SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

AL-AZHAR DENTAL COLLEGE

**PERUMPILLICHIRA P.O. THODUPUZHA , IDUKKI
685605**

www.aadc.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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Executive Summary

Introduction:

Established in 2007 under the aegis of the Noorul Islam Trust, Al Azhar Dental College (AADC) is affiliated with the Kerala University of Health Sciences in Thrissur and recognised by the Dental Council of India. Nestled within a vast 55-acre campus, AADC stands as the crown jewel among its sister institutions within the Al Azhar education hub. It upholds its unique identity while harnessing the collective efforts and efficient resource utilization of the entire hub, fostering camaraderie and healthy competition.

AADC's enduring success can be attributed to its commitment to qualities like robust professional expertise, adaptability to seize learning opportunities, a flexible approach, and an ever-positive outlook on life.

The institution provides comprehensive academic support with a modern, well-equipped library and state-of-the-art facilities. The faculty members, distinguished by their exceptional academic prowess and remarkable clinical and diagnostic track records, play a pivotal role in shaping student's education.

AADC stands out by promoting inventive teaching and learning methods, including blended learning, smart classrooms, clinical group discussions, one-on-one instruction, and a peer support system. This approach ensures that students are not only well-prepared for examinations but also equipped for the challenges of the real world.

Al Azhar Dental College is dedicated to delivering high-quality education in dentistry, nurturing a learning environment that empowers its students for a successful future.

Vision:

To be a premier academic institution recognized nationally for its leadership and excellence in teaching, learning, and research, upholding humanitarian principles.

Mission:

- To prepare each student for academic, social, and personal success by instilling competency, creativity, and courage to act on their belief.
- To pursue excellence in education by imparting a comprehensive student experience through an evidence-based academic and clinical approach for rendering world-class oral health care with the utmost empathy, compassion, and social commitment
- To bring necessary changes as dictated by the current needs of the profession in the course structure and design, collaborating with the affiliating and apex bodies.
- To equip dental professionals to adapt to the ever-changing dental technologies, treatment modalities, and practices through continuing dental education programs.
- To spread awareness to the public on the prevention of oral diseases and provide panoramic oral health care to the penurious population focusing on the ideology of 'Oral Health for Overall Health'

SWOC

Institutional Strength :

- Exemplary leadership and governance that prioritize proactive measures
- Faculty members who are highly qualified, experienced, and committed
- Establishing and fostering a productive mentor-mentee relationship with robust support
- Lecture halls equipped with ICT (Information and Communication Technology) capabilities
- All-inclusive and transparent governance
- Regularly conducts camps, outreach programs, and extension activities
- A substantial number of active and functional Memorandums of Understanding (MoUs)
- Engaged and dynamic Student Union
- Library with Wi-Fi connectivity
- Periodically conducts CDE programs and hands-on programs
- Additional classes provided to cater to the needs of slow learners with personalized attention

Institutional Weakness :

- Lack of high-end advanced research facilities
- Absence of students from other states and countries due to government norms
- Limited direct public transport access
- Lack of funds from non- governmental organisations for research.
- Lack of autonomy in developing the curriculum
- Ongoing research activities are less

Institutional Opportunity :

- Various professional colleges within the same campus
- Introducing post-graduation courses
- Undergraduate research with funded projects
- Alumni cooperation
- Patient records can be well maintained
- Training interns for minor surgical procedures
- Peripheral postings for interns
- Interdisciplinary programmes among departments

Institutional Challenge :

- Limited parent's attendance in PTA meetings
- To motivate students to refer standardized books and library reading to improve their knowledge
- Being a self-financing institution to provide dental treatment at reduced rate
- Encouraging research works
- To encourage the library attendance of students
- Research projects funding and promotion

Criteria wise Summary

Curricular Aspects :

The Al Azhar Dental College is affiliated to Kerala University of Health Sciences (KUHS), and follows the academic curriculum designed by The Kerala University of Health Sciences (KUHS) and The Dental Council of India (DCI). The curriculum is implemented at the college level after essential modifications and updates by the college curriculum committee. It is further tailor made at department level to suit individual department goals. The annual academic calendar is designed by the College Curriculum Committee, and is further modified at department level, based on the recommended theory and practical hours. The performance of the students is assessed based on three internal examinations and the quality of clinical work and slow learners are identified. They are given special attention in the form of remedial coaching to improve their existing skill sets and further counselled by their respective mentors to identify any other issues faced by them. The curriculum is further enriched to encourage better learning and understanding through interdisciplinary and interdepartmental training. The institute also facilitates active participation among students, interns and faculties by organizing regular continuing dental education (CDE) programs, Value added programs, and Add-on programs. Feedback on the curriculum is systematically collected from all stakeholders (students, faculty, professionals, employers & alumni) in a structured format and meticulously analysed. The reports are discussed in the college curriculum committee to further devise innovative strategies to improve and effectively implement the curriculum.

Teaching-learning and Evaluation :

Al Azhar Dental College is truly committed for education and patient care in the field of dentistry. Students are admitted through the NEET examination. We give paramount consideration for seats allotted to reservation categories in accordance to the benchmark provided by the Kerala University of Health Sciences (KUHS) and Commissioner for Entrance Examinations, Govt of Kerala. The institution harbours experienced teaching faculties to guide throughout the course. Our institution has drafted the core curriculum fulfilling the norms of KUHS University and DCI. Curriculum is taught through various methods like experiential learning, interdisciplinary, problem-based, patient- centric, project-based and evidence-based learning. Faculties and students are well equipped and trained to use smart-boards for teaching and learning. The Learning Management System (LMS) and ERP- EMBASE provides a versatile platform for enhancing the teaching learning process. The internal assessments exams comprising two sessional examinations and one Model Examination is conducted every year to evaluate students prior to the University examination. Advanced learners are motivated for research activities, guided for publications and scientific presentations, sent for quiz competitions and essay competitions at state and national levels. Slow learners identified are provided with remedial classes, one on one discussions, viva, practice question papers, MCQ's and assignments. Moreover, the mentor mentee programme helps us to sort out problems faced by each student on campus and has improved student teacher relationships. The students are also encouraged to enhance their skills in extracurricular activities to bring forth their innate talent. Al Azhar dental college focuses on outcome-based education based on the guidelines provided by KUHS University. Parent Teacher Meetings are conducted on a regular basis every year to inform the parents on their ward's performance. Appropriate improvements are made based on Parent's feedback.

Research, Innovations and Extension :

Al Azhar Dental college has a clear view to promote research and innovation among students and teachers. We, with our expert faculties, guide the students for various research activities. The college has an expert panel of faculties in the research and ethical committee. We also provide a research environment in each department with a highly equipped laboratory. The institution has a well-equipped incubation centre for discussing the innovative ideas and research activities of our students and staff and also promoting the students for various start-ups.

Various CDE programmes are conducted to improve the clinical skills and research activities and promote students and staff for publication of research articles in research Journals, scientific paper presentations in International/National conferences. We promote various ICMR funded projects and also give financial

support for participation in conferences. Our faculties have authored various textbooks in their respective fields.

Our institution conducts various dental and medical camps, blood donation camps, oral health awareness classes at nearby localities. Our efforts were recognized with awards and received heartfelt appreciation for our accomplishments in this regard. We encourage our students in various social responsibility activities by involving in various activities and programmes related to world oral health day, Swachh Bharath etc. We also have collaborations and MOU'S with various academic institutions, laboratories etc for research and enhancing clinical skills of students.

Infrastructure and Learning Resources :

The Al Azhar Dental College has a state of art infrastructure that provides sufficient learning facilities to students. The college is well equipped with modern facilities and learning resources to achieve academic excellence according to its vision and mission. All lecture halls are equipped with smart boards, computer aided teaching facilities with high resolution digital projectors, and are under 24 x 7 surveillance. The Institution has classrooms with a seating capacity of 100 seats which is being utilized for conducting classes, conferences, CDE programs. Clinical learning facility at this Institution is one of the best with advanced medical, pre- clinical, clinical laboratories and simulation labs. Apart from conventional radiographic techniques, OPG facilities, Advanced Dental operating Microscopes are used for student learning. This Institution has established Satellite Dental clinics, Tobacco Cessation Centre and Comprehensive clinic to provide extended care. The college also provides updated and adequate facilities for clinical learning which includes conducting camps using mobile dental vans, maximum clinical hours, case discussions, demonstrations, non-flexible quota systems, which encourages the students to do more cases and to improve their clinical skills. The Institution has adequate support facilities which include hostels, canteens, committee rooms, sports grounds and play areas with utilities like safe drinking water, restrooms and power generators. Yoga training and gym facilities are also provided. The library of Al-Azhar Dental College is an integrated knowledge resource centre. It is automated with a computerized integrated library management system software using KOHA. The library follows an open access system to everyone. It is also subscribed to EBSCO, an e-resource provider making various paid journals available to users. The college has access to more than 500 e-journals under the E-shodh Sindhu program . Staff and students also have opportunities to attend open online courses in the SWAYAM portal. The institution has a well-developed system for providing IT facilities to the users.There an established maintenance policy system and procedures for maintaining and utilizing physical, academic and support facilities like clinical equipment, classrooms, laboratory, library, emergency maintenance, sports, computers etc.

Student Support and Progression :

Criterion 5, focuses on student support and advancement, plays a pivotal role in assessing an educational institution's dedication to fostering the comprehensive growth and welfare of its students. The institution aids students in their progression toward higher education and employment. This includes career counseling, and initiatives aimed at enhancing students' employability skills. The presence and effectiveness of support services are vital for ensuring students' success. These services encompass academic and personal counseling, mentoring programs to guide students in their educational journey, coaching for skill development, and financial aid to alleviate financial barriers. A robust support system significantly contributes to student retention and well-being.

Co-curricular and extracurricular activities, opportunities for leadership development, and engagement in community service enhance students' educational experiences. They provide platforms for students to develop soft skills, leadership qualities, and a sense of social responsibility. The institution's commitment to offering a diverse range of activities and encouraging student participation reflects its dedication to holistic student development. The active promotion of inclusivity and diversity is vital for creating an equitable learning environment. A conducive environment for learning and growth includes efforts to promote both physical and mental well-being among students. Healthy practices encompass aspects such as maintaining a

safe and clean campus, offering wellness programs, addressing health-related issues, and encouraging a healthy work-life balance. These endeavors contribute to students' overall well-being and enhance their ability to succeed academically.

Governance, Leadership and Management :

The Institution is committed to being a centre of academic excellence and has established an organizational structure that reflects this venture. The hierarchical levels of reporting, communication and functions are defined by the organogram. The Institution practices decentralization and participative management, which is reflected in its leadership system. This approach involves all stakeholders in decision-making processes and allows for a comprehensive feedback mechanism that is used to monitor and improve the quality of education and support services. The IQAC plays a key role in maintaining and regulating the quality process, and it has a well-developed organizational structure that ensures its effective functioning. To achieve the benchmark set in its vision and mission, the Institution obtains feedback from students on teaching, learning resources, and student support services. The Principal, along with the IQAC and various committees, helps govern the Institution with special emphasis using ERP, LMS and E-GOVERNANCE strictly adhering to the statutory bodies. Each committee holds periodic meetings to facilitate cohesiveness and involvement. The Institution has also adopted e-governance in areas of academic planning and development, administration, finance and accounts, student admission, and examinations.

The Institution follows a performance appraisal system for faculty and staff and provides financial support for attending conferences, workshops, and presenting papers. It has a transparent and clear-cut mechanism to monitor effective use of financial resources through proper financial planning supported by audits. The Management conducts frequent core committee meetings with committee members and the Principal to address development requirements in keeping with the Institution's vision and mission. The Institution is also committed to its duty to society at large. It conducts various camps and community dental programs, reflecting a sense of social responsibility. The Institution's well-structured system, commitment to academic excellence, and social responsibility ensures dedication to providing quality education to its students while positively impacting the community.

Institutional Values and Best Practices :

Institutional best practices are the strategies, policies, and procedures that are recognized as being effective in achieving the goals and objectives of an organization. They help the organization to achieve their mission and vision effectively and efficiently. By implementing institutional values and best practices, Al Azhar Dental College provides a high-quality educational experience to its students while contributing to the welfare of the society.

Our motto for Institutional distinctiveness is "Meeting excellence in oro-dental healthcare through education and public awareness, upholding humanitarian principles".

Various policies implemented in the institution ensure maintenance of quality , integrity and discipline within the campus. The gender promotion policy aims to promote gender equality and prevent discrimination based on gender in the institution. Our energy policy is committed to ensuring the sustainable development of the college and focuses on conservation, improved energy efficiency, and reduced energy usage with the aim of reducing carbon emissions and lessening the college's carbon footprint.

AADC has implemented an efficient waste management system, including solid, liquid, biomedical, hazardous, and E-waste ensuring a sustainable environment. The institution has a well-defined environment policy and is committed to protecting its environment, The college uses water resources efficiently and responsibly, ensuring that it is managed sustainably for the benefit of the environment and the community. We are committed to promoting green initiatives through eco-friendly initiatives like pedestrian friendly pathways, restricted entry of vehicles and lush greenery all around the campus. Our college is against all kinds of discrimination on any grounds including disability.

Our institution strongly believes in solidarity & oneness, irrespective of the profuse diversities. With the aim of inculcating such salient values among our students and staff, the college holds various events and activities to build and promote an environment for ethical, cultural and spiritual values. Strict Code of conduct exists for students, teachers, academic and administrative staff. Institution organizes professional ethics programmes and annual awareness programmes on the same. We celebrate all commemorative days and various religious and cultural festivals. This helps us attain values in the future generation and is an important strategy to accommodate cultural and communal differences.

Dental Part :

Students are evaluated from the time they enter the course through NEET percentile scores, preclinical training, to clinical postings during their course and finally, during internship, where they are exposed to various high end equipment, diagnostic aids and specialised clinics to ensure they attain adequate competencies and graduate attributes. These are assessed directly by a staff via OSCE/OSCP methods.

Infrastructure and Facilities of the college play a vital role in providing adequate training to students with the availability of classrooms, preclinical laboratories, clinical facilities, and other resources required for dental education and practice. Per capita expenditure on dental materials used for training is also accounted for to ensure adequate materials are provided.

A dedicated team of hospital infection control committee monitors whether the college, clinics and facilities are conducive to learning and safe for students, staff and patients by strictly adhering to infection control protocols that are followed during clinical teaching. The college also ensures prophylactic vaccination against communicable diseases of students, teaching and non-teaching staff.

The additional qualifications and experience of the faculty members ensure their competence and capability of providing quality education and training to the students. Faculty development programmes undergone by the faculty members ensure that they are on par with the advancement of the field of dentistry.

Various student foundation programmes offered including orientation, workshops on patient care, white coat ceremony, career guidance, and other resources that help students to succeed in their academic and professional pursuits are also evaluated.

the institution is equipped with a proficient staff and contemporary resources, facilitating the attainment of academic and clinical excellence. Furthermore, students are actively encouraged to engage in extracurricular activities. The institute takes constant measures to upgrade the knowledge and skills of teaching faculty through the implementation of faculty development programs. The institution also organizes regular camps and engages in social outreach activities. The campus houses multiple professional colleges, facilitating the exchange of knowledge and resources among them.

Profile

BASIC INFORMATION

Name and Address of the College	
Name	AL-AZHAR DENTAL COLLEGE
Address	PERUMPILLICHIRA P.O. THODUPUZHA ,

	IDUKKI
City	THODUPUZHA
State	Kerala
Pin	685605
Website	www.aadc.ac.in

Contacts for Communication

Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Harvey Thomas	04862-224366	9497720069	04862-229586	alazhardentalcollege@gmail.com
IQAC / CIQA coordinator	Litto Manual	04862-	9496633333	-	littodoc@hotmail.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 minroity institution	Yes minority certificate.pdf
If Yes, Specify minority status	
Religious	MUSLIM
Linguistic	ENGLISH
Any Other	

Establishment Details

Date of establishment of the college	13-07-2007

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](#)	01-07-2019	60	

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location *	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	PERUMPILLICHIRA P.O. THODUPUZHA , IDUKKI	Semi-urban	6.64	14268.32

ACADEMIC INFORMATION

Details of Programs Offered by the College (Give Data for Current Academic year)

Program Level	Name of Program/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BDS,Dentistry	66	NEET UG EXAM	English	100	51

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				14				13				27
Recruited	8	6	0	14	8	5	0	13	12	15	0	27
Yet to Recruit				0				0				0
Sanctioned by the Management/Society or Other Authorized Bodies				17				17				33
Recruited	10	7	0	17	9	8	0	17	14	19	0	33
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				13				0				0
Recruited	8	5	0	13	0	0	0	0	0	0	0	0
Yet to Recruit				0				0				0
Sanctioned by the Management/Society or Other Authorized Bodies				19				0				0
Recruited	8	11	0	19	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				115
Recruited	26	89	0	115
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				115
Recruited	26	89	0	115
Yet to Recruit				0

Technical Staff

	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				55
Recruited	24	31	0	55
Yet to Recruit				0

Sanctioned by the Management/Society or Other Authorized Bodies				64
Recruited	24	40	0	64
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent 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	10	7	0	9	8	0	14	19	0	67
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	8	11	0	0	0	0	0	0	0	19

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		
	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
Ph.D.	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0
UG	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

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						
Program		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	10	0	0	0	10
	Female	41	0	0	0	41
	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	4	3	6	1
	Female	14	24	19	9
	Others	0	0	0	0
ST	Male	0	0	1	1
	Female	0	1	2	0
	Others	0	0	0	0
OBC	Male	2	3	6	14
	Female	17	43	38	49
	Others	0	0	0	0
General	Male	2	2	0	5

	Female	1	7	13	13
	Others	0	0	0	0
Others	Male	2	2	1	1
	Female	9	15	14	7
	Others	0	0	0	0
Total		51	100	100	100

General Facilities	
Campus Type: PERUMPILLICHIRA P.O. THODUPUZHA , IDUKKI	
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)	1
* Qualified Doctor (Part time)	0
* Qualified Nurse (Full time)	2
* Qualified Nurse (Part time)	0
• Facilities like banking, post office, book shops, etc.	Yes
• Transport facilities to cater to the needs of the students and staff	Yes
• Facilities for persons with disabilities	Yes
• Animal house	No
• Power house	Yes
• Fire safety measures	Yes
• Waste management facility, particularly bio-hazardous waste	Yes
• Potable water and water treatment	Yes
• Renewable / Alternative sources of energy	Yes
• Any other facility	NA

Hostel Details

Hostel Type	No Of Hostels	No Of Inmates
* Boys' hostel	1	35
* Girls's hostel	2	298
* Overseas students hostel	0	0
* Hostel for interns	0	0
* PG Hostel	0	0

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Al-Azhar Dental College is focusing on infrastructural development and preparing for multidisciplinary and interdisciplinary programs in anticipation of the implementation of the National Education Policy in India. Collaboration between faculty members from different departments is essential for creating a comprehensive plan that addresses the various aspects of this challenge. The college aims for a holistic development of all its stakeholders in alignment with the spirit of the NEP, which emphasizes on a panoramic and integrated approach to education. By fostering collaboration and sharing of knowledge, Al-Azhar Dental College aims to develop innovative teaching methods, improve networking and interdisciplinary research opportunities within the institution
2. Academic bank of credits (ABC):	The Institute is ready to develop the IT infrastructure and software facilities required to provide the Academic Bank of Credit (ABC) facility to the students, in accordance with the guidelines in this regard from the affiliating university
3. Skill development:	The institute has already been working on the key attributes of NEP i.e. transition from a typical learning-based approach to a skill-based model approach by conducting certain skill-based activities such as: • Skill based teaching on simulation models • Objective structured clinical and practical examination • Outcome based and competency based dental education. • Guided hands-on learning experience on patients • Introduction of latest technological advancements in the field of dentistry. Al-Azhar Dental College is planning to include more skill-based programs as a part of the co-curricular activity for students.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The present curriculum is enriched with some of the foundation courses which are well related to some of the core social aspects of Indian society. However, the institute is taking initiative to make

	collaborations with some institutes catering courses on Yoga, herbal garden and research in ethnic medicines to nourish the students as well as staff with the values of Indian culture. The institute is planning some training sessions for teachers at specialized training centres to train them to integrate Indian Knowledge with the academic curriculum.
5. Focus on Outcome based education (OBE):	Al-Azhar Dental College has already adopted Outcome Based Education by transforming the existing curriculum into an OBE platform as per the NAAC guidelines. The Program Outcomes (POs) and Course Outcomes (COs) of all courses are designed and have already been disseminated among the prime stakeholders as well as taught in the Institute. The institute has developed the teaching plan and designed year -wise course files as per the requirements of Outcome Based Education. The CO/PO attainments are calculated as per the requirements based on OBE philosophy to establish the quality of the teaching-learning process.
6. Distance education/online education:	The series of lockdowns during the Covid-19 Pandemic has made all the institutes switch to online mode of classes as well as online examinations for providing uninterrupted education. Along with the current IT facilities, Al-Azhar Dental College is focusing on creating more sophisticated IT facilities for catering online education to its students smoothly. The institute is also planning to undertake more training programs for teachers to develop a good curriculum for online education, once clear guidelines are received from the affiliating university.

Institutional Initiatives for Electoral Literacy
1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Electoral Literacy Club is set up in Al-Azhar Dental College (AADC) with the primary objective of sensitizing the student community about democratic rights which includes casting votes in elections. We conduct mock polling activities to give experience-based learning of the democratic setup. We also conduct poster presentations, debates, mock parliaments, elocution, essay writing and other programs which create awareness regarding electoral procedures.
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?	Yes The Institution has the ELC functional with the following office bearers: Name Designation Functional Role Dr. Amal E.A. Administrative Officer ELC Coordinator Dr. Aby Kuruvilla Professor ELC Additional Coordinator Ms. Aaruni Madathil Final Year Student Student Representative

	Ms. Murshida Parveen P Final Year Student Student Representative Mr. Azeem Noushad Final Year Student Student Representative
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.	Awareness programs are conducted by the ELC of AADC. In nearby villages, our students participate in Voter Awareness Campaigns. Workshops are designed to raise awareness and interest among faculties and students. The objective is to increase awareness of voter registration, the electoral process, and related issues among the targeted populations by engaging them in hands-on activities
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.	In order to advance democratic values and participation in elections, the ELC has taken several socially relevant initiatives that relate to electoral issues, especially awareness drives, content creation, and information gathering. In order to ensure that the target audience understands the value of their vote in a way that feels comfortable, confident, and ethical when exercising their right to vote. We strive to develop a culture of electoral participation and to maximize informed and ethical voting through our commitment to 'every vote counts' and 'no voter to be left behind', which are two fundamental principles of democracy.
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.	Voting rights, including casting votes in elections, are taught to students over 18 years old. In order to provide experience-based learning of the democratic setup, we conduct mock polling activities. Additionally, we present posters, engage in debates, hold mock parliaments, conduct elocutions, write essays, and perform other programmes that create an awareness of the parliamentary process.

QIF

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.

Answer:

INTRODUCTION

Al Azhar Dental College (AADC) adheres to the academic program established by the Dental Council of India (DCI) and is affiliated to the Kerala University of Health Sciences (KUHS).
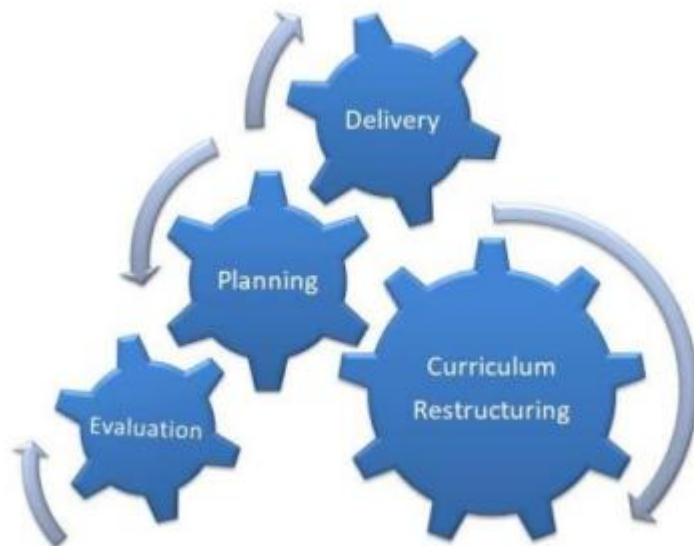
CURRICULUM PLANNING

ACADEMIC CURRICULUM COMMITTEE

- A designated body, 'The Academic Curriculum Committee', tailors further adaptations and refinements in the curriculum to suit the institutional needs. To complete the entire curriculum in the allocated period, the committee meticulously structures an annual academic calendar for theory and clinical instruction. This is additionally modified at the departmental level, based on the syllabus and the theory and practical hours, in the form of finely designed lesson plans. The committee ensures that these are created in accordance with the curriculum outlined by 'The Kerala University of Sciences' and 'The Dental Council of India' and suggests essential amendments before final approval. Every first Wednesday of the month, departments hold regular meetings to plan and monitor syllabus coverage, attendance, and performance in internal exams.

- The committee also reaches out to students and instructors through academic enrichment programmes, to ensure seamless implementation of the same.

DELIVERY

- The delivery of the curriculum is accomplished with cutting-edge student-centred teaching strategies in mind, which aids in augmenting academic knowledge and clinical proficiency.
- Apart from evaluating the performance in internal exams (3 per year); a student's work ethic, and the calibre of their clinical skills are considered for assessment. Slow learners are identified and provided additional attention through remedial coaching, to catch up with rest of the class and sharpen their clinical acumen and soft skills.
- To develop a stronger bond and establish a deeper connection with the students, a 'Mentor-Mentee' program is in place. The mentors provide individual guidance to aid in identifying any personal concerns that need to be addressed.
- The Al Azhar Dental College routinely hosts a plethora of unique programmes, including add-on courses, value-added courses, workshops, and continuing dental education (CDE) programmes, and ensures active involvement from faculty, interns, and undergraduate students. This promotes knowledge expansion and aids in staying current with contemporary developments in the field of dentistry.

- Additionally, pre-clinical students are encouraged to visit clinics, where they are inspired to experience the practical side of dentistry. Regular participation in dental camps set in rural as well as urban surroundings, helps to nurture and instil values like empathy, compassion, etc. and truly understand and recognize patient needs at grass root level.

EVALUATION

- The institution continuously aspires to enhance and improve the curriculum recommended by KUHS. To further improve the curriculum and come up with fresh ideas for its implementation, feedback on the curriculum is gathered from all stakeholders, including students, teachers, alumni, employers, and professionals in a structured format. The feedbacks are then subjected to scrutiny and gingerly analysed by the 'Internal Quality Assessment Cell', which then develops an action plan for the upcoming year. It is then taken up by the academic curriculum committee for further implementation.

File Description	Document
Any additional information	View Document
Link for Minutes of the meeting of the college curriculum committee	View Document
Link for any other relevant information	View Document
Other Upload Files	
1	View Document
2	View Document

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

Answer: 0.33

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

Answer:

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

Answer: 100

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

Answer: 22

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

Answer: 22

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

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

Answer: 60.09

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

Answer:

2022-23	2021-22	2020-21	2019-20	2018-19
374	362	205	324	340

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

Answer:

Introduction: We, at Al Azhar Dental College, believe not only in producing world-class professionals but also creating virtuous human beings adorning good values and work ethics. Certain cross-cutting issues addressed include;

Gender: The Women's cell (*Abhedya*), Anti-ragging Squad and Anti-Sexual Harassment committees actively conduct an array of awareness programs regularly. AADC also sensitizes the faculty and students on the significance of women empowerment and gender equality at the workplace. International and National days of significance that emphasise gender equity and sensitisation are celebrated every year. Presently, the college has a dynamic students union with majority of female students as office bearers. There is absolutely no gender discrimination with regard to admission, academic and co-curricular activities.

Environment & Sustainability: AADC strives to reduce the overall carbon footprint by participating in green campus initiatives, plantation drives, and appropriate waste management strategies ensuring a clean, green and sustainable future. The institution emphasizes on plastic free campus, adaptation of renewable sources of energy such as solar power and energy-efficient electrical equipment. All bio clinical wastes generated, are precisely segregated and disposed of in an eco-friendly manner through an external waste disposal agency (IMAGE). The institution has a rainwater harvesting system, sewage treatment, and water filtration plant housed in the boys' hostel.

The green warriors of the institute i.e. the nature club and the birds club international; regularly conduct environmental drives and activities. They spearhead the 'World environment day' celebrations and maintain vegetable and herbal gardens in the campus. These initiatives have deeply inspired faculty and students such that many have embraced carpooling and even switched to electric vehicles and bicycles for their daily commute.

Human Values: AADC frequently organises free rural dental (examination & treatment) camps, blood donation drives, oral cancer awareness & screening programs, and anti-tobacco rallies. AADC also provides financial and medical aid to '**Mariyasadanam**' & '**Divyarakshalayam**' (home for the mentally challenged and socially deprived). Furthermore, the college offers timely donations and support during natural calamities like floods, epidemics (Covid-19) etc. A team of dedicated staff and students participated in the oral screening of *Special Olympics Bharat*, a worldwide program for specially-abled Olympians, that made its way into the *Guinness Book of Records. Divyangjan-friendly* ramps, restrooms, tactile signboards, Braille lift buttons, and special assistance are also available.

Health Determinants: Students are encouraged to participate in community outreach programs and postings. '*Maitri*' is one such notable outreach program targeting oral health in tribal populations. AADC follows strict infection control measures by periodic cleaning and disinfection of labs, departments and passages. The institution also ensures that all faculty and students are periodically vaccinated for Hepatits B and Covid-19. Yoga classes sporting events, counseling for tobacco cessation, soft skills training, and personality development programs are conducted on a regular basis.

Professional Ethics: The Department of Public Health Dentistry holds professional talks to reinforce ethics and jurisprudence among the students and staff. Programs to emphasize the significance of intellectual property rights among the fraternity are also conducted.

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

| 1 | View Document |

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

Answer: 25

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

Answer: 25

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

Answer: 64.93

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

Answer:

2022-23	2021-22	2020-21	2019-20	2018-19
364	368	200	387	402

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)

Answer: 82.71

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

Answer: 464

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 fomat	View Document
Community posting certificate should be duly certified by the Head of the institution	View Document
Any additional information	View Document
Links to scanned copy of completion certificate of field visits/Clinical / industry internships/research projects/industry visits/community postings from the organization where internship was completed	View Document
Link for additional information	View Document

1.4 Feedback System

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

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

Answer: 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:

Answer: 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
Any additional information	View Document
Action taken report of the Institution on feedback report as minuted by the Governing Council, Syndicate, Board of Management	View Document
Link for additional information	View Document

Other Upload Files	
1	View Document

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

Answer: 89.5

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:

2022-23	2021-22	2020-21	2019-20	2018-19
23	39	38	39	20

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:

2022-23	2021-22	2020-21	2019-20	2018-19
51	100	100	100	50

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

Answer: 90.2

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:

2022-23	2021-22	2020-21	2019-20	2018-19
51	100	100	100	50

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

Answer:

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	100	100	50

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

Answer: 0.2

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

Answer:

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	1	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
Copy of the domicile certificate as part of the from other states and countries and/or Previous degree/Matriculation / HSC certificate from other state or country	View Document
Any other relevant information	View Document

2.2 Catering to Student Diversity
2.2.1 The Institution assesses the learning levels of the students, after admission and organises special Programmes for advanced learners and slow performers

The Institution:

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

Answer: 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)

Answer: 6.52

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

Other Upload Files	
1	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)

Answer:

In this modern era where technological advancements mold our everyday life at breakneck speed, our country's next generation must be adequately guided & institutionalized in a way not to be just another dentist but as a wholesome, culturally active & socially binding individual. The college has advocated for a 'Student's Union' within the campus led by a qualified chairman elected by the students every year. The student's union functions as an autonomous body, lending help from the faculty whenever required. This helps to bolster a sense of unity throughout the campus.

Extracurricular activities play a pivotal role in molding & developing the personality of the students. This is where our **'Arts Club'** provides a platform to celebrate and showcase our student's artistic gifts, by actively organizing exhibitions, performances, competitions, and other events throughout the year. Every year the college conducts Intercollege competitions to promote a healthy competition between students. The students get a wonderful opportunity to interact with students from different colleges, backgrounds, and cultures which helps to foster social interaction, and thereby increase self-confidence, and skill development. Since the competitions often involve team-based activities, students are pushed to learn how to communicate effectively, build trust, and develop leadership skills.

Education without sports is incomplete. The **'Sports and recreation club'** strives to excel at all levels and bring laurels to the college in this regard. The multipurpose playground has encouraged students to actively practice games such as basketball, volleyball, cricket etc. Those who prefer indoor spaces have an opportunity to play games like chess & caroms.

The **'Health and Fitness Club'** was formed with the aim to provide both staff and students alike, with a space to exercise and maintain a sustainable healthy lifestyle. To facilitate this the college has a multi-gym on campus with separately allotted workout timings for males & females.

Being an environmentally friendly campus, a **'Nature club'** has been implemented to enlighten students about topical environmental issues & to nurture their green thumb by motivating students to plant more trees & plants in the garden bed. As part of Birds Club International founded by Mr. Jayaraj, a 'Birds club' has also been formed recently within the campus which functions adjunct to Nature club, in protecting & preserving nature.

Our '**Movie club'** has always been keen to plan regular movie screenings within the campus where members can gather to watch and discuss films. After watching a movie, a group discussion is organized where members can share their thoughts, opinions, and insights about the film.

Miscellaneous programs such as language enhancement, career development, leadership training, values in healthcare, yoga, etc. are scheduled periodically within the campus. The students are also motivated to participate in research studies. Overall our institution is committed to promoting innate talent by furnishing a multifaceted approach that involves identifying and nurturing individuals with natural abilities, creating a supportive environment that encourages experimentation and creativity, providing opportunities for personal and professional growth, and recognizing and rewarding exceptional performance.

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***

Answer:

Student-centric learning has been one of the core principles of the institution since its inception and this has been reinforced and renewed periodically to keep pace with the changing trends in technology.

a) Experiential learning

The students learn the clinical aspects of dental surgery initially by performing pre-clinical exercises on plaster models, typhodont, carving tooth morphology on wax, etc. Treatment procedures are first practiced on simulators and models, then the students progress to handle patients.

b) Integrated/Interdisciplinary Learning

In Department of Oral Medicine and Radiology, integration with all the Departments regarding Treatment plans and Radiographic Interpretation is performed. Department of Oral and Maxillo Facial Surgery collaborates with different both dental as well as medical departments such as Conservative and Endodontics for endodontic surgery.

c)Participatory learning

Participation of students in scientific events like quizzes, posters, and paper presentations at intra and inter-collegiate level gives the students a platform to showcase their clinical skills, theoretical knowledge, and oratorical skills as well. Article publications are also encouraged in local, national and international journals to enhance writing and research skills.

d) Problem-solving

Students are encouraged to expand their horizons of thinking by giving them case scenarios in the clinics and questioning on diagnosis, investigations, prognosis and treatment planning. They attend various treatment camps in rural areas where they learn to do complete and satisfactory patient management in a small setup.

e)Self Directed Learning

Prior to every theory class for the students, notification regarding the classes will be mentioned on the Notice board and respective WhatsApp Groups so that they will be self-prepared for the classes. Assignments and seminars are conducted by students based on topic covered in the class.

f)Patient Centric and Evidence-based learning

- The necessary medications are prescribed to the patients based on evidence.
- Extraction and other surgical procedures are planned according to the clinical presentation.
- Students are trained to take patient case history, examine them clinically. Treatment plan will be discussed briefly to the students.
- The laboratory procedures like prosthetic treatment such as complete denture, removable partial denture are being tried, checked and correlated in patient's mouth directly
- Various outreach programs conducted at different sectors of the society help the students to interact directly with the patients and will help them to develop awareness.

g) Learning in humanities

Various courses are offered by the college to develop human values and leadership qualities among students such as health camps, human values and community outreach interpersonal relationship courses,

time management and stress management courses for the overall wellbeing of the students.

h) Roleplay

This method challenges students and provide them with practical experience that they can utilize in their career. This helps learners to understand how to take health care to the footsteps of the beneficiary.

i) Project-based learning

Education is as subset of society. It should comprise each factor that touches the needs of the society, projects are the best way to do so.To successfully complete the work and submit for evaluation, they imbibe a sense of time work with a common goal.

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*

Answer: 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
Any other relevant information	View Document

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

Answer:

The college has introduced many ICT-enabled tools to assist faculty and students in teaching and learning.

· The ERP system, **EMBASE, has** been introduced to our classrooms. EMBASE Pro Suit has helped to ease the administration of the educational institution. Academically it makes communications among the Principal, tutors, students and parents transparent, error-free and real-time through a sophisticated software application with stunning features. It enables the faculty to deliver classes online, either live or recorded and mark attendance and carry out assessments online on time

· The classrooms have a **SMART board**, Wifi connectivity, microphones and sound systems. Various platforms such as **Zoom, MOODLE and Google Classroom** are used by our teaching faculty. The staff presents their seminars and presentations using PowerPoint presentations.

· Every department has a desktop and printer and all patient information and treatment payment details are computerized and stored in our databases. The departments are also equipped with **LCD projectors** and screens where students present seminars.

· Various pre-clinical and clinical procedures are demonstrated using YouTube videos. The entire campus is **wifi and broadband-enabled**. The students and faculty can access international and national journals of repute using the **EBSCO** online library.

· Each department maintains department drives containing various educational tools such as PowerPoint presentations, models, YouTube videos and demo videos.

· Our library is automated with a computerized management integrated library system software using **KOHA.** KOHA was installed on 30-10-2021 and its automation was completed by 30-11-2021. There is a computer section to access digital journals and textbooks.

· KOHA has access to more than 500 e-journals under the e-shodhsindhu program of INFLIBNET. Under this service online access to full text and databases from 17 reputed publishers through E-Shodhsindhu viz ASPP (AICTE funded), ACS, AIP, AR, EPW, ISID (Database), IP, JGate Plus (JCCC), Nature, Oxford, Project Muse, RSC, Springer, Taylor and Francis, Web of Science and Wiley

· Every e-resource is accessible locally and remotely within the campus. The library is well organized and maintains an environment conducive to learning. The library buildings have facilities for individual study and group study. Adequate space is provided for students to browse and read as they wish. Internet and computer facilities are available in the library for searching or accessing e-resources, web browsing and other academic activities. Provision is made for downloading and printing of material from these sources. Students are provided with an excellent ICT infrastructure with adequate bandwidth for fast and seamless access to the Internet for e-content access.

· Our library is also equipped with the **ILMS** software.

Features of ILMS include:

1. Book borrowers can reserve the book from their available place itself by using ILMS.

2. Staff and students can check the availability of books and journals at the time of requirement

3. Students or staff can easily search the books based on title, author, book number etc. by using this automated integrated library management system

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)

Answer: 6.23

2.3.4.1 Total number of mentors in the preceding academic year

Answer: 90

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

Answer:

In order to nurture creativity, analytical skills and innovation various innovative teaching methods are employed.

1.CREATIVITY:

1. Chairside teaching is done in the clinical sessions to show the clinical scenario to the students. The selected patients are shown to the students based on their use in learning
2. Classroom events: Discussions, debates, lectures, quiz on dental subjects related topics and general knowledge, etc are conducted to enhance the communication skills of the students Laboratory oriented activities: laboratory experiments, research projects etc. Models making are some of the examples.
3. Model Construction is used in preclinical conservative and prosthetic to learn the use of dental materials in the preparations of models for dental treatments and prosthesis preparation
4. Chart and Graphs based learning - students in small groups are given assignments to make charts and posters on certain topics to make them use their knowledge & creative skills ·
5. Posters, Models, Animations and videos are used in dental departments to effectively teach and make student understand the concepts of dentistry. Plaster models and phantom heads help the students to create cavity and do the fillings.

2.ANALYTICAL SKILLS:

1. **Case-based learning** is done using case scenarios constructed by the faculty and discussed with the students in physiology. This improves analytical skills. ·
2. **Photomicrographs & Slides** are used to train students in histology. This helps to improve analytical skills.

3. **Image based teaching:** in oral radiology department to make student learn and identify the various abnormalities in dental problems.
4. **Chair side interactions:** under the supervision of faculty to give feed back to the students on their diagnostic, therapeutic and communication skills.
5. **Brain storming exercise:** allowing the students to prepare the treatment plans for diseases and discuss them critically in small groups under the supervision of faculty.
6. Dental Exhibitions and Dental Camps in which the students interact with the patients and handle clinical scenarios nurture the creativity skills in the students
7. Modern analytical methods are used in dental pre-clinical labs. This improves analytical skills ·

3.INNOVATION

1. **Mannequins** in training the students in BLS training & basic clinical examination techniques ·
2. **Phantom heads** are used to train the student in learning the correct methods of examination of oral cavity and learn & develop skill to work within the oral cavity.
3. **Unconventional Learning Exercises:** like Quiz &puzzles are used to make learning more fun and interesting. ·
4. **Street plays, Skits:** to teach community the ill effects of Smoking and tobacco and also prevention of cancers.

Sports and extracurricular activities:

- Indoor games like carom and chess, outdoor games like kabaddi, football, volleyball etc are conducted for physical training activities and singing, dancing, drawing and painting, poetry, wire bending art, soap carving art etc are also conducted as a part of cultural activities of the Institution.

File Description	Document
Link for appropriate documentary evidence	[View Document](#)

2.4 Teacher Profile and Quality

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

Answer: 100

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

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

Answer: 2.27

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

Answer:

2022-23	2021-22	2020-21	2019-20	2018-19
4	2	1	1	1

File Description	Document
Institutional data in prescribed format	View Document

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

Answer: 5.85

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

Answer: 503.3

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

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

Answer: 100

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

Answer:

2022-23	2021-22	2020-21	2019-20	2018-19
86	90	75	67	61

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

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

Answer: 2.18

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:

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	2	4	0

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

Answer:

Adherence to the academic calendar

1. Being affiliated to KUHS, our college strictly follows the curriculum put forth by the University, in accordance with the guidelines prescribed by Dental Council of India, for the UG program. In alignment with this Annual academic Calendar, the Academic council committee of the College plans the academic calendar. Commencement of academic session, meetings of statutory bodies, their schedules, dates of curricular and co-curricular activities, examination schedules, preparatory leaves, vacations, college activities, etc are covered in the calendar and is shared with all students and faculty and is strictly adhered to. This helps the curriculum transactions to be completed well on time and to hold the examinations as per schedule.

2. Once a schedule is prepared; it is very strictly followed. Only in exceptional circumstances, the time frame might be rescheduled after getting permission from the head of the institution. In 2020 and 2021, some programs like admissions, offline classes, and exam dates, had to be rescheduled due to covid pandemic.

3. The calendar is given at the beginning of the academic year, students have ample time to prepare for assignments, projects, and exams. The timetable is so spaced that all students can participate in co and extracurricular activities ensuring a proper balance between academics and other activities. The performances of all students admitted to the course are evaluated internally on a continuous basis. Remedial classes for slow learners and additional postings are provided to help them catch up with their curriculum.

4. As per the KUHS directions, the institution follows a 90:10 pattern, 90 marks are allotted to the university examination and 10 marks for CIE. Evaluations can be in the form of Written Tests, Practical examinations, and Viva-voce. As per the predetermined Academic Calendar, three internal evaluations are conducted before the final University examinations. Apart from this, revision tests are conducted by individual departments. Two practical internal assessments are conducted by individual departments as end-posting exams.

Robustness and transparency

1. The internal examination papers and practical assessments are promptly evaluated and mark lists are put up on the department notice boards and answer sheets are returned to the students and they can come forward with issues related to the evaluation performed. In necessary cases, retests are conducted. Any queries/clarifications of the students are addressed both, by the faculty and specified Course Coordinators. All these steps make the functioning of the continuous evaluation system highly efficient and robust.

2. The method is also highly transparent and fair, since all internal examinations, board meetings and parent-teacher meetings are held to evaluate the progress of each student. The institution ensures that seminars, clinical society meetings, academic meetings, conferences, remedial classes, and coaching classes fit in the calendar of events and does not interfere with the regular classes.
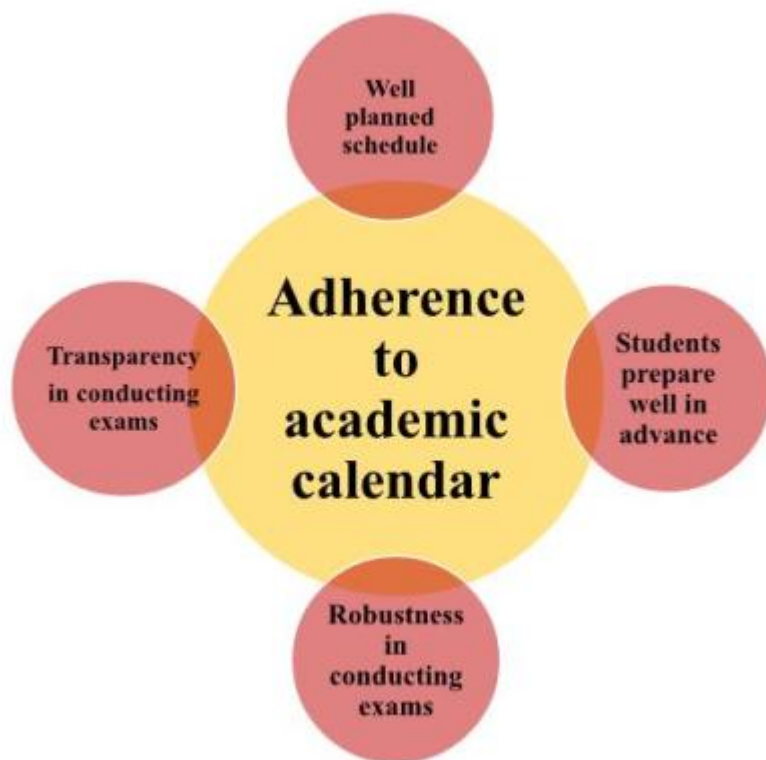
File Description	Document
Link for dates of conduct of internal assessment examinations	View Document
Link for any other relevant information	View Document
Link for academic calendar	View Document

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

Answer:

Grievance redressal mechanism related to CIE:

1. The academic calendar is prepared at the beginning of the year corresponding with the academic calendar of Kerala University of Health Sciences.
2. The students are made aware of this academic calendar by the respective year-wise coordinators ahead of time.

3. The assessment of three theory internal examinations and two practical examinations is conducted by the College in a timely manner.
4. After the conduct of theory internal examinations, the valued answer scripts are returned to the students within one week along with a discussion of the question paper with the respective class.
5. The students are then given one week's time to represent their grievances in valuation to the subject in charge.
6. The subject in charge subsequently reverts back to the respective student with the responses to the raised grievance and the same is recorded in a register.
7. In the event of any change in the marks, the revised score is updated in the relevant records, and the same is intimated to the Head of the Department.
8. If a student is unsatisfied then he/she can give a request letter to the principal who in turn forwards it to the internal exam grievance committee who will look conduct an inquiry and take necessary action.
9. Practical exam grades are put up on the department notice board the next day itself and in case of poor performance, the students can take a retest after approval from the head of the department.

University Examination Grievance Redressal:

1. The university examinations are scheduled and conducted by the university and this happens twice in an academic year - August and February for regular and supplementary batches respectively
2. The rules and regulations regarding the conduct, valuation, and grievances redressal systems are outlined on the university website and the institution ensures that all our students are aware of the same.
3. The theory papers undergo double valuation and if needed a third valuation too hence revaluation request is not entertained but re-totaling can be done.
4. Re-totalling and a provision for obtaining photostat copies of theory answer books and theory score sheets on submission of applications along with the prescribed fees are available from the University.
5. The application by the candidate for re-totaling and photocopies of answer books and score sheets shall be routed through the Principal to the University.
6. If there is an issue with the allocation of marks, a representation is given to the University, and it is duly considered for reassessment.
7. Students can also discuss with their mentors regarding their answers and get guidance to improve their performance in the subsequent examination.
8. From 2022 onwards University has started digital evaluation and so re-totaling is not available since then

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.

Answer:

University examination procedure

1. The university posts exam schedules and required fees on its website at least 45 days prior to the exam.
2. All students taking university exams must register online
3. The applications are processed, and hall tickets are uploaded on the university web portal.
4. On the day of the exam, KUHS system randomly chooses and sends the appropriate question papers to the examination centres, where they are downloaded in front of an observer and the chief superintendent in front of a camera
5. The college is a recognised examination centre for all university exams, so the examination room is monitored by CCTV
6. The exam room is outfitted with cutting-edge cameras, high-speed internet, and a jammer, computer and printer.
7. The valuation of theory papers has transitioned to digital from 2022.
8. The college has a well-equipped digital valuation centre.

Processes integrating IT

1. CCTV cameras and high-speed internet connections are present in the examination halls, approved by the university.
2. The exam hall has enough computers and printers for downloading and printing relevant documents.
3. To administer university exams without any problems, a highly qualified IT crew is present on campus.
4. All internal assessment marks uploading, university examination fee payment, downloading of students' hall tickets and questions during exams from the university website, evaluation of answer sheets, and result announcement are entirely automated.
5. Internal assessment results are uploaded using the Embase programme and made accessible to parents and students.

Continuous internal evaluation

1. There are three internal theory assessments and two exams for practical assessments in one academic year.
2. Students are informed of these dates at the start of each academic year and also displayed on the website.
3. Valuations are prompt and results are displayed on the notice board and also via Embase programme.

Competency-based assessment / Work place-based assessment

1. Students are taken to dental camps to provide care to various societal strata, where their clinical work is evaluated and feedback is given.
2. The effectiveness of the training is evaluated based on feedback from the employees of our alumni.
3. Interns are evaluated by giving them individual patients on whom they perform necessary treatments under staff supervision. They are also evaluated for necessary communication skills.

Self-Assessment:

1. The students are given log books to record their daily activities in each department, which are validated by the concerned staff.
2. Staff also evaluates treatment strategy and monitors each patient case that the student has handled.

OSCE / OSPE

1. During OSCE, students move through a series of stations that present a unique scenario such as taking a patient's medical history, conducting a clinical examination, identifying a specific instrument, object, or piece of data, or demonstrating a particular dental procedure.
2. OSPEs assess more complex duties, like patient diagnosis and creating a treatment plan

File Description	Document
Link for Information on examination reforms	[View Document](#)
Link for any other relevant information	[View Document](#)
Other Upload Files	
1	[View Document](#)

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

Opportunities provided to students for midcourse improvement of performance through:

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

Answer: 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](#)

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

Answer:

The Institution routinely states the learning outcomes (generic and programme-specific) and graduate attributes as per the provisions of the Regulatory body (DCI) and the University (KUHS). These are communicated to the students and teachers through the orientation program and are uploaded on the official website.

Learning outcomes of the BDS course

The graduate should acquire:

1. Essential knowledge, ability, and attitude for performing all tasks related to general dentistry, including prevention, identification, and treatment of abnormalities and diseases of the teeth, mouth, jaws, and related tissues.
2. Be able to engage in the country's rural health care delivery programmes and comprehend the concept of community oral health education.
3. Sufficient understanding of the growth and development and function of teeth, mouth, jaws, and associated tissues in both health and disease, as well as their link to impact on the general state of health and the patient's physical and social well-being.
4. Sufficient clinical discipline and procedure knowledge that provides a comprehensive understanding of dental abnormalities, anomalies, lesions, and diseases as well as dental prevention, diagnosis, and treatment options.
5. Sufficient clinical experience to be confident in general dental practice
6. Sufficient understanding of how people's bodies work and behave in health and disease, as well as how the natural and social environment affects health inasmuch as it relates to dentistry.
7. Have the competence to evaluate test results and the ability to carry out the necessary investigation processes.
8. Adequate knowledge of infection and cross-infection control in dental practice.
9. Promote oral health and help to prevent oral diseases in individuals and within the community.
10. Motivated for interdisciplinary research activities and emphasis on evidence-based dentistry.

Graduate attributes

1. Willingness to use contemporary dental knowledge for the benefit of patients and the community.
2. Competency to carry out such procedures with grade skills in general practice
3. Awareness of the procedures and hazards in radiation and proper protection measures for patient, operator, and staff
4. Uphold the highest standards of conduct and ethical behaviour in all facets of your professional life.
5. Work to raise awareness of oral health issues and needs in the community and offer potential solutions.
6. The willingness to take part in CDE programs to periodically update knowledge and professional skills
7. Contributing to and taking part in the execution of the national oral health policy
8. Provide all patients, regardless of age, with comprehensive oral and dental treatment.
9. Awareness of dental jurisprudence and legal and ethical obligations for dental practitioners

File Description	Document
Link for relevant documents pertaining to learning outcomes and graduate attributes	[View Document](#)

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

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

Answer: 99.31

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

Answer:

2022-23	2021-22	2020-21	2019-20	2018-19
104	37	68	28	27

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

Answer:

2022-23	2021-22	2020-21	2019-20	2018-19
104	37	68	29	27

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.

Answer:

All the teaching-learning and assessment processes of the institution are aligned in such a way that they help in achieving the intended learning outcomes. The learning outcomes are established by the Institution as per the guidelines from the University and the teaching and assessment methods are structured so as to make the students achieve this outcome in the best possible way. The various teachers' training workshops and faculty development programs, conducted by the University and the Institution train the faculty to

align their lesson plans to achieve the stated learning outcomes. The assessment processes are done systematically at various intervals using reliable tools like –

DIRECT ASSESSMENT makes use of formative and summative methods.

1. Formative assessment / internal assessment methods

1. Held thrice in an academic year
2. For a student to be eligible to appear for the University examination he/she should have secured at least 40% of maximum marks in internal assessment for both theory and practical/clinical in all subjects/papers, separately
3. Two clinical exams are conducted by individual departments as end-posting exams.
4. Evaluation sheets and log books are maintained for all other department activities.
5. In addition to this individual departments have the freedom to conduct tests as and when required to help students.

2. Summative assessment/university assessment methods

1. The University examination for a subject is conducted twice in a year as per the schedule approved by the Board of Examinations at an interval of not less than four to six months as notified by the university from time to time.
2. The examination is open to a candidate who satisfies the requirements of attendance, internal marks, and other rules governing the institution and The University.
3. The written examination in each paper will be of three hours duration and shall have a maximum mark of 70.
4. The question paper contains questions like essays, short essays, and brief notes.
5. The nature of the questions is aimed to evaluate students of different standards ranging from average to excellent.
6. The clinical /practical examination includes different procedures for the candidate to express their skills.
7. A number of examination stations with specific instructions to be carried out may be provided like clinical procedures, laboratory experiments, spotters, etc.
8. Viva-voces are also conducted for a maximum mark of 20 which is added to the theory paper marks.

LEARNING OUTCOME of the program is calculated by summing up the direct assessment values. 90% weightage is given to summative assessment and 10% weightage to formative assessment in the final exam.

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

Answer:

The institute has a well-developed PTA committee which has been functioning strongly from the time of the inception of the college. The committee helps to facilitate communication between the parents, teachers, and students thereby ensuring parental participation in terms of the student's academic and interpersonal growth.

PTA meetings occur thrice during one academic session. Two general body meetings comprised a management representative, teaching staffs, and elected parent representatives from every batch of students. During this meeting, the Executive committee members discuss the various agendas put forth by the parents and also collected from the feedback forms.

Another PTA meeting is held separately for all four years after the first sessional exam. During this meeting, all the parents are called and they are given the opportunity to meet the individual subject teachers and get an idea about their ward's performance academically and also about the attendance percentage. Parents of wards who are low performers are made aware of their situation. Parents are given the opportunity to discuss their wards' well-being with the staff on a personal basis. Feedback from the parents and students about any other related matter regarding college and hostel facilities is taken as a discussion point.

Remedial measures and Outcome analysis - Remedial measures undertaken for the weak students like remedial classes for slow learners, mid-course improvement exams, combined study with advanced learners etc were positively reflected in the university results. Mentor-mentee meetings proved to be very effective and the students who felt depressed and were not able to cope with the new surroundings were given a helping hand, and they were able to overcome their fears and mingle with the remaining batchmates and successfully complete the course and leave the campus. The hostel facilities are maintained in the best possible ways. The management level support is also made available in various aspects to improve the welfare of the students.

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

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

Answer: 3.5

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

Answer: 2.37

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

Answer:

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

4   2   1   1   1

File Description	Document
Institutional data in prescribed format	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

Answer: 6.53

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

Answer:

2022-23	2021-22	2020-21	2019-20	2018-19
8	8	0	2	7

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

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

Answer: 3

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

Answer:

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

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

Answer:

INCUBATION CENTER AND OTHER FACILITIES

Al Azhar Group of Institutions is a renowned educational hub that houses various colleges and institutes within its campus and surrounding areas. One such notable addition to the group is the Al Azhar Dental College, which has set up an Incubation Center to promote innovation and research among its students and faculty members. The center is equipped with IT facilities, including computers and high-speed internet connection to enable students to collaborate and share their knowledge and ideas.

The Incubation Center is a unique feature of the Al Azhar Dental College. It is a space where students and faculty members can come together to collaborate and work on various research projects related to dentistry. The center is equipped with a central research lab attached to the Department of Oral and Maxillofacial Pathology. The lab is well-equipped with microscopes and other diagnostic equipment to facilitate microbiological, biochemical, histopathological, and hematological analysis.

The Research Committee and the Ethical Committee provide guidance and support to students and faculties undertaking various research projects and innovations.

The Incubation Center has been successful in promoting innovation and research among the students and faculty members. We also have a Research and Innovation policy for guiding various research and innovation activities of students. Currently, there are three ongoing student research projects in the Department of Oral Pathology under the guidance of eminent faculty members. The center is also funded by the Indian Council of Medical Research (ICMR) for short-term study.

The institution encourages faculties and students to participate in various Continuing Dental Education (CDE) programs, conferences, and workshops related to research. This helps them to stay updated with the latest advancements in the field of dentistry and helps to develop new techniques and methods to improve dental care.

The institution has also provided various equipment in various departments to facilitate and encourage innovations among students and faculties. The equipment includes centrifuge machines, Digital panoramic radiography, Radiovisiography, an Intraoral camera, an Implant Unit, Biostar vacuum pressure molding unit, a laser facility, and more. These equipments are essential for students and faculty members to conduct research and develop new techniques and methods to improve dental care.

Moreover, the institution has a Tobacco Cessation Center, Implant facilities, a Hematology lab, and a Comprehensive Clinic to provide a holistic approach to dental education. These centers provide students and faculty members with the opportunity to work on various research projects related to dentistry and develop new techniques and methods to improve dental care.

The institution has a well-equipped central library with a great number of books and journals, including IT facilities such as computers and high-speed internet connection to facilitate research and innovation. The library provides students and faculty members with access to the latest research and developments in the field of dentistry. Additionally, it also has conference rooms and halls with audiovisual facilities for conducting CDE and workshops.

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

Answer: 42

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

Answer:

2022-23	2021-22	2020-21	2019-20	2018-19
6	9	6	10	11

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

3.3 Research Publications and Awards

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

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

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

Answer: A. All of the above

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

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

Answer: 0

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: 0

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

Answer: 4

File Description	Document
Institutional data in prescribed format	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

Answer: 0.83

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

| Link for Additional Information | [View Document](#) |
| Web-link provided by institution in the template which redirects to the journal webpage published in UGC notified list | [View Document](#) |

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

Answer: 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.

Answer: 84

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

Answer:

2022-23	2021-22	2020-21	2019-20	2018-19
34	6	0	12	32

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

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

Answer: 36.66

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

Answer:

2022-23	2021-22	2020-21	2019-20	2018-19
316	64	0	168	382

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

Answer:

Al Azhar Dental College has emerged as one of the leading institutions for dental education in India. Over the years, the college has garnered numerous accolades and recognitions for its exceptional work in the field of dental education and healthcare. Its unwavering commitment to providing quality education and contributing to the dental health of society has garnered appreciation from various organizations and individuals.

The college has received several awards and accolades for its exemplary activities and initiatives. Al Azhar Dental College has been actively involved in conducting dental camps in rural and remote areas, catering to the dental needs of underprivileged sections of society. These camps, organized in collaboration with esteemed organizations such as Mariyasadanam and Divyarakshalayam, have offered free dental check-ups and treatments, creating awareness about dental health and bridging the accessibility gap for marginalized communities.

Additionally, the college organized a blood donation camp, exemplifying its commitment to humanitarian efforts. Students and staff participated in the Special Olympics for differently-abled kids, where they conducted check-ups for athletes, ensuring their dental health needs were met. Furthermore, Al Azhar Dental College conducted various school camps, extending dental care and awareness to younger individuals.

The outstanding efforts of the faculty members at Al Azhar Dental College have also been recognized and acknowledged. Dr. Litto Manuel, a distinguished faculty member, was honoured with the prestigious **IDA State President Excellence Award** for his remarkable contributions to the field of dentistry. Dr Litto and Dr Ciju also received appreciation awards from **Kerala Dental Council for covid related community service**. Furthermore, Dr. Moushmi has been recognized with the **Best CDE Activity Award, the Global Faculty Award, the Best Local Branch Journal Award, and the Promising Dentist Award**. Dr. Binila S. Babu, a distinguished faculty member, was honoured with the **Fellow of International College of Dentists award.**

The college's commitment to excellence extends beyond its educational endeavours. Al Azhar Dental College has played an active role in creating awareness about the impact of COVID-19 on dental health. The college has organized awareness programs for the community and provided guidance and support to dental professionals in navigating the challenges posed by the pandemic. The efforts were recognized in the appreciation letter received from the Elamdesham Block Panchayat, commending the college for its outstanding efforts during the COVID-19 pandemic. Al Azhar Dental College's commitment to providing quality education and healthcare is evident through its participation in flood relief camps, where the

college played an active role in assisting affected communities. These efforts showcased the college's dedication to serving society during times of crisis.

In conclusion, Al Azhar Dental College's consistent pursuit of excellence in dental education and healthcare has garnered numerous recognitions and awards. The college's commitment to providing quality education, conducting dental camps, and creating awareness about dental health has earned appreciation from esteemed organizations. These honours and appreciations reinforce Al Azhar Dental College's resolve to deliver outstanding dental education and make a lasting impact on the dental health of society.

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

Answer:

To ensure effectiveness, Al Azhar dental college prioritizes its efforts on outreach and extension activities, offering essential services to the community. The accolades and recognition received by our college serve as evidence of our commitment to these initiatives.

We are proud to have received recognition for our extension and outreach efforts, particularly during the challenging months when COVID-19 posed difficulties in accessing dental treatment. Our Department of Public Health Dentistry has been instrumental in leading these exceptional outreach initiatives, and we are honoured to be acknowledged for our dedication to providing high-quality care to our patients.

At our dental college, we are fully devoted to carrying out impactful outreach initiatives and delivering top-notch service to our patients. We actively participate in observing national and international days such as National Oral Hygiene Day, World No Tobacco Day, and World Oral Health Day, incorporating them into our programming to raise awareness and promote oral health.

We believe in the importance of active involvement within our local communities. To schools and organizations in and around Thodupuzha, we provide free dental screenings and oral health education. We continuously strive to expand access to dental care and are excited to collaborate with initiatives in other towns, as our work is making a tangible difference in the lives of people within our community.

Our institution's extension and outreach programs have significantly improved the lives of individuals in our neighbourhood. By providing access to dental treatment for marginalized communities, participating in community health fairs, and educating school children about dental health, we actively contribute to the overall well-being of our community.

The recognition garnered by our dental college is a direct result of the hard work and commitment demonstrated by our instructors and staff. We extend our gratitude to the community for their support, as it has played a significant role in making these awards possible.

In addition to our outstanding outreach and extension initiatives, we are also proud of our professional enrichment programs. We celebrate important occasions such as World Environment Day, International Women's Day, and Teachers' Day, organizing special events and activities to raise awareness and promote well-being.

Our college actively participates in various community programs, including blood donation camps, oral health day celebrations, oral cancer detection camps, Swachh Bharat (Clean India) initiatives, flash mobs on cancer awareness, visits to water purification plants, and awareness campaigns on World No Tobacco Day. We also organize dental exhibitions, poster design competitions on World Cancer Day, pamphlet distribution for COVID-19 awareness, Women's Day celebrations, Dentists' Day celebrations, bike rallies on no tobacco day, programs on Independence Day, plastic free village drive and awareness skit program at bus stand.

Through these diverse initiatives, we aim to create a positive impact on society, foster oral health awareness, and contribute to the overall well-being of our community. Our dedication to quality dental education and comprehensive outreach efforts has established us as one of the leading dental institutions in the country.

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

3.5 Collaboration

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

Answer: 6

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

Answer:

2022-23	2021-22	2020-21	2019-20	2018-19
15	2	0	5	8

File Description	Document
Institutional data in prescribed format	[View Document](#)
Documentary evidence/agreement in support of collaboration	[View Document](#)
Certified copies of collaboration documents and exchange visits	[View Document](#)
Any other Information	[View Document](#)

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

Answer: 16

3.5.2.1 Number of functional MoUs/linkages with Institutions/ industries in India and abroad for academic, clinical training / internship, on-the job training, project work, student / faculty exchange, collaborative research programmes etc. for the last five years

Answer: 16

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

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

Answer:

Al Azhar Dental College is a prestigious institution that has a well-developed high-tech campus of 6 acres 64 cents, equipped with modern facilities and learning resources to achieve academic excellence according to its vision and prospective plans. The infrastructure is as per DCI and KUHS norms and standards. The infrastructure facilities include**:**

LECTURE HALLS WITH SMART BOARDS: Our institution has **Five** Lecture halls with a seating capacity of 100 and are equipped with Computer aided teaching facilities such as interactive smart boards with uninterrupted internet access and are under 24x7 CCTV surveillance. The lecture halls are utilized for conducting lectures, conferences and CDE programmes for the benefit of students and faculty members.

SEMINAR HALLS: The **Nine** UG departments in the dental college has its seminar halls which are fully equipped with adequate IT peripherals, LCD projectors, whiteboards and internet access for conducting seminars and presentations to provide academic excellence to the students.

FACILITIES FOR TELECONFERENCING: We have a conference hall equipped for teleconferencing.

FACILITIES FOR CLINICAL LEARNING: Our institution is equipped with updated and advanced clinical facilities like endodontic microscope, immunohistochemistry set up, intraoral cameras, Implant Equipment, Lasers, Imaging and morphometric software conventional radiography, RVG and extraoral radiographs facilities for learning process.

STERILIZATION AND INFECTION CONTROL AREAS: Our institution has dedicated areas for sterilization and disinfection of instruments which includes autoclaves, ultrasonic cleaners and glass bead sterilizers etc. We teach and adhere to standard sterilization protocol in the preclinical laboratories and clinics.

LEARNING IN THE COMMUNITY: The Institution is situated in rural location of Idukki district, has a fully equipped Mobile Dental Van to promote community based dental education, provide dental treatments and to deliver awareness classes on oral health care to the indigent population. Our institution has established satellite dental clinics to provide extended dental awareness and oral health care.

LABORATORY FACILITIES:

- Advanced and well equipped pre-clinical labs with skill and simulation labs are available in the institution.

- The department of Prosthodontics and Conservative Dentistry have phantom head models for the benefit of students before starting their clinical postings.
- Equipped histopathological lab and Haematology lab attached to Department of oral pathology for reviewing patient's clinical reports and arriving at proper diagnosis
- Anatomy lab is equipped with cadaver models & specimens.
- The Physiology, Biochemistry, Pharmacology, Microbiology and Pathology has separate laboratories at Al Azhar Medical college which aid in performing experiments and procedures.

COMPUTING FACILITIES: Our institution has adequate computers with uninterrupted internet connectivity available for both students and faculty members. The institution has a well-equipped central library with computer lab. The college has a digital evaluation centre with internet access as per KUHS guidelines.

SUPPORT FACILITIES: These include Geriatric Clinic, Tobacco Cessation Centre, Comprehensive Clinic, Special Health Care Clinic, Aesthetic Clinic and Implant Clinic for the patient well being and Dental Museum for patient education.

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

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

Answer:

INTRODUCTION: The psychological, physical and overall health of the students and faculty members are given more importance in our institution. Students are encouraged to participate in extracurricular activities in addition to their academics.

SPORTS: The importance of daily physical activity and the need to stay healthy and proactive is reflected when students actively participate in the sports week, conducted each year. Sport events include track and field events, where students compete to prove their mettle both individually, and as a team. By organizing the sports week and promoting intercollegiate activities, the institution encourages physical fitness and cultivates qualities such as discipline, teamwork, perseverance and sportsmanship among our students.

GYMNASIUM- Our institution has a well-equipped gymnasium facility with exercise machines, weights and fitness equipment which is open to both faculty and students. The Institute has an exclusive physical trainer to coach the faculty and the students.

OUTDOOR GAMES: Our institution has made a policy agreement with its sister group of institutions in the year 2019 within the campus to provide outdoor games facilities to staff and students. We can use amenities such as gymnasium, volleyball court, football ground, cricket ground and indoor courts for badminton. The membership is free for all students and staff of Al-Azhar group of institutions. The area of the football ground is 5525 sq.mt, volleyball court is 360 sq.mt and badminton court is 81.74 sq.mt.

INDOOR GAMES: Indoor sports facilities such as Carroms and Chess boards are available for the staff and the students who can enjoy and practice in the evenings. These spaces allow for physical activities

regardless of climatic conditions.

AUDITORIUM: The Institution has an Auditorium and Mini Auditorium with 500 and 150 seating capacity respectively. They serve as a versatile venue for a range of events with a provision for noise cancellation feature and audio-video recording. The college union organizes activities, seminars, workshops, performances and academic events providing a conducive environment for knowledge sharing and interaction.

YOGA CENTRE- Our institution recognizes the importance of mental and physical wellbeing and offers a serene center for individuals to practice meditation, relaxation technique and yoga exercises. We conduct classes once a month to ensure both physical and mental health of the students.

CULTURAL ACTIVITIES: The College Union, constituted with a team of students and staff members, takes the lead in organizing cultural events and celebrations within the institute. These events include festivals, important calendar days and cultural week celebrations with active student participation. The cultural events and celebrations serve as a break from academic routine and help the students break the monotony and engage in creative and artistic activities. The balance between academics and extracurriculars promotes a holistic development approach in our institution. By actively participating in literary and art events students have opportunities to showcase their talents and build confidence.

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

4.1.3 Availability and adequacy of general campus facilities and overall ambience

Answer:

The campus of Al-Azhar Group of Institutions is adorned with lush green landscape interspersed with clean wide internal roads and well-maintained gardens, creating a visually appealing and serene atmosphere. Al Azhar Dental College is set across a sprawling 6-acre 64 cents nature friendly campus. The college emphasizes the optimal utilization of resources to maintain its distinct identity. The college has easy accessibility by road and is well connected to the city, making commuting convenient for students and staff. The buildings on the campus are designed to maximize natural lighting and ventilation, creating a comfortable and eco-friendly environment and our campus is fully Wi-Fi enabled. The use of ample air and vertical gardens further enhances the eco-friendliness of the campus.

HOSTEL: Separate hostels are available for boys and girls (main girl's hostel and the smaller Amina hostel). There is a convenience store located in the hostel that provides students with easy access to essential items.

HEALTH CENTER FACILITY: A MBBS doctor along with two nurses are available for providing inhouse medical treatment with attached pharmacy.

COMMON ROOMS: Separate common rooms are available for boys and girls

TOILETS: Adequate toilet facilities are provided for staff, male ((17 in number) and girls (25 in number) with dedicated cleaning staff ensuring regular maintenance and cleanliness. Disabled friendly toilets are available within the campus.

CANTEEN: The College has a spacious canteen facility providing a variety of high-quality snacks and foods to the students and staff. Canteen is open from 8.00 AM to 4.00 PM on all working days.

POST OFFICE AND BANK/ ATM: Post boxes are installed outside each hostel and a 24*7 ATMs adjacent to the campus entrance adds convenience to staff and students.

ROAD AND SIGNAGE: The presence of well-tarred roads leading to the college ensures a smooth and convenient commute for students, staff, and visitors. Our campus has adequate signage and direction maps for easy navigation and locating various academic, administrative sections, and amenity space. The institution has ample space for car parking.

GREEN CAMPUS: The college has a serene and ecofriendly green campus and emphasizes environmental sustainability by promoting a plastic free campus

ALTERNATE SOURCE OF ENERGY: There are 12 solar panels situated in the main dental institution.

SEWAGE TREATMENT PLANT AND WATER RECYCLING: There is a sewage treatment plant situated inside boy's hostel premises and an adequate water recycling plant inside the ladies main hostel which represents our commitment to sustainable water management. The institution has an incinerator for sanitary pad disposal.

CAMPUS SECURITY: The college employs a team of 8-10 security guards, who work in shifts to ensure the safety and security of the campus community.

WATER FILTERS: Water filters with RO systems are available on campus, ensuring safe drinking water for students and staff.

FIRE EXTINGUISHER: Fire extinguishers with safety alarms are present in our institution.

LIFT, RAMP & TACTILE PATHWAY: For geriatric and differently abled individuals.

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

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

Answer: 11.53

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

Answer:

2022-23	2021-22	2020-21	2019-20	2018-19
72.5	47.7	15.4	31.8	10.3

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

Answer:

INTRODUCTION: AADC has adequate infrastructure facilities that align with the regulations set by Dental Council of India (DCI). AADC has nine departments that cater to the different areas of dental education and practice. Our institution has five lecture halls equipped with smart boards, two examination halls, a hematological lab and administrative offices that handle the management and day-to-day operations of the dental college.

FACILITIES FOR CLINICAL LEARNING: We are equipped with updated and advanced clinical facility with includes immunohistochemistry, endodontic microscope, imaging and morphometric software, intraoral cameras, Implant Equipments, Lasers, conventional radiography, RVG, extraoral radiographs facilities like OPGs and Lateral cephs for learning process.

HOSPITAL: The Institution has a sufficient number of dental chairs and equipment meeting the requirements of the regulatory bodies.

Oral Medicine and Radiology: The Department is equipped with conventional and modern Radiology sections and performs procedures like biopsies, TENS therapy, vital staining, smear preparations and pulp vitality tests.

Oral and Maxillofacial Surgery: Department has minor operation theater for performing extractions and surgical procedures.

Periodontics: Department is equipped with laser and does routine scaling procedures and has minor OT for flap surgeries, gingivectomies and frenectomies.

Pediatric and Preventive dentistry: Department performs conservative, surgical, orthodontic and prosthodontic treatment for pediatric patients in a child friendly atmosphere with play area.

Conservative Dentistry and Endodontics: Department performs restorations, RCT, bleaching and veneering. It has endodontic microscope, pre-clinical laboratory, ceramic lab and a radiology section with RVG unit.

Prosthodontics: The Department provides treatments such as fixed partial denture, removable partial denture, complete denture, precision attachments, implants and extra oral and intra oral prosthesis.

Public Health Dentistry: The Department has a mobile dental van which caters to the needs in peripheral areas during regular dental camps and oral health awareness through outreach programmes.

Orthodontics and Dentofacial Orthopedics: The Department has imaging and morphometric software and provides fixed orthodontic treatments, habit breaking appliances, interventional treatment modalities like myofunctional appliances.

Oral Pathology and Maxillofacial Microbiology: Department is equipped with routine hematology lab, histopathology section, immunohistochemistry kit and microscopes for histopathological evaluation of patients.

MEDICAL COLLEGE AND HOSPITAL: The institution has its own medical college which is a 740 bedded tertiary hospital situated 3.8 kms away which provides training and teaching in basic and medical sciences for students.

LABORATORY: The Institution has pre-clinical laboratories for dental departments and practical labs for medical subjects in medical college. These labs meet the norms set by the Dental Council of India (DCI).

Advanced and well equipped pre-clinical labs with skill and simulation labs are available in the institution. The department of Prosthodontics and Conservative Dentistry have phantom head models for realistic hands-on practice for the benefit of students before starting their clinical postings. Anatomy lab is equipped with cadaver models & specimens. The Physiology, Biochemistry pharmacology, microbiology and pathology labs has separate laboratories which aid in performing experiments and procedures. Each department has necessary amenities to enhance students' understanding of the subject.

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

Answer: 39878.6

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

Answer:

2022-23	2021-22	2020-21	2019-20	2018-19
49441	24912	16913	55957	52111

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

Answer:

2022-23	2021-22	2020-21	2019-20	2018-19
27	30	1	0	1

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
Any additional information	View Document
Link to hospital records / Hospital Management Information System	View Document

4.2.3 Average number of students per year exposed to learning resource such as Laboratories, Animal House & Herbal Garden during the last five years.

Answer: 539.4

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.

Answer:

2022-23	2021-22	2020-21	2019-20	2018-19
561	615	553	512	456

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.

Answer:

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

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
Any additional information	View Document
Link for additional information	View Document

4.2.4 Availability of infrastructure for community based learning

Institution has:

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

Answer: 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)

Answer:

INTRODUCTION: The Al-Azhar Dental College library is located on the fourth floor and adhere to the policies of the library committee and offers access to hundreds of students at once. It is an integrated knowledge resource centre with a comprehensive collection of books, periodicals, and references in addition to international journals. The library has an infrastructure consisting of reception, property counter, issue counter, digital library and photocopying area. There are separate students & staff reading rooms, journal section and reference section. There is a computer section to access the digital journals and textbooks. The students reading room can accommodate 50% of total student strength.

INTEGRATED LIBRARY MANAGEMENT SYSTEM: It is automated using KOHA, a computerized management integrated library system that was installed on October 30, 2021 and its automation was completed by 30.11.2021. KOHA is an open-source integrated library management system (ILS) used by libraries worldwide for managing their collections and providing access to library resources. KOHA offers ease of control over the contents of the library, enabling librarians to efficiently manage and update information. KOHA's compliance with library standards, robust features for system administration, data acquisition and cataloging, integration capabilities, advanced search functionality and record maintenance contribute to its effectiveness as a comprehensive library management system.

Modules of ILMS include:

- **Cataloging and Classification:** KOHA allows librarians to create and manage bibliographic records for library materials, including books, journals, audiovisual materials, and more. It supports various cataloging standards and provides options for classifying items using different classification schemes.
- **OPAC (Online Public Access Catalog):** KOHA offers a user-friendly web-based interface for patrons to search and access library resources online. Users can search for items, place holds, renew loans, and view their account information through the OPAC.
- **Circulation Management:** KOHA provides comprehensive circulation management features, including check-in/check-out of materials, managing due dates and renewals, handling fines and fees, and managing holds and reservations.
- **Acquisitions and Serials Management:** KOHA includes modules for managing the acquisition process, including purchase orders, receiving items, and managing budgets. It also supports serials management, allowing libraries to track subscriptions, manage issues, and handle claims and renewals.
- **Reporting and Statistics:** KOHA offers reporting and statistical analysis tools that enable libraries to generate various reports, including circulation statistics, collection analysis, and usage reports. These reports help librarians make informed decisions regarding collection development and resource allocation.
- **User Management:** KOHA provides options for managing library patrons' accounts, including user registration, user authentication, and the ability to customize user profiles and permissions.
- **Customization and Extensions:** KOHA is highly customizable, allowing libraries to tailor the system to their specific needs. It supports the development and integration of custom modules and extensions to enhance functionality and integration with other library systems.

DETAILS OF INSTALLATION:

- **Nature of automation:** Fully automated with KOHA Version: 22.05.06.000
- **Year of Automation:** 2021

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

Answer:

INTRODUCTION: Central library has a vast collection of textbooks and journals with valuable resources for both students and staff members. It ensures easy access to a wide range of materials that support academic studies, research, and professional development.

DEPARTMENT LIBRARY: It further enhances the accessibility of subject-specific resources. Departmental libraries typically contain materials closely related to the field of study and research conducted within the department. This allows students and faculty members to access specialized literature and references that are directly relevant to their academic pursuits

BOOKS: The library has year specific subject textbooks and reference volumes for staff and students which include dental and Medical subjects. The library has a non – academic book section donated by the alumni for enriching the knowledge of students. All these books are kept in individual cupboards to ensure easy access and convenient for students and staff members to find the resources they need. The availability of an e-library section with computer access further expands the students' learning opportunities. This allows them to access online databases, digital resources, and e-books, providing a wealth of information at their fingertips

JOURNALS: our institution has a separate journal section and allows students to access and explore a wide range of scholarly journals and helps them to stay updated with the latest research and developments in their respective fields enhancing their knowledge and understanding.

E-JOURNALS: It has access to more than 500 e-journals through the research database EBSCO. Under this service online access to full text and databases from reputed publishers such as Nature, Oxford, Springer, Taylor and Francis, Web of Science and Wiley are available. Terminals required for accessing e-resources, web browsing and other academic activities are available in the library. Provision is made for downloading, printing of material from these sources. Students are provided with an excellent ICT infrastructure with adequate bandwidth for fast and seamless access to the Internet for e-content access.

RARE BOOKS AND ANCIENT MANUSCRIPTS: The library has ancient books including Charak Samhita, Susruta Samhita, Astanga Samhita, rare Palm leaf manuscripts and Homeopathy books.

FACILITIES: The library has an infrastructure consisting of Reception, property counter, Issue counter, computer section, digital library, newspaper area, reading & study area and photocopy section. There is a reading room to accommodate 50% of total student strength. There are separate students & staff reading rooms, Journal section and reference section. There is a computer section to access the digital journals and textbooks. The reference books and back volumes are arranged properly for easy retrieval.

LIBRARY TIMINGS

Monday to Saturday 8AM to 5 PM

Library remain closed on Sundays & closed holidays

SPECIAL REPORTS: The library maintains the BDS course regulations of Dental Council of India and Kerala university of health sciences (KUHS) for reference.

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

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

1. e – journals / e-books consortia

2. E-Shodh Sindhu

3. Shodhganga

4. SWAYAM

5. Discipline-specific Databases

Answer: B. Any four of the above

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

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

Answer: 3.52

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

Answer:

2022-23	2021-22	2020-21	2019-20	2018-19
11.69	2.93	0	1.57	1.4

File Description	Document
Provide consolidated extract of expenditure for purchase of books and journals during the last five years duly attested by Chartered Accountant and Head of the institution	[View Document](#)
Proceedings of library Committee meeting for allocation of fund and utilization of fund for purchase of books and journals	[View Document](#)
Institutional data in prescribed format	[View Document](#)

Audit statement highlighting the expenditure for purchase of books and journal library resources	View Document
Any additional information	View Document

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

Answer:

INTRODUCTION:

Having a dedicated central library for self-learning is indeed an essential and vital component of the educational program. It provides students with the opportunity to engage in independent learning and expand their knowledge beyond the classroom. The placement of the library on the fourth floor allows convenient access for all students, promoting a culture of continuous learning and academic growth. By encouraging students to visit the library regularly, the institution emphasizes the importance of staying updated with the latest developments in dentistry.

OBJECTIVES:

To provide resources for conducting research, to help staff update on the recent developments in dentistry, to open doors to all the specializations, train students in making use of the library and thus integrating the library with the education course.

DIRECT ACCESS:

The library operates under open Access System. Every patron who enters the library has to enter the Name and Time in the register kept near the reception which is strictly followed during entry and exit. The separate reading section provides a quiet and conducive environment for faculties and students to read their own personal books or library books. The library has a special area dedicated to journals.

REMOTE ACCESS:

The students are provided log in credentials that provide secure access to the e-journals and e-book within the campus.

DIGITAL LIBRARY:

The presence of e-books and e-journals in the digital library provides easy access to a wide range of reference materials and research resources. This enables students to stay updated with the latest developments in their respective fields and enhances their knowledge base.

LEARNER SESSION/LIBRARY USAGE PROGRAMS:

Library usage program is organized once a year by the library committee and is an excellent initiative to familiarize the faculties and students with the library's resources, rules, and regulations. During the program, the librarian provides an overview of the library's rules and regulations, emphasizing the importance of adhering to them. The tour inside the library, focusing on the hard copies, allows participants to explore the physical collection and understand the organization of books and resources. The library assistants play a key role in guiding users on how to effectively access and utilize the digital library. They may demonstrate search techniques, navigation through databases, and accessing e-books and e-journals. This hands-on experience equips users with the necessary skills to make the most of the digital resources.

LIBRARY COMMITTEE:

Our institution has a library committee that reviews the needs of the library on a regular basis. The Committee comprises Principal – Chairman, Administrative officer- Coordinator, Representatives from various departments, Chief Librarian and Assistant Librarian. It takes inputs from various departments and

from students. The committee puts forward its recommendations to the college authorities regarding the number and title of the new books, journals and other holdings to be purchased for the library.

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

4.3.6 E-content resources used by teachers:

1. NMEICT / NPTEL

2. other MOOCs platforms

3.SWAYAM

4. Institutional LMS

5. e-PG-Pathshala

Answer: Any Four 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)

Answer: 100

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

Answer: 14
4.4.1.2 Total number of classrooms, seminar halls and demonstration room in the institution

Answer: 14

File Description	Document
Institutional data in prescribed format	View Document
Geo-tagged photos	View Document

Consolidated list duly certified by the Head of the institution	[View Document](#)
Any additional information	[View Document](#)
Links to additional information	[View Document](#)

Other Upload Files	
1	[View Document](#)

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

Answer:

INTRODUCTION: Apart from the computer laboratories for syllabus programs the Institution has provided computer centers for general purposes and learning during extra hours with Internet Facilities available through leased line and Wi-Fi for providing continuous and uninterrupted internet connectivity to students and faculty members during regular college hours and beyond college hours. All the departments are Wi-Fi enabled and this helps students and staff members make extensive use of online classes or Zoom meetings.

IT FACILITY: AADC has a well-developed system for providing IT facilities to the users. Some of the facilities are shown under:

- The institute has 5 smart classrooms for better teaching and learning process.
- Each department has seminar halls with LCD projectors.
- All of the departments have computers with Internet facility via Wi-Fi of 350 MBPS bandwidth for preparation of PowerPoint presentations for teaching learning.
- The computers and printers of all the departments have modern hardware with updated software.
- The college website is monitored and updated from time to time by the IQAC cell and webiste committee of the college.
- The computers and printers of Administrative block and Computer Lab are connected in LAN.
- Free Wi-Fi access is provided to the students and staff.
- Adequate computer systems with the latest configuration and specifications.
- All computers have internet facility via Wi-Fi and LAN
- The institute has IT Infrastructure and software installed for Students- (ERP, KOHA for Library, Computer Lab)
- The college is completely monitored under CCTV surveillance.
- The maintenance of computers, Internet Wi-Fi networking, installation of software and maintenance and up gradation of hardware is done by dedicated staff.

UPDATES/REPAIR OF HARDWARE: Maintenance and up-gradation is done from time to time. If the hardware of the device gives repeated problems, it will be replaced with an updated version.

UPDATES OF SOFTWARE: The IT department looks after the updating and maintenance of software used in administrative and clinical operation support departments and dental equipment.

OTHER EQUIPMENTS UPDATES/REPAIR:

- **Lecture Halls**: Maintenance of Electronic items including Computer, Sound Systems, Microphone, and Projectors are done by the IT Department.
- **Seminar Halls:** Maintenance of electronic devices is done by the IT Department.
- **Library Computers**: updates/repairs are done by the IT Department.
- **Event Management:** IT support during CPC, CDE programs, additional classes, motivational talks and guest lectures are supported by the required Audio Visuals equipment support /Maintenance are offered by the IT Department.
- **Biometric attendance:** Software maintenance and support is given to the HR Department.

- **Electronic Students attendance:** Software is taken care of through EMBASE Pro Suit by the IT department. Internet connections are always verified and speed is ensured. In the case of connection failure, the provider is contacted and connectivity is restored.
- **Telephones:** EPBX & Intercom connections including all Telephone connection maintenance repairing & installation are done by the IT Department.

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)

Answer: 250 MBPS-500 MBPS

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

Answer: 91.17

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

Answer:

2022-23	2021-22	2020-21	2019-20	2018-19
449.73	247.59	147.78	222.79	279.14

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

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

Answer:

INTRODUCTION: Al-Azhar Dental College follows a systematic maintenance procedure. An infrastructure maintenance committee has been formed to assess and evaluate the completeness of maintenance works being done in the institution.The Infrastructure maintenance committee meeting is conducted twice in a year as per the schedule. The committee members discuss streamlining the maintenance operations.

COMPOSITION OF MAINTENANCE COMMITTEE: The Chairperson, Convener and Members encompasses the maintenance committee.The Head of the Institution nominates members of the maintenance committee.

FUNCTION OF THE MAINTENANCE COMMITTEE: The maintenance committee monitors the day to day maintenance activities. The activities range from Infrastructure augmentation, Infrastructure development, and regular maintenance of physical and academic support facilities. Decisions about replacement of the equipment, upgradation, Annual Maintenance Contract, Outsourcing of repairing services from other agencies are taken collectively by the members during the meeting and decisions are recorded in the minute's book. The classrooms are well equipped with all modern technology like the LCD projector, PA systems, and other technologies for better and effective teaching. CCTVs installed in each classroom to make sure of the safety and the security meeting.

MAINTENANCE PROCEDURE: All the equipment repairs and maintenance are carried out with the help of our qualified technicians. The concerned department clinical in charge reports to the HOD regarding the malfunctioning of the equipment. After HOD intimation, the complaint is entered in the maintenance register and the maintenance people are informed about it. The concerned issue is attended at the earliest and the issue is repaired at the earliest by technical support. If any parts are to be changed, the indent is given to the store and the part is procured and equipment is repaired.

MAINTENANCE OF IT FACILITIES: All the Information Technology (IT) facilities in all classrooms, seminar halls are periodically checked and maintained by the IT department. The IT department takes care of maintenance issues related to computers hardware and software, electronic attendance system, printers and scanners etc.

MAINTENANCE OF LIBRARY FACILITIES: Facilities in the library such as computer section, photocopying and printing service, furniture and IT facilities are all maintained periodically by the maintenance section under the supervision of a Librarian.

MAINTENANCE OF CLINICAL EQUIPMENTS: Preventive and corrective maintenance of dental chair units and equipment are done by trained dental equipment technicians. In pre-clinical laboratories, phantom heads and other associated equipment are maintained with periodic preventive and corrective services. The maintenance service of advanced dental equipment like X-RAY, OPG etc. are outsourced to authorized agencies.

MAINTENANCE OF SPORTS FACILITIES: Maintenance of Sports & Games Amenities are monitored by the physical education trainer.

MAINTENANCE OF MAJOR EQUIPMENTS: The major dental equipment such as imaging equipment, compressors, generators, and the central suction motor is all under annual and comprehensive maintenance contract. It also ensures compliance with regulatory standards and provides a reference for audits or inspections.

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

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

Answer: 18.84

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

Answer:

2022-23	2021-22	2020-21	2019-20	2018-19
118	153	117	76	56

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
Answer: 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

Answer: 72.17

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

Answer:

2022-23	2021-22	2020-21	2019-20	2018-19
233	590	241	467	404

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

Answer:

INTERNATIONAL STUDENTS CELL
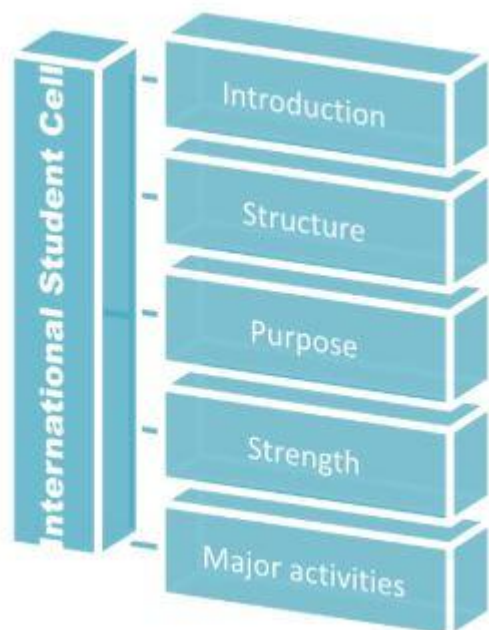
Introduction

By adhering to the standards established by the entrance commission, Governmentof Kerala for the admission of NRI Students, Al-Azhar Dental College grants admission to those applicants who fall under the General Merit/Foreign/Non- Resident Indian (NRI) category.

By providing and assuring a comfortable setting conducive to learning and success,this institution meets the demands of these pupils. We offer that cutting-edge infrastructure to foster their best interests in both academic and extracurricular pursuits.

With the aim to safeguard these students and to guide their admission process with regard to the eligibility requirements, submission of necessary documents like a sponsorship letter, a VISA, a passport, and other support as necessary, the highly accomplished International Student Cell Committee was established. Additionally, any academic or administrative issues are handled by this cell. The International Students Cell co-coordinates the activities related to the admission, support services for academic pursuits and formalities related to the stay and travel to the country/Institution of the Nonresident Indian/ international students

Structure of the International student cell

The cell for international students is made up of the institution's head. It has a coordinator, co-coordinator, and supporting members. Faculty and overseas students nominate the members. The coordinator of the foreign student cell invites the members to the meeting at the start of the academic year. They talk about the preparations to be done for the foreign pupils.

Purpose

1. To increase Al Azhar Dental College's footprint globally.

2. The International Students' Cell will work to improve the lives of the international student population; it will host interactive forums, lectures, and programs on topics including cultural fusion and raising awareness ofunity in diversity
3. The international students cell of Al Azhar dental college conducts awareness programs among the Non- Resident Indian students in variousforeign countries

Our Strength

1. Welcoming the NRI applicants and engaging them with the academic members of the International Student Cell Committee
2. Introducing them to and integrating them with their staff faculty and peers
3. Offering an introductory tour of the school and the surrounding area
4. Showcasing their cultural activities at the yearly talent show
5. Utilities provided by in-house faculty to meet their needs

Major activities of the cell

1. The main goals of the Cell Orientation program are to prepare the international students for a smooth transfer to our nation.
2. 2.The international students receive orientation to the Institute, information about the academic programs, extracurricular and co-curricular activities, scholarships, and hostel accommodations.
3. Keeping a database of all overseas students' information is necessary forpotential future correspondence.
4. Counselling: The cell provides advice to overseas students regarding their academic and professional goals. The cultural background, national traditions, and institution's student conduct code are all explained to the students.

File Description	Document
Any additional information	[View 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*

Answer: All of the above

File Description	Document
Minutes of the meetings of student Grievance Redressal Committee and Anti-Ragging Committee/Cell	[View Document](#)
Institutional data in prescribed format	[View Document](#)

Circular/web-link/ committee report justifying the objective of the metric	View Document
Any additional information	View Document
Link for Additional Information	View Document

5.2 Student Progression

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

Answer: 100

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

Answer:

2022-23	2021-22	2020-21	2019-20	2018-19
9	16	10	1	4

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

Answer:

2022-23	2021-22	2020-21	2019-20	2018-19
9	16	10	1	4

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

Answer: 38

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

Answer:

2022-23	2021-22	2020-21	2019-20	2018-19
41	29	10	7	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
Any additional information	View Document
Annual reports of Placement Cell	View Document
Link for Additional Information	View Document

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

Answer: 18.27

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

Answer: 19

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
Any additional information	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.

Answer: 34

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

Answer:

2022-23	2021-22	2020-21	2019-20	2018-19
21	02	06	02	03

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

Answer:

Introduction: Al-Azhar Dental College was founded in 2007-2008 and is located in Thodupuzha, Idukki district. Since its inception, the Student's Union has organized various cultural and non-cultural programs and activities, fostering a sense of community and creativity among the students. This report delves into the journey of the Student's Union from 2017-2023.

The Prayan Student's Union (2017-2018). The union was inaugurated by Adv. KM Mijas, Managing Director of Al Azhar Group of Institutions, The Union successfully conducted the formal commencement of the batches of 2017-18' and 2018-19' and organized various cultural programs, including observance of significant days like Christmas and World Oral Health Day. Additionally, the students exhibited their compassion by visiting flood-affected areas and lending a helping hand to the affected communities.

Incendio Student's Union (2019-2020): The year 2019 saw the rise of the Incendio Student's Union, inaugurated by renowned Cine actor Mr. Bipin Jose. This Union brought in a new level of enthusiasm with a cake-baking competition and Dental Week. Celebrations were held on occasions such as Onam, Christmas, Ethnic Day, and Inter-Department Food Fest. The Union also conducted the formal commencement of the 2019-20' batch.

Nahasra Student's Union (2020-2021): Despite the challenges posed by the Covid-19 pandemic, the Nahasra Student's Union, inaugurated by Actor Mr. Vinay Fort, rose to the occasion. This Union adeptly organized online platform-based Creative Competitions, including 'Curfew Art Cafe,' which provided students with an outlet for their talents. It also focused on contributing to society by conducting a 'Blood Donation Camp' and Covid-19 awareness programs, establishing a Corona help desk, and distributing pamphlets in local areas.

Asteria Student's Union (2021-2022): It was inaugurated by Adv. K.M. Mijas, continued the tradition of hosting diverse events and competitions. Rangoli competitions, Environment Day celebrations, Drawing and Writing competitions, World Music Day competitions, Independence Day celebrations, Onam celebrations, and Christmas celebrations enriched the college calendar. The Union also organized programs like Covishoot, Game of Shadows, and Say No to Dowry, aiming to raise awareness among students on critical issues. "Dentfest"2k21, a 4-day Intra-College Arts and Sports Fest, further added to the vibrancy of the Union's tenure.

Invicta Student's Union (2022-2023): The union was inaugurated by Mr. Safeer V Jabbar. The Union continued the legacy of organizing engaging events, including the Formal commencement of the 2021-22 batch, Doctor's Day celebration, Photography competitions, Teacher's Day celebration, Rangoli competition, Onam celebration, and numerous Inter-departmental competitions.

Auriga Student's Union (2023-2024): The current union has commenced its journey with the inauguration by Adv. KM Mijas on 23rd December 2022. The Union has already successfully conducted the formal commencement of the 2022-23 batch and celebrated Republic Day. As the year unfolds, it is

expected to continue the tradition of hosting vibrant events, fostering a sense of togetherness among students.

Conclusion: The journey of Al-Azhar Dental College's Student's Union over the years reflects a legacy of creativity and community engagement. Each Union's efforts in organizing various events and activities have contributed significantly to the college's cultural and academic growth.

File Description	Document
Any additional information	View Document
Link for any other relevant information	View Document
Link for reports on the student council activities	View Document
Other Upload Files	
1	View Document

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

Answer: 16.2

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

Answer:

2022-23	2021-22	2020-21	2019-20	2018-19
40	17	13	7	4

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

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

Answer:

ALUMNI ASSOCIATION

The main objective of the Association is to bridge the gap between the college and the alumni. They have been responsible for keeping a complete track of alumni with their required details, informing them about the current changes and achievements of the institute. Alumni association meetings take place yearly and future plans are discussed in the meetings. During the interaction alumni have highlighted the importance of current trends in the profession and guided the students about the various career opportunities. Alumni who have been successfully running dental clinics have provided inputs on how to start a new venture. Al Azhar Dental College Alumni Association (AADCAA) conducts REVIBE, a formal alumni meet every year which consists of inauguration, Executive Committee meet and AGM and alumni interaction with students. During the program alumni give insights to the present-day scenario and challenges to the existing batch of students.

The main objectives of this official Alumni Association are to:

- Create a strong network between Alumni and the Institute.
- Create a strong network for Alumni progression as well as student's progression
- To promote a sustained sense of belonging to the Alma Mater among the Alumni by being in regular contact with them.
- To provide a forum for the Alumni for exchange of ideas on academic, cultural and social issues by organizing and coordinating reunion activities of the Alumni.
- Maintaining the updated and current information of all Alumni.

Alumni Activities

- Internship
- Mentorship
- Career Guidance
- Networking Platform
- E-bulletin: - Institute is publishing E-bulletin which includes all the events happened in institute via Facebook, Instagram and Whats app groups.
- Financial and non- financial contributions.

Roles & Responsibility:

- Organizing - Annual Alumni Meet, Annual General Body meeting and periodic executive committee meetings.
- Organizing and Participation in Induction Session during -Orientation Program of first year students.
- Maintaining and updating alumni databases.
- Mentorship Programme by alumni for their juniors.
- Organizing 'Alumni talks' – career guidance regularly.
- Updating various events organized on Social Media to reach out to Alumni

Benefits of Alumni Association Membership:

- A Strong Network of Alumni.
- Alumni career services.
- This membership will provide a social platform.
- This will help to keep in touch with their classmates, faculties and current batch of students.
- This association will help and support needy and bright students.
- The funds raised by alumni association members will help to increase the strategic initiatives of engaging alumni, creating tangible events and programs.
- Scholarships to the needy, scholar and brighter students.
- Up-gradation in clinical skills.

Contributions of the Alumini: Numerous textbooks, dental equipment's, projector, books for the readers club etc have been donated by the Alumni association

Various **CDE programs**, **professional enrichment programs** and **career guidance programs** were conducted by the alumni association

ENDOWMENT awards given to Batch toppers and Best outgoing students during convocation by the Alumni were presented to

- Dr. Khadeeja Ismail (2018)
- Dr . Beulha (2019)
- Dr . Janseena Valsan (2020)
- Dr. Aswanth EP (2021)
- Dr. VS Gopika (2022)

File Description	Document
Any additional information	[View Document](#)
Lin for quantum of financial contribution	[View Document](#)
Link for frequency of meetings of Alumni Association with minutes	[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*

Answer: 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](#)
Annual audited statements of accounts. Extract of Audited statements of highlighting Alumni Association contribution duly certified by the Chartered Accountant and Head of the Institutions	[View Document](#)
Link for Additional Information	[View Document](#)

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.

Answer:

VISION

'To be a premier academic institution recognized nationally for it's leadership and excellence in teaching, learning and research, upholding humanitarian principles

MISSION

•   To prepare each student for academic, social and personal success by instilling competency, creativity and courage to act on their belief.

•   To pursue excellence in education by imparting a comprehensive student experience through an evidence-based academic and clinical approach for rendering world-class oral health care with the utmost empathy, compassion and social commitment.

•   To bring necessary changes as dictated by the current needs of the profession in the course structure and design, collaborating with the affiliating and apex bodies.

•   To equip dental professionals to adapt to the ever-changing dental technologies, treatment modalities and practices through continuing dental education programmes.

•   To spread awareness to the public on the prevention of oral diseases and provide panoramic oral health care to the penurious population focusing on the ideology of 'Oral Health for Overall Health'.

        The Vision and Mission of the institute is the foundation on which the present, as well as the future, rests. As such all parties involved should be made aware regarding their roles and how each member's activity helps the institute progress further thus achieving the set goals of Vision and Mission. The Vision and Mission is displayed prominently throughout the institution premises, which creates awareness of the same. Vision and Mission is available on the college website (www.aadc.ac.in), as well as median locations such as the principal's office, Library, Hostel, as well as all departments. It is also made available in all institutional level documents such as patient records, student records and any study material provided to the students.

The Institute's mission statement emphasizes the importance of academic and administrative initiatives in achieving its goals and provides a comprehensive framework of mechanisms and committees responsible for ensuring their successful implementation.

. The institution aims to achieve its vision and mission through the implementation of a governance structure that utilizes various committees and subcommittees, all of which are closely monitored. It follows a participatory governance approach that actively integrates the viewpoints and input of all its employees and pertinent stakeholders. Furthermore, the institution cultivates a workplace culture that encourages employees to perform at their highest potential while granting them a level of independence, thus maintaining continuous motivation and individual accountability.

Vision for social commitments is realized by providing concessional/Free dental health treatments for the lowest strata of society through various dental camps conducted in urban and rural areas with a major emphasis on awareness of various dental diseases as well as treatment modalities.

File Description	Document
Any additional information	View Document

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

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

Answer:

The Administrative body, including the Chairman, Managing Director, and Principal, directs the institution with support from department heads. The institution follows a participatory management approach where faculty, staff, and students participate in decision-making processes. The operational level faculty receives planning and vision from the administrative body through duty assignments, and regular staff meetings facilitate communication, feedback, and amendments.

The Internal Quality Assurance Cell (IQAC) guides the various committees and subcommittees in the institution to improve its quality. The Statutory committees are the Anti-ragging committee, SC/ST committee, Grievance Redressal committee, Internal Complaints committee, Minority Cell and OBC Commitee. Each of these statutory committees plays a vital role in upholding the institution's commitment to fairness, inclusivity, and the well-being of its members, ensuring that all stakeholders are treated with respect and provided with the necessary support and resources. The others form the Non Statutory Committees.

  The Curriculum Committee is responsible for shaping the educational experience of students, ensuring that the curriculum is aligned with educational standards, relevant to the needs and goals of the institution and its students, and consistent with the institution's values and principles. The Ethics Committee offers guidance on ethical issues that may arise in the institution's operations and upholds ethical principles while protecting the welfare of individuals and communities. The Mentorship Committee supports the personal and professional growth of students and faculty members by developing and implementing mentorship programs, and providing guidance on academic and clinical skills development, career planning, and personal growth.

The Placement Cell connects dental students with potential employers and bridges the gap between academics and industry. The Alumni Committee establishes and maintains relationships with the institution's alumni, keeps them informed about college events and updates, and promotes a sense of community and connection between the college and its graduates. The PTA Committee facilitates communication and engagement between students, teachers, and parents by organizing events and activities, providing resources and support, and enhancing the education and development of students.

The NRI Cell provides support and assistance to NRI students, addressing any issues or concerns they may have, such as language barriers, cultural differences, and academic challenges, and helping them adjust to the cultural and academic environment of the institution. The Research Committee promotes a culture of research excellence among dental students, faculty, and staff, encourages the pursuit of innovative and impactful research in the field of dentistry, and contributes to the development of the institution.

The Arts & Sports Committee organizes various activities and events, such as sports tournaments, art exhibitions, cultural festivals, talent shows, and musical performances, to relieve stress, develop teamwork and leadership skills, and showcase students' talents and creativity.

The Maintenance Committee ensures safe and healthy learning environments for the college by overseeing building, equipment, and ground maintenance. Committees and subcommittees contribute to quality improvement and function under the IQAC. The administrative body plans and directs the institution's functioning, while staff meetings facilitate communication and feedback.

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

6.2 Strategy Development and Deployment

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

Answer:

The Success of any Educational Institution depends on its organizational structure and the efficiency of its decision-making process. The organizational structure of the Institution is designed to promote effective decision-making, planning, and Administration to ensure the smooth functioning of the college. The Institution's Management involves all stakeholders in decision-making, ensuring that everyone's perspectives are considered. This inclusive approach ensures that the decision-making process is not limited to a few individuals, but rather, everyone is a part of it.

The Administration of the college is responsible for implementing policies and programs in line with the college's vision and mission. They ensure that the Institution runs smoothly in various areas such as admissions, accounts, record-keeping, and maintenance. The Administration forms the backbone of the college, and without their efforts, the college cannot function smoothly. The Administration staff works together to ensure that all departments are aligned with the college's objectives and work towards achieving the same.

The faculty members play a crucial role in maintaining healthy and productive relationships with students, colleagues, and the community. They are actively involved in training students to provide the best service to society. Departments function based on the Institution's vision and mission, with a primary focus on excelling in academics. The faculty members are passionate about their work and are committed to providing the best learning experience to students.

Non-teaching staff is the support system for the Administration and teaching staff to achieve operational and strategic objectives. They work tirelessly behind the scenes to ensure that the college functions smoothly. Their efforts in areas such as maintenance, security, and accounts are crucial for the college's overall success.

The Management provides freedom and flexibility to the Principal and Academic council to lead all academic activities in the college. Regular meetings are held to formulate, discuss, and implement the prospective plans of the Institution. The IQAC, College development committee, and other committees work continuously to improve the quality of the Institution. These committees are responsible for ensuring that the college is aligned with the latest developments in the field of education and is providing the best possible learning experience to students.

Faculty members hold meetings at the beginning of each academic session to discuss the smooth functioning of the Institution. The Head of Departments (HODs) work under the guidance of the Principal and IQAC, and every faculty member is involved in various academic, administrative, statutory, and non-statutory committees. The IQAC monitors academic and administrative activities, and mentorship is introduced in all departments and monitored by the Principal.

The organizational structure of the Institution is designed to promote effective decision-making, planning, and Administration to ensure the smooth functioning of the college. The Management, Administration, Faculty members, non-teaching staff, and Committees work together to ensure that the college is aligned with its vision and mission, and is providing the best learning experience to students.

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

Answer: 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
Any additional information	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

Answer:

Al-Azhar Dental college has several staff welfare measures and policy for their overall development and progress, other than the monthly salary being paid. For the growth of the Institution, Hard work, Dedication and Commitment is of utmost importance and the welfare measures and policies are drafted and implemented keeping in line with this.

Staff welfare measures programs and policies implemented by the institution to enhance the well-being of the employees. These measures range from basic necessities to recreational activities that promote a healthy work-life balance.

STAFF WELFARE MEASURES FOR TEACHING STAFF

1. Wavering registration fees for CDE/ conference for teaching staff of the institution on programs conducted at college premises.
2. Financial Assistance for staff presenting Paper /Poster in National or State conferences in their respective specialty/Association.
3. Annual Membership fees of Professional bodies/Organizations to be borne by the college.
4. 20 % concession in treatment charges.
5. Several leaves are availed for teaching staffs. Maternity leave of 3 months, Paternity leave of 15 days and Sick leaves provided for staff members.
6. Award for Best faculty is practiced in the institution.
7. Concession in Admission and Tuition fees for the wards of the faculties in all Institutions under Al Azhar Group.
8. Provision for staff quarters in and around campus for teaching staffs.
9. Parking for faculties, Canteen made available for faculties and other staffs of the institution.
10. Institution provides free aprons for all teaching staff on joining.
11. Subsidized rate for staffs in Canteen
12. Festival loans.
13. Self-development and other faculty development programs such as interdisciplinary CDE, State level conferences are organised for faculty.
14. Well-equipped Gymnasium and grounds are made available for the Staff for their physical fitness and health maintenance.
15. Yoga and other Holistic development activities are provided for the Staff
16. Free Wi-Fi and Internet Facilities for the staffs for research purposes.
17. Clinical skill development courses for teaching staff to enhance their skills in work environment.

STAFF WELFARE MEASURES FOR NON-TEACHING STAFF

1. 20 % concession in treatment charges.
2. Several leaves are availed for non-teaching staffs. Maternity leave of 3 months, Paternity leave of 15 days and Sick leaves provided for staff members.
3. Concession in Admission and Tuition fees for the wards of the staff member in all Institutions under Al Azhar Group.
4. Parking for faculties, Canteen made available for staffs of the institution.
5. Institution provides Free aprons for all non- teaching staff on joining.
6. Subsidized rate for staffs in Canteen
7. Festival loans.
8. Self-development and other faculty development programs are organised for staff members.
9. Yoga and other Holistic development activities and classes are arranged and non- teaching Staff are encouraged to attend for the same.
10. Clinical skill development courses are organised for non-teaching staff to enhance their skills in work environment.

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

Answer: 68.31

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:

2022-23	2021-22	2020-21	2019-20	2018-19
60	67	47	43	43

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
Any additional information	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.,)

Answer: 15.4

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

Answer:

2022-23	2021-22	2020-21	2019-20	2018-19
15	27	8	12	15

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
Any additional information	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..

Answer: 97.64

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

Answer:

2022-23	2021-22	2020-21	2019-20	2018-19
83	88	74	66	59

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
Any additional information	View Document

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

Answer:

THE PERFORMANCE APPRAISAL SYSTEM FOR TEACHING AND NON- TEACHING STAFF

A Performance appraisal system is an essential tool for improving the quality of teaching and upholding the standards of an institution. It involves systematically and periodically documenting the performance of all teaching and non-teaching staff members. The primary objective of this system is to identify areas where staff can improve and provide feedback to help them grow professionally.

The appraisal system is based on an appraisal form that collects important details such as biodata, academic qualifications, research publications, conference attendance, and membership in any professional bodies. This information is used to evaluate the performance of each staff member against specific performance indicator. The appraisal system is overseen by the Principal, who is responsible for ensuring that it is carried out efficiently and effectively.

To begin the appraisal process, self-appraisal forms are collected from both teaching/ non- teaching administrative staff members. The completed forms are then submitted to the Head of department (HOD) / Administrative officer for verification. Following performance indicators are provided to the teaching staff in the format for the performance assessment:

1. Teaching and subject knowledge
2. Mentoring Ability
3. Research Projects & Publications
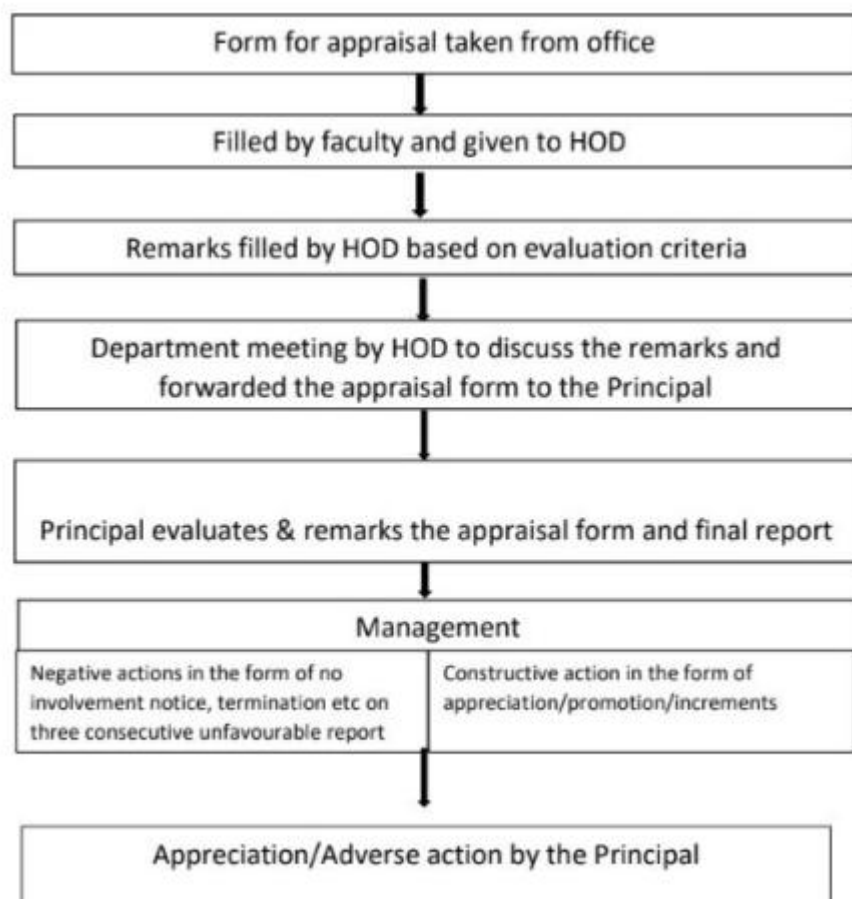4. Cooperation and interaction
5. Appearance

6. Attendance and Punctuality
7. Team Work

5 marks weightage is given to each performance indicator. Thus, teaching staff members are evaluated on a total score of 50 marks annually.

Data collection by the appraisal system is done at the end of each academic year. In the case of teaching staff, the HOD forwards the appraisal form with his/her remarks to the Principal for further action. For non-teaching staff, the Administrative officer with remarks forwards the appraisal form to the Principal for further action.

The Performance appraisal system plays a crucial role in maintaining the quality of teaching and upholding the standards of an institution. It involves an appraisal form that collects essential details to evaluate the performance of staff members based on seven performance indicators for teaching staff and four for non-teaching staff. The Principal oversees the system to ensure its efficiency and effectiveness. Proper rewards are given to the teaching/Non teaching administrative staff every year which motivates them to work hard with commitment for the growth of the institution. Feedback obtained is analyzed, and reforms are introduced to improve further performance.

Form for appraisal taken from office
Filled by faculty and given to HOD
Remarks filled by HOD based on evaluation criteria
Department meeting by HOD to discuss the remarks and forwarded the appraisal form to the Principal
Principal evaluates & remarks the appraisal form and final report
Management

Negative actions in the form of no involvement notice, termination etc on three consecutive unfavourable report	Constructive action in the form of appreciation/promotion/increments

Appreciation/Adverse action by the Principal

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

Link for any other relevant information	View Document

6.4 Financial Management and Resource Mobilization
6.4.1 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Answer:

Al-Azhar Dental College, a privately-funded institution run by Noorul Islam Trust, prioritizes providing exceptional resources to students and faculty. A well-structured financial management system aligns with its institutional vision and mission. The major source of mobilisation of funds are :

1. Tuition fees collected from students as per the direction of state government guidelines.
2. Hostel fees as the college provide affordable and comfortable accommodation to students.
3. The college also operates an Outpatient Department (OPD), which serves as a source of revenue for the institution. The OPD provides a range of dental treatments and services to the local community, which generates income for the college. Treatment charges, imaging charges, and the sale of pharmacy medicines are also important sources of revenue for the institution.
4. The College also operates satellite centres across the region, which serves as additional sources of revenue for the institution. These centres provide dental services to individuals in remote areas, generating revenue for the college while also fulfilling its social responsibility to the community.
5. These resources provide a steady stream of revenue for the institution, which it can use to enhance its facilities and services. Al-Azhar Dental College has a well-structured financial management system that allows it to operate smoothly while providing exceptional resources and opportunities to its students and faculty. With a variety of revenue sources, the college can continue to invest in its infrastructure and programs, furthering its vision and mission.

The following Finance Management policies are followed for Optimal Resources utilisation.

1. The section/department/institute shall submit the annual budget requirements to the dean.
2. The section/department/institute shall evolve the different sources for utilization of resources such as health camp, health service, research projects, clinical trials, MOUs, and, Optimal utilization of resources is done by preserving and maintaining the dental chairs, various instruments and equipment, conducting FDPs, satellite clinics, etc.
3. The principal shall present the budget to the management of the institute.
4. The management shall communicate the approved budget to the institute administration.
5. The institute administration shall follow the purchase policies and procedures as per the decision of the governing body and purchase policy.
6. The sections/department/institute shall operate the procurement and expenditure proposal as per the approved budget and for the head of expenditure.
7. The institute shall adopt the energy optimization strategies to minimize the burden on energy bills.
8. There shall be a monthly internal audit for budgetary control.
9. The external audit shall be conducted as per the mandate of the government authorities.

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

6.4.2 Institution conducts internal and external financial audits regularly

Answer:

The Institution places a strong emphasis on ensuring financial accountability and transparency through regular internal and external financial audits. An ongoing Internal audit mechanism is in place in addition to annual External audits. The Internal audit committee, consisting of the Finance Officer, Administrative Officer, and accounting staff from the college, plays a crucial role in promoting good governance in the college.

The accounts of the college are maintained digitally using ERP and Tally accounting software. The internal audit committee verifies all daily transactions and verifies them on half yearly basis. By doing so, the committee ensures that any deficiencies or objections in the financial operations are reported to the Management, who can then take corrective action to address them. This helps the Management to analyze the financial status of the Institution and ensure that necessary corrective measures are taken by the college to address these objections and corrective action as needed is done to ensure that its financial operations are in compliance with relevant laws and regulations.

The Committee also establishes coordination between the internal and external audit operations. This ensures that any issues or discrepancies identified by the internal audit team are addressed by the external auditors as well. The committee makes modifications to financial data and accounting statements in consultation with the Management to ensure that the financial records accurately reflect the Institution's financial operations.

INTERNAL AUDIT

The internal audit committee assesses the internal control system and identifies any flaws or areas for improvement. They also verify student fee registers, day book registers, and other regulated records in Tally ERP. The committee verifies fees concessions, approvals, and policies, as well as statutory payments to various bodies like EPF, ESI, TDS, and Income Tax. They also verify the bank passbook, e-transactions, and reconciliation statements, along with grants, scholarships, deposits, payments, salary, remuneration, and central store purchases. Interdepartmental stock checking reports are also verified to ensure that the Institution's financial records accurately reflect its operations.

THE EXTERNAL AUDIT

They are conducted in an elaborate manner on a yearly basis by external auditors who are Chartered accountants. They take care of the financial statement of income and expenditure, balance sheet, and income tax returns filing, as well as coverage of GST, TDS, and other statutory bodies. Audit reports are filed with the Income Tax department every year, along with supporting documents from the respective year.

The Institution's commitment to regular internal and external financial audits demonstrates its dedication to ensuring financial accountability and transparency. The ongoing internal audit mechanism, in addition to the annual external audits, ensures that any deficiencies in the financial operations are identified and addressed promptly. The coordination between the internal and external audit operations, along with the various verification processes, helps to ensure that the Institution's financial records accurately reflect its operations.

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

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

Answer: 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)

Answer:

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

File Description	Document
Provide the budget extract of audited statement towards Grants received from nongovernment bodies, individuals, philanthropist duly certified by Chartered Accountant and the head of the institution	View Document
Institutional data in prescribed format	View Document
Link for Additional Information	View Document

6.5 Internal Quality Assurance System
6.5.1 Instituion has a streamlined Internal Quality Assurance Mechanism

Answer:

On March 25, 2021, the institution established its IQAC with the goal of developing a streamlined system for preserving and enhancing the administrative and academic quality of the organization. The IQAC is chaired by the institution's principal. Other members of IQAC include senior faculty, senior administrative, management, and community representatives as well as students and alumni whom the Principal has selected in accordance with the NAAC's recommendation. The IQAC, along with the several committees created under it, ensures decentralization and inclusive management from all the institution's stakeholders.

Issues pertaining to enhancing the institution's quality are discussed during quarterly meetings. The issue is then sent to the relevant committees, who formulate an action plan based on their feedback and suggestions, and the IQAC makes sure that the recommended actions are carried out by the committees in question. Any new ideas for beginning higher caliber practices are also looked after, discussed, documented, and put into practice.

The IQAC develops the annual plan for the succeeding year, which includes all of the different academic and extracurricular activities. It then oversees their proper execution and carries out the activities in line with the annual plan. The academic committee ensures that the academic activities in the institution are framed and conducted in accordance with the guidelines of the DCI and KUHS.

The academic calendar is established and made public at the start of the academic year, and it is followed for the conduct of exams and clinical postings. Quarterly meetings are convened for anti-sexual harassment cell, student grievance and support cell, anti-ragging committee, hostel committee, and mentorship committee, to assess and bring to the IQAC's attention, seek solutions to, and put those solutions into practice for the issues affecting the student community. By holding PTA and alumni committee's meetings, the institution guarantees that all interested parties are included in the creation, implementation, and execution of policies and strategic plans.

The IQAC solicits student input to assess the institution's academic performance and to comprehend the perspectives and expectations of the students. This information is used to change the activities in order to increase the institution's academic standards and assist us reach new heights.

Professors, employers, graduates, and professionals provide feedback, which is then reviewed and the appropriate actions are taken. The faculty appraisal system, which encourages healthy competition among

them, pushes teachers to perform better. As contemporary teaching methods for the students, the faculty is encouraged to use ICT and other interactive platforms.

A setting for the development of extracurricular and academic talents is provided by the campus. IQAC organizes continuing dental education programmes, seminars, and faculty development initiatives to help professionals and students become used to the rapidly changing dental technologies, treatment modalities, and practices.

IQAC ensures the quality of education and services provided by an educational institution by collecting and analyzing feedback from stakeholders, identifying areas for improvement, organizing workshops and conferences, and preparing accreditation documents for NAAC. It plays a crucial role in meeting required standards for accreditation and continuous improvement.

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

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

Answer: 89.31

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

Answer:

2022-23	2021-22	2020-21	2019-20	2018-19
81	72	65	64	55

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

6.5.3 The Institution adopts several Quality Assurance initiatives

The Institution has implemented the following QA initiatives :

1. Regular meeting of Internal Quality Assurance Cell (IQAC)

2. Feedback from stakeholder collected, analysed and report submitted to college management for

improvements

3. Organization of workshops, seminars, orientation on quality initiatives for teachers and administrative staff.

4. Preparation of documents for accreditation bodies (NAAC, NBA, ISO, NIRF etc.,)

Answer: A. All of the above

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

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*

Answer: 23

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

Answer:

2022-23	2021-22	2020-21	2019-20	2018-19
3	6	5	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
Any additional information	View Document
Link for additional information	View Document

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

Answer:

The institutional gender promotion policy aims to prevent discrimination based on gender and create a supportive and inclusive environment that promotes gender equity in all levels.
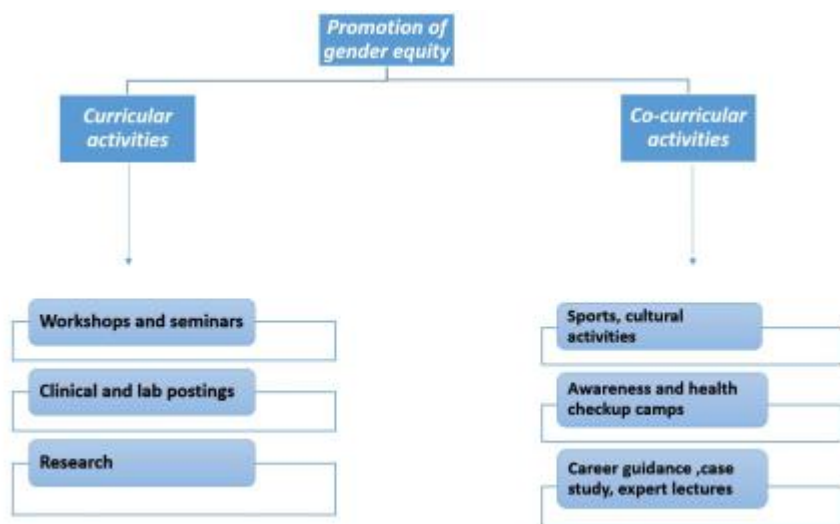
Curricular activities:

Institution gives importance in emphasizing gender equity in all its academic activities.

Workshops and seminars: Participation in workshops, inter college meet and presentations in conferences are allotted to students purely based on their merit.

Clinical and lab postings : Demonstration during the postings are equally distributed between male and female students.

Research: The Institute has a separate research promotion policy in which we encourage both boys and girls to participate in research activities, providing exact resources as per their individual requirement, emphasizing on gender equity.

1. Students are selected based on their merit to submit ICMR STS proposals. Recently we have completed three ICMR approved projects in the institution.
2. Students are also encouraged to submit proposals under KSCSTE(The Kerala State Council for Science, Technology and Environment) every year. Both girls and boys are encouraged to do the same.

Co-curricular activities:

Abhedya, the institutional women's cell organizes gender sensitization programmes to create awareness about gender equity and also on topics like legal rights, safety and self defense throughout the year.

Anti sexual harassment committee to report and take action on any unpleasant activities against women and men

Grievance cell ensures the well being of the student community within the campus.

Sports, Cultural activities: We make sure that both male and female students have equal opportunities for participation in sports, games and cultural activities.

Awareness and health check up camps : Despite gender, each student is given a chance to participate in these activities. Allocating students for health check up camps are also based on their posting order.

Career guidance, Case studies and Expert lectures on various topics are organized to enhance the holistic development of both male and female students.

SPECIFIC FACILITIES PROVIDED FOR WOMEN
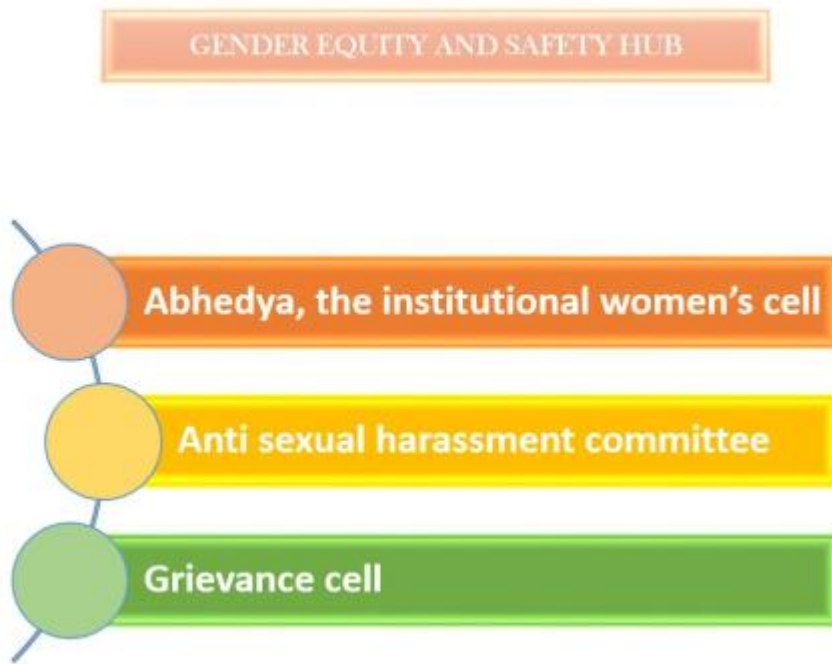
A. Safety and security

Our top priority is ensuring a safe and secure environment for the staff and students. We achieve this through 24/7 security guards stationed at the campus, two guards at the main entrance, and CCTV surveillance covering the entire campus. Separate hostels for male and female students are monitored by full time wardens. Hostels provide homely food, convenience stores, and study halls. Entry and exit are strictly monitored and require prior permission. Visitor entry is restricted after 6 pm and monitored by security guards.

B.Counseling

The mentor-mentee committee of the institution ensures personal attention to all the students. Students who need special care are identified and are counseled on various aspects like behavioral practices, personal concerns or academic shortcomings by an in-house counselor.

C.Common Rooms

Separate common rooms are available for boys and girls students with locker facilities. Students can use these areas for relaxing and also studying in groups. Separate washrooms are also available for male and female staff as well as patients.

D.Day care center and Feeding room

Day care center for young children and a feeding room facility are available in the institution.

File Description	Document

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

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

1. Solar energy

2. Wheeling to the Grid

3. Sensor based energy conservation

4. Biogas plant

5. Use of LED bulbs/ power efficient equipment

Answer: 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*

Answer:

Al Azhar Dental College has implemented an efficient waste management system, ensuring a sustainable environment. The institution segregates and manages different types of waste, including solid, liquid, biomedical, hazardous, and E-waste. The segregation process follows the guidelines of the Kerala State Pollution Control Board. The institution has a well-defined environment policy and is committed to protecting its environment with its green campus, keeping it pollution-free.

1.**Solid waste management** is done with dustbins provided on the college campus, and laboratories have separate dustbins for wet and dry waste. The institution has also adopted a digitization process, reducing paper wastage. The college has incinerators installed in different areas, reducing solid waste to ashes, which are then used as plant fertilizer.

2.**Liquid waste management** is carried out by a drainage system for waste liquid generated in various departments. The institution has a sewage treatment plant that was established in July 2021, with a treatment capacity of 40,000 liters and a flow rate of 2000 liters/hour. The pH is maintained at 6.5 – 7.5. The sewage treatment plant includes an anaerobic tank, clarifier, filter feed tank, and pressure sand and carbon filter.

3.The institution generates a lot of biomedical waste products in dental hospitals, and proper application of **biomedical waste management** is taken under the IMAGE(Indian Medical Association Goes Eco-Friendly) system. The institution has an IMAGE License number IMAGE/ANC/75622/2022 – 2023. IMAGE is a waste management project under the Indian Medical Association (IMA) Kerala state branch, authorized by the Kerala State Pollution Control Board, with consent No – PCB/HO/ICO – R/04/2018 dated 6/9/18. IMAGE collects, transports, treats, and disposes of all biomedical waste from the institution as per the Biomedical waste management rules from 1 – 5 – 2007.

4.**Waste water recycling system** is also implemented at the college with a water filter plant for filtering tap water. The system includes a Poly glass pressure vessel, a tank volume of 2705 gallons, a maximum pressure of 1200f, a maximum vacuum of 5Hg, and a capacity of 104 liters.

5.**Hazardous chemicals and radioactive waste management** is done by removing hazardous chemicals from stock three months before the expiry date and returning them to the purchase vendors. Disposal of chemicals is done as per biomedical waste management guidelines. The campus does not generate radioactive waste.

6.**E-waste management** is implemented with a signed MOU with Progressive E Recycling and Trading Company. An agreement was signed on 16/2/2023 between the college and the company incorporated under the provisions of the Companies Act 1956, having a registered office at Thrissur. E-waste will be managed according to the latest rules of e-waste management in India.

In conclusion, the institution has adopted various strategies for waste management, including solid waste, liquid waste, biomedical waste, water recycling management, hazardous chemicals and E-waste management. The institution is committed to protecting the environment and is quality conscious. The institution's waste management policy is applicable to all stakeholders, ensuring effective waste management for the present and the future.

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

7.1.5 Water conservation facilities available in the Institution:

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

Answer: 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
Answer: B. Any four of the above

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

Answer: 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).

Answer:

Al Azhar Dental College firmly upholds the values of solidarity and unity, regardless of the abundant diversities present within its community. In order to serve this purpose, the institution organizes a range of events and activities aimed at fostering an environment that promotes ethical, cultural, and spiritual values.
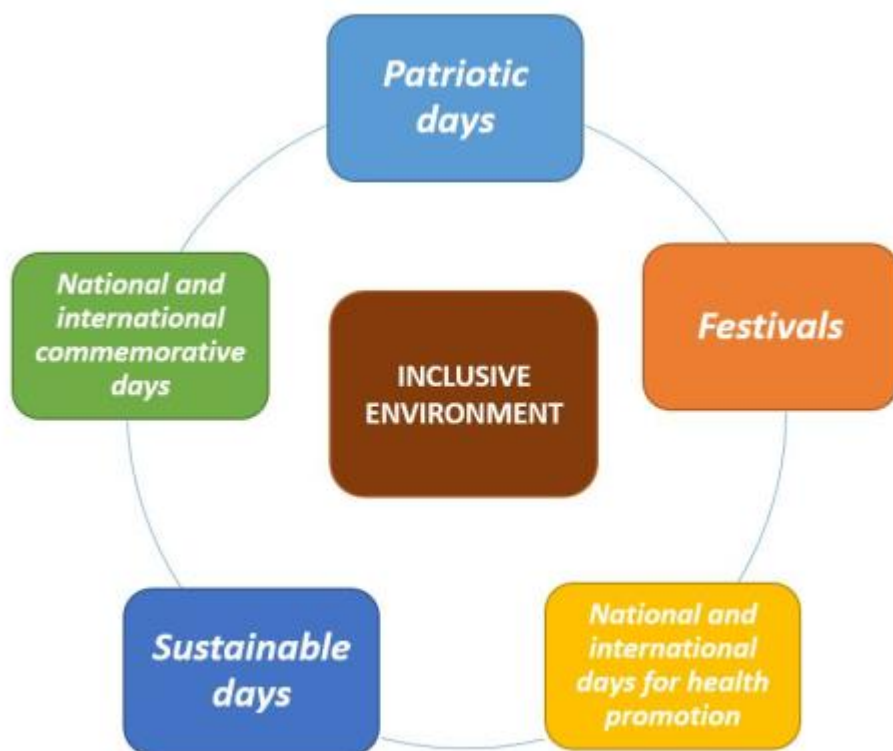
Tapestry of Tolerance: Cultivating harmony across diverse dimensions

Religious festivals, including **Onam, Christmas and Eid** are celebrated within the institution, allowing students and staff to partake in the festivities irrespective of their religious backgrounds. Cultural events like **Holi,Vishu and Diwali** are organized, providing opportunities for individuals to engage in and appreciate diverse cultural practices. Students, teaching faculty, non-teaching staff, and administrative personnel actively participate in various socio-cultural, regional, and linguistic events with great enthusiasm.

The institution annually hosts a week-long fest organized by the student union, called the "**Dental week**" to cater to the socio-cultural and linguistic diversities. Additionally, a variety of sports activities are organized as they play a vital role in the students' overall well-being. Dental week provides students with an opportunity to collaborate and excel together, regardless of their backgrounds and cultural differences, while also allowing them to showcase their talents in their respective fields. To embrace linguistic diversity, the institution conducts literary events both on-stage and off-stage, including essay writing, story and poetry writing, elocution, recitation, and extempore competitions in both English and regional languages for students and faculty members.

Al Azhar Festival is a renowned annual cultural celebration that is widely regarded as Kerala's largest campus festival, bringing together all 12 institutions within the campus. The festival showcases a wide range of arts and entertainment programs, including music, dance, drama, art exhibitions, and more. It provides a platform for students to showcase their artistic talents and skills, and draws participants and audiences from across the state.

These initiatives nurture belonging, foster understanding, and prepare students for a diverse and interconnected world.

Empowering the community through leveraging the institution's prime location

Located approximately 5 kilometres from the city in the outskirts of Thodupuzha, known as Perumpillichira, the college enjoys a prime location in close proximity to residential communities. This advantageous location facilitates easy access to community health services, allowing the institution to forge lasting relationships and work towards a shared vision for the benefit of the community as a whole. In line with its vision and mission, the institution embraces socioeconomic diversity within its location and promotes overall health and well- being among the population.

The institution actively engages in providing routine dental check-ups to rural villages and tribal schools, ensuring that these underserved populations receive necessary oral healthcare services. Specialized treatment camps are also organized in rehabilitation centers, namely Assisi Snehabhavan, Divya Rakshalayam, and Mariya Sadanam. Furthermore, oral healthcare awareness programs, skits, and road rallies are conducted within Thodupuzha town in collaboration with local schools and colleges.

Through the implementation of these activities, the institution has been successful in upholding its vision and mission, and continues to make a positive impact on the community it serves.

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

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

1. The Code of conduct is displayed on the website

2. There is a committee to monitor adherence to the code of conduct

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

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

Answer: A. All of the above

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

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

Answer:

At Al Azhar Dental College, cultural differences are seen as a source of collective strength, fostering a harmonious and nurturing environment where diverse traditions and festivals are acknowledged and appreciated, nurturing a sense of unity and respect among the student community.

Patriotic Days

Independence Day: is commemorated with flag hoisting ceremonies, cultural events, and patriotic fervour.

Gandhi Jayanti is celebrated through volunteer activities or community service projects including cleanliness drives.

Republic Day: is marked by flag hoisting and cultural displays showcasing the diversity and strength of the nation.

Festivals

Festivals of hope and prosperity are observed with joy and excitement, creating an atmosphere of secularism, inclusivity, and cultural diversity.

Onam is celebrated with colorful floral rangoli decorations, traditional attire, and a grand feast, bringing together students to embrace the cultural richness of Kerala.

Christmas is celebrated with vibrant decorations, cultural events, and sense of unity among students and staff from various backgrounds.

Eid festivities include joyous prayers, traditional wear and mehendi designing, sharing of traditional sweets, and a spirit of camaraderie.

National and International days for health promotion

The institution places a strong emphasis on health promotion by dedicating commemorative days to raise awareness and educate patients about the importance of dental and general healthcare, encouraging individuals to adopt healthy lifestyles and take charge of their own well-being.

Oral Hygiene Day is celebrated with awareness talks about the importance of dental hygiene practices such as regular brushing, flossing, and professional dental check-ups to prevent oral diseases and maintain overall well-being.

Dentists' Day is a special occasion to recognize and appreciate the invaluable contributions of dentists in ensuring oral health, celebrating their expertise and commitment.

World No Tobacco Day is observed to highlight the harmful effects of tobacco use and raise awareness about the risks associated with tobacco consumption, supports tobacco cessation efforts, and advocates for policies to control tobacco use and protect public health.

Cancer Day is observed through awareness campaigns and informative sessions on cancer prevention and early detection.

World AIDS Day aims to raise awareness about HIV/AIDS and promotes education, prevention, and compassionate care to combat the global HIV/AIDS epidemic.

Sustainable days

World Environment Day: is celebrated to promote environmental awareness

Tree Plantation Day: reinforces the green campus initiatives through the planting of trees

Earth Day: Students and staff are encouraged to adopt sustainable practices

National and International Commemorative Days

Women's Day is commemorated by honoring and highlighting the achievements of female students and faculty members, fostering discussions on gender equality and empowerment.

Teacher's Day: The institution honors the valuable contributions of faculty members by announcing teacher awards, selected by the students,

International Yoga Day: is celebrated by organizing yoga sessions, and promoting wellness among students and faculty through physical and mental exercises.

International Mother Language Day: is commemorated by organizing literary and cultural events to appreciate linguistic diversity and the importance of preserving native languages.

The institution imparts values, fosters unity, and develops responsible citizens by commemorating vital days, promoting social awareness, diversity accommodation, and healthcare professionalism.

File Description	Document
Any additional information	View Document
Link for additional information	View Document
Other Upload Files	
1	View Document

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

Answer:

BEST PRACTICE - 1

"Compassionate Dentistry: Palliative oral healthcare programme"

Al Azhar Dental College has launched an initiative to provide oral health services to inmates in Mariyasadanam, Pala and Divyarakshalayam, Kumaramangalam. The initiative is a significant step towards bridging the gap in oral health care for individuals in institutionalized settings. The aim of the initiative is not only to provide oral health care services to inmates but also to develop the social commitment of dental students towards society.

Objectives

1. **To provide oral health awareness to the inmates:** Through awareness, various dental problems can be prevented which ultimately lead to improved overall health and well-being.
2. **Provide screening and perform basic procedures like scaling, restorations and extractions:** Through regular oral screenings, we can identify any dental issues that may have gone unnoticed and help prevent any unnecessary pain or discomfort.
3. **To encourage social commitment among students:** It helps students develop empathy, compassion, and a sense of social responsibility, which are essential for building a better society.
4. **To train students on management of intellectually challenged groups:** This training includes strategies for communicating with such individuals, understanding their unique needs, and developing appropriate support systems. By providing these skills, students can become effective advocates for this population and contribute to creating a more inclusive society.

The Context

The initiative focuses on developing the social commitment of students towards society. The students are provided with a unique opportunity to serve the community and interact with intellectually challenged individuals. This exposure helps them to understand the challenges faced by these individuals, develop empathy towards them and helps students to appreciate the value of social responsibility and become more sensitive to the needs of the society.

The Practice

Our institution has collaborated with Mariyasadanam, Pala and Divyarakshalayam, Kumaramangalam for various dental screening and treatment camps for mentally retarded inmates in these institutions.

The college has established **satellite centers** in both institutions to provide free oral health care, on a regular basis. This initiative is beneficial in providing early diagnosis and timely intervention of oral diseases such as scaling, restorations and extractions.

Evidence of success

The initiative has received positive feedback from all stakeholders, including inmates, staff, and caregivers. It has made a significant impact on the oral health of individuals in institutionalized settings and has raised awareness of the importance of oral health care. The initiative is a clear example of how educational institutions can collaborate with other organizations to serve the community and contribute to society.

MARIYASADANAM

PATIENTS ORAL HYGIENE STATUS FOR PAST 5 YEARS

ORAL HYGIENE INDEX
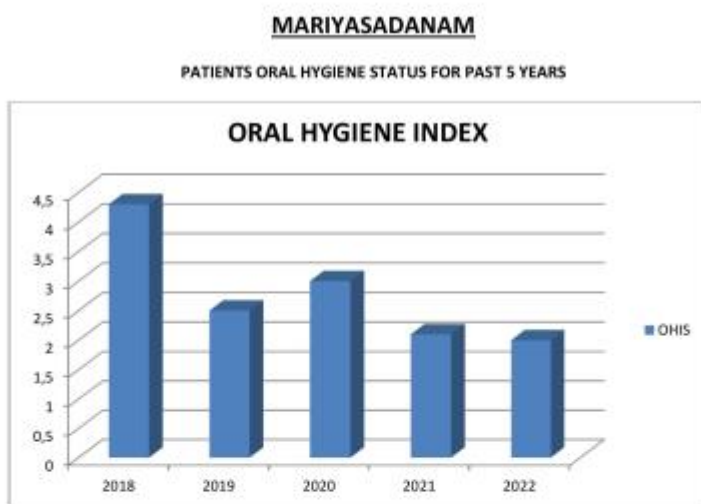
OHIS SCORE	INTERPRETATION
0-1.2	GOOD
1.3-3	FAIR
3-6	POOR

The institution has been successful in providing ample dental services to the inmates of Mariyasadanam, Pala which is one of the satellite centres of Al azhar dental college. The graphical representation indicates that the oral hygiene status of the inmates have increased from "poor" category in the year 2018 to category "good" by 2022. Slightly poor result in the year 2020 indicates the inability to provide regular service to the inmates due to the Covid-19 pandemic.

DIVYARAKSHALAYAM

PATIENTS ORAL HYGIENE STATUS FOR PAST 5 YEARS
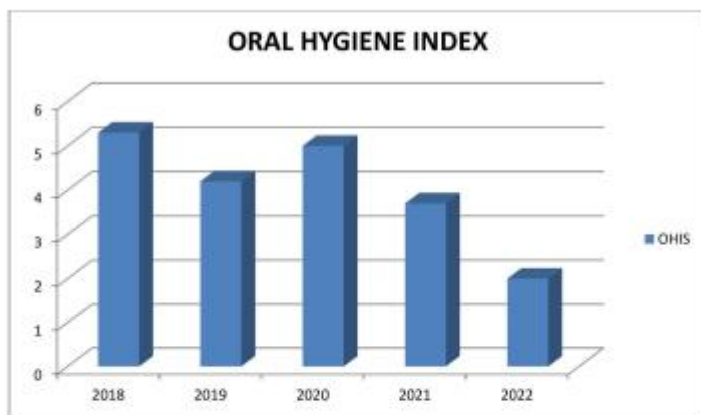
OHIS SCORE	INTERPRETATION
0-1.2	GOOD
1.3-3	FAIR
3-6	POOR

Al Azhar Dental College provides monthly dental therapy to the inmates at Divyarakshalayam, the institution's satellite facility, which has resulted in the inmates' oral hygiene condition improving from "poor" to "good" during the last 5 years. Higher indices in the year 2020 indicates the inability to provide regular visits due to the Covid-19 pandemic.

Problems Encountered and Resources Required

Initially, we faced some issues in getting approval from the concerned authorities to conduct the dental screening and treatment camps in the institutions. We explained the objectives of the initiative and highlighted the positive impact it would have on the oral health of the inmates, assuring that all necessary precautions would be taken to ensure the safety and effectiveness of the dental services provided. We eventually received the necessary approvals from the authorities and the project is a huge success now.

BEST PRACTICE - 2

"Empowering Smiles: Bridging oral health disparities through tribal outreach"

Objectives:

1. The primary objective of the programme is to provide holistic care to all individuals, with a special focus on tribal communities who often face geographical isolation and economic disadvantages.

Other specific objectives are as follows:

1. To provide treatment for dental ailments to those who seek it, thereby addressing their oral health needs.
2. To uplift the tribal community by improving their overall health and well-being.
3. To remove cultural taboos and norms related to oral healthcare within the tribal communities, promoting awareness and acceptance.

The Context:

Al-Azhar Dental College, as the sole dental institution in the entire Idukki district, has undertaken significant initiatives to conduct outreach programs. The college is committed to its mission and vision, emphasizing social responsibility. Many tribal and scheduled caste communities reside in various locations across the district. These marginalized groups face lower literacy rates compared to the state average in Kerala. Providing oral health awareness to them is of utmost importance, as these communities not only suffer from economic backwardness but also adhere strictly to their cultural norms and beliefs.

The Practice:

The tribal outreach programme adopts a multidisciplinary approach. Initially, efforts were made to encourage all residents of tribal areas to seek dental care. Various programs were organized in collaboration with the public health department to raise awareness and impart knowledge. These initiatives include oral health talks in nearby Anganwadi centers, oral health surveys conducted as part of ICMR STS projects and distribution of oral healthcare products among the local population.

The next step involved conducting regular dental checkup camps in these areas. Organizing camps in schools like Karipilangad School, Idukki, and Government Tribal School Naliyani ensures ongoing access to dental services. Emphasizing preventive measures like fluoride treatment and sealants showcases the program's dedication to early intervention, promoting preventive oral health care practices among school children, and their families thereby benefiting the larger community.AADC also signed a memorandum of understanding(MoU) with the Velliyamattom panchayat to conduct routine dental camps in its several wards. Specialists from various fields visit the area on a rotational basis,ensuring consistent care. This arrangement has reduced the financial burden and inaccessibility to urban areas for the local population.

Evidence of Success:

The tribal outreach programs have yielded positive outcomes, benefiting numerous individuals and families. Camps offer immediate treatment and establish a vital referral system for complex cases, ensuring all tribal members receive necessary oral health attention.

PATIENT STATISTICS OF TRIBAL CAMP
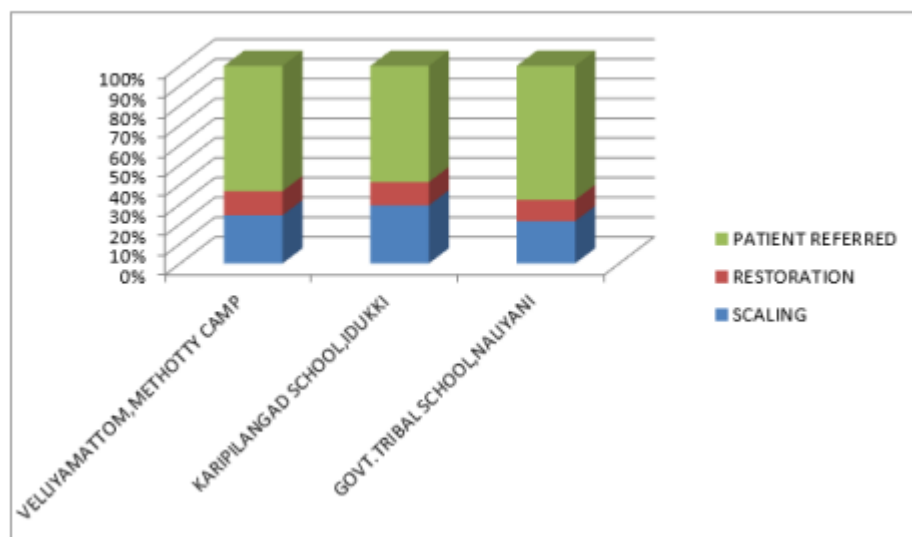
Problems Encountered and Resources Required:

The implementation of the program has encountered several challenges, including the need to overcome cultural taboos and norms surrounding oral health. The inaccessibility of areas and limited access to resources further complicates the provision of dental care. Adequate funding is also essential to sustain and expand the program's reach and impact.

Notes:

Velliyamattom has a population of 19,366 individuals in 4,828 households. Females make up 49.94%, males 50.06%. Scheduled castes constitute 6.14%, scheduled tribes 23.26%. 78.48% are engaged in main

work, 21.52% in marginal activities.

File Description	**Document**
Any additional information	[View Document](#)
Link for any other relevant information	[View Document](#)
Link for best practices page in the Institutional web site	[View Document](#)

7.3 Institutional Distinctiveness

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

Answer:

"Meeting excellence in orodental healthcare through education and public awareness, upholding humanitarian principles"
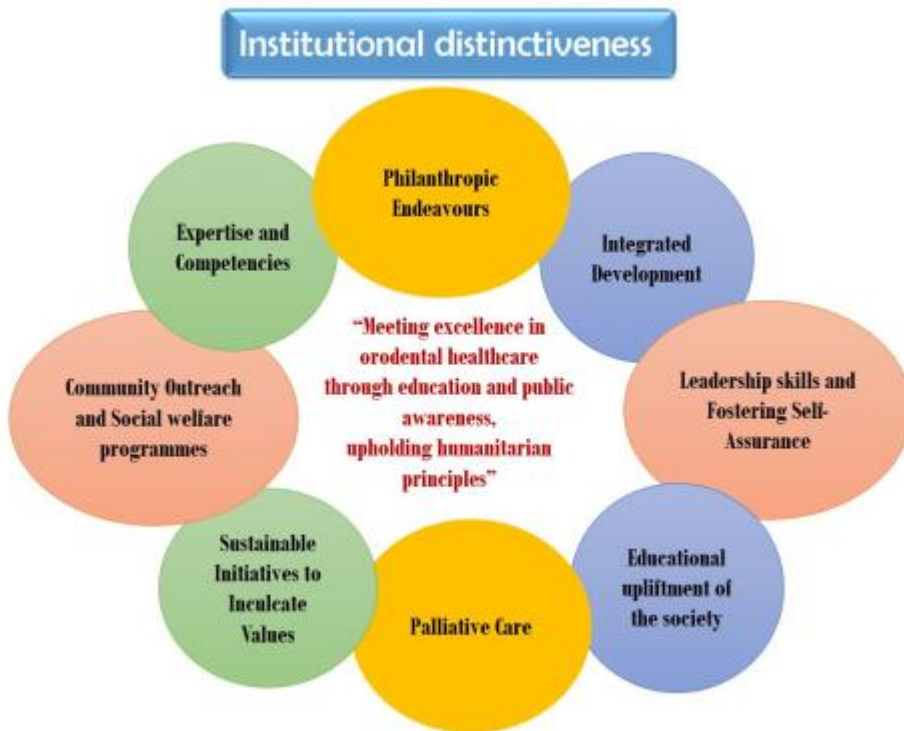
Since its inception in 2007, Al Azhar dental college envisions being a nationally recognized premier academic institution, for its excellence in teaching, learning and research, upholding humanitarian principles and cultivating moral, ethical, and professional values in students, while focusing on multidimensional development through a holistic approach.

Expertise and Competencies

The graduates from the 'only dental college in Idukki district' are equipped with the skills and knowledge necessary to provide high-quality dental care. In addition to these skills, graduates are prepared to take up higher courses in developed countries to keep themselves updated with the latest developments in their field. Career guidance and overseas education programmes are organised regularly for the same purpose.

Philanthropic Endeavours

Partnering with the medical college, health camps conducted in rural areas improve the well-being of underprivileged populations, provide health awareness and screenings, and offer various services such as diagnostic tests, preventive care, oral prophylaxis, restorations and extractions. These reduce healthcare access barriers by providing no-cost services to underinsured communities.

Integrated development

The institution conducts frequent programs to enhance students' communication, social, artistic and cultural talents. The programmes also alleviate academic stress and divert students from social media addiction. 'Al Azhar fest' is a renowned annual cultural celebration that is widely regarded as Kerala's largest campus festival, drawing participants and audiences from across the state.

Developing Leadership skills and Fostering Self-Assurance

AADC offers structured programs and activities that develop decision-making skills and boost confidence in academic and professional settings. Students are provided platforms to take on responsibilities, enabling them to practise and refine leadership abilities. This approach fosters dental professionals who make substantial contributions to the field, enhancing overall personality development through innovative learning and leadership skill-building.

Promoting Sustainable Initiatives to Inculcate Values

Energy conservation measures like solar energy and sensor-based energy have been installed. The plastic-free campus has a variety of trees and plants strategically placed. The institute encourages public transport and carpooling, and is a tobacco-free zone as per Government of India regulations.

Palliative Care

To cultivate social commitment, students should provide quality care to patients from diverse backgrounds, including those with special needs and geriatric patients. They are engaged in various

rehabilitation centres and perform clinical procedures at the satellite centres.

Educational upliftment of the society

The institution offers a wide range of educational opportunities, for the society which includes medical, pharmacy and paramedical colleges, polytechnic, arts and law colleges, teacher training institute, engineering college, as well as a public school.

Community Outreach Initiatives and Social welfare programmes

AADC had contributed towards flood affected families in 2018. In response to the COVID-19 pandemic, the institution organised mass awareness programs and camps that played a significant role in reducing infection rates. These campaigns helped slow the spread of the virus, minimise infections, and protect vulnerable members of society. In essence, the Institution is dedicated to nurturing the comprehensive growth of its students, contributing to the betterment of society and flourishing its advancement.

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

8.Dental Part
8.1 Dental Indicator
8.1.1 NEET percentile scores of students enrolled for the BDS programme for the preceding academic year.

**Answer:** 71.96

8.1.1.1 Institutional mean NEET percentile score

Answer: 71.96

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

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

Answer:

The institution ensures comprehensive development of oral health care professionals through focused training, state-of-the-art infrastructure, and a dedicated faculty.
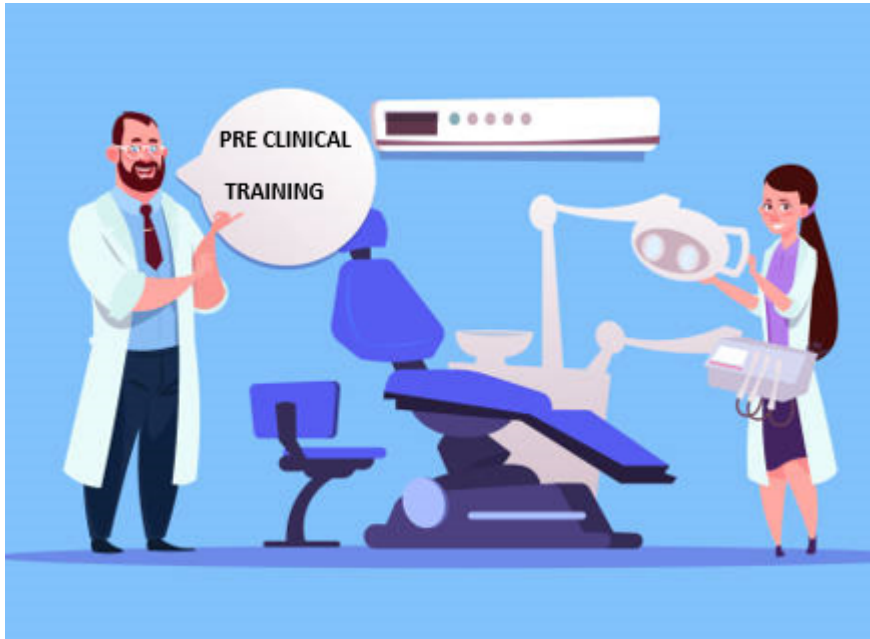
The objectives of the pre-clinical training include

- Introducing students to laboratory and clinical procedures involved in dentistry in a simulated environment.
- Develop skills with speed and precision. Preclinical sessions from first year to final year include:

I BDS- Dental Materials, Conservative dentistry, Prosthodontics, Physiology, Biochemistry, Anatomy

II BDS- Orthodontics, Conservative dentistry, Prosthodontics, Dental materials, Pathology, Microbiology, Pharmacology.

IIIBDS- Orthodontics, Pedodontics, Oral Pathology

IV BDS- Prosthodontics, Endodontics, Periodontics, Oral medicine and radiology.

Preclinical labs for I BDS:

1. Anatomy: These labs provide students with a comprehensive understanding of the human head and neck anatomy.
2. Physiology: Students are taught basic physiological concepts and principles.
3. Biochemistry: Students are taught about biochemical processes that occur and perform basic biochemical tests.
4. Dental anatomy: Includes carving of the teeth from wax blocks to study the morphology of teeth.
5. Preclinical conservative dentistry: These labs focus on teaching students the basics of conservative dentistry on plaster models.
6. Preclinical prosthodontics: These labs teach students about different materials used and their manipulation.
7. Dental materials: Students are taught manipulation of various dental materials that they would use in a dental setup.

Preclinical labs for II BDS:

1. Phantom head lab: These labs simulate the oral cavity with mounted typhodont teeth and students practice basic restorative procedures.
2. Preclinical prosthodontics: This is a continuation of their first-year lab work.
3. Preclinical orthodontics: These labs focus on teaching students the basic wire bending exercises in orthodontics and learning different types of orthodontic appliances.
4. Oral histology: These labs provide students with a comprehensive understanding of oral diseases and diagnostic methods.
5. Microbiology: Students learn how to perform basic microbiological techniques, including culturing, staining, and identification.
6. Pathology: Students learn how to examine pathological specimens and identify various diseases based on their characteristics.
7. Pharmacology: These labs intend to teach students various components and formulations of basic medicines.

Preclinical labs for III BDS:

1. Orthodontics: Students are taught how to analyse models and radiographs to reach a diagnosis.
2. Pedodontics: These labs focus on teaching restorative procedures, pulp therapy and space maintainers on models
3. Oral pathology: students learn sectioning of specimens and analyse dental anomalies.

Preclinical labs for IV BDS:

1. Prosthodontics: Students are taught crown cutting on mounted natural teeth.
2. Endodontics: Students are taught to perform root canal treatments on mounted natural teeth.
3. Periodontics: Students are taught procedures like scaling and root planing, periodontal surgery, and suturing on simulated models.
4. Oral and maxillofacial surgery: Students practice their skills such as tooth extractions and suturing on models.

All the above specialties of dentistry follow a quota of exercises as a part of training in accordance with the guidelines of **Kerala University of Health Sciences and Dental Council of India** based on which a student record is maintained by the students in all departments. Students are graded based on efficiency and attitude towards their work.

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

8.1.3 Institution follows infection control protocols during clinical teaching

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

Answer: A. All of the above

File Description	Document
Relevant records / documents for all 6 parameteres	View Document

Institutional data in prescribed format	View Document
Immunization Register of preceding academic year	View Document
Disinfection register (Random Verification by DVV)	View Document
Central Sterile Supplies Department (CSSD) Register (Random Verification by DVV)	View Document
Any additional information	View Document
Link for Additional Information	View Document

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

Answer:

Orientation/ Foundation Courses Practiced In Our Institution

*Orientation for freshers

*White coat ceremony

*Workshops on patient care

-Community skills
-Infection control
-Biomedical waste management
-Professional Ethics

*Internship Orientation

*Career Guidance programmes

ORIENTATION PROGRAM FOR FRESHERS

1. Induction program

Induction programs are organized for welcoming the fresh students to the new professional course. The main emphasis of the program is familiarizing the students to an unknown campus environment, its faculties and infrastructure to make them feel comfortable. It also helps to familiarize the students and parents with BDS curriculum including course outlines, assessments, rules and regulations of the institute.

2. White coat ceremony

A White Coat Ceremony is a symbolic event held for students to mark the beginning of their journey towards becoming healthcare professionals. The ceremony involves students being presented with a white coat and may recite a professional oath which symbolizes their commitment to patient care and professionalism.

3. Mentor-mentee program

Mentor-mentee programs are arranged for students with the aim to provide necessary guidance and support to succeed academically and professionally. These programs offer a platform for students to interact with experienced faculties, who serve as mentors and gain valuable insights into the industry.

CLINICAL ORIENTATION PROGRAM FOR THIRD-YEARS

The program is designed to equip students with essential skills and knowledge required to deliver superior dental care. By participating in this program, students will gain a comprehensive understanding of various aspects of patient care, infection control, ethical and legal considerations in dentistry, as well as effective communication techniques with patients.

ORIENTATION PROGRAM FOR INTERNS

The orientation programs for interns are organized with the aim to facilitate a seamless transition into their roles as dental professionals. By providing them with a comprehensive understanding of their responsibilities and familiarizing them with available resources, this programme sets the stage for their successful professional careers. It enables interns to deliver exceptional patient care, upholding the highest standards of dental practice.

Career guidance programs aim to empower students by providing them with the necessary resources and support to make well-informed decisions about their future career path. The program not only assists students in choosing the right career but also equips them with the essential skills required for a successful job search.

Workshops on Infection control and Professional Ethics

Workshops for infection control are conducted to educate dental professionals on the best practices for preventing the spread of infectious diseases in the clinics. It helps them to ensure that they are up to date with the latest infection control practices and protocols.

Workshops on professional ethics help the students to deepen their understanding of ethical principles and develop ethical decision-making skills, which can ultimately enhance the quality of care, they provide to their patients.

Dental camps, Field visits and Outreach programs

The college organizes multiple dental camps, allowing students to engage in hands-on experiences and acquire practical knowledge beyond the confines of the clinical setting.

Workshops for developing soft skills

Developing soft skills is crucial for students to excel in their academic, personal and professional pursuits. By fostering a supportive learning atmosphere, effective communication abilities, providing leadership prospects and nurturing creativity, students can enhance their soft skills.

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*

Answer: 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
Any additional information	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*

Answer: 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

Answer: 4.09

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

Answer:

2022-23	2021-22	2020-21	2019-20	2018-19
8	2	2	2	2

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

| Attested e-copies of certificates of postgraduate Degrees, Diplomas or Fellowships | View Document |
| Any other relevant information. | View Document |

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

Answer:

The Institution regularly communicates the learning outcomes and graduate attributes of the BDS course as mandated by the Dental Council of India (DCI) and Kerala University of Health Sciences (KUHS). These are effectively shared with students and teachers through orientation programs and are also made available on the official website.


Learning outcomes of the BDS course:

- Attainment of sufficient knowledge, skills, and attitudes necessary for performing general dental practice, including the prevention, diagnosis, and treatment of dental anomalies and diseases of the teeth, mouth, jaws, and related tissues.
- Understanding the concept of community oral health education and active participation in rural healthcare delivery programs.
- Adequate knowledge of the development, structure, and function of the teeth, mouth, jaws, and associated tissues in both health and disease states, and their impact on overall health and the well-being of patients.
- Proficiency in clinical disciplines and methods that encompass the identification, diagnosis, and treatment of dental anomalies, lesions, and diseases, as well as preventive and therapeutic aspects of dentistry.
- Sufficient clinical experience to practice general dentistry effectively.
- Adequate understanding of the biological functions and behaviors of individuals in both health and sickness, as well as the influence of the natural and social environment on oral health.
- Ability to perform necessary investigative procedures and interpret laboratory findings.
- Knowledge of infection and cross-infection control measures in dental practice.
- Promotion of oral health and contribution to the prevention of oral diseases in individuals and communities.
- Motivation for interdisciplinary research activities and emphasis on evidence-based dentistry.

Continuous assessment plays a crucial role in a successful competency-based curriculum. It ensures knowledge dissemination and provides feedback on student learning. The program outcomes, program-specific outcomes, and course outcomes are continuously evaluated through various methods of assessment as follows,

- Theory internal exams
- Model practical exams
- Viva voce
- Assignments
- End posting exams
- Case history recording
- Chairside discussions
- Spotters
- Quizzes

METHODS OF ASSESSMENT

- Theory internal exams
- Model practical exams
- Viva voce
- Assignments

- Spotters
- Quizzes
- Chairside discussions
- Seminar presentations
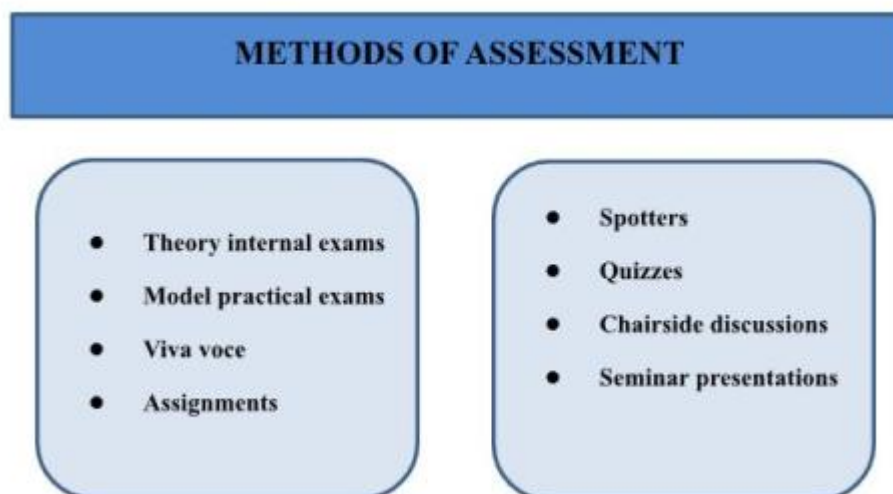
- Seminar presentations

OSCE/ OSPE ASSESSMENT

OSCE (Objective Structured Clinical Examination) is a practical assessment method that evaluates the clinical skills of students in an objective manner. In an OSCE, students rotate through a series of stations, each of which presents a specific clinical scenario. At each station, the student is evaluated on their ability to perform a specific task or procedure, such as taking a medical history, performing a clinical examination

or demonstrating a particular dental procedure. OSCEs are typically used to evaluate clinical skills and competencies as well as communication skills and professionalism.

OSPE (Objective Structured Practical Examination) is another practical assessment method. Like OSCEs, OSPEs evaluate the practical skills of students in a standardised manner. However, OSPEs typically involve more complex scenarios and may require students to perform a series of related tasks such as diagnosing a patient's condition, developing a treatment plan. OSPEs are often used to evaluate higher-order thinking skills such as critical thinking and problem-solving as well as clinical skills and competencies.

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
Any other relevant information	View Document

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

Answer: 99.61

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

Answer:

2022-23	2021-22	2020-21	2019-20	2018-19
50	100	100	100	50

8.1.9.2 Number of first year Students addmitted in last five years

Answer:

2022-23	2021-22	2020-21	2019-20	2018-19
51	100	100	100	50

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

Other Upload Files	
1	[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.

Answer:

The institute lays emphasis that the student not only acquires competency in clinical skills and knowledge as a dental graduate, but develop the necessary skills to work and flourish in the working environment post their education in the Institute. In accordance to the **Dental Council of India** and **Kerala University of Health Sciences**, the college has outlined the following graduate attributes for students:

GRADUATE ATTRIBUTES
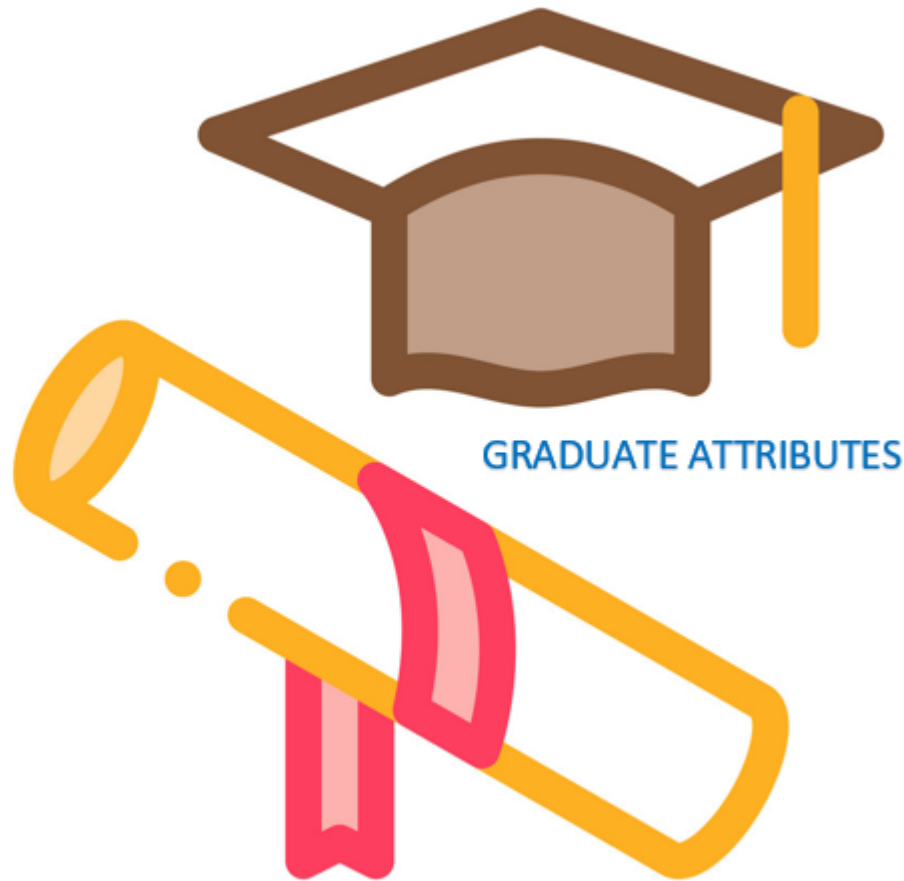
Knowledge and Clinical Skills:

Dental graduates are trained to have a strong foundation of theoretical knowledge in medical and dental sciences and also in clinical procedures via efficient staff. As they graduate, they possess proficient clinical skills to examine, diagnose and treat various dental conditions.

Professional Ethics and Integrity:

Dental graduates are trained to demonstrate a high level of professionalism, ethics, and integrity in their interactions with patients, colleagues, and the community. They are expected to uphold ethical principles and maintain patient confidentiality.

Communication and Interpersonal Skills:

Effective communication and interpersonal skills are essential for our graduates to establish rapport with patients, understand their concerns, and provide clear instructions on oral health maintenance and treatment plans. They are trained to collaborate with interdisciplinary healthcare teams and engage in effective patient education.

Critical Thinking and Problem-Solving:

Dental graduates should possess critical thinking abilities to analyse and solve complex dental problems. They are trained in a manner to assess patient needs, evaluate treatment options, and make evidence-based decisions.

Professional Development:

Continuous professional development is expected from dental graduates. They are trained in a manner to engage in lifelong learning, stay updated with the latest advancements in dental science and technology, and actively participate in professional development activities, including conferences, seminars, and research.

Patient Care and Empathy:

Dental graduates should demonstrate empathy, compassion, and sensitivity towards patient's physical and emotional well-being. In clinics, they are trained to prioritize patient safety, provide appropriate pain management, and deliver patient-centred care.

These attributes aim to produce competent, skilled, and compassionate dental professionals who can contribute to the betterment of society.

File Description	Document
Dental graduate attributes as described in the website of the College.	View Document
Any other relevant information	View Document

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

Answer: 0.04

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

Answer:

2022-23	2021-22	2020-21	2019-20	2018-19
44.02	19.90	5.7	23.13	25.93

File Description	Document

| Institutional data in prescribed format | View Document |
| Audited statements of accounts. | View Document |

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

Answer:

Faculty development programs help dental faculty members to be associated with emerging trends, to stay in tune with the latest trends and techniques in dentistry and provide quality care to their patients and quality education to students. The quality of education offered by an institution is primarily determined by the calibre of its faculty. In recognition of this fact, our institution has created a Dental Education Unit called the "**Continuing Education Committee (CEC)**" to ensure high-quality teaching. This committee is composed of the Principal, Administrative Officer and executive committee members from different departments.

Faculty development programs (FDP) and continuing dental education (CDE) programs are organized by various departments of the college to not only equip faculty members with the latest knowledge and skills in emerging trends in dental education, but also the budding dentists. The CEC makes sure that these programmes are done on a monthly basis. These programs aim to enhance the professional development of faculty members and our students.

The CEC's goal is to raise the level of dental education by transforming educators into competitive professionals, promoting consistency and excellence in teaching methodologies and incorporating innovative teaching techniques.

The objectives of the Continuing Education Committee are as follows

1. To provide ongoing professional development opportunities
2. To share knowledge acquired freely
3. To stay up-to-date on current trends in dentistry by conducting workshops, symposiums, and CDE programs
4. To offer students clinical orientation
5. To develop department-level policies to enhance classroom teaching
6. To implement problem-based learning in accordance with the curriculum

7. To employ best practices in question paper setting
8. To sensitize faculty to digital evaluation methods
9. To continuously monitor and provide feedback for internal audit and quality control
10. Improving the quality of Faculty Development Programs by carrying out self-assessments
11. Enhancing the value of previous dental education experiences
12. Encouraging understanding of ethical and legal issues that influence dental practice
13. Ensuring that courses cover a wide range of relevant topics
14. Cultivating lifelong learning habits

Continuing Education Committee's main goal is not just to update the clinical knowledge of dental graduates and practitioners, but also to improve the level of care and treatment methods that are beneficial to patients. Organizing and attending faculty development programs, as well as teaching others and presenting papers, can help improve the professional knowledge of teaching staff. Faculty is also encouraged to attend conferences held outside the college for academic and clinical advancement

In summary, we endeavour to promote the science and art of dentistry to enhance oral health, improve the knowledge and skills of dental practitioners through a well-developed education program, and encourage dental research. Our institution strives for significant career improvement.

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

Extended Profile

Students

Number of students year-wise during the last five years

Answer:

2022-23	2021-22	2020-21	2019-20	2018-19
561	615	553	512	456

File Description	Document
Institutional data in prescribed format(Data templ	View Document

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

Answer:

2022-23	2021-22	2020-21	2019-20	2018-19
104	37	68	29	27

File Description	Document
Institutional data in prescribed format(Data templ	[View Document](#)

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

Answer:

2022-23	2021-22	2020-21	2019-20	2018-19
51	100	100	100	50

File Description	Document
Institutional data in prescribed format(Data templ	[View Document](#)

Teachers

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

Answer:

2022-23	2021-22	2020-21	2019-20	2018-19
86	90	75	67	61

File Description	Document
Institutional data in prescribed format(Data templ	[View Document](#)

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

Answer:

2022-23	2021-22	2020-21	2019-20	2018-19
86	90	75	67	61

File Description	Document
Institutional data in prescribed format(Data templ	[View Document](#)

Institution

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

Answer:

2022-23	2021-22	2020-21	2019-20	2018-19
503.72	278.78	158.92	244.15	298.44

File Description	Document
Institutional data in prescribed format(Data templ	[View Document](#)

Conclusion

Additional Information :

Al Azhar Dental College, as a part of the broader Al Azhar group of institutions, is at the forefront of promoting a holistic educational experience. Through a combination of various initiatives, we aim to nurture not only academically proficient students but also well-rounded individuals with strong values and a sense of social responsibility. Al Azhar group of institutions organizes a wide range of inter-college sports and cultural competitions. These events serve as platforms for students to develop their physical and creative skills while also fostering healthy competition and camaraderie. In our attempt to formalize our collaborative approach and partnership , we currently have several functional Memorandum of Understanding with surrounding sister institutes, dental colleges, herbal garden and satellite centers.

The institution's engagement with the tribal population in the Velliyamattom Panchayat is another noteworthy aspect of our commitment to community development. Through various community outreach programs and awareness campaigns, we are actively involved in providing dental healthcare services to underprivileged tribal communities. The physical infrastructure of the Al Azhar Education Hub, with its sprawling campus accommodating over 7000 students, contributes significantly to the overall learning environment. A green and spacious campus provides students with a serene and conducive atmosphere for both academic pursuits and personal growth. The large student population within the Al Azhar group of institutions offers a unique advantage. It opens up numerous opportunities for inter-college collaborations, enabling the exchange of ideas, knowledge, and experiences among students from various disciplines.

At the core of Al Azhar Dental College's philosophy is the cultivation of values like compassion, empathy, and social responsibility. These qualities are essential for healthcare professionals who not only possess technical skills but also the ability to connect with patients on a deeper level. By instilling these values in our students, Al Azhar Dental College contributes to the creation of healthcare professionals who are not only competent but also compassionate and socially conscious.

The multifaceted approach to education, encompassing academics, extracurricular activities, and community engagement, is pivotal in shaping responsible professionals and positive contributors to society.

Concluding Remarks:

At Al Azhar Dental College, our unwavering commitment is pursuit of academic excellence through continuous advancements in education. We are guided by a set of core values and goals. Our primary mission is to promote dental education of the highest standards. We believe in fostering an environment where students acquire not only knowledge but also the practical skills required to deliver exceptional dental healthcare services. We collaborate closely with affiliating and apex bodies to ensure that our course contents remain contemporary and relevant. Our aim is to train young dental aspirants to provide high-quality dental treatment characterized by the utmost care, compassion, concern, competency, and an evidence-based approach. We instill in our students the values of integrity and a commitment to delivering excellence in patient care. We provide our undergraduate students with a solid foundation in both theoretical and clinical aspects of dentistry. Our institution is deeply rooted in values such as integrity, respect for all individuals, respect for diversity, teamwork, and innovation. These values form the foundation of our educational philosophy and guide our interactions within the college community. We are committed to meeting the standards set by accreditation bodies and continuously strive for excellence. In conclusion, Al Azhar Dental College is dedicated to the holistic development of dental professionals who not only excel in their field but also uphold values that promote the well-being of patients, colleagues, and society at large.

EXCLUDED METRICES

No Metrices are Excluded

ANNEXURE

1.Metrics Level Deviations

Metric ID   Sub Questions and Answers before and after DVV Verification

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

2.4.2

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

Percentage of teachers recognized as PG/ Ph.D research guides by the respective University

3.1.1

3.1.1.1. Number of teachers recognized as PG/Ph.D research guides during the last 5 years
Remark : DVV has made changes as per the report shared by HEI.

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

3.5.2

3.5.2.1. Number of functional MoUs/linkages with Institutions/ industries in India and abroad for academic, clinical training / internship, on-the job training, project work, student / faculty exchange, collaborative research programmes etc. for the last five years
Answer before DVV Verification : 16
Answer after DVV Verification: 16

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

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

4.5.1

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)
Remark : DVV has made changes as per the report shared by HEI.

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

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

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations