

A Green Campus Committee was set up to develop awareness among students about environmental concerns. An environmental club named "Pachilakoodu" was officially inaugurated on 20/03/2016. The club conducted activities such as planting of trees on the campus, establishing a park corner (Pachilakoodu corner), and launching a plastic-free campus campaign. The club has donated books and tree saplings to environmental organizations like Green vein, Green kids, etc.

Facilitates Building and Sustenance of Innate Talent /Aptitude

Extra-Curricular

Environmental Club

Extra-Curricular Committee

Sports committee

Cultural committee

Co-Curricular

Research Activities

Scientific Awareness Programmes and Days

Extra-Curricular Committee:

The Extracurricular committee was formed to develop students' leadership skills, organizational skills and team-work. The committee includes two sub-committees:

Sports committee: Intended to enhance students' physical and mental abilities, and to develop a sense of team spirit and discipline among students. The committee ensures awareness in students about physical education and sports and conducts various indoor and outdoor sports activities at regular intervals. Yoga Classes by a qualified expert are offered to students and staffs and the college has a dedicated Yoga center. Our students have won accolades in Inter-collegiate sports events.

Cultural committee: The committee was formed to celebrate cultural diversity in the campus by organizing various events. The committee oversees various cultural events, which encourage students possessing talents in performance arts like music, dance and drama; as well as various fine arts activities and competitions, to encourage students possessing visual arts skills like drawing, painting, sculpting, etc. Various arts festivals are organized in the college like Niram, Anokha, etc. They also oversee cultural and religious celebrations in the campus such as Christmas, Holi, Eid, Onam celebrations, Film festivals, short film making and screening etc.

The Extra-Curricular Committee motivates and supports students to participate in various collegiate and inter-collegiate level sports and arts events.

Co-Curricular

Research Activities:

Our institution has a Research and Development cell named RECLINE, which has helped in creating a conducive atmosphere for research among undergraduate and postgraduate students. Under the supervision of the cell and concerned departments, students are encouraged to do research projects, and are provided

support for publishing their studies and presenting them in conferences. Many students have won accolades in National and State conferences and conventions, for their scientific presentations.

Scientific Awareness Programmes and Days

Students celebrate special days associated with our discipline viz, World Health Day, Oral Health Day, National Dentist’s Day, Anti-Tobacco Day, National Oral Hygiene Day, etc. Various departments also organize celebrations on days such as National Oral Pathology Day, Conservative and Endodontics Day, Prosthodontist Day, etc. Various events and competitions such as Quiz, Photography, Carving, Drawing, Essay writing, etc are conducted for the students

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

2.3 Teaching- Learning Process

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

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

Response:

Experiential learning

Emphasize the process of learning by doing and by direct experience that is achieved by performing pre-clinical exercises such as wax carving of tooth morphology, typhodont teeth preparation in phantom head and manipulation of dental materials provided by each department. Additional aids include visualizations of models, charts, diagrams etc.

Interdisciplinary learning

Students are trained to develop a comprehensive, interdisciplinary approach towards diagnosis and treatment planning. Students are asked to follow-up patients with multiple complaints across different departments, and understand the multidisciplinary treatment planning strategies. Students are asked to attend postings, in other institutions, in departments such as Dermatology, Oncology, Pathology, etc to

gain a wider perspective in patient management.

Participatory learning

This is an instructional strategy adopted by the institution, which encourages direct involvement of students in the learning process. This includes activities like group discussions, quiz programs, seminar presentations and attending workshops. Such activities have help students to develop communicative and interpersonal skills which will help them to adapt to their roles within a multidisciplinary team.

Problem solving methodologies

Our institution promotes strategies which will equip our students to solve real-time problems involving patients. This strategy encourages students to build their own decision-making process and nurtures diagnostic and analytical skills. Case history discussions, chair-side discussion of clinical cases, critical analysis of scientific literature, follow-up of patients, etc are practiced by our students.

Self-directed learning

Students are provided study resources such as books, library access and e-learning resources and are encouraged to explore latest concepts on their own. Group assignments or posters, case discussions and interactive teaching-learning sessions are given to students. Curriculum Committee and Exam Committee conducts programs for 1st year students.

Student-centric methods are used for enhancing learning experiences :

- 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



Patient-centric and evidence-based learning

Students are asked to take detailed case histories of patients and are asked to correlate various observations and investigations and present the whole case to faculty members. This will also provide them with a holistic approach of treatment planning, rather than a fragmented approach concentrating only on the immediate treatment needs of the patient.

Learning in the humanities

The institution aims to instill qualities of empathy and value in students. We organize free dental camps in rural areas to raise awareness on dental problems and oral diseases. We have adopted schools and conducted free dental checkups. Camps are setup by team of doctors, interns and students. A trained counselor conducts regular classes on topics regarding human values.

Project based learning

Project works and short studies are part of our institutional curriculum. Both PG and UG students are encouraged to select topics, under the guidance of faculty. Students are encouraged to publish their research and studies in scientific publications and to present them in state and national conferences.

Roleplay

This mode of learning encourages students to act out the role of patients. This helps in students to improve patient management and communication skills. Students are also asked to perform non-invasive procedures like impression making and scaling on each other before patient cases.

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

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

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

Response: A. All of the above

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

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

Response:

INTRODUCTION:

Information and Communications Technology (ICT) enabled tools has been used in teaching and learning processes to improve quality of education and encourage student participation. **Our institution ensures that all our faculty and students are abreast with the latest technological advancements in the field of education.**

ICT-enabled Classroom Teaching

Our lecture halls, seminar halls and R&D board room are equipped with smartboards, Wi-Fi enabled computers and LCD projectors. Faculties conduct lectures using PowerPoint presentations including video demonstrations. Faculties can also access E-journals, access online learning resources or directly stream videos from the internet. Research presentations, student seminars, guest lectures, symposiums, workshops, etc are also conducted using ICT resources.

ICT Online Teaching

Blended learning is practiced at times with the help of online lectures by using digital platforms. Microsoft Teams, Google Classroom and Zoom were the main platforms used for this purpose before having a dedicated LMS in the form of NetCampus. These lectures have been recorded and saved for upcoming purposes. Various online symposiums, webinars, seminars were also conducted using online resources.

ICT Usage in Library

Our library has a digital library section with full time subscription to EBSCO Host. Students and faculty are also provided with to EBSCO Host login and password details which they can access through their mobile phones. This provides students with direct access to e-journals, e-books and other online learning resources.

LMS

Our institution uses NetCampus ERP based Learning Management System (LMS). All teaching faculty and students are provided with a unique username and password. Teachers can access only their profile, subject portals, department portals and planned committee meetings. Students can access their class details, assignments, notes, attendance and daily activities.



Remote Digital Evaluation Centre

Our institution, in collaboration with our university (KUHS) has a dedicated Digital Valuation Centre where scanned copies of university exam answer sheets will be valued by evaluators appointed by the university. The evaluation centre is under 24 hours CCTV surveillance.

Exam Hall

Our exam hall is furnished with Wi-Fi connected computers, printers and scanner. The entire hall is under CCTV surveillance.

Technological Innovations

Institution also provide latest technological innovations like Radiovisiography (RVG), orthopantamograph (OPG), lateral cephalogram, Microscope with CCTV attachments, Image Analysis Softwares, Intra-oral Cameras and Intra-oral Scanners for capturing direct optical impression. These technologies help in effective diagnosis and treatment planning for patients. All these facilities provide an opportunity to

educate students in a patient-centric and evidence-based manner.

LIST OF VARIOUS ICT-ENABLED TOOLS FOR TEACHING AND LEARNING

1. Wi-Fi Connectivity with High-Speed Internet
2. Smartboard
3. Desktop computers and laptops
4. LCD projectors
5. PA- Audio Systems
5. Digital Cameras
6. Photocopiers
7. Scanners
8. NetCampus LMS
9. Dental Information Management System (DIMS) Software
10. EBSCO Online Library Access
11. Dolphin software

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: 8.17

2.3.4.1 Total number of mentors in the preceding academic year

Response: 42

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

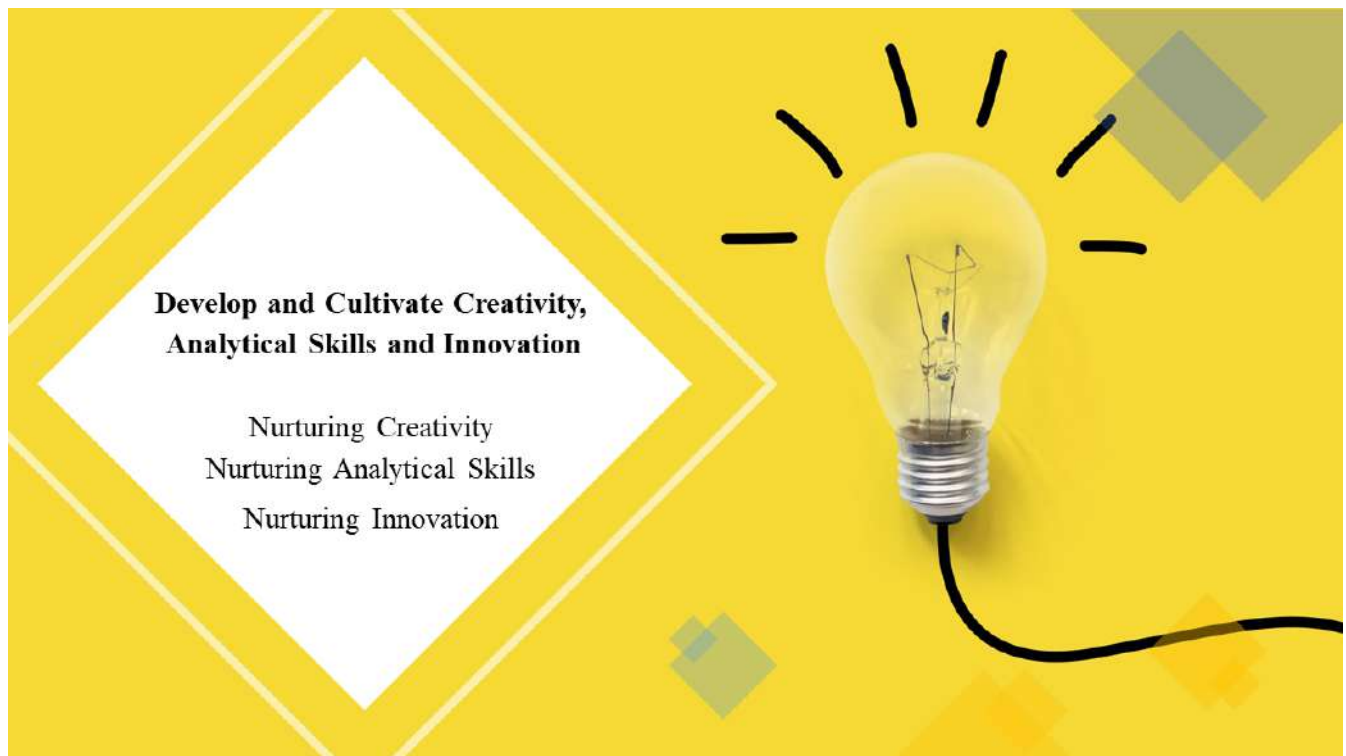
Response:

INTRODUCTION

Our institution commits to develop and cultivate creativity, analytical skills and innovation among students.

Nurturing Creativity

- Exercises in wax carving of shapes and tooth models, H&E drawing, preparation of cavities and teeth in plaster models, setting of teeth using articulated casts, etc. are given to students in departments of Dental Anatomy, Conservative Dentistry and Prosthodontics to improve their creativity.
- Typhodont teeth, Phantom head, Suture beds, mounted natural teeth, etc. are used to simulate patient case scenarios and train students.
- Students are divided into groups and are asked to prepare models, charts and posters as projects.
- Models of human anatomy, dental anatomy, dental appliances, prosthodontic models, etc. are used to teach students in a creative manner.
- Students are encouraged to create skits, flash-mobs and short films in order to learn things in a more creative way as well as to create awareness about various issues related to our discipline.



Nurturing Analytical Skills

- Chair-side discussions of patient cases are done, wherein students are encouraged to analyze the case history and symptoms of the patients themselves.
- Case history discussions are done, wherein students are expected to analyze the recorded case history, suggest investigations, reach a diagnosis by eliminating other provisional diagnoses and formulate an appropriate treatment plan.
- Students are expected to analyze radiographs, microscopic slides, photomicrographs, gross pathological samples, forensic odontology exercises, etc. and make their own interpretations.
- Viva-voce and quizzes are conducted, in which students are expected to analyze their subject matters in a different perspective.
- Students present seminars and journal club presentations wherein they present ideas from their perspective and critically evaluate existing scientific literature.
- Students analyze patient cases using cephalometric analysis, orthodontic model analysis, mixed dentition analysis, caries risk assessment tool, etc. to formulate a correct treatment plan.
- Students are assessed through structured evaluation methods like OSCE/OSPE, wherein students are encouraged to analyze subject matter in an objective manner.

Nurturing Innovation

- Research projects are allotted to students, which help them think and learn in an innovative way, beyond the constraints of the syllabus. Students are encouraged to think on their own for selection of research topics, how to take their study forward and how it benefits the concerned discipline and society in general.
- Teaching and learning strategies are constantly updated, by integrating latest e-contents into lessons, encouraging use of ICT tools for teaching and providing them with e-learning resources, including LMS. Training programmes are conducted regularly to make sure both faculty and students are updated with the latest developments in e-content delivery and usage.
- The institution has subscribed to EBSCO online library and all students can access the database

through their own devices or with the help of digital library facilities in the institution.

- Update skills of students in accordance with latest developments in the field of dental implantology, LASERs, Loupes, Imaging techniques, etc. by conducting workshops and symposiums.

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: 30.25				
2.4.2.1 Number of fulltime teachers with Ph.D/D.Sc./D.Lit./DM/M Ch/DNB in super specialities / other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils. Last five years data to be entered.				
2021-22	2020-21	2019-20	2018-19	2017-18
25	27	27	26	26

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
Link for additional information	View Document

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

Response: 8.81

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

Response: 758

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: 95.65

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

2021-22	2020-21	2019-20	2018-19	2017-18
86	84	80	79	85

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: 8.32

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

2021-22	2020-21	2019-20	2018-19	2017-18
5	4	12	9	6

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

2.5 Evaluation Process and Reforms

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

Response:

Introduction

The institution follows a thoroughly planned Academic Master calendar for each forthcoming academic year. The calendar will include all the dates for internal examinations, tentative dates for KUHS university examinations, committee meetings, workshops, add-on courses and important days, holidays and extracurricular college events. The calendar is framed by the chairperson of the Academic Monitoring Cell, in consultation with the Principal, other members of the cell and Heads of all the Departments. Meetings are conducted with members of the Exam Committee and IQAC for planning out the dates of various examinations and college events.

Concurrence with Exam Planner

The Institutional Examination Board, which is in charge of conducting and monitoring the continuous internal assessment exams, puts out an Exam Planner. The Exam planner will have the dates for all theory and practical internal exams and Parent-Teacher's meetings, the dates of which will be based on the Master calendar. Copies of Master Academic calendar are distributed to all the concerned departments and they plan the preclinical/ clinical examinations (Internal practical examinations) accordingly. The concerned subject HOD/ staff in charge have to prepare the question papers for Internal assessment exam 1 week before the examination. The HOD/ staff in charge sent the prepared question paper to the college exam cell through e-mail and staff in charge of the exam will download the question paper. The exams are conducted as per guidelines prescribed by the University. Apart from this all the events are informed to the students through circulars to the class rooms, departments and notice boards. Results and attendance percentage are to be published within 10 days of the conduct of exam which is then put for discussion and further meetings.



Academic Calendar for the Conduct of Continuous Internal Evaluation

- University Examinations
- Committee Meetings
- Workshops
- Add-on Courses and Important Days,
- Holidays and Extracurricular
- College Events

Concurrence with University Calendar

Our university follows a prearranged academic calendar which is a perfect balance between the academic and non-academic activities, teaching and examination schedule as well as other activities like sports

festival, intercollegiate programmes and holidays. This calendar is formulated by the coordinated effort by an academic body consisting of principals of various dental colleges, controller of examinations, Vice-chancellor and Dean of Student Affairs.

Adherence to Academic Calendar

Both the Master calendar and Exam Planner are uploaded to the institution website which can be accessed by all staffs and students; and are expected to strictly adhere to the dates. If any unavoidable circumstances warrant a change in the calendar, permissions will have to be obtained from the Principal, management and the concerning body viz. Academic Monitoring Cell or Examination Committee. The details of any event which was not included in the calendar will be notified to all staffs and students through circulars to all departments, classrooms and notice boards. The calendar serves as a guide for all departments to prepare lesson plans and schedule internal practical exams.

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

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

Response:

INTRODUCTION

Under the guidelines of the university, the institution employs a mechanism of evaluation of students which consists of formative and summative valuation process. Formative evaluation is based on the internal assessment examinations conducted within the institution to assess the theory as well as practical knowledge and skills of the students. Summative evaluation is the final evaluation process by the university to measure the objective effectiveness in theory knowledge, practical skill and viva assessment.

FORMATIVE EVALUATION

Institution conducts three internal assessment exams for theory and practical for each batch of students. The format and mark distribution are same as that for university exams. Tentative dates of all internal exams in an academic year are published in the academic calendar at the start of each academic year. The Examination Board will publish an Examination Planner based on the academic calendar, which will be distributed to all faculty and students, so that they can be prepared in advance. A reminder notice will be sent to all departments and notice boards atleast 2 weeks before each exam. Average of internal assessment marks will be calculated and forwarded to the university.

Examination-related Grievances

- Formative Evaluation
- Grievance Redressal For Internal Examination
- Summative Evaluation
- Grievance Redressal For University Examination



GRIEVANCE REDRESSAL FOR INTERNAL EXAMINATION

Evaluated answer sheets can be distributed to students, who can verify the answer sheets and address any grievances regarding totaling or missed questions, directly to the subject faculty in-charge. The marks are then forwarded to Head of the department for approval, and then to the Examination Board. After the average of three internal assessment marks are calculated, students are asked to verify. Any grievances regarding the internal marks can be addressed to the chairman or vice-chairman of the Examination Board. Details of the grievance are recorded in the register. The problem is discussed by Examination Board and appropriate action is taken.

SUMMATIVE EVALUATION

University schedules and conducts two exams per academic year. The rules and regulations of conduct, valuation and grievance redressal is stated clearly in the university website, about which the students will be made aware of, at the time of student's orientation programme conducted by the college, at the time of their admission.

GRIEVANCE REDRESSAL FOR UNIVERSITY EXAMINATION

Any grievance in relation to university exam marks is entered in the register. The application for re-totaling and photocopy of the answer scripts and score sheets are to be submitted online on KUHS website through Principal of the college within 3 months. Fee for re-totaling is Rs 225/- per QP code, for obtaining photocopy of answer scripts is Rs 555/- per QP code and for score sheets is Rs 555/- per QP code. The Principal collects fees for re-totaling, copy of answer book and score sheets from all the candidates and remit the consolidated amount to the university, in a single transaction. The hard copy of the application for re-totaling and photocopy of the answer book and score sheet along with copy of proof for the online remittance of the consolidated amount to the university will be forwarded to the Controller of Examinations, KUHS by the Principal.

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:

Summative Evaluation of our students are done in the form of University exams conducted by KUHS and Formative Evaluation is done by Continuous Internal Exams, which are structured to prepare students for university exam.

University Examination Process

Notification regarding date and registration of exams are put up by the university in KUHS website a month before the exam. Registration process includes uploading student's average internal assessment marks and attendance percentage. Students have to secure an average of 40% in internal assessment exams and should have 80% attendance in theory and practical classes separately. In case of medical leaves of unavoidable nature, condonation can be given for another 5% attendance, which has to be approved by the Principal and forwarded to the university.

Examination time-table is published in the website. Admit cards issued by university will be distributed to the students, 2 days prior to the exam. Students have to compulsorily get in the exam hall atleast 30 minutes prior to the exam. Question paper will be sent by the university to be downloaded with college login ID and password provided by the university, 30 minutes before commencement of the exam. Required no. of copies are printed and sealed by the Chief Superintendent and distributed 10 minutes prior to the commencement of exam.

Answer booklets of 52 pages provided by the university, is distributed. Exam will be conducted by Chief Superintendent, invigilator(s) and sanctity of the exam process is ensured by an Internal Vigilance Officer and Observer appointed by university.

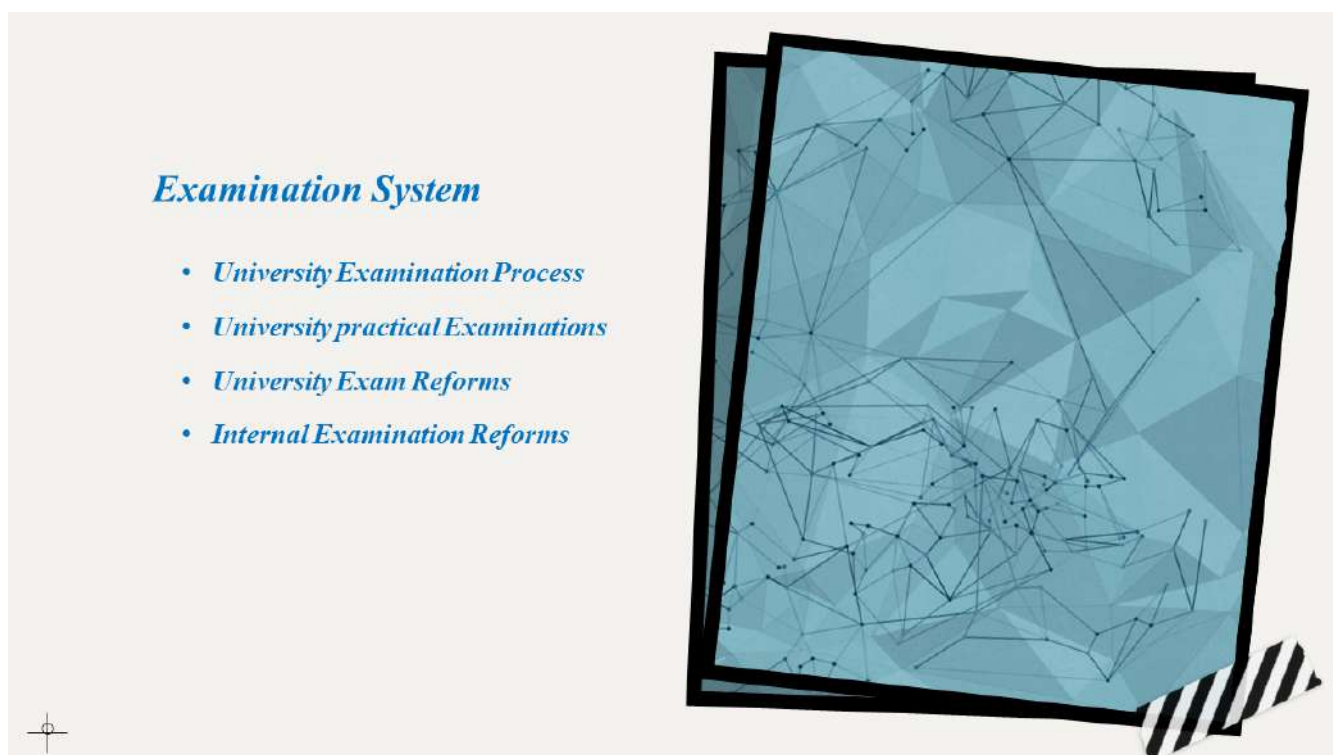
University practical Examinations

University appoints a chairman to conduct practical examinations. The chairman will appoint external examiners from other zones of the university. Time-table will be sent via e-mail, directly to college by university. When dates are confirmed, the university sent the time-table, with details of Internal and External examiners. The scores will be recorded and entered in the university web portal, with the help of

unique login details, on the same day.

University Exam Reforms

Exam hall is equipped with mobile jammers, CCTV cameras, 2 computer systems, printer, land phone connection and locker for storing answer booklets. Full-time recording of the exam is done and the entire footage of exam, collection and packing of answer booklets are transferred to a CD and is submitted along with all the booklets to university. A Remote Digital Evaluation Center is present in campus, which is under full-time CCTV recording, where online evaluation is done. Evaluators are appointed by university and are provided with unique Id and daily passwords, with which they login to KUHS online evaluation portal. Every answer booklet goes through atleast two evaluations.



Internal Examination Reforms

Internal exams help in identifying slow performers and advanced learners; and to devise special programmes for them. Hybrid teaching methods using Google Classroom, Zoom, Whatsapp and LMS have been used as remedial measures for improving performance of slow performers in Internal exams. Students are analyzed in internal practicals and viva-voce using OSPE/OSVE method, which helps in analyzing their practical application and analyzation skills.

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

2.5.4 The Institution provides opportunities to students for midcourse improvement of performance

through specific interventions Opportunities provided to students for midcourse improvement of performance through:

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

Response: A. All of the above

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

UNDERGRADUATE ATTRIBUTES:

1. Acquire knowledge of the basic biological, medical, technical and clinical sciences to recognize the difference between physiological and pathological conditions relevant to dental practice
2. Acquire skills required to establish a general dental practice involving prevention, diagnosis and treatment of anomalies and diseases of the teeth, mouth, jaws and associated structures
3. Adequate knowledge of scientific foundations on which dentistry is based and proper understanding of various relevant scientific methods, principles of biological functions
4. Acquire knowledge of the management and interaction (pharmacological, physical, nutritional, behavioral and psychological) of important oral and medically-related conditions.
5. Understand pharmacology and therapeutics relevant to clinical dental practice and be familiar with pharmacology in general medicine

6. Acquire knowledge of clinical disciplines and methods, which provide coherent picture of anomalies, lesions and diseases of teeth, mouth and jaws.
7. Acquire skills to provide treatment options based on the best available information
8. Acquire skills to establish general dental practice
9. Acquire the ability to recognize when clinical problems exceed their knowledge and skill, and a willingness to seek help or refer
10. Know scientific principles of sterilization, disinfection and antisepsis and infection control
11. Carry out certain investigation procedure and ability to interpret laboratory findings
12. Willingness to apply the current knowledge of dentistry in the best interest of the patient and community.
13. Maintain a high standard of professional ethics and conduct and apply these in all aspects of professional life.
14. Willingness to participate in the CPED programmes to update knowledge and professional skills from time to time.



Graduate Attributes

- Undergraduate Attributes
- Postgraduate Attributes

POSTGRADUATE ATTRIBUTES:

1. Ability to exercise empathy, kindness, honesty, integrity, flexibility and lifelong curiosity, and recognition of their importance in health care.
2. Acquire knowledge of research methods and their applications
3. Acquire the ability to access new knowledge from all sources, to analyze and interpret it in a critical manner, and to apply it appropriately in the provision of oral health care
4. Acquire adequate skills and competence in performing various procedures as required in the specialty.
5. Ability to integrate and interpret clinical findings and apply rigorous reasoning to arrive at an appropriate diagnosis or differential diagnosis
6. Ability to formulate an evidence-based and cost effective treatment plan in collaboration with the patient
7. Ability to perform appropriate dental procedures effectively and safely, with due regard for the

patient's comfort including emergency procedures

8. Acquire skills to use contemporary information technology for documentation including patient records, communication, management of information and applications related to forensic dentistry & oral health care
9. Willingness to update knowledge by self-study and by attending courses, conferences and seminars relevant to specialty
10. Ability to recognize when clinical problems exceed their knowledge and skill and a willingness to seek help or to refer
11. Acquire knowledge of the moral and ethical responsibilities involved in the provision of care to individual patients and communities
12. Ability to respect community values, including an appreciation of a diversity of backgrounds and cultural values

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

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

Response: 99.86

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

2021-22	2020-21	2019-20	2018-19	2017-18
78	74	73	60	71

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

2021-22	2020-21	2019-20	2018-19	2017-18
80	75	73	60	71

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

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

Response:

The institution aims the students to achieve apt knowledge, skills and attitude which enables them to practice independently. A graduate should have enough understanding in diagnosis and treatment of anomalies and diseases involving head and neck region.

Teaching process

Teaching process for the undergraduate and postgraduate programmes are carried out in accordance with the course curriculum put forth by the university (KUHS). Our institution follows the academic calendar prescribed with all academic activities. We have an independent Curriculum Committee in coordination with Head of the departments frames a lesson plan for each subject every year which is in synchronization with the syllabus and time prescribed by the university. BDS course program students of first and second year are to attain preclinical training on restorations of tooth models, tooth carvings, impression taking etc. so as to provide prior knowledge before handling the patients in clinics.



Teaching Process and Learning Outcome

Learning Outcomes

Summative Evaluation: Tentative dates for the Summative evaluation are uploaded on the university website at the beginning of every academic year. Accordingly, internal assessment tests for that particular academic year are planned at proper intervals. An examination planner is scheduled for Critical analysis of students on their cognitive, affective, and psychomotor domains are assessed so as to improve professional values and ethics. The formative evaluation process has two components, theory exam (written test and viva voce) and evaluation of practical skills. Internals are conducted at regular intervals with practicals and viva voce. Question paper is set by the staff in charge of that particular department well in advance and submitted to the examination board. The examination process strictly adheres to the protocol prescribed by the university.

Postgraduate students are assessed by their guides on their preclinical skills and knowledge on basic science subjects in the first year of their course. Continuous evaluation is done through seminar presentations, journal clubs and case presentations etc. Assessment sheets are duly filled by all the staff present during the presentation. Students are encouraged to attend the CDE programs, state and national conferences, and present papers. Publications are mandatory during the course of study.

Formative Evaluation: Complete evaluation of the learning outcomes is carried out at the end of every academic year by the evaluators approved from the university. The pattern of assessment is the same as that followed for the summative evaluation. External evaluator assess the knowledge, skills, and attitude of the student separately and thus it helps improve the quality of the student.

Continuous Evaluation: Continuous assessment tools for students' evaluation process like seminars, assignments, quizzes, group discussions, etc are conducted to improve the learning process and are helpful in learning outcomes. These methods are adopted to evaluate the students on a regular basis. The presentation helps the student to be well-versed in that particular topic and also helps in improving their communication skills and confidence. Peer group discussions improve their knowledge and aid in clearing doubts. Quizzes benefit the student in attaining knowledge and the better performers are selected and

prepared for the subject-wise competitions.

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

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

Response:

The institution has a **Parent-Teacher Association (PTA)**, which is formed and functions under the supervision of a PTA Committee. The Association includes representatives from staffs, parents and mentors. The institution also has a mentor committee consisting of mentor in-charges to monitor the students for various batches during the whole academic year. The mentor committee acts as a bridge between students, institution and parents.

The parents of both undergraduate and postgraduate first year students are invited to attend the induction ceremony and are provided with orientation on the whole course curriculum. On the same day, details of parents are collected and they are added to the PTA registry.

Periodic PTA meetings are conducted, usually after each 2nd and 3rd internal assessments every year. The parents are informed about the overall performance, achievement/progress and consolidated term attendance of their wards. Their feedback and suggestions are collected, analysed and addressed before the mentor committee, examination committee and Principal. After the due discussions with the principal the concerns raised by parents are addressed and resolved. Parents of underperformers are asked to attend the meeting along with the principal, subject teachers and mentors of the concerned students.

Goals:

Academics: To provide a platform for parents, students, teachers of the institution to meet, exchange and analyze issues and make recommendations for academic improvement.

Grievances: Involvement of parents in all student activities and in overall development of institution.

Hostel/Mess: Communicate and discuss the changes or modifications needed in hostel facilities including food menu.

Conduct: Overall discipline of the ward is discussed and remedial measures are undertaken if any disciplinary issue is raised.

Action Plan:

PTA meetings are held after the second internal examination for every batch. Communication letters for the meetings are sent 2 weeks prior to the meeting date through SMS/ e-mail. Meetings are scheduled on a week day during college working hours. Parent representatives from each batch are selected to form a core team.

PTA meeting details:

During the meeting staff- in charges share the attendance percentage and internal assessment marks of the students before the parents for discussion. The parents along with their wards can meet faculties from all the departments and can discuss about their performance. Suggestions and objections can also be discussed. Activities and research planned for the particular batch is discussed. The feedback from the parents is collected at the end of meeting and the issues raised are discussed at the subsequent mentor committee meeting. Non- academic grievances and suggestions from the parents are resolved after the discussion with the Principal and management.

Outcome of PTA: Periodic PTA meetings were beneficial for students and institution which positively reflected in the university exam results.

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.42

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: 32.56

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

2021-22	2020-21	2019-20	2018-19	2017-18
28	32	28	27	26

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

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

Response: 59.98

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

2021-22	2020-21	2019-20	2018-19	2017-18
76	41	40	52	50

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: 22

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

2021-22	2020-21	2019-20	2018-19	2017-18
7	3	3	4	5

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

3.2 Innovation Ecosystem

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

Response:

INTRODUCTION

Dentistry is a fast-growing specialty owing to the enormous material science research happening in it and to meet with the diversified demands of patients. It is not possible to alter and update the dental college syllabus to incorporate every development that happen in this specialty from time to time. Moreover it is not an easy task to train a dental college student with the recent developments in the science. Thus it is

often seen that the current syllabus that colleges follow lies far below from the contemporary dentistry in practice.

The Royal Dental College aims to foster a scientific mindset and conduct high-quality research. We propose that state-of-the-art research facilities be used to nurture students and faculty members. Every year, workshops and seminars on research technique are held to encourage interns, postgraduate students, and faculty members to engage in research activities. The institution has a high-quality Institutional Ethics Committee that reviews research proposals to ensure that the best output is achieved for the benefit of society. The university encourages faculty members to pursue a PhD. PhD students from our faculties and from other universities are also guided by our academics.



INCUBATION CENTER

VISION

MISSION

1. Understanding this importance of creating a critical evaluator thinking, the curriculum committee of Royal dental college decided to introduce a research-based curriculum exclusively for our college which would make every student develop a research attitude of believing things over their experience alone, not misguided by any other external influences. This curriculum was named RECl ine shortened from the words of Research, Evidence and clinical, it was aimed at making every student do a research project on the subjects they study each year and to feel the evidence of its research conclusion achieved and to understand its clinical implication. This exclusive integrated curriculum program was Introduced in January 15th 2020.

2. RECl ine runs fully equipped research incubation centers in the basic science and pre clinical departments of Anatomy, Biochemistry, Physiology, General Pathology, Microbiology, Oral Pathology and other clinical departments that provides research facility and guidance to 1st and 2nd year BDS

students.

3. These incubation centers enables the postgraduate students to nourish their knowledge in research methodology during their entire course of the study.

4. It also provides excellent opportunities for the students and the faculties to understand and comprehend the latest trends in the research areas of their respective specialties.

5. Further promotes revolutionary changes in the field of dentistry and thereby publishing the research works to foster innovations, and gain advancements in the related field of health care to serve the mankind.

INTERDISCIPLINARY RESEARCH ACTIVITIES

The incubation centers also serves as an excellent platform to promote interdisciplinary research activities to both the faculties and the students to enrich the experiential knowledge in their respective specialties and promoting the habit of innovation and develop newer ideas. Further various seminars are being conducted regularly to primarily focus on topics such as research methodology, Good clinical practice and intellectual property rights.

File Description	Document
Link for details of the facilities and innovations made	View 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: 52

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

2021-22	2020-21	2019-20	2018-19	2017-18
12	8	11	10	11

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

3.3 Research Publications and Awards

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

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

Response: A. All of the above

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

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

Response: 1.24

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: 84

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

Response: 68

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

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

Response: 0.75

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

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

Response: 0

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

3.4 Extension Activities

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

Response: 283

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

2021-22	2020-21	2019-20	2018-19	2017-18
73	2	69	70	69

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

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

Response: 97.77

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

2021-22	2020-21	2019-20	2018-19	2017-18
408	92	391	380	381

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

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

Response:

INTRODUCTION:

In order to serve the society, the Institute engages in a variety of outreach programmes. Various awareness events are carried out, such as No Tobacco Day, Hepatitis B awareness workshops, and Mask distribution initiatives. The Department of Public Health Dentistry is in charge of oral health hygiene education.

RECOGNITION FOR CONDUCTING ORAL HYGIENE DAY:

On World Oral Hygiene Day, school camps were held in a nearby school. The dental camp would offer oral health education to the students. All of the pupils were taught how to brush their teeth and received health education using teeth models. All the children had their oral cavity screened, and each student had the obligatory dental consultation in person. The students of the institution are also actively involved in the various competitions within the campus for making awareness among the patients visiting the institution.

HEPATITIS B AWARENESS PROGRAM

An intern gave a Hepatitis B awareness lecture in the college on July 28, 2021. The talk covered the different varieties of Hepatitis viruses, their structure, and the diseases that they cause. The hepatitis B virus was thoroughly explained, with a focus on the occupational danger of HBV exposure for dentists. The children were also taught about the precautions and preventative steps that should be done to avoid HBV exposure, such as Hepatitis B immunisation. This lecture was beneficial to 45 third-year students.

WORLD NO TOBACCO DAY:

On the occasion of "World No Tobacco Day," an intern gave a discussion near the reception area on May 31, 2021. Officers from the Excise Department were asked to raise awareness about the dangers of smoking and the significance of self-examination for oral cancer. He also shared his work experience with us so that we could learn about real-life scenarios. Every year, the World Anti-Tobacco Day is commemorated. To gather public opinion against tobacco usage, patients are counselled, youngsters compete in poster competitions, and a signature drive is held.



AWARDS AND RECOGNITIONS

Recognition for Conducting Oral Hygiene Day

Hepatitis B Awareness Program

World No Tobacco Day

World Health Day

Mask Distribution Initiative

Recognition for Conducting Blood Donation Camp

WORLD HEALTH DAY:

The college had a World Health Day celebration on April 7, 2021, which was coordinated by the Public Health Department. The interns spearheaded the programme and checked random blood sugar and blood pressure. A lecture was presented to underline the importance of overall health and living a healthy lifestyle. This session benefited 40 nursing workers and ten administrative staff.

RECOGNITION FOR CONDUCTING BLOOD DONATION CAMP

Students and faculty members organize free blood donation camp in association with the IMA blood bank Thrissur. The blood donation camps are being organized regularly by the student council and also promote awareness about the importance of saving the life through these noble activities.

MASK DISTRIBUTION INITIATIVE:

Wearing a mask, especially when in close proximity to others, is imperative to slowing the spread of COVID-19. So as a prevention measure and as part of creating awareness, mask distribution was done in mass numbers from our institution.

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

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

Response:

INTRODUCTION:

The institutional vision includes social commitment as a key component. The importance of social outreach programmes for holistic development and integrated learning is emphasized in student and faculty orientation programmes. Our college instills public responsibility in students' young minds through extension and outreach programmes, as well as value-based courses, so that they grow into socially aware and responsible citizens. Among the prominent initiatives are: Establishment of Satellite Clinics to assist in the provision of oral health care in rural locations.

ORAL HYGIENE DAY:

On 1/8/19, Royal Dental College commemorated World Oral Hygiene Day. The camp was held in a nearby school. The dental camp included twelve interns who delivered oral health education to the students. All the pupils were taught how to brush their teeth and received health education using teeth models.

HEPATITIS B AWARENESS PROGRAM

An intern gave a Hepatitis B awareness lecture in the college on July 28, 2021. The talk covered different varieties of Hepatitis viruses, their structure, and the diseases that they cause. The hepatitis B virus was thoroughly explained, with a focus on the occupational danger of HBV exposure for dentists.



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MASK DISTRIBUTION INITIATIVE:

Wearing a mask, especially when in close proximity to others, is imperative to slowing the spread of COVID-19. So as a prevention measure and as part of creating awareness, mask distribution was done in mass numbers from our institution.

AIDS AWARENESS PROGRAM

On December 1, 2021, World AIDS Day was commemorated. At the entrance to the clinical area, there was an inaugural ceremony. The Department of Public Health Dentistry was in charge of organizing the event. The faculty of the department delivered an awareness address.

HEALTH & HYGIENE:

Dental camps are held in adjacent villages to raise dental awareness and provide treatment to the general public. The institute offers treatment camp as well that provides dental care to patients at their homes. The institute has provided free transportation to patients from economically disadvantaged villages and townships within a forty-kilometre radius of the institute. Dental camps are held in schools on a regular basis.

SWACHH BHARAT:

institution participates in the Swachh Bharat Abhiyan by organising cleanliness initiatives on a regular basis. In the nearby communities, cleanliness awareness campaigns are held. During the camp, the public is encouraged to maintain the environment around their homes clean.

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

3.5 Collaboration

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

Response: 34.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
59	26	37	28	21

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

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

Response: 134

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: 134

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

Introduction:

Royal dental college is located on the hill top of Iron Hills, Chalissery with a stunning view of Western Ghats and the scenic beauty of greenery around. The campus is endowed with academic and clinical building, facilitating the learning and teaching process

Lecture Halls: Academic building has five lecture halls, well equipped with wall mount digital projector, computer aided teaching facilities and CCTV cameras in each.

Smart class room: Among 5 lecture halls, two are air conditioned with smart board & WiFi. First smart class room in the first floor has podium, diaz, 6 fans, 8 rows of chairs with 9 chairs in a single row. In the second floor smart class room, four air conditioners, 10 fans, podium, diaz, Smart board viewsonic, wireless and pocket mic with Ahuja amplifier and 120 separate chairs having desk pad is present.

Conference Room: College has a Wi-Fi enabled AC conference room with smart board and features of teleconferencing facility in the first floor of administrative block.

Examination Room: A CCTV enabled examination room, which accommodate 120 students at a time with a fully equipped Wi-Fi enabled computer and high speed printer. A rest room is attached to the hall.

Seminar Halls: Each PG departments have a seminar room with wall mount digital projector and other audio – visual facilities

Laboratories and equipment: All the clinical departments have basic clinical equipments and materials required, as instructed by the regulations of DCI.

Adequate Facilities for Teaching- Learning

- Lecture Halls
- Smart Classroom
- Conference Room
- Examination Room
- Seminar Halls
- Laboratories and equipment
- Simulation Room
- Facilities for clinical learning
- Library



Prosthodontics department has a PG and UG clinical labs, preclinical lab, casting lab, wet lab, dry lab and ceramic lab. Conservative preclinical lab is furnished with phantom heads, mannequins mounted with typodonts to provide students with a realistic hands on experience and to practice proper ergonomics. Oral pathology department has a histopathology reporting room with well-functioning microscopes and other staining materials. Basic science departments have their required facilities - anatomy lab with cadaver models, specimens and microscope and histo-pathological slides. Pathology department has a museum with specimens. Nine research incubation centres are present for advanced learning

Simulation Room: Basic life support training centre and IV training simulation lab is present in the second floor of academic block

Facilities for clinical learning: Other than conventional radiographic technique, Radiology department has digital dental radiography techniques, RVG, OPG and MoU with nearby CBCT centre to enhance the diagnostic and teaching process. Along with that, Oral medicine and Radiology department has a special clinic for differently abled patients. Conservative department has an aesthetic clinic with most modern LASER equipments. Oral surgery department has a priority clinic and Geriatric clinic. Prosthodontics department has an implant clinic to facilitate students practice implant dentistry and improve their clinical skills and dexterity in it.

All the departments have a sterilization room ensuring at most quality in the services provided to the patients.

Library: Royal Dental College has a well-equipped library with separate PG and UG sections with having editions of text books and recent journals, along with a digital library

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

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

Response:

Introduction:

Royal dental college believes in the motto “healthy mind resides in a healthy body”. College encourages the students to indulge in their game and arts of interest to keep them engaged and physically fit.

Outdoor Games: Royal Dental College has a sprawling sports ground which was established in the year 2003 along with the college. The ground is located over the hill top in front of boys’ hostel. This ground can be used to conduct all track events and football with ease. Floodlight is provided in the ground for the trouble free practise during night. Cricket net, volleyball court and throw ball court is constructed separately. Annual college sports meet and inter zone meets are conducted in this ground. In annual college meet, students participate as per their year of study and based on winning score, they will be awarded an ever-rolling trophy.

Physical Trainer: College assigns a physical instructor for the students to train them before every inter zone and inter college meet. Trainer conducts a 10 days camp before every sports meet session to make the students mentally and physically strong.

Indoor Games: Royal Dental College has an indoor badminton court with beautiful ambience and a table tennis room in the academic building where the students and staffs can practice after their college hours. Boys and girls hostel has an inbuilt recreational room where students can practice caroms, chess etc.



Physical and Recreational Requirements

- Outdoor Games
- Physical Trainer
- Indoor Games
- Gymnasium and Yoga Centre
- Celebrations and cultural activities

Gymnasium and Yoga Centre: College has a well-equipped unisex gymnasium cum yoga centre with treadmill, dumb bell etc. There is a part time gym instructor available for the guidance. Three days there will be a yoga instructor on alternate days. Students practise zumba with instructions from you tube videos, displayed in smart TV of gymnasium.

Other Celebrations and cultural activities: Every year Royal Dental College celebrates a week long annual inter-batch cultural competition. Both off stage and on stage events will be conducted. External judges will be coming for evaluation of the performance of the students. Creative cultural events performed are indeed a feast for eyes for the viewers.

Every year as a part of Onam celebration, various fine arts will be conducted in the college. Inter departmental Pookalam competition and various competitions will be conducted for the staff and students and prizes will be awarded.

College management conducts Iftar celebration every year including all teaching and non-teaching faculties, students and board members.

Every year during Christmas, inter batch crib making competition and Carole singing competition will be held in the college. College union arrange a cake cutting ceremony including all the students, teaching and non-teaching staffs.

College union conducts movie festival of inspiring and motivational cinemas annually to engage and entertain the students.

Online competitions like smile challenges, Reels making competitions are also conducted for the students.

Each batch conduct tour once in a year to some distant and enthralling areas for a minimum of 4 days to restrain and refresh the students from the busy schedule of studies.

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

4.1.3 Availability and adequacy of general campus facilities and overall ambience

Response:

Introduction:

Royal Dental College has a huge campus of 19.5 acres with ideal ambience for academic pursuit. Royal dental College has an academic building, clinical building, PG and UG hostels, staff quarters, wide vehicle parking area and a play-ground well within the campus.

Greenery: College situates in the hill top of iron hills in the surfeit of natural tranquil atmosphere with abundant greenery around. Under the shadow of a tree, green campus committee has created a resting place for students and patients named “Pachilakoodu”

Hostel: Royal Dental College has a boys’ hostel, girls’ hostel, PG hostel and staff quarters. All the hostels are 24*7 Wi-Fi enabled. College mess is situated on the basement of girls hostel with an extension outwards for the boys and staff.

Cafeteria and canteen: A well-furnished Wi-Fi enabled canteen with separate dining areas for patients, doctors and students present near the administrative block which provide high quality variety food at nominal charges.

Security: College is under 24x7 CCTV surveillance. Security checks are present in front of the main gate, administrative block, clinical building and girls hostel.



General Campus Facilities and Overall Ambience

- Greenery
- Hostel
- Cafeteria and canteen
- Signage Boards
- RO water plant and rain water harvest plant
- Sewage treatment plant
- Herbal Garden and fruit garden
- Sitting area and parking
- Transportation and Electric vehicle
- Uninterrupted Power supply and solar street lights
- ATM

Store: A convenience store is present on the ground floor of academic building which provide the students with essentials for daily use in hostel and dental materials required for their academic works

Signage Boards: Various display and sign boards are present inside campus, navigating an outsider to the correct location.

RO water plant and rain water harvest plant: An advanced RO water purifier plant which assists for the drinking and other needs of the residents present inside campus. College scientifically harvest rain water and use to meet the daily needs of college inmates.

Sewage treatment plant: Water treated in the plant is only used for gardening and landscape purpose in college.

Herbal Garden and fruit garden: A vast area planted with Ayurvedic plants and fruits, present near hostel premises with resting benches

Sitting area and parking: A beautiful sitting area bordered by trees in the heights of the campus, donated by the alumni, named “Njangalidam”. A resting station with water supply present in the campus. A vast tiled parking area in front of administrative block, clinical building and also in front of boys hostel for both staff, students and patients.

Transportation and Electric vehicle: College has an electric vehicle to save the exploitation of natural resources along with two college buses and two Innova cars, which is used for the needs of administrative facilities.

Uninterrupted Power supply and solar street lights: College campus is backed up by five solar power as alternate energy source also making hostel life livelier at night

ATM: HDFC ATM is located in the campus premise near the gate.

Locker Room and Common Room: Boys and girls have separate locker room and common room for their use.

Water Cooler: Clinical building has water cooler and rest rooms for the students, staffs and patients. Rest rooms are attached with sick rooms in basement of clinical building and ground floor of administrative block

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: 36.93

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

2021-22	2020-21	2019-20	2018-19	2017-18
77.33	61.35	88.85	200.37	148.09

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

4.2 Clinical, Equipment and Laboratory Learning Resources

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

Response:

Introduction:

Royal dental college was founded in the year 2003. The institution has time honoured success in dental education by its eminent faculties and graduates and the services they provided to their patients. The institution is affiliated to Kerala University of Health Sciences and provide dental education to undergraduate and post graduate students. College also offers innovative programmes and research opportunities for both students and staffs. Royal Dental College has built an incredible team of faculties dedicated to provide the students with a full range of clinical and basic skill and training to prepare them for pivot roles in the health care system.

Teaching Hospital:

The institution is proficiently equipped with all necessary amenities for offering undergraduate and post graduate courses. The stipulated quota as given by the statutory bodies are mandatory for the students to finish before taking up exams College has 14 departments in total with attached laboratories and other related provisions. There are five well equipped lecture halls with computers and wall mounted smart boards and blackboards including two smart classes. Power point presentations along with black board is used to teach students to understand the topic.

All the individual departments have sufficient number of fully functioning dental chairs for treating the patients. There are 138 chairs, as stipulated by regulatory bodies are provided in the institution. All PG departments are provided with seminar halls with an LCD display for their presentations. Special clinics provide advanced learning experience for students.



Teaching Hospital, equipment, clinical teaching-learning and laboratory facilities

- Clinical teaching and learning
- Laboratories and equipment
- Patient care
- Teaching Hospital

Clinical teaching and learning:

There is a mentor-mentee programme established in institution as a part of microteaching. This helps to

nurture a student – teacher bond, making teaching and learning process an interactive process. CDE programmes, hands-on courses on implant, laser dentistry, CBCT are conducted to improve the clinical skills of the students. Chair side demonstrations and case discussions are done in each clinical departments by the faculties.

Laboratories and equipment:

All the clinical departments have basic clinical equipments and materials required as instructed by the regulations of DCI. Preclinical labs attached to the specialities are fully equipped in the college. Preclinical labs provide students with a realistic hands on experience and help to practice proper ergonomics. Oral pathology department has reporting room with well-functioning microscopes and other equipments. Basic science departments have their required facilities and museums. Students of our institution will be properly trained in both theoretical and practical aspect. They will be well-educated by the end of their study period about different treatment modalities pertaining to the basic knowledge.

Patient care:

The utmost priority of the institution is effective patient care. College has an elevator in academic block, connecting to clinical block. There are two wheel chairs in college for disabled and handicapped patients and for emergency situations also with restrooms for differently abled patients. And a ramp is constructed in front of clinical block. Tactile pathway is created for differently abled patients from clinical building entrance to clinic. Special clinics present in each department to provide advanced clinical facilities for patients.

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

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

Response: 25679.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
27767	14581	29584	28286	28156

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	3	0	3	6

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: 398.6

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.

2021-22	2020-21	2019-20	2018-19	2017-18
364	381	344	329	329

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

2021-22	2020-21	2019-20	2018-19	2017-18
45	47	49	52	53

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: A. All of the above

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

4.3 Library as a Learning Resource

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

Response:

Introduction:

Royal Dental College has a well-equipped and separate PG and UG sections with latest editions of text books and recent journals. Library has an internet browsing section, circulation section, photocopy section

and reference section.

Synchronised with the advent of technology in library sciences, institutional library has brought in a far-reaching revolution in the functioning of the library through automation. This has helped in augmenting the experience of the user.

Fully automated library management system facilitate a high degree of systematisation of various routine and repetitive tasks, operations and processes which are left to be performed by man power.

Integrated Library Management System (ILMS) is flexible and powerful in everything that it does. It is an end to end solution for creating, managing and delivering a learning programme.

Details of Installation:

1. Nature of Automation: Library is partially automated.

2. Year of Automation: 2003 April

Administrator: Librarian

At present, Royal Dental College is fully automated. Daily routines are done through the integrated library management software named NETCAMPUS. From 2023 onwards library using integrated library management software NETCAMPUS. Before that the library was using the ILMS software BOOK MAGIC from 2003.



BOOK MAGIC: One of the leading Windows based Library Automation Software. Used over 80 libraries in India and Middle East has become a synonym to Library management software. This software is a computer-based system used to manage internal and external resources. BOOK MAGIC was installed in the year 2003. New version was updated on 04.12.2021.

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NETCAMPUS

Net-campus is a comprehensive school and college management software. There are five functional modules – Management, Admins, Professors, Placement Cell and Students. Admin module is further divided in to various other modules including integrated library management software module. Individual Portal Login and role-based authority enable admins to have complete authority over their respective modules and limited authority on other relevant modules.

Modules of ILMS: NETCAMPUS

1. Purchase /Acquisition
2. Membership
3. Book /Cataloguing
4. Reservation /Circulation
5. Dues/ Fine Module
6. Report
7. Complaint
8. Students
9. OPAC

FEATURES OF NET-CAMPUS

1. Easy to use and user friendly
2. Data entry is made simple
3. Timely service and constant technical up gradation of filed values, due date etc.
4. Highly secure system ensures each user gets the right information and functions they require.
5. Helps the users of the library, can utilize it to the maximum.
6. Book ordering and serial control made simple
7. It handles lakhs of records more efficiently
8. It has customizable data entry screen
9. Multimedia interface Simple and fast counter transactions
10. Efficient circulation management system
11. Instant Notifications with Email and SMS Integration
12. Completely Customizable Solution
13. Essential Analytics at your fingertips
14. Highly Intuitive User Interface
15. Multi-Device Accessibility
16. Swift Communication
17. 360° monitoring through centralized dashboard
18. Individual Portal Login with role-based access

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

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

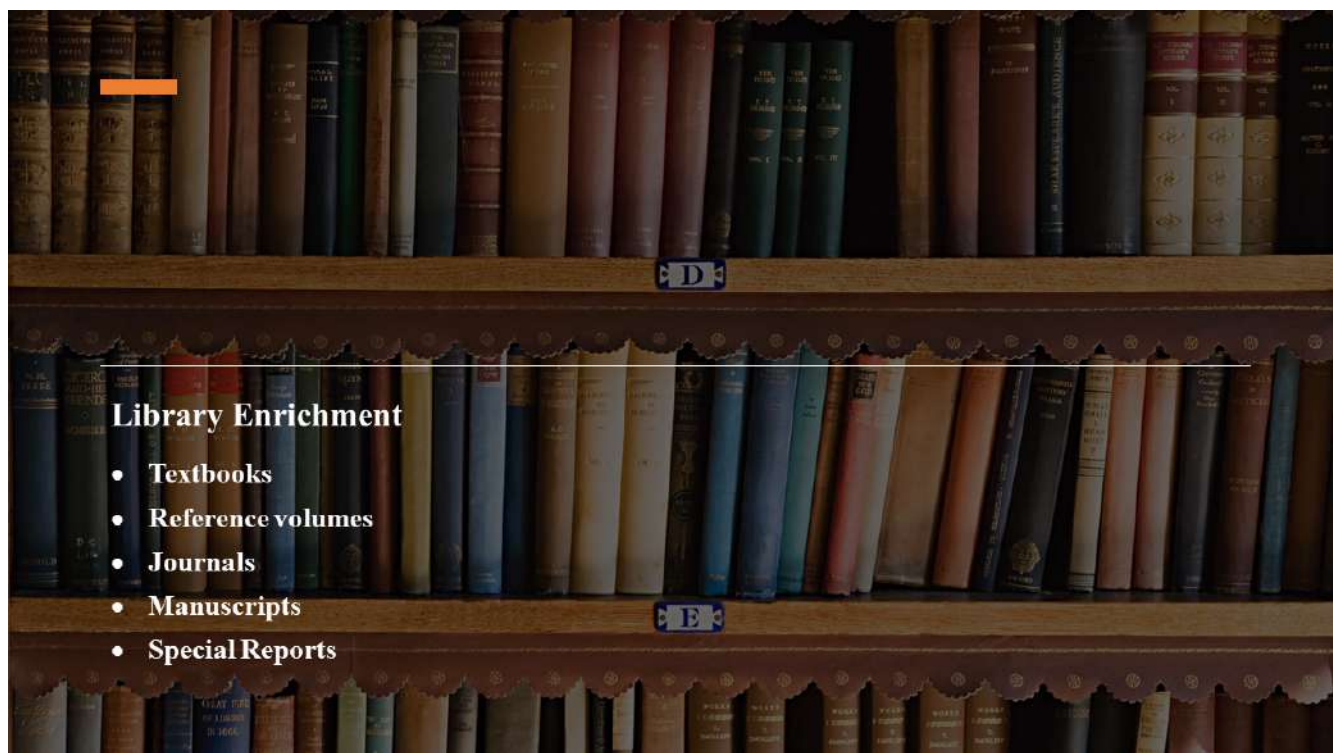
Response:

Introduction

Libraries are the dynamic vital part of man's system of communication and education. In academic institutions, students, teachers and researchers are using the library resources for their scholastic and research needs.

College library comprises of undergraduate and postgraduate section, periodical section, discussion area, open reading area and well equipped digital library. Our library has adequate document collection to meet the needs of our academic community.

Royal dental college library has 2981 books in various disciplines of medicine and dentistry. The disciplines include Anatomy, Osteology, Embryology, Physiology, Biochemistry, Microbiology, Pathology, Pharmacology, Dental Anatomy & Dental histology. Prosthodontics, Conservative dentistry, Pedodontics, Periodontics, Oral pathology, Orthodontics, Oral medicine, Public health dentistry, Oral and maxillofacial surgery, General medicine and General surgery. Both Indian and foreign author editions are available. Out of 2981 books, 1877 are textbooks and 974 reference volumes. Apart from medical books, library has scientific books and dictionaries and 214 general books.



Journal section includes both e-journal and 46 titles of printed hard copy of the journals with abundant collection of archives. In which 11 of them are national and 35 are international. Recently, library has purchased 21 printed journals.

Library has enriched collection of both university and internal examination question papers from the start itself. Upon demand from students, copies are distributed digitally or by Xerox.

There is a special collection of 10 plus DCI reports and special survey and studies, since it is important to keep the reports and rules of the affiliating and parenting boards.

College library has a special collection of around 38 dissertations submitted by the post graduate students of various Departments.

A well- equipped digital library comprising of 25 computer systems with faster wired and wireless internet connection is present in Royal Dental College. The Institution has Membership to the e-journal Database EBSCO Host.

Library rules

- Students, faculty members and Non-teaching staff are entitled to themselves as members.
- The library is kept open for students and the staff from 8.AM to 8PM on all week days. There are 3 full time employees in the library.
- Books are issued in a semi-automated way comprising library card system and software. Each borrower has a unique issue card.
- Both Undergraduates and PG students can borrow book and retain the book for seven days and may be renewed upto the next seven days.
- Faculty members can borrow the book from the library and retain the book for fourteen days, it may be renewed for another fourteen days.

- Strict silence must be maintained in the library.
- Only writing materials are permitted inside the library.
- All students and staff should enter their name and time in the Entrance register when entering and leaving from the library.
- Writing, Marking and under lining in library books are not permitted.
- At any time, borrowed books can be recall for library administrative purpose.
- Books and Journals should be handled with extreme care. Defaulters will be levied
- Books from the Reference section will not be issued

Usage of mobile phone in library is strictly prohibited

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

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

Response: A. All of the above

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

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

Response: 22.71

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

2021-22	2020-21	2019-20	2018-19	2017-18
28.61	14.28	33.95	28.23	8.47

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
Links for additional information	View Document

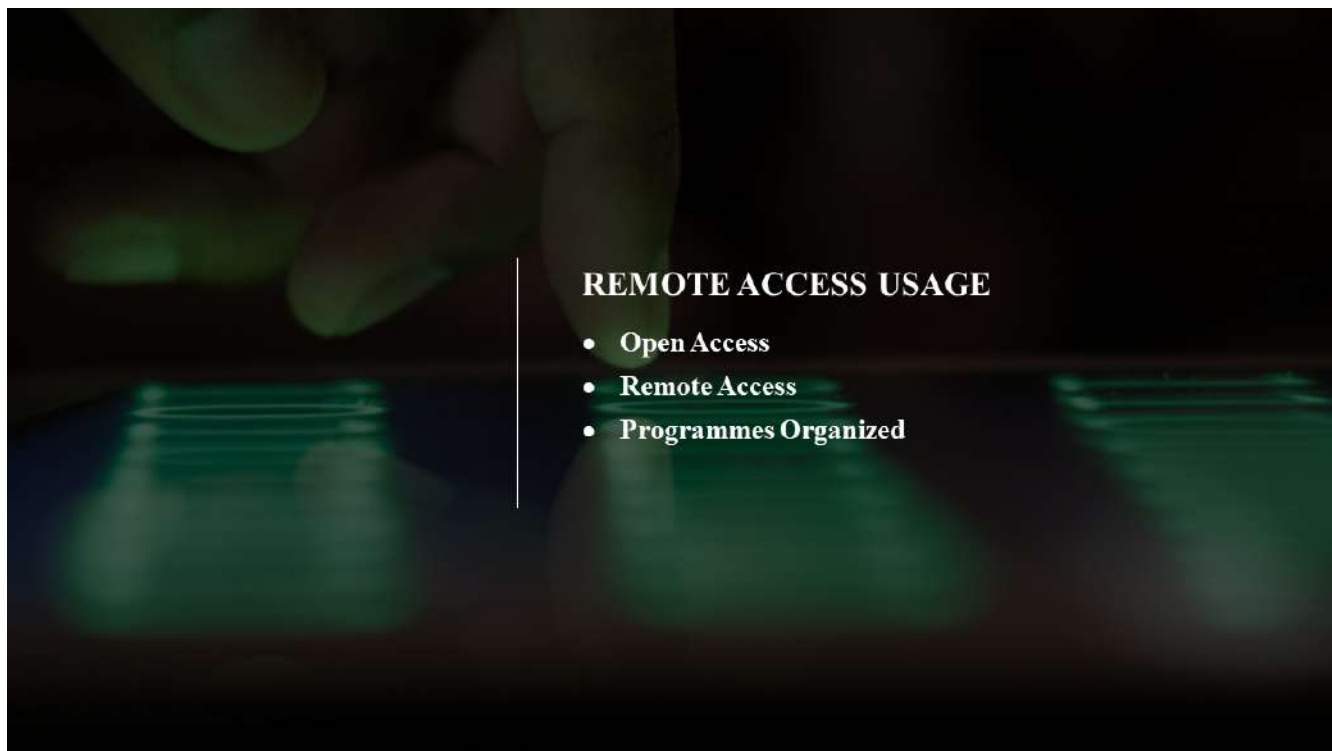
4.3.5 In-person and remote access usage of library and the learner sessions/library usage programmes organized for the teachers and students

Response:

The Royal Dental College library situated at the first floor of the academic building. The library has a vast building to provide access to hundreds of students at a time. Very calm and peaceful atmosphere with very good ventilation and lighting ensures students comfort to read, write and study. Royal dental college library documents are classified under Dewey Decimal scheme of Classification.

OPEN ACCESS: The library follows open access system. Everyone entering the library should enter number in the gate register. Everyone can access the textbook section and reference section. Students and staff can also use the digital library facility as well.

REMOTE ACCESS: Library purchased the dentistry, oral science and e-journal service of EBSCO provide remote access to students. EBSCO host also provides mobile app to provide personalized and easy to use service to all.



REMOTE ACCESS USAGE

- Open Access
- Remote Access
- Programmes Organized

PROGRAMMES ORGANIZED FOR THE TEACHERS AND STUDENTS

Every academic year, a Library Orientation Program is held to familiarize students with the library's facilities and services as a part of the course orientation program.

1. User education program for the first year students (**PG/UG**): Every year, library conduct user education program for both post graduate and under graduate students along with staff. User education program is conducted to educate and familiarize the students on library system and how it functioning. Through this class students understanding more about the library and its various sections.

2. EBSCO online training for students: The e- journal database EBSCO provide class to the students as well as staffs about EBSCO and how can someone retrieve information from EBSCO effectively and easily.

3. Plagiarism: Librarian conducted a class on plagiarism for faculties and post graduate students. Through this program attendees get to know about plagiarism and how to avoid plagiarism while writing academic reports and thesis.

4. DOAJ – free to full text - Librarian conducted class on DOAJ, which is an open access ejournal repository. It is very useful for staffs and students in their academic pursuit of information seeking.

5. SHODGANGA: recent research trends: Librarian conducted a talk on shodganga to familiarize students and staff about the open access research and dissertation repository of Indian universities.

6. SWAYAM: Learning never ends: Librarian conducted class on importance of self-learning and self-learning platform SWAYAM

7. ZOTERO: A Research Assistant: Librarian conducted class for post graduate students and faculties to introduce the research assistant and reference management software ZOTERO

8. Journals and Impact Factor: The library conducted class on journal and impact factor to staffs and students. How the impact factor is calculated and which are authentic sources for finding accurate impact factor of the journal were discussed in the class.

Every year at the start of academic year, the librarian elucidates the rules and regulations to be followed by the library users. Then the users are taken for a tour inside the library. Afterwards they are taken for a tour to the digital library. The library assistants explain how to access the digital library effectually and obtain the benefits.

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

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

Response: Any Two of the above

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

4.4 IT Infrastructure

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

Response: 100

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

Response: 11

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

Response: 11

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

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

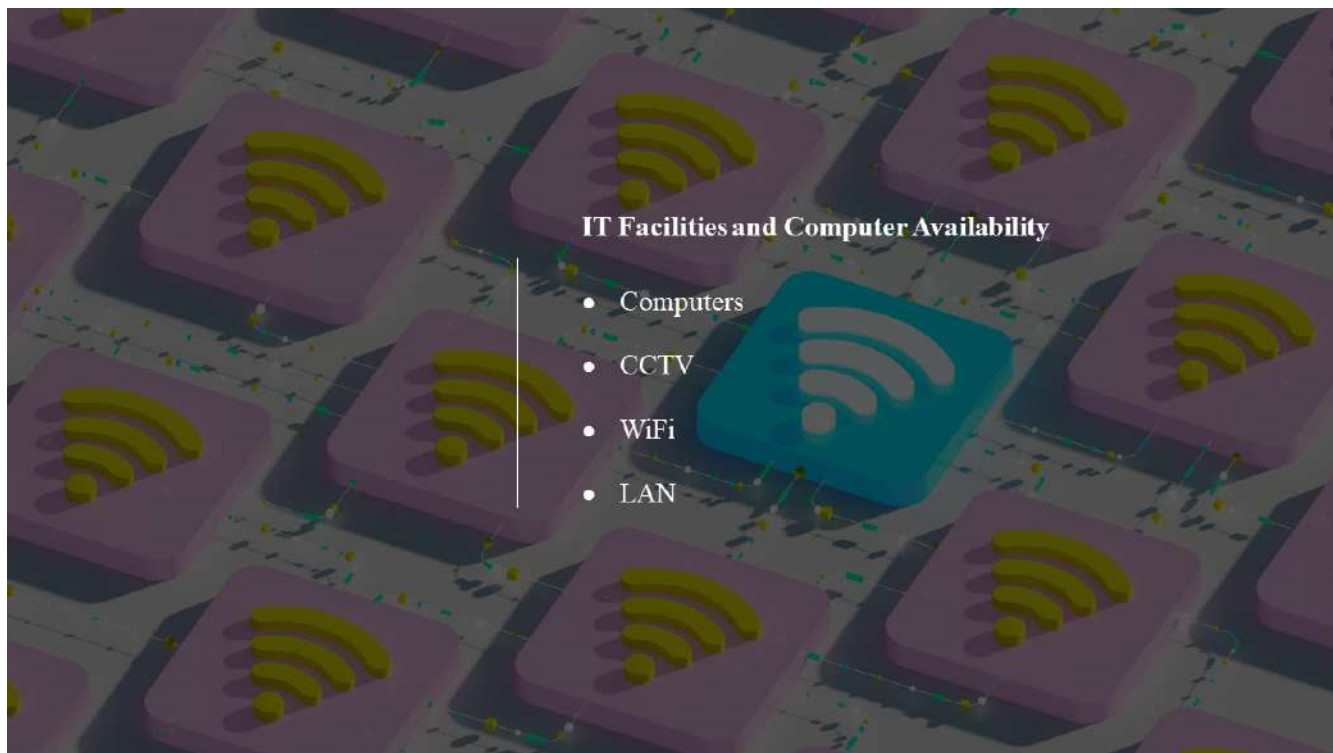
Response:

Royal Dental College has a dedicated and hardworking information technology department. College is equipped with computers and IT facilities to enhance the learning process of students. The institution provides round the clock internet facility throughout the campus including hostels. The campus LAN is backbone, which gave great initiative of the college to realize the objective of paperless administration and patient management. There is DIMS software to manage all patient related activities including billing and referral.

The institution has no compromise on security at the campus for students. Entire campus is under 24/7 surveillance with 125 CCTV cameras and 5 security personnel (on rotation basis) and a full-fledged IT department to monitor security of women students and employees and to monitor movement of people in and around our dental college. The visuals of CCTV remains for 3 months and will erase by its own. The footage of CCTV visuals in the examination hall will be available for 5 -6 months.

There are 95 PCs available in the college. Apart from that, there is a digital library and digital evaluation centre. Computers in the college are backed up by offline UPS system. There are 4 Kv and one 5 Kv UPS, along with generators especially to cope up with the power interruptions.

Smart class rooms are connected with wall mounted multimedia projector, smart board with sensors, mic etc. Wireless routers have been installed on every floor to ensure good coverage for access to the wireless network. Faculty and students can also access e-journals, e-books and resources from different database and through the internet facilities available on the campus. Access to various online resources is being made available to all students and faculty of the institution.



The examination room is also equipped with a desktop and high speed internet connection along with a high speed bulk copy printer which is immensely helpful during university examinations for the fast printing of question papers.

A teleconferencing facility present in the alumni room enabling the interaction with alumni possible and efficient

IT department provides support to the HR department and management for biometric software maintenance. Audio – visual equipment support during CDE programmes and guest lectures are also provided by IT department

The Institution upgrades the IT infrastructure and associated facilities whenever required. The main issues faced by the IT department most commonly are hard ware and software issues. Whenever there is a hardware issue arises like wanting of a spare part or to replace a default item, it should be intended through the store after obtaining permission from administrative officer. Once the item is purchased, IT technician will set it right. Software issues also rectified by IT department with the upgraded softwares.

Other computer related equipment repair and maintenance are also done by IT department. IT department always ensures that internet connections are proper and speed is adequate. In the case of connection failure, the provider are contacted and connectivity is restored. All this maintenance works are updated in IT maintenance register and thoroughly reviewed.

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: ?1 GBPS

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

4.5 Maintenance of Campus Infrastructure

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

Response: 35.02

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

2021-22	2020-21	2019-20	2018-19	2017-18
100.67	130.46	107.94	80.77	110.45

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
Link for any additional information	View Document

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

Response:

Introduction

Royal Dental College has a systematic and state of arts Maintenance committee, unique to the institution. Maintenance committee meeting is scheduled twice a year. Streamlining and decentralisation of maintenance committee is done systematically.

COMPOSITION OF MAINTENANCE COMMITTEE: Governing council of the college had decided of integrating the several maintenance committees of college; IT maintenance, Sports maintenance, Clinical maintenance and Infra structure maintenance into one committee with a name of General maintenance committee. The maintenance committee consists of a chair person, convener and members. The chairman of the institution decides the chairperson of maintenance committee. Committee chairperson decides the members who constitute the maintenance committee. Along with faculty members, supervisor of the college, electrician, and assistants will be present in the committee.

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

INFRASTRUCTURE MAINTENANCE: A faculty member will be the chairperson of the infrastructure maintenance committee with supervisor, two assistants, plumber and electrician constituting the team. Any maintenance work pertaining to the college and hostel buildings are decided and rectified by this committee. Decisions and agenda of this committee will be discussed in general maintenance committee and actions will be taken accordingly. Committee meets twice an year, about 2 weeks prior to the scheduled general maintenance committee meeting.

MAINTENANCE

- Composition of Maintenance Committee
- Function of the Maintenance Committee
- Infrastructure Maintenance
- Clinical Maintenance
- IT Maintenance
- Sports Maintenance

CLINICAL MAINTENANCE: A faculty member will be the chairperson of the clinical maintenance committee with department representatives and dental technician in the committee. The preventive and corrective maintenance of dental chair units and equipment are done by trained dental equipment technician. A clinical maintenance register will be kept in each department and work details will be updated. Decisions and agenda of this committee will be discussed in general maintenance committee and actions will be taken accordingly. Committee meets twice an year, about 2 weeks prior to the scheduled general maintenance committee meeting. In preclinical laboratories, phantom heads typodonts, waste disposal system and other associated equipments are maintained with periodic preventive and corrective services.

IT MAINTENANCE: A faculty member will be the chairperson of the IT maintenance committee with IT technician in the committee. Whenever there is a hardware issue arises like wanting of a spare part or to replace a default item, it should be intended through the store after obtaining permission from administrative officer. All this maintenance works are updated in IT maintenance register and thoroughly reviewed.

SPORTS MAINTENANCE: repair and maintenance of sports amenities are discussed in this committee, which will be further discussed in General maintenance committee. Along with faculty members, a student representative also will be part of this committee.

File Description	Document
Link for log book or other records regarding maintenance works	View Document
Link for minutes of the meetings of the Maintenance Committee	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: 29.53

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

2021-22	2020-21	2019-20	2018-19	2017-18
122	107	111	97	70

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

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

Response: A. All of the above

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

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

Response: 51.59

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

2021-22	2020-21	2019-20	2018-19	2017-18
299	246	54	243	53

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
Link for additional information	View Document

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

Response:

International Student Cell

Royal dental college has an international student cell that aims to facilitate the needs of foreign students from various countries. Royal Dental College of Dentistry is open to welcoming students aspiring for world-class dental education which we believe is our forte. Evolving as a visionary in higher education, we have customized fee structures and all allied services for foreign students.

Our goal is to open opportunities for learning and education to students from all walks of life, caste, and creed beyond the boundaries of our Country. During this journey, we would like to ensure respect for each culture and traditions, and amalgamate them with our country's rich and varied heritage.



Support services to be facilitated by the international student cell:

- Conducting orientation programs to familiarize the enrolled students regarding the programs offered, fee structure, eligibility criteria, legalities, and policies of the Institute
- Monitoring the academic performances of the students by coordinating with mentors and communicating with guardians/parents regarding the progress of the student at the end of sessional examinations or once every six months.
- Putting on orientation sessions and other events to promote social and cultural adaptations
- Provide counselling on NRI admission

- Guide students to attain international scholarships
- Counseling on social issues and special tutorials to facilitate understanding of local languages
- Facilitating the exchange of knowledge and fostering learning of students in a global setup
- Help to create a platform of global exposure for a budding dentists and inspire their global competencies to embrace the challenges in the field of dentistry
- Making communication bridge between mentors with decades of experience in the overseas education industry and current batches of students striving for foreign education
- To focus on the all-round development of the student by involving them in cultural activities, sports, fine arts, entrepreneurship, etc. which would promote them to contemplate beyond academics.
- To help them attain access to nearby banks to open accounts, to reach the nearest airport or railway station, road rules, etc
- Arrangements for reception, transportation, and induction schedules
- To provide an outline about qualifying exams in different countries, getting a work permit, and information regarding salary packages.

An online Royal International Student Conference was conducted on 30th August 2022 exclusively for Royal Dental College faculties, Alumnus, and students which were designed in 4 modules. Module 1 was about dental and non-dental studies a module 2 was about dental jobs and opportunities, and module 3 was about jobs and licenses abroad, and module 4 on specialists' jobs and messages.

The international cell also works to help students studying in various countries with logistic and academic documentation. The alumnus working in various countries make frequent visits and guide as well as resolve queries. They also hold sessions to keep the students keep informed about different overseas employment opportunities and also provide counseling if and when required.

File Description	Document
Link for international student cell	View Document
Link for Any other relevant information	View Document

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

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

Response: All of the above

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

5.2 Student Progression

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

Response: 80

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

2021-22	2020-21	2019-20	2018-19	2017-18
14	10	3	1	0

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

2021-22	2020-21	2019-20	2018-19	2017-18
14	10	3	1	0

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: 34.72

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

2021-22	2020-21	2019-20	2018-19	2017-18
49	30	25	14	9

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
Annual reports of Placement Cell	View Document

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

Response: 29.49

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

Response: 23

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

5.3 Student Participation and Activities

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

Response: 85

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

2021-22	2020-21	2019-20	2018-19	2017-18
36	0	19	12	18

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

Royal Dental College has always hosted curricular and co-curricular activities with equal vigor and enthusiasm. The college has considered extracurricular activities play a pivotal role in the overall development of a student both academically and non-academically.

Activities under the Royal umbrella include sports, cultural, social, and academic programs.

The students and the institute work conjointly towards planning, execution and conduction of each program.

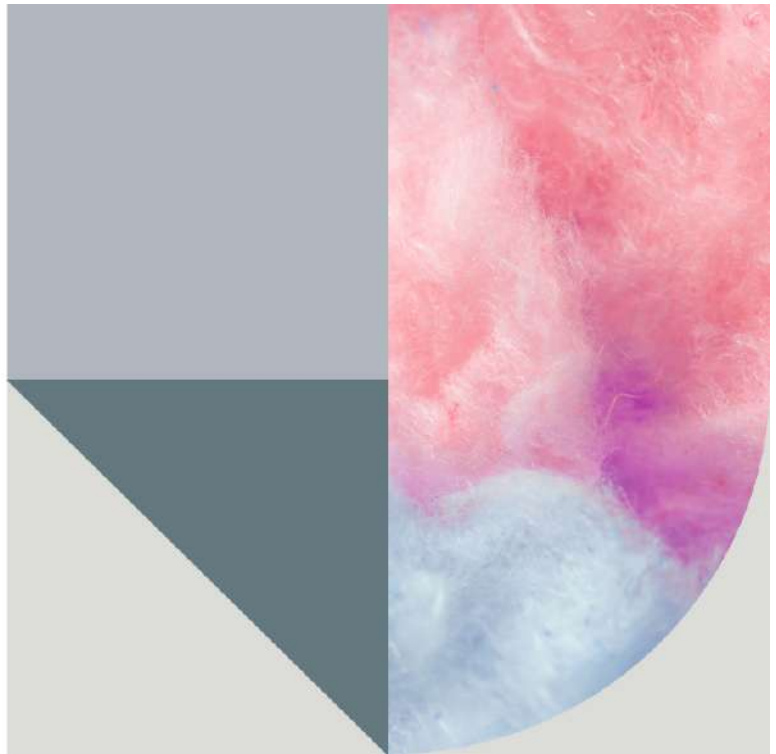
Arts and sports fest -Esperanza 2017, Anokha 2018, Yuga 2019, Tharang 2021, Niram 2022. Each year, students and faculties are grouped in to 3 massive teams, and the organized events are conducted at various pre-determined locations inside the college. Students, faculties and the management works in co-ordination with the cultural committee of the institute to organize these events. The events include music and dance, drawing competitions, photography, literary events, fashion shows showcasing different cultures and themes which vary each year and other enthusiastic events under the arts banner. The sports banner includes group events like cricket, football, volleyball, handball, relay etc.

Single events includes running race, high jump, long jump, discs throw, table tennis, shot-put, badminton, chess, caroms. Our students were also able to showcase spectacular performances with these experiences and practice in various inter-college fests as well. The Tharang 2021 was purely an arts fest using online platforms due to Covid restrictions. The programs for online arts included singing, dancing, speeches, one minute to fame, ludo etc. which were all then posted under the Instagram page handled by the student council.

The end of every year, the council organizes a momentous graduation ceremony to honour the newly graduating dentists of the college in the presence of staffs, management and parents. The Saga 2018, Aeternum 2019, Aloha 2021 and Prayana 2022 were all conducted to felicitate the newly passed out dentists of the college. The Covid restrictions have kept the college from not conducting a graduation ceremony for the year 2020 by abiding the government rules and regulations.

STUDENT COUNCIL

- GRADUATION CEREMONY
- ARTS AND SPORTS FEST
- PERSONALITY DEVELOPMENT AND SOCIAL WELFARE
- PACHILAKOODU



Events related to personality development and social welfare activities like blood donation camps, dental camps and school dental health education where also carried out regularly by the students council. The students council actively participated and coordinated in celebrations of World Health Day, Environmental Day, World Children's / Pedodontist Day, World Prosthodontist day, Cons-Endo day, Republic Day, Independence Day, Gandhi Jayanthi and cultural festivals like Onam, Kerala piravi, Christmas, New Year, Eid Al Adha and Eid Al Fitr, Holi, Diwali etc.

Students club under the name of "Pachilakoodu" has actively been taken part in creating stress reduction program in and around the college, apart from green campaign activities. They have also released a short film named "Prajna- Its time to look inside you" inculcating the importance of saving water and nature, and above all training the human minds to accept changes in way that benefits both nature and humans to co-exist in peace and harmony. The council is planning and working towards scheduling the next set of events for the year 2023 with the institute concerned authorities.

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: 16.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
29	7	12	16	17

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

5.4 Alumni Engagement

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

Response:

The Alumni Association

We have a registered Alumni association. The alumni association was established in the year 2022 and was registered on 13/7/22 according to the Society Registration Act XXI in 1860. It has been functioning and meeting regularly. A few members of the alumni are also a part of the teaching staff at RDC. Regular feedback will be provided by the aluminous in terms of administration, student welfare, and faculty recreational activities, along with guidance for the recently passed-out students in terms of practice management.

RDC Alumni Association is acting as a bridge between the Students, teachers, administrators in RDC, and alumni in terms of infrastructure development, skill development, and programs of research activities.



Our Aims and Objectives:

- To establish contact with old students of the college and meet them periodically. Our main objective is to keep ourselves bound as a family of RDC in order to keep the identity of the college in which we have studied.
- Many old students have excelled in various fields of Medicine in India and abroad, the Association would be the best and most suited arena to bring them together to exchange nostalgic feelings, ideas, and thoughts, improve knowledge and approach to medical problems faced in day to day practices & to encourage each other professionally.
- To contribute to the institution in terms of finance, books, and other supporting material to the students and their studies at RDC.
- The association aims to stand by the vision and mission of our college-“To reach the unreached”

2022 Mega alumni meet

RDC Alumni Association was formed in 2018 and the Alumni meet was conducted on the following dates 26 th of January, 23 rd of February, and 11 th of April, on this occasion, Alumni share their experiences and their thoughts. It provides a platform for our proud alumni to exchange their pleasantries, and meet their beloved teachers and young enthusiastic students.

Over the years, the college has undergone a good deal of transformation

with the support of alumni which we will observe as several new developments. It is a great opportunity to interact with old buddies and relish fast memories.

Some of our Alumni have donated 19 books to the college library and also a book bank created as an appreciative gesture for their alma mater for providing them with education and development, also donated clocks, water purifiers, a dinner set, and sponsored food for the alumni meet conducted. Some of the alumni regularly take part in outreach programs organized by the department of PHD. They sponsored materials and equipment as part of their social responsibility for such programs. We have an alumni blood bank donors registry constituting both alumni and present students of RDC from several districts in Kerala.

An Alumni's role is crucial in the development of the college. They can provide support in various aspects that are beneficial to the students and society as a whole.

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

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

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

Response: A. All of the above

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

Royal Dental College envisions being a center of excellence in the field of dental education by imparting updated knowledge and skill training to future dentists thereby enabling them to confidently and diligently practice their profession with high moral standards and empathy. Since its inception, Royal Dental College is under the strong guidance of the Royal Education Foundation; a trust comprising of socially committed professionals from various fields with a vision to undertake various educational, social and cultural activities for the benefit of the society. Striving towards excellence is the crux of every strategy proposed and implemented in the Institution, with the sole aim that the Institution would be among the top three dental colleges in the state in the next five years. The Institution aims to build leaders and role models of tomorrow who would make a difference for the better in healthcare with compassion and empathy.

Motto

The core vision and mission of the Institution is built on the *Motto* of “*Knowledge, Proficiency and Character*”

Vision

The *Vision* of the Institution is –

“To strive for excellence in dental education grounded in ethics for the benefit of the society”

Mission

- *Rendering excellent, comprehensive and currently relevant dental education to undergraduate and postgraduate students.*
- *Imparting to students an attitude of continuous learning and acceptance of innovations and change, towards progress of their careers.*
- *Inculcating a sense of responsibility, compassion and empathy among faculty, staff and students for service to all communities of our society and for self-fulfillment.*



Vision



Mission



Core Values

Core Values

The *Core Values* towards which the Institution is committed to are –

- Strong ethical values
- Striving for excellence
- Respect for all
- Teamwork in diversity
- Make a difference for the better

Governance

The goal of governance, driven by the vision and mission, is achieved through various stipulated committees and are regularly scrutinized. Participative governance is practiced by taking into consideration the opinions and inputs of employees and related stakeholders. The institution has a trusting and uplifting work environment where all employees are encouraged to work to their highest potential with autonomy so that continuous motivation is maintained along with accountability at individual level. Timely financial audits conducted ensure transparency and accountability of allocation of resources.

All the working committees of the Institution are under the helm of eminent faculties, who are backed by their years of experience and wisdom. This is reflected in various accolades and achievements. Academic excellence achieved is in the form of University Rank Holders both at undergraduate and post graduate levels, University topper in individual subjects and high pass percentage per batch every year. Faculty accomplishments have led to faculties being elected to various posts at State and National levels. Postgraduates of all departments have proved their excellence in scientific deliberations too with awards at both State and National level. Overall development of students is ensured with active participation in Sports and Arts which is reflected in accolades as University Zonal champions/Runner up. The Institution has also received various accolades for its services to the society.

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

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

Response:

The Institution has a well-established organizational system where all decisions are channelized and streamlined taking into all aspects for the successful growth of the Institution. Decentralized and participative management practices are adopted with the organizational structure executing it's works by entrusting various committees with the responsibility of smooth functioning of academic, patient care, administrative sections and also for ensuring the overall well-being and development of its staffs and students. A total of 38 committees' function in accordance to their set guidelines and objectives in line with the vision and mission.

Governing Council

It is the apex level body responsible for formulating the strategy, general policy and constitution of the college. The chief patron is the Chairman of Royal Education Foundation assisted by the Secretary of the management and Principal will be the Chairperson assisted by the Vice-Principal. This council through Internal Quality Assurance Cell (IQAC) monitors the progress of activities of all the committees and boards of the college. It also reviews and reconstitutes the IQAC and every committee at the beginning of every academic year.

Internal Quality Assurance Cell

Quality enhancement being a continuous process, IQAC is the key body that works towards the realization of the goals of quality enhancement and sustenance by continuously monitoring the quality of working standards with representation and active participation by the heads of all departments thereby by providing a platform for practicing a consensual approach in decision making.



DECENTRALISATION AND PARTICIPATIVE MANAGEMENT

- Governing Council
- Organizational Structure
- Internal Quality Assurance Cell
- Administration
- Committees

Administration

The policy of administration of the institution is largely decentralized and is based on the need to identify the organizational needs and strive to fulfill them. The Management board along with Principal, Vice Principal and Heads of all departments reframe the college objectives every year after reviewing the previous accomplishments in line with Vision and Mission of the Institution. The division of authority and the autonomous working culture thus makes the Heads of the all Departments accountable for the delivery of the educational services. The departmental objectives are periodically revised by the HODs with due consultation with their staffs based on the progress and in line with college objectives. The staffs are further encouraged to frame their individual objectives and work towards it.

Organizational Structure

The organizational structure promotes decentralization and autonomous working through participative decision-making process. Active inputs and recommendations are taken from management, Principal, Vice-principal and Heads of all departments before framing policies. Every department and committee autonomously work towards achieving their objectives which are periodically reviewed by the respective heads of department and chairpersons.

Committees

Various committees headed by the respective chairpersons, coordinator and members from various departments are accountable to work towards the set objectives in accordance with their guidelines. Periodical meetings are conducted with minutes being documented by the committee coordinator is held to review the work progress and formulate the action plan to be taken. Every committee thus includes all faculties at all levels thus proving a platform to inculcate administrative and leadership skills at all levels.

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

6.2 Strategy Development and Deployment

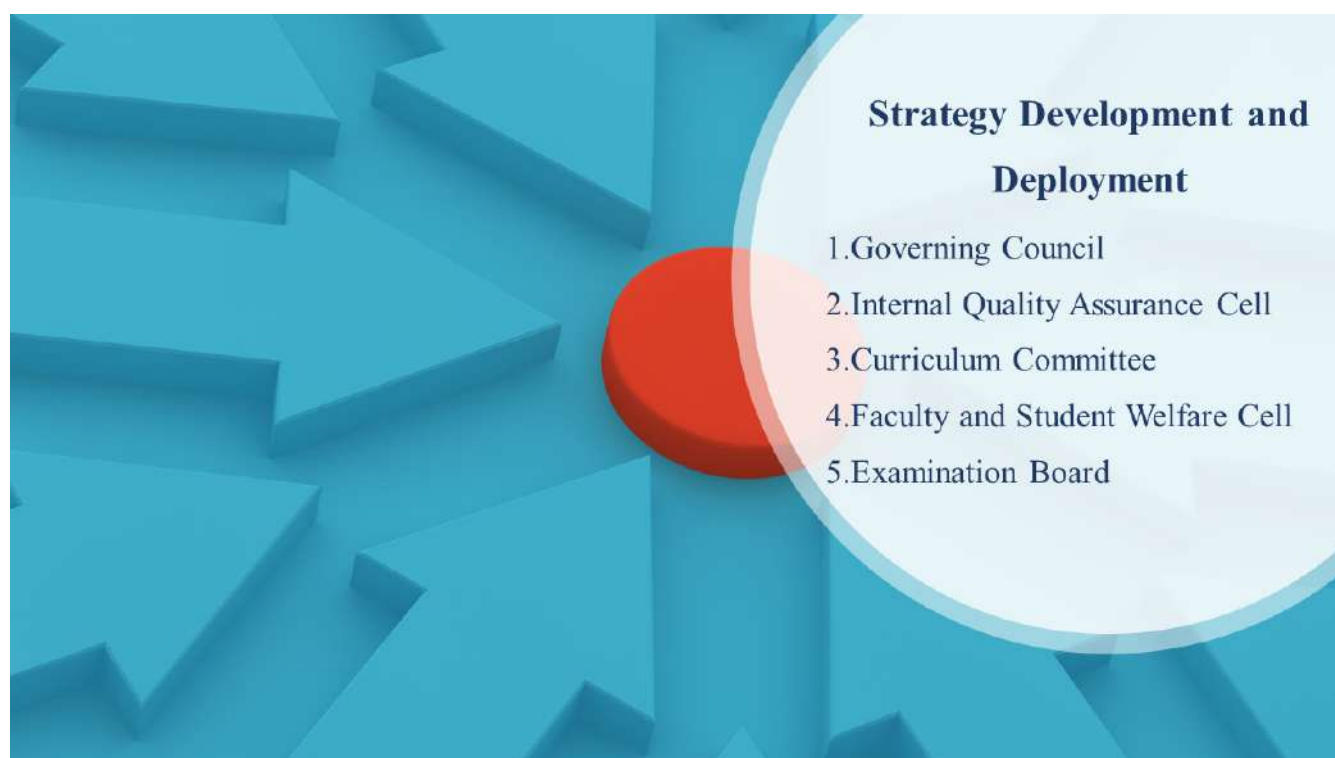
6.2.1 The Institutional has well defined organisational structure, Statutory Bodies/committees of the College with relevant rules, norms and guidelines along with Strategic Plan effectively deployed

Response:

Well defined organizational structure of the Institution is reflected by the various stipulated committees which jointly work towards achieving the Strategic plan with meticulous planning and effective participation. Under the leadership of Governing Council and guidance of Internal Quality Assurance Cell, there are 38 working committees to ensure are broadly categorized as Academic Committees, Non-Academic Committees and Administrative Committees. Each committee have well specified goals which ensure that the action plan of the Institution is in line with the vision and mission. Every committee meet at stipulated frequencies as per the standard operating protocol with recording of the minutes of meeting. Care has been taken to ensure adequate representation of women members in every committee. The committees are reconstituted at regular intervals by the Governing Council to ensure dynamic leadership and promote new ideas. The committees are as follows

1. Governing Council
2. Internal Quality Assurance Cell
3. Curriculum Committee
4. Faculty and Student Welfare Cell
5. Examination Board
6. Disciplinary Committee
7. Extra-Curricular Committee
8. Women Empowerment Cell
9. Research And Development Cell
10. Anti-Ragging Committee
11. Infrastructure And Resource Committee
12. Library Committee
13. Extension And Outreach Committee
14. Alumni Association
15. PTA Committee
16. Clinical Maintenance Committee
17. Higher Education and Career Guidance Cell
18. Hostel Management Committee
19. Green Campus Committee
20. FASCEP
21. Patient Regulation Program
22. Infection Control Committee

23. Publication Committee
24. Special Clinic Committee
25. Satellite Clinic and Mobile Dental Van
26. Grievance Redressal Cell
27. Faculty And Students Capability Enhancement Committee
28. E Governance
29. Ethical Committee
30. ReCline committee
31. International Alumni Association
32. General Maintenance Committee
33. Internal Compliants Committee
34. Minority Cell
35. Committee for SC/ST
36. OBC Cell
37. Human Resource Cell
38. Code of Conduct Committee



Governing Council

The Governing Council is the apex level body responsible for formulating the strategy, general policy, constitution of the college. The council shall review & reconstitute IQAC and every committee at the beginning of every academic year. The Governing council through IQAC monitors the progress of activities of all the committees and boards of the college. The chief patron of Governing Council is the Chairman of Royal Education Foundation who is assisted by the Secretary of Management. Principal of Institution will be the Chairperson of the Council assisted by the Vice principal. The IQAC Director will be the chief Coordinator of the Council. The Dean of Post graduate studies & Chairman of Faculty, Non Faculty and Students welfare cell will be the members of the Council.

INTERNAL QUALITY ASSURANCE CELL

Quality enhancement being a continuous process, Internal Quality Assurance Cell is formulated to build and ensure quality culture in the Institution. It is the driving force to work out strategies to monitor the QA (Quality Assurance) and QE (Quality Enhancement) activities of the Institution by channelizing and systemizing all the efforts to put the Institution in the path of academic excellence.

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

6.2.2 Implementation of e-governance in areas of operation

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

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

Response:

One of the strengths of Royal Dental College lies in its diligent workforce. The Institution gives utmost importance to the welfare of its Teaching and Non-Teaching employees for whom various measures have been implemented to ensure their well-being and upliftment. The welfare measures are implemented with the goal to ensure all the staffs work with comfort in a high morale environment with dedication and commitment. Thus, maximizing individual performance which is the key to consistent growth of the Institution.



The welfare measures implemented in line with goal mentioned above are

1. Casual and earned leaves every month which can be carried over to the next month within the same calendar year.
2. Free accommodation for Teaching and Non Teaching staffs in Staff Quarters and Hostels within the campus.
3. Accommodation at a subsidized rate for Teaching staff in Family Quarters within the campus.
4. Free travel allowance in college bus to-and-fro from Kunnankulam to College premises.
5. Maternity leave of up to three months for female Teaching employees who have completed more than one year of service in the Institution.
6. Paid maternity leave of six months to female Non Teaching employees who have completed more than one year of service in the Institution.
7. Employee State Insurance and Employee Provident Fund are provided to Non Teaching employees.
8. Festival allowances and salary advance scheme are provided for Non Teaching staff.
9. Employee engagement activities and tours are arranged every year to promote social bonding among staffs.
10. Faculty are encouraged to attend Scientific Conferences, training workshops and other skill enhancement programs with allowance of two days of paid leave on request.
11. Conference fee sponsorship is provided to encourage faculty to present Scientific Paper/Poster at conferences both in India and abroad.
12. Teaching staff are encouraged to publish scientific articles in Indexed National/ International journals by providing sponsorship for publication fee.

13. Teaching staff who have been in service for more than 1 year are eligible for sponsorship for renewal of their DCI or other professional body membership
14. Stipulated Early permission to leave the campus 1 hour before the official working hours.
15. Provision for two Late permissions to punch-in for work beyond the stipulated time
16. Dental treatments are made available at subsidized rates to Teaching and Non Teaching faculty and their immediate family members.
17. Free Wifi facility is provided to all staff members.
18. Well-equipped Gym, Yoga classes and other fitness facilities are made available to all staffs free of cost.
19. Working committees of Faculty & Student Welfare Cell, Internal Grievances Cell and Faculty and Students Capability Enhancement Committee ensure overall welfare, safety and development of all its staff members.
20. Women Empowerment Cell promotes active participation of all female faculty for betterment of the working atmosphere.
21. Skill development and personal development programs are conducted for Teaching and Non Teaching faculty.

File Description	Document
Link for policy document on the welfare measures	View Document
Link for list of beneficiaries of welfare measures	View Document
Link for additional information	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: 68.16

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

2021-22	2020-21	2019-20	2018-19	2017-18
76	41	76	52	50

File Description	Document
Relevant Budget extract/ expenditure statement	View Document
Policy document from institutions providing financial support to teachers, if applicable E-copy of letter indicating financial assistance to teachers	View Document
Office order of financial support	View Document
Institutional data in prescribed format	View Document
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: 9

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

2021-22	2020-21	2019-20	2018-19	2017-18
20	3	6	7	9

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
Link for Additional Information	View Document

6.3.4 Average percentage of teachers undergoing Faculty Development Programmes (FDP) including

online programmes (Orientation / Induction Programmes, Refresher Course, Short Term Course etc.) during the last five years..

Response: 21.38

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

2021-22	2020-21	2019-20	2018-19	2017-18
22	27	20	13	11

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 to additional information	View Document

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

Response:

Royal Dental College believes in the overall development of not just its students but also its team of hard-working staffs. The Institution gives due value to every contribution of all its Teaching and Non-Teaching staffs in the form of incentives and promotions. As evaluation is essential to recognise the efforts made towards betterment of academic and non-academic contributions, the IQAC is instrumental in supervising a channelized periodic Performance Based Appraisal system (PBAS) of all its working faculty.

All faculties who have completed minimum one year of service within the Institute are only evaluated for appraisal. Based on the overall assessment of the performance, feedback and due credit is awarded to the faculty. This enables the faculty to have a clear idea of their strengths and weakness thus giving them an opportunity to work on their weakness. This ultimately in turn would improve the quality of standard of services provided to the stakeholders thus reinforcing a culture of excellence which falls in line with Goals of the Institute.

Structure of Appraisal

The structure of appraisal form for teaching faculty comprises of personal bio, details of any additional

academic qualifications, academic achievements, academic programs attended/conducted, research and related contributions and extra-curricular contributions. Contributions to society and development of self is also included for evaluation.

For Non-Teaching faculty the evaluation is based on their comprehension of their allotted duties and quality of work. Attendance/punctuality, productivity, communication skills and dependability are given due importance.

The assessment forms are given and feedback is informed confidentially to each staff by the Principal/ HR manager for improvement if necessary and encouragement. In cases of any unresolved outstanding issues, a meeting with the Chairman is also arranged to discuss and resolve the same. In cases where the score is found less than satisfactory, a reappraisal is performed for the specific faculty within six months.



PERFORMANCE APPRAISAL SYSTEM

- Teaching Staff
- Non-Teaching Staff

Appraisal Process

Performance Appraisal is undertaken at the end of every academic year during the month of July under the guidance of IQAC. Royal Dental College follows the system of self-appraisal where all the faculty are given the forms to fill in the required details. The completed forms are submitted and scrutinized by the Human Resource Cell for Non-Teaching Faculty and by the Principal for Teaching faculty. Appraisal forms of Teaching faculty are then forwarded to the Chairman of the Institute for any additional remarks. Student's academic performance in a particular subject is also taken into the evaluation process by the Principal. All appraisals are done in an unbiased and transparent manner.

The appraisal system motivates faculty to be aware of their role and responsibility in the Institution and to put forward their best efforts. This creates an atmosphere of self-improvement through awareness thus leading to quality improvement with cooperation from staffs.

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

Other Upload Files	
1	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:

Royal Dental College is a self-financing dental college affiliated to KUHS. There is a transparent mechanism for planned and judicious use of the resources and funds. Resource mobilization and allocation is planned out using well defined strategies to identify the various resources available within the college, to avoid the misuse or wastage of resources and to conserve non-renewable resources.

HUMAN RESOURCES

The Human Resource of the Institution are under the guidance and supervision of HR manager for Non Teaching faculty and under the Principal and Chairman for Teaching faculty. Well defined roles and responsibilities for every post is laid out and made aware to ensure maximum output.

MONETARY RESOURCES

The major source of funds is from fees obtained from students, hostel fee, patient treatment charges, registration fees of academic programmes. The accounts are all digitalized and the accounting software used is AES Software by Topscore Solutions Pvt. Ltd. Monetary allocations are made by the Finance section of administrative office for academic, administrative and extra-curricular purposes which is approved by the Governing Council and Management headed by the Chairman. Regular monitoring is done by periodic internal and external audits. The fees collected from students are in the form of DD/Cheque/NEFT/Cash which is deposited at the Accounts Section which is then transferred to bank on regular basis. Patient treatment and pharmacy charges are collected in the form of cash/card transactions. Cash collected are handed over to the Accounts section at the end of each day and transferred to bank at regular intervals.



Institution utilizes its major funds for improvement of facilities for students and patients. Upgradation of infrastructure is done on periodic basis with Smart classrooms which are Wifi enabled, well furnished library with air-conditioned digital library, well equipped research labs, enabling WiFi in entire campus including Hostels, well equipped Gymnasium and yoga center etc. Clinics are upgraded with high grade equipments for quality treatment. Many CDEs and camps are conducted under the expense of college. Car facility is made available for official purposes. To ensure overall development of students, funds are provided to conduct Arts and Sports events and other Festival celebrations within the college. Transportation facilities and funds for accommodation are provided to encourage students to participate in Inter- College and University Arts and Sports competitions. To avoid wastage or misuse of resources Indent forms, Purchase registers and other Log books are maintained and regularly verified by authorities at various levels. Amounts withdrawn for expenditure are approved by sanctioned authorities before being allocated for respective activities.

Welfare of the Institution's Teaching and Non Teaching staffs are given due importance with funds being allotted for various welfare measures. Free accommodation, accommodation at subsidized rates, free college bus facilities on working days, subsidized dental treatment in OP clinic etc. are made available.

As the Institution is aiming to be a leading Research and PhD center with International Collaborative activities in the next 10 years, regular upgradation expenses are incurred.

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
Link for any other relevant information	View Document

6.4.2 Institution conducts internal and external financial audits regularly

Response:

Royal Education Foundation has a clear-cut mechanism to monitor the effective and efficient use of its financial resources. Resource allocation is done by the Finance section of administrative office for academic, non-academic and administrative purposes, with the approval of the management headed by the Chairman through the Governing Council. Financial prudence and transparency at Royal Dental College are maintained by good accounting practices and regular conduct of Internal and External Audits in an unbiased manner. Regular monitoring by the Accounts department is carried out to know any deviations or lapses and immediate corrective measures are done in case of any instances being reported. All income and expenditure for both academic and administrative activities are timely scrutinized by the Accounts Department in combination with HR, Administrative Office, Principal and Governing Council. As part of the process, Internal and External audits are conducted at the end of every financial year by the month of March. All financial details of accounts are maintained digitally and the accounting software used is AES Software by Topscore Solutions Pvt. Ltd.

Financial Audits

- Internal Audit
- External Audit



Internal Audit

Internal audit is carried out annually by three auditors from the Board of Trustees of management as appointed from time to time. Internal audit helps in providing a critical appraisal of utilisation of the resources and governance thereby providing a guide map to accomplish the objectives and goals of the Institution through effective and ethical decisions. Details of income and expenditure are verified by inspection and observation and in case of any query, the confirmation is sought and the final computation and review is completed.

External Audit

External audit of the accounts is carried out by Mathew and Thankachan Chartered Accountants audit team based in Calicut, Kerala as per government laws. Queries, if any, are attended to immediately by the Accounts department and corrective action with any supporting documents are submitted within the prescribed time limit. All recommendations suggested by the external auditor team is taken care by the Accounts department. The final audited report duly authorized is sent to the management for any review. Till date, no major there has been no major queries/objections.

Every year audit reports are filed with the Income Tax department. The consolidated audit report of Internal and External Audits for past five years has been uploaded as supporting documents.

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

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

File Description	Document
Institutional data in prescribed format	View Document

6.5 Internal Quality Assurance System

6.5.1 Institution has a streamlined Internal Quality Assurance Mechanism

Response:

The Internal Quality Assurance Cell (IQAC) of Royal Dental College was formulated on 15th December 2021 to be the cornerstone cell to develop quality practices and monitor performance indicators of the Institution. However, even before the inception of the cell, the Institute had always ensured the employment of a streamlined mechanism for quality maintenance and related measures through various committees under the supervision and guidance of the Curriculum Committee. From its introduction, the cell has played a pivotal role by undertaking all measures to reform and redefine the quality standards of the Institution. It has been instrumental even in redefining the Vision, Mission and Goals of the Institute. The cell provides guidance to all the working committees of the Institute so that each committee put forth action plans which are in line with the strategic plan of the Institute. IQAC conducts stipulated meetings every three to four months to deliberate on the progress of all committees and measures to be implemented to meet higher standards in education, patient care and other related services as per the policy of the Institution.

Internal Quality Assurance Cell (IQAC)

- Structure of IQAC
- Contributions of IQAC



Structure of IQAC

The cell was formed with the Principal as the Chairperson under the patronship of the Chairman of the Institute/Royal Education Foundation. The Vice-Principal has been given the post of the Vice-Chairperson of the cell along with other faculty members and representatives from students, parents, management, alumni and local Governing body. The Governing Council reconstitutes the members of the IQAC periodically.

Contributions of IQAC

The significant contribution of the cell is to obtain various feedbacks from faculty, students, non-teaching staff and alumni to gain an insight of the overall performance of the Institution in delivering its services.

The feedback is collected online and is done at the end of each academic year. The feedback collected on curriculum is compiled and is reported to the Governing Council for consideration. The necessary corrective measures are then discussed by the Governing Council and implemented by the coordinator of the IQAC through stipulated meetings of the various committees. Informal feedbacks are also taken from external subject experts, external examiners, parents/guardians, patients, students and staffs regarding various activities and aspects of the Institution and services. All feedbacks are given due importance and taken in a positive manner with necessary rectification measures discussed and planned out.

IQAC plays an instrumental role in conducting various quality initiative programs for staffs thereby ensuring their conscious and consistent upliftment by internalization of quality culture and conformance to the quality initiatives. IQAC also conducts performance-based appraisal of staffs and provide timely feedback on areas of improvement.

Quality enhancement being a continuous process, the IQAC of Royal dental College thus is an integral part of the Institution's main stream system.

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

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

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
86	89	88	85	85

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
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: 17

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	3	3	4	5

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

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

Response:

Our Institution prides on the fact that the female population of both students and staff is higher than that of the male counterparts. All employees are therefore encouraged to move towards achieving gender equity to help women achieve safety and success. Empowered women shall pass it on by empowering other women. The aspiration of females in our institution is valued irrespective of personal or professional backgrounds and is handled, nurtured against all different backgrounds.

1. Safety and security:

Safety of all our students and employees is of utmost importance to our Institution. Thus, our institution has installed security cameras throughout the campus. The Institution has around 100 CCTV cameras which are under surveillance 24/7 by our IT department. The security cameras are monitored constantly for any unwanted activity. We also have 07 number of security guards who work on rotation basis round the clock all throughout the year. The girl's hostel is located within the campus and is under the supervision of 2 wardens. The rooms in the hostel are in sharing basis and students from diverse backgrounds against social, religious, economical background stay together.

1. Counseling:

All general issues of both females and male students in the Institutions are addressed by a professional counselor who interacts with the students. Enrichment programs for the benefits of students are taken by the counselor on a regular basis on various real-life issues. There is a separate counseling room to address issues of sexual harassment managed by Internal Complaint Committee. It is headed by a chairperson along with chief coordinator and 10-12 committee members from within the campus and one external member. The students can lodge their complaints either personally to the



chairperson of the committee or calling or by WhatsApp or email. All complaints will be addressed by the committee and necessary actions will be taken

1. Common room:

In our college common rooms are provided for female students where they can socialize and relax in their free time. The common rooms contain lockers and other amenities.

1. Day Care Centre for young children:

Our Institution has day care facility which help the mother as well as her child. The children in the day care centre are not only taken care of but are also allowed to develop their learning capacity through toys, books, paint, pictorial representation of alphabets, color, number, fruits, animals etc

1. Sanitary Pad disposer:

Our Institution has sanitary pad disposer which disposes sanitary napkins safely in a hygienic and environment friendly manner. The incinerator burns the used pads into ashes instantly.

1. Any relevant information

Our Institution offers additional facilities to students and staff like table tennis court, badminton court, and yoga classes. It also extends special facilities to female patients like prioritized treatment for pregnant women and separate feeding room for care of infants. We also give them pamphlets on Dental care awareness and as well as post pregnancy dental health care.

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

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

Response: B. Any four of the above

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

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

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

Response:

Solid waste management:

The solid waste of both college and hostel comprises of biodegradable and non- biodegradable waste. Both of which are collected separately on daily basis by the designated staff. The solid waste in the campus is collected in dustbins scattered all throughout the campus in designated areas. The non-biodegradable waste collected in the college campus is eliminated in the incinerator. Waste material made of glass; metal and waste paper are sent to external respective agencies for further management. Biodegradable waste products are converted into organic manure, biogas plant and for agricultural purposes.

Liquid waste:

Liquid waste mainly comprises of waste water from the college, hospital, hostel, canteen, waste water from laboratories and sanitary. The waste water of sanitary use is disposed into septic tank located at different places in the campus. The waste water is recycled in the recycling plant which is installed in the college campus. The water from recycling plant is collected in treated plant and used for watering plants in the college campus.

Biomedical

waste:

Waste Management

- Solid waste management
- Liquid waste
- Biomedical waste
- E waste management
- Hazardous chemicals and radioactive waste management



The biomedical waste generated in the Institution is collected in color coded bags as per guidelines of waste management. The collected waste is then outsourced to an external agency called IMAGES. All the used needles are destroyed in needle destroyer unit to ensure that the disposed syringes do not have needles in them. All biomedical waste collected everyday in the college in color coded bags. These are later picked up by the company IMAGES for further disposal on weekly basis. Non anatomic waste like stained cotton, syringes, blades, gloves, impression material etc is collected by IMAGES regularly.

E waste management:

Electronic waste or E waste generated in the college are metal from electronic devices which are used in all departments. We have an MOU signed with the IT software company **Alliance Infocom**, Ponnani who provide computers to our college. The E waste is handed over to the company for safe, necessary, efficient disposal. When systems are to be updated, we either buyback or opt for exchange option availed from the IT Company.

Hazardous chemicals and radioactive waste management:

Hazardous chemicals are handled by experienced staff that is trained to handle them in case of emergencies like accidental spillage and emergencies. All hazardous chemicals are stored in leak free or corrosion free containers and sealed properly and kept away from easy reach. They are later handed over to IMAGES company for necessary disposal. The x ray covers and pouches discarded during capturing x ray are collected in dustbins in the radiology room and handed over along with other biomedical waste for effective disposal. As an eco-friendly initiative, the dental radiographs are taken and processed through RadioVisioGraphy (RVG) imaging system or Storage Phosphor plates (SPP). Latent images are scanned and then converted to a digital image for diagnosis.

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: A. All of the above

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

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

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

Response: A. All of the above

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

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

Response:

The main objective of Royal Dental College is to provide and create a neutral and inclusive environment for all its stakeholders against all background. There will never be any discrimination of any student, staff or patient based on gender, socio-economic background, religion etc. The college prides on its wide varied inclusive background with students and staff hailing from different cultural, regional, religious, social, linguistic backgrounds. All patients of the Royal Dental College receive the best of the treatment with no compromise in care irrespective of their background.

Inclusive environment for students

All the students of Royal Dental College are given admission as per the rules and regulation of State and Central government authorities like KUHS and DCI. Equality among students is maintained at all times. Each student has an equal opportunity in all activities and facilities available in college. Interns and PG students are given color coded scrub uniforms. We are further strengthening inclusive environment by introducing uniforms for 1stand 2nd BDS students and scrubs for 3rd, 4th year students. Ragging and violence of all forms at all times will remain strictly prohibited inside or around the campus. All the students and staff of our college celebrate all religious festivals like Onam, Eid, Christmas, Holi in our Institution every year.



Cultural events: The talents of our students are explored by conducting competitions like singing, dancing, fashion shows, poem writing in Malayalam and English, art work like drawing, art using dental materials etc, photography, cartoon making, poster making competition, tiktokvideo, short film making competition. Once a year the presiding batch of intern conduct annual day which includes a variety of cultural programs like singing, dancing, skits, fashion shows etc

Sports events: The students of our college are provided with sports equipment like football, volleyball, badminton, table tennis, cricket etc. The college regularly organizes competitions within batches in college as well as participate in various inter college competitions organized by KUHS and other colleges. Students are taken to the venue in the college bus and dress with college log for competition is provided by college free of cost. Students of Royal Dental College have won numerous awards in various competitions almost every year.

Inclusive environment for the society

The Institution maintains a cordial relationship with the surrounding neighboring localities. Any issue of discomfort brought to our notice is immediately addressed. We conduct regular dental camps in the surrounding areas and schools in collaboration with panchayat. In these camps checkup and all forms of treatment are made free. Numerous awareness and out-reach programs like dental hygiene awareness, AIDS awareness, anti-narcotics etc., are conducted by college on regular basis. The tobacco cessation center set up in college offers helps and counseling to quit use of tobacco to the general public.

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

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

Response: A. All of the above

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

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

Response:

CONSERVATIVE AND ENDODONTIC DAY 5th March: Is celebrated every year along with competitions like soap carving and poster making competitions, smile competition, best reel competition for students. Various cultural programs were conducted and prizes were distributed to the winners of the competition. The program concluded with a cake cutting ceremony.

NATIONAL DENTIST DAY CELEBRATION 6th March: In 2022 we celebrated it with fun filled events for students and faculty like penalty shootout and other small games. There was an essay competition on the topic of how to empower women which was participated by many students. The winners of the competition were awarded on International women's day celebration the following day.

INTERNATIONAL WOMEN'S DAY 8th March: It is celebrated every year to honor the contribution of women to our society. We usually invite a female achiever as chief guest for the program, honor and felicitate them. There is usually an interactive talk aimed at educating our female student and faculties like Women safety, personal hygiene, mental health and depression, financial empowerment etc.

WORLD ORAL HEALTH DAY 20th March: It is to empower people with knowledge, awareness to secure good oral health thereby reducing the burden of oral diseases.

WORLD HEALTH DAY 7th April: Free health check-up organized for the non-teaching staff of RDC on account of world health day. On 29th April 2022 there was a free eye check-up camp for all students and staff organized by the Institution in association with Simon's eye hospital, Kunnankulam. We had also organized blood donation camp in association with IMA blood bank Thrissur.

Institutional efforts/initiatives in providing an inclusive environment

- Conservative and Endodontic Day\
- National Dentist Day Celebration
- International Women's Day
- World Oral Health Day
- World Health Day
- International Women's Health Day
- World No Tobacco Day
- World Environment Day
- International Yoga Day
- World Immunization Day



INTERNATIONAL WOMEN'S HEALTH DAY 28th May: It is celebrated throughout the world to create awareness of health among women.

WORLD NO TOBACCO DAY 31st May. It was celebrated in our Institution with a talk on tobacco awareness given by Mr Mahesh VP civil excise officer and Mr Hostin Jose from excise department from Thiruthala. They emphasized on the harmful effect of tobacco on health and oral health. All the participants of the program took a pledge not to use tobacco in any form or capacity.

WORLD ENVIRONMENT DAY 5th June: It was celebrated to encourage awareness about environment. It was celebrated in campus by cleaning the campus and distributing plants and saplings to staff.

INTERNATIONAL YOGA DAY 21st June: It was celebrated with performance of pranayama and various asanas of yoga demonstrated by our instructor and followed by staff and students.

INTERNATIONAL DAY AGAINST DRUG ABUSE AND ILLICIT TRAFFICKING 26th

June: was celebrated with a talk on drug abuse and illicit trafficking given by Civil excise officer Mr Mahesh VP from Thirthala to create awareness among the youth and to strengthen the action and co-operation towards achieving the goal of an international society that is free of drug abuse.

WORLD IMMUNIZATION DAY 10th Nov: was celebrated in our college with a talk on importance of vaccination its benefits and how it can prevent a plethora of diseases. There is also a need to promote use of vaccines to protect people

File Description	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:

Title: RDC Alumni- The guiding foot prints

Objectives:

1. To provide career guidance for Royalites
2. To provide job placements for Royalites
3. To provide international career guidance
4. To provide CDE and professional enrichment program
5. To provide elective posting for interns
6. To encourages clinic establishment

Context:

Royal Dental College alumni is a matter of pride to our Institution and adds values to the core principles of the Institution. The RDC alumni goes beyond the formal scope of alumni association bonding. It also creates a strong network which bonds all the students of Royal Dental College in a wealth of opportunities. RDC alumni offers an amazing platform of network which guides, encourages, supports the royalites in molding their successful future. The process of learning is never ending and our RDC alumni offers to train the students regarding latest updates and technologies through CDE and professional enrichment programs. They also mentor students in need regarding future career prospects, job placements, career guidance etc.

Practice:

The RDC alumni was established on Nov 16th 2009 and has consistently remained active till date. It has emerged as a strong association with active participation by all the members. Our RDC alumni database plays special emphasis to sorting of students as per their location, pursuing higher studies, working abroad, owning clinic, job status and also based on their extra-curricular activities and passion. We have several groups of this committees like “ Royalites Abroad” “RDC Clinic Owner Association”, “Royal International Alumni Career Guidance Cell”, “Alumni Clinic Placement Cell”, RDC Clinic Owners Alumni”.

An innovative idea of “Virtual Postings At Alumni Clinic” introduced at RDC allows 2 members each from internship to get virtual posting at any alumni clinic which allows them to experience how general practice is done in clinics.

Evidence of success:

1. 20 alumni clinics helped 36 students set up their clinical practice
2. Dr Bisna and Dr Muneer of the International Placement Cell interview students and also help in their placement in all parts of the world. More than 10 students have been placed so far.
3. Dr Shanawaz K conducts MDS NEET online coaching and helps and guides students interested in pursuing MDS course.
4. 3 non-teaching staff of RDC have been working as receptionist in dental clinics of former students of RDC.
5. Dr. Shabeel PM working at Apexion Dental Company helps students with dental equipment required for clinic practice at subsidized rates.
6. Many of our students of RDC alumni who have ventured into non dental professions help and counsel other students with similar interests.

Problems encountered or resources required:

Apprising the alumni data base is a tedious task and requires regular updating. Lack of co-ordination of alumni members due to lack of availability due their prior commitments and schedule. Credibility of career opportunities and jobs needs to be verified. We plan to overcome these by time to time update of RDC alumni data base once every 6 months. All alumni members are supposed to inform about their current place of residence/ job, address, phone numbers and mail id in person or through mail to the RDC alumni association. The credibility of the jobs and career to be verified only through authorized members of the committee. Conferences and CDE programs of RDC alumni are conducted via online platforms with prior intimations to all the RDC alumni members so as to expect maximum participation.

BEST PRACTICE

- RDC Alumni- The guiding foot prints
- Forum for advanced studies and continuing education program (FASCEP)



Title: **Forum for advanced studies and continuing education program (FASCEP)**

Objective:

1. To a platform for advanced learning
2. To conduct professional enrichment programs not included in current dental curriculum
3. To provide hands on workshop on novel dental techniques
4. To provide CDE program for interns and graduates who have completed the BDS course
5. To Provide a platform for presenting scientific paper and posters
6. To provide guidance for academic competitions'
7. To enhance learning process through field visits

Context:

FASCEP is an exclusive forum to conduct all academic programs under the same roof. Royal Dental College has a unique way of hosting and conducting many professional enrichment programs, advanced curriculum programs and non-academic curriculum programs and courses. It has been regularly conducting fresher's orientation program, preclinical to clinical orientation program and also an internship orientation program which spans for about 30hrs/ course. FASCEP provides a comprehensive knowledge about latest updates and newer treatment modalities, equipment and technologies.

Practice:

Royal Dental College has been organizing regular Continuous Dental Education programs. The college academic council conceptualized that all CDE programs should be conducted under a one platform. Thus a unique forum called Forum for advanced studies and continuing education program (FASCEP) was founded on 12th January 2011. Since then FASCEP has been undertaking several 15hrs programs as prescribed by WHO for professional students.

FASCEP has been conducting diverse programs like CDE programs, evidence based thinking training program, personality development training programs, examination stress management programs, Art of memory, freshers orientation course, field visits, oral cancer awareness, legal and ethical guidance for practice, basic life support program, talent hunt program, dental microscopes, management of medially compromised patients in practice, creative and critical thinking, advanced impression techniques, veneers, perio plastic surgery workshops, digital marketing, biomedical research, minimally invasive conservative dentistry, workshop for extra flap, CBCT hands on training, rhinoplasty, loupes in dental practice, medical emergencies in dental practice. Royal sastra puraskaram, Diabetes awareness campaign, Hands on workshops on lasers, implants, placement of composite restoration etc.

Evidence of success:

FACSEEP program initially started with a selected crowd of students but now there is 100% participation of all students. Best outgoing students of each batch was selected based on the number of CDE, workshops, hands on training program, certificates of courses attended by the students along with their other academic achievements.

Problems encountered or resources required:

Forum of FASCEP and its outreach has currently been within the resources of RDC. Though proven to be effective it currently lacks international and global collaborations. We plan to overcome this by establishing collaboration with similar international forums. We also plan to enrich our student's knowledge through student exchange programs to enhance their learning.

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

7.3 Institutional Distinctiveness

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

Response:

REcline- RESEARCH – EVIDENCE – CLINICAL

AN EXCLUSIVE INTEGRATED CURRICULUM PROGRAM OF RDC

Dentistry is a fast-growing specialty owing to the enormous expansion of research conducted in order to meet the diversified demands of patients. The syllabus of Dentistry is not updated frequently hence it is impossible to incorporate the newer developments in the curriculum. Additionally it's a tedious and

laborious task to train students with recent developments. Thus the current syllabus followed by college lies far below from the contemporary dentistry in practice.

Royal Dental College meticulously covers recent advances in dentistry through the vibrant professional enrichment programs and workshops. But such attempts seldom attain its ethical aim if the students are not taught to differentiate between the righteousness of newly introduced techniques over the older ones. In this fast world of ever changing techniques, materials, equipments and practice controlled by the marketing world, creating a research attitude among students is the only way to make them choose the harmless and right path of medical practice beneficial to their patients. In this fast world of ever changing techniques, materials, equipments and practice controlled by the marketing world, creating a research attitude among students is the only way to make them choose the harmless and right path of medical practice beneficial to their patients.



With the sole intent of creating concept of critical evaluation among students, the curriculum committee of Royal Dental College decided to introduce a research based curriculum. An exclusive curriculum for our college which would provide every student an opportunity of unbiased analysis of research conducted based exclusively on their experience and findings without being misguided by any other external influence. This curriculum was named RECLine shortened from the words of **R**esearch, **E**vidence and **C**linical and was introduced on 15th January 2020.

Aims:

- To encourage every student to participate in research project
- Research projects for students to be based on the subject of their current academic year
- To carry out research project by themselves under the guidance of staff
- To find evidence of research conclusion and correlate it with its clinical implication
- To present the research project as a paper and publish it

Salient features of REcline

- Selected students participated in research projects in 2020 to 2021
- 100% of undergraduate students participating in various advanced research projects from 2022-2023 onwards
- Research projects for undergraduates are conducted through incubation centers in the basic science and pre clinical departments of Anatomy, Biochemistry, Physiology, General Pathology, Microbiology and Oral Pathology
- Every project is given an opportunity to be presented by UG students in front of an academic platform
- Selected research project of every year will be published in our REcline scientific journal and REcline research magazine and the same is published in the college website as online magazines and journals
- Best research work is honored with REcline ribbon award on REcline days
- REcline has been awarded the outstanding project of the year 2020 and 2021 by the PTA committee of Royal Dental College

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

8.Dental Part

8.1 Dental Indicator

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

Response: 68.4

8.1.1.1 Institutional mean NEET percentile score

Response: 68.3989322

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

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

Response:

The main purpose of pre-clinical training programme / session is to introduce students to various clinical and laboratory procedures to make them trained before entering clinical posting. Our institution makes sure that students receive the latest knowledge about materials and facilities available.

PRE-CLINICAL CONSERVATIVE LAB

Students are given demonstration of instruments, grasps, direct and indirect vision, dental chair position. Students are also trained in various restorative materials like amalgam, gold, cast restorations, composites restorations, composites, GIC and endodontic procedures on typho models. taught on infection control steps, PPEs and waste disposal of mercury, amalgam, etc.

PRE-CLINICAL ORTHODONTICS LAB

Pre-clinical lab students are taught about wire bending, straightening, exercises to improve physical hand skills and also taught about fabrication of various appliances, clasps, etc.

PRE-CLINICAL PEDODONTICS LAB

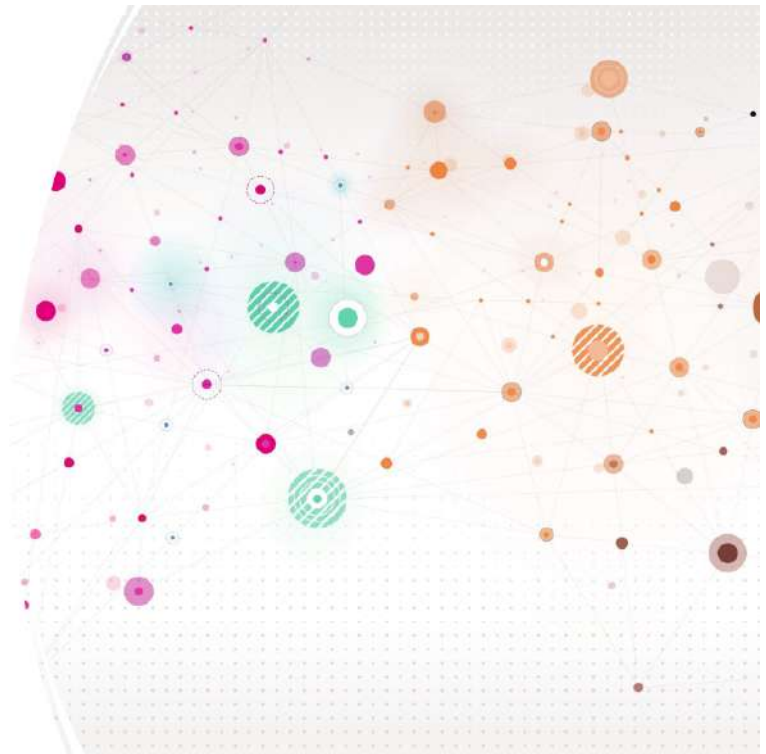
The lab is equipped with model trimmers, typho, double disc, welder and soldering attachments, lathe, plaster dispenser, vibrator and micromotors and students are taught various restorative procedures also

PRE-CLINICAL PROSTHODONTICS LAB

Pre-clinical prosthodontics lab is equipped with dry and wet labs with model trimmer, lathe, study models, acrylizer, de-waxing unit and water heater, The curriculum also teaches students to learn fabrication of various types of special trays, bite blocks, removable partial dentures, complete dentures, temporary crowns, etc. Students are also taught about various materials used in dentistry and how to use them and manipulate the latest ones available.

PRE-CLINICAL SKILLS

- PRE-CLINICAL CONSERVATIVE LAB
- PRE-CLINICAL ORTHODONTICS LAB
- PRE-CLINICAL PEDODONTICS LAB
- PRE-CLINICAL PROSTHODONTICS LAB
- IMPLANT CLINIC
- CERAMIC LAB
- PRE-CLINICAL SKILL DEVELOPMENT PROGRAM



IMPLANT CLINIC

Knowledge on armamentarium, basic concepts and procedures are taught to post graduate students. Clinic is equipped with RVG. PGs are also taught on OPG and CBCT to assist in proper diagnosis and treatment planning.

CERAMIC LAB

The fabrication of different types of crown including aesthetic crown like EMax, FPDs and maxillofacial prosthesis are some of the procedures that PGs learn about in addition to those performed by UGs

PRE-CLINICAL SKILL DEVELOPMENT PROGRAM

Open training skills are provided to students. Skill enhancement programmes which incorporate video demonstrations of various pre-clinical exercises. Video by faculty of various departments are recorded and shared to students, so that they can watch the video demonstration with foot notes at anytime to learn without the presence of the faculty.

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

8.1.3 Institution follows infection control protocols during clinical teaching

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

Response: A. All of the above

File Description	Document
Relevant records / documents for all 6 parameters	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
Link for Additional Information	View Document

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

Response:

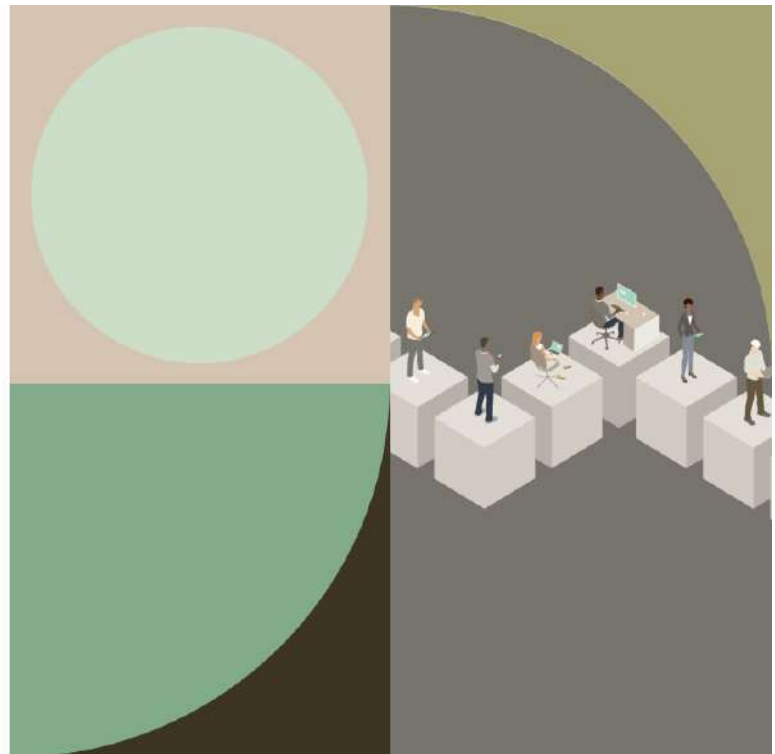
UNDERGRADUATE FRESHERS:-ORIENTATION AND WHITE COAT CEREMONY

Freshers orientation program is being conducted every year, where students get introduced to the field of dentistry. The students get to know about the various departments and faculties present in each department. The program's goal is to teach students about the importance of professional life, to provide an overview of the facilities available in college and also emphasizing the role of each department in community. Students are also introduced to the mentor programme, whereby they can get assistance and support on a variety of issues both professional and social that they may encounter during the course.

White coat ceremony is supposed to be a prestigious moment to an Undergraduate and to their family and faculty, reminding them about the responsibilities of the noble profession. Various talks on professional conduct, ethics, stress management and etiquettes to be followed in the field of dentistry are conducted on the same day or within a month's time.

Orientation / Foundation courses

- UNDERGRADUATE FRESHERS:-
ORIENTATION AND WHITE COAT CEREMONY
- UNDERGRADUATE INTERNSHIP –
ORIENTATION
- POST GRADUATE ORIENTATION PROGRAMS



UNDERGRADUATE INTERNSHIP –ORIENTATION

Internship period is supposed to be a professional learning experience that offers meaningful, practical work related to a student's field of study or career interest. Students are welcomed with hand book mentioning about the professional conduct, etiquettes to be followed through their professional career. The students are also given a log book to enter the details of the works that they complete in each department which will showcase the types of cases done during their compulsory rotating resident internship. Internship orientation is a three day program in which there are talks on professional etiquettes and ethics, case history (also including on electronic data storage), sterilization in dental practice, doctor- patient communication, drugs in dentistry etc. Training and workshop on basic life support is also conducted during this period. This equips the interns to deal with emergency situations in their clinical practice.

Graduation ceremony is a milestone in the life of each student. It is a moment of pride and joy but most importantly it is the ceremony in which the interns commit themselves as well as their duties to the community. The ceremony begins with procession of academic staff and graduates, followed by a graduation ceremony, where the guest of honor,

the head of the institution and the chairman formally confers degrees upon each graduate. Ceremony concludes with the recitation of the Hippocratic Oath. Students who have excelled in their studies are recognized.

POST GRADUATE ORIENTATION PROGRAMS

This program helps the students to get know about the concerned department, other departments and the faculties present. The residents also get to know the various facilities available and research activities conducted in the college. The basic professional attire of college is emphasized. The vision and mission of the concerned department is discussed. Various workshop for professional ethics, infection control and patient safety management protocols are also conducted.

Graduation ceremony is conducted by the Kerala University of Health Sciences. The presiding officer or another authorized person formally confers degree upon graduates. University rank holders are recognized in the same occasion.

File Description	Document
Programme report	View Document
Orientation circulars	View Document

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

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

Response: A. Any 5 of the above

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

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

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

Response: A. Any 5 of the above

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

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

Response: 0.47

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

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

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

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

Response:

Our institution has always strived to assess and certify each student's theoretical knowledge, clinical diagnostic skills, treatment administration and overall patient management using systematic methods in accordance with the undergraduate curriculum formulated by Dental Council of India.

1. EXAMINATION AND INTERNAL ASSESSMENT:

Atleast three internal assessments, practical exam sessions with viva voce are conducted by each department for individual student assessment before the final university exams which will be uploaded also as internal assessment marks to the university.

The student is also required to complete pre-clinical records initially to get acquainted with clinical conditions to be assessed in each department. The student is trained to take long and short case history, assess each case allotted and reach a diagnostic conclusion of a patient's condition. Each of these cases seen are to be recorded methodically, presented and assessed to help improve student's confidence to face the university exams. Besides it also helps student charter a proper treatment plan for the patient which is implemented meticulously. Systematic patient examination, case recording and providing treatment will enhance the students practical skills in patient management.

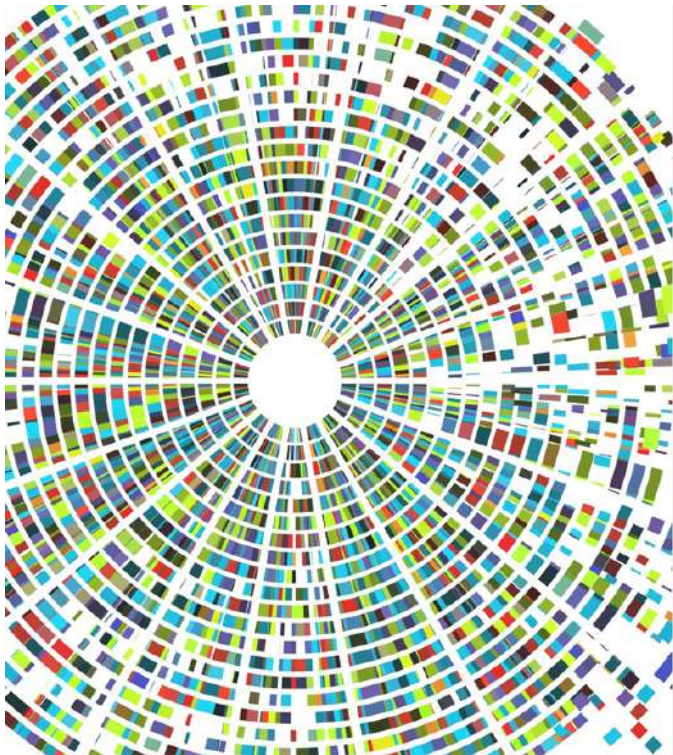
Each student is also given yearly assignments and seminars to be prepared thoroughly and presented in front of faculty and peer groups. They are then graded based on evaluation of content and presentation skills. Such assignments boost the confidence of the students.

2. STUDENT ASSESSMENT:

Each student is assessed by faculty members in various departments and awarded grades according to the performance in theory and practical examinations. Periodic test papers and viva voce are conducted during their routine theory and practical classes.

3. CLINICAL DISCUSSION:

Clinical discussions both chairside and postoperative after each case history recording are done with faculty. This helps in enhancing the students diagnostic skills and knowledge.



Specific Clinical Competencies

- *EXAMINATION AND INTERNAL ASSESSMENT*
- *STUDENT ASSESSMENT*
- *CLINICAL DISCUSSION*
- *POSTINGS*
- *EXTRACURRICULAR ACTIVITIES*
- *RESEARCH ACTIVITIES*



4. POSTINGS:

Students and interns are also encouraged to actively participate in field visits and camps thereby contributing to their social responsibility as health workers to the society. Interns also get opportunities to be posted in satellite clinic which make them equipped to deal with cases which require comprehensive treatment in private practice and also gives them an exposure to general clinical practice.

5. EXTRACURRICULAR ACTIVITIES:

Students and interns are encouraged by faculty to actively participate in various state and national conferences for poster and paper presentations every year giving them ample opportunities to showcase their talents, increasing their competence and knowledge in the concerned specialities. Students are also encouraged and trained to

participate in arts and sports activities in and out of the college.

6. RESEARCH ACTIVITIES:

The students and interns are given opportunities to pursue research activities in topics related to basic sciences and clinical subjects. Various projects are conducted and each step is carefully monitored and recorded with the help of faculties. Faculties guide the students to publish the results of their research activities in various prestigious journals. All students are also given an orientation about the numerous research possibilities and opportunities in various subjects of dentistry from first year which guides them to research.

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

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

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
60	74	75	76	77

8.1.9.2 Number of first year Students admitted in last five years

2021-22	2020-21	2019-20	2018-19	2017-18
60	74	75	76	77

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

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

Response:

1. The graduates during training in the institution will acquire adequate knowledge which is necessary to carry out all activities which is required to establish a general dental practice involving prevention, diagnosis and treatment of anomalies and diseases of the teeth, mouth, and jaw and associated tissues.

2. The graduate should also understand the concept of community oral health education and should be able to participate in the rural health care delivery programmes existing in the country.

3 The graduates should acquire the following during the period of training.

4 Adequate knowledge of scientific foundations on which dentistry is based and proper understanding of various relevant scientific methods, principles of biological functions, ability to evaluate and analyses scientifically various established facts and data.

5 Adequate knowledge of development, structure and function of teeth, mouth and jaws and associated tissues both in health and diseased and their relationship and effect on general state of health and barring on physical and social wellbeing of the patient.

6. Adequate knowledge of clinical disciplines and methods which provide coherent pictures of anomalies, lesions and disease of teeth, mouth and jaws and preventive diagnostic and therapeutic aspects of dentistry.

7. Adequate clinical experiences which is required to establish a general dental practice.

8. Adequate knowledge of constitution, biological function and behaviour of persons in health and sickness as well as the influence of natural and social environment on the state of health in so far as it affects dentistry.



9. A graduate should also be able to demonstrate the following skills necessary for practice of dentistry.

10. Diagnose and manage various common dental problems encountered in general dental practice keeping in mind the expectations in rights of the society to receive the best possibility treatment available wherever possible.

11. Prevent and manage any complications that may be encountered while carryout various surgical and other procedures.

12. Carry out certain investigation procedure and ability to interpret laboratory finding.

13. Promote oral health and help prevent oral diseases.

14. Control pain and anxiety among the patients during dental treatment.

15. A graduate should develop during training period the following attitude:

16. Willingness to apply the current knowledge of dentistry in the best interest of the patient and community.

17. Maintain a high standard of professional ethics and conduct and apply these in all aspects of professional life.

18. Seek to improve awareness and provide possible solutions for oral health problems and needs throughout the community.

19. Willingness to participate in the CPED programmes to update knowledge and professional skills from time to time.

20. Help and participate in the implementation of the national oral health policy.

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: 0.33

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

2021-22	2020-21	2019-20	2018-19	2017-18
130.00	54.46	122.79	122.36	122.50

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:

The institution organized Faculty Development Program to achieve and maintain the excellence in quality of education, research and knowledge of the faculty members. The faculty members of Royal Dental College are provided with various opportunities which help them to update their knowledge in the field of

dentistry through the utilization of latest technologies and scientific advances which is supported by a well-structured FASCEP (Forum for Advanced Studies and Continuing Education Program) and Faculty and students capability enhancement committee. The programs are designed to train the faculty members to utilise evidence – based methods to ensure interesting and interactive learning. It aims to innovate the faculty by providing the highest standard resources for teaching, learning and research.

The main objectives of faculty development programs include:-

- To introduce new instructional technologies, academic aids, and assessment methods to meet the learning needs of students.
- To equip educators and create a learning environment that is student- as well as patient-centric.
- To ensure maintenance of quality of teaching among all educators
- To implement and utilise latest technologies that enhance teaching skills
- To assure quality improvements in teaching, learning and continuous assessment of the same by Faculty and students capability enhancement committee.
- To promote teaching, learning and research through various projects, publications and scientific papers.
- To update the knowledge of faculties in various fields of dentistry by conducting continuing dental education programs, conferences, workshops and hands-on training programs.
- To develop and implement instruction manual design for both undergraduate as well as post-graduate students.
- To develop a policy for obtaining a feedback from students regarding teaching.
- To highlight the educational association between dentistry and other medical professions.
- To plan, perform and assess the development of curriculum and faculty in the college

FACULTY DEVELOPMENT PROGRAMS CONDUCTED BY ROYAL DENTAL COLLEGE INCLUDE:-

- Hands – on training programs – The FASCEP (Forum for Advanced Studies and Continuing Education Program) and Faculty and students capability enhancement committee organizes hands-on training programs to update and develop working skills among faculty members on newer technologies in various fields of dentistry.
- E-learning programs - E-learning workshop is conducted for faculty members to train and familiarize them in various audio visual aids for improving the skills in teaching and learning. Faculty members are also given training on how to explore various e-library resources
- Teachers training programs – Teachers training programs are conducted to introduce, educate and update faculties on new policies that put forward by the state health education department.

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 :

Royal dental college holds several novel positions among the self-financing colleges in Kerala. Started in the year 2003, college has set several bench marks in dental education in the state and country.

In 2011 college started a forum to conduct advanced studies and continuing education program (FASCEP) and it has been meticulous in conceptualizing several state wide conferences, symposiums and workshop series on conducting skill based, research, academic and clinical programs. FASCEP has 4 issues of institutional journals published in its credit by name JRDC. FASCEP conducts fresher's courses for 1ST yr BDS, pre clinical to clinical courses for 3rd yr BDS and special internship programs for Interns.

College has a unique comprehensive UG curriculum named REcline, where research, evidence and clinical aspects of dental syllabus is integrated and students are encouraged to do multiple research projects of topics that they are taught in classes. The REcline has published 3 journals compiling the best UG scientific projects.

The green campus committee at college has created a unique green ambience at campus with herbal garden, fruit garden, bird feeders, bird bath, and vegetable garden.

The alumni committee of college take up several projects of endowment and continuously undergo updating with online classes of college and they are actively involved in guiding students for career guidance and placement at state level through alumni clinic owners association and international students alumni.

There are continuous training programs conducted by each departments for faculty, alumni and students and Dental education department conduct various faculty updation and enrichment programs.

The college has been successfully undertaking a unique patient regulation program 'Sampoorna Sowjanya Danda Chikitsa Paddhathi' that treated 2.5 lakh patients free of cost since 2014 for 5 years and currently continuing among BPL patients.

Concluding Remarks :

Royal dental college is pledged to give great attention in promoting research among under graduate student of college inculcating them with a research attitude making them part of one or more scientific research project every year and publish the work. Alumni spread across among 14 countries giving career guidance, counselling, and placement abroad guidance to students through international alumni association. Promotion of extracurricular skills through Flipside of Royalites, a facebook group that promote every extracurricular activity of every royal faculty and students, providing a platform to display their extracurricular talents and skills and conducts frequent online programs and competitions truly contribute to the dreams of any student who takes up admission here.

Being pioneers in dental education in state, innovative, creative in approach and entrepreneurial in our approach, 166 collaborations and 134 MOU has been signed with institutions, industries, and research organizations to foster cooperation in education and research, making ourselves available in the world of

competent learning and skilled work. Thus, we keep up our motto to serve the society offering the most responsible health care professionals through quality and value-based education.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.2	<p>Average percentage of students enrolled in subject-related Certificate/ Diploma / Add-on courses as against the total number of students during the last five years</p> <p>1.2.2.1. Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"><thead><tr><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th><th>2017-18</th></tr></thead><tbody><tr><td>387</td><td>412</td><td>366</td><td>352</td><td>365</td></tr></tbody></table> <p>Answer After DVV Verification :</p> <table border="1"><thead><tr><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th><th>2017-18</th></tr></thead><tbody><tr><td>343</td><td>369</td><td>335</td><td>338</td><td>329</td></tr></tbody></table> <p>Remark : Input edited as per the supporting documents.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	387	412	366	352	365	2021-22	2020-21	2019-20	2018-19	2017-18	343	369	335	338	329
2021-22	2020-21	2019-20	2018-19	2017-18																	
387	412	366	352	365																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
343	369	335	338	329																	
1.3.3	<p>Average percentage of students enrolled in the value-added courses during the last five years</p> <p>1.3.3.1. Number of students enrolled in value-added courses offered year-wise during the last five years that impart transferable and life skills</p> <p>Answer before DVV Verification:</p> <table border="1"><thead><tr><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th><th>2017-18</th></tr></thead><tbody><tr><td>387</td><td>392</td><td>381</td><td>354</td><td>356</td></tr></tbody></table> <p>Answer After DVV Verification :</p> <table border="1"><thead><tr><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th><th>2017-18</th></tr></thead><tbody><tr><td>343</td><td>369</td><td>335</td><td>338</td><td>329</td></tr></tbody></table> <p>Remark : Input edited as per the supporting documents.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	387	392	381	354	356	2021-22	2020-21	2019-20	2018-19	2017-18	343	369	335	338	329
2021-22	2020-21	2019-20	2018-19	2017-18																	
387	392	381	354	356																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
343	369	335	338	329																	
1.3.4	<p>Percentage of students undertaking field visits/Clinical / industry internships/research projects/industry visits/community postings (data for the preceding academic year)</p> <p>1.3.4.1. Number of students undertaking field visits, clinical, industry internships, research projects, industry visits, community postings</p> <p>Answer before DVV Verification : 369</p> <p>Answer after DVV Verification: 343</p> <p>Remark : Input edited as per the supporting documents.</p>																				

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
21	17	17	19	4

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
14	17	13	17	4

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
24	24	24	24	24

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
24	24	24	24	24

Remark : Input edited as per the supporting documents.

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

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:

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
60	74	74	76	77

Answer After DVV Verification :

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
78	78	78	78	78

Answer After DVV Verification :

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

Remark : Input edited as per the HEI not provide the relevant documents.

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:

2021-22	2020-21	2019-20	2018-19	2017-18
8	8	16	13	10

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
5	4	12	9	6

Remark : Input edited as per the supporting documents.

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.

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.

Answer before DVV Verification : 84

Answer after DVV Verification: 84

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

Answer before DVV Verification : 64

Answer after DVV Verification: 68

Remark : Input edited as per the supporting documents..

4.3.6	<p>E-content resources used by teachers:</p> <ol style="list-style-type: none"> 1. NMEICT / NPTEL 2. other MOOCs platforms 3.SWAYAM 4. Institutional LMS 5. e-PG-Pathshala <p>Answer before DVV Verification : Any Four of the above Answer After DVV Verification: Any Two of the above Remark : Input edited as per the supportive documents.</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="304 1106 1046 1240"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>64</td> <td>0</td> <td>26</td> <td>19</td> <td>34</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1319 1046 1453"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>36</td> <td>0</td> <td>19</td> <td>12</td> <td>18</td> </tr> </tbody> </table> <p>Remark : Input edited excluding local awards.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	64	0	26	19	34	2021-22	2020-21	2019-20	2018-19	2017-18	36	0	19	12	18
2021-22	2020-21	2019-20	2018-19	2017-18																	
64	0	26	19	34																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
36	0	19	12	18																	
5.3.3	<p>Average number of sports and cultural activities/competitions organised by the Institution during the last five years</p> <p>5.3.3.1. Number of sports and cultural activities/competitions organised by the Institution year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1809 1046 1944"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>39</td> <td>8</td> <td>16</td> <td>24</td> <td>27</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 2022 1046 2083"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	39	8	16	24	27	2021-22	2020-21	2019-20	2018-19	2017-18					
2021-22	2020-21	2019-20	2018-19	2017-18																	
39	8	16	24	27																	
2021-22	2020-21	2019-20	2018-19	2017-18																	

29	7	12	16	17
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Remark : Input edited as per the supporting documents.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
76	80	76	52	50

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
76	41	76	52	50

Remark : Input edited as per the supportive documents.

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

Answer before DVV Verification : A. All of the above

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

Remark : Input edited as per the documents

2.Extended Profile Deviations

ID	Extended Questions										
1.1	Number of students year-wise during the last five years										
	Answer before DVV Verification:										
	<table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>409</td> <td>428</td> <td>393</td> <td>381</td> <td>382</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	409	428	393	381	382
2021-22	2020-21	2019-20	2018-19	2017-18							
409	428	393	381	382							

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
343	369	335	338	329

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
520.14	399.55	431.90	493.18	496.39

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
368.34	245.98	315.52	313.48	317.64