



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

DASMESH INSTITUTE OF RESEARCH AND DENTAL SCIENCES

TALWANDI ROAD, FARIDKOT, PUNJAB, 151203

151203

www.dasmeshinstitutes.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

May 2022

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Dasmesh Institute of Research & Dental Sciences (DIRDS) is one among the flagship institutes of Sangat Sahib Bhai Pheru sikh educational Society (SSBPSES). Society established Dasmesh Institute of Research and Dental Sciences & Hospital, at Faridkot in year 1994 in the memory of Great Saint Soldier, Scholar par excellence Guru Gobind Singh, under the chairmanship of distinguished political leader, philanthropist, educationist and social worker, S.Karnail Singh Doad Ex. MLA, Faridkot, Government of Punjab, with a vision to facilitate quality Dental health care & education of global standards. Another stalwart of the society, Late S. Kuldeep Singh Gill, Sr. Vice President of the society having his vast life long experience as an administrator and an educationist played a great role in the growth and development of this institution. His demise on 10th Dec 2021 has created a void. The society is indebted for his contributions since its inception at Faridkot.

Presently, S.Gurdev Singh Brar IAS (Retd), is the president of Sangat Sahib Bhai Pheru Sikh Educational Society. Dr. Gursewak Singh, Director, DIRDS & Sr. Vice president, S. Amarjit Singh Doad, Vice President. S. Jasbir Singh Sandhu, General Secretary, S. Swarnjit Singh Gill, Joint Director, DIRDS and Treasurer. All other members of SSBPSES are selflessly and dedicatedly contributing in the yeoman service rendered towards the cause of education. Their vision has shaped DIRDS into a premier Dental College of Northern India.

Institute got recognized form Dental Council of India for 60 BDS seats in the year 2002 and 100 BDS seats in 2013. Further, over the years, Management and staff have worked tirelessly to upgrade it to the level of Post Graduate Dental College with MDS Course in the year 2009. Currently institution is having 100 intakes for BDS course and 18 post graduate seats per year from 7 different specialties. All the courses are affiliated to Baba Farid University of Health Sciences (BFUHS), Faridkot and are recognized by Dental Council of India/ministry of Health & family Welfare Government of India, New Delhi.

Vision

- To be a world class institution driven by professional ethics, academic excellence quality and Innovations
- To enhance current services, future growth and development

Mission

- To create dental professionals to help our patients out of pain and into comfort
- To help our patients understand their condition and set them on a path to perfect health
- To ultimately help our patient's look and feel like they would on their best day, ready to seize each moment with renewed confidence and a beautiful smile.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- DIRDS empowers a relatively rural area with Professional education.
- Proactive management with effective leadership.
- Well qualified, experienced and dedicated staff
- The huge infrastructure (More than 11ac sq.ft) provides ample space for continuous expansion of the facilities.
- Promotion of value-based and holistic education
- The college has ultra-modern diagnostic equipment's like CBCT
- State of art research infrastructure to carry out basic research for both PG and UG students for their long and short studies.
- ICT enabled teaching is employed teaching methodology with advanced ICT tools.
- Community outreach programs in the form of adoption of villages, rural camps, school health camps, services provided through satellite canters.
- Serving community through institutional health scheme named "MATA SOHAN KAUR DENTAL HEALTH SCHEME".
- Eco-friendly campus with power generation by solar panels (600MW), rain water harvesting and Sewerage treatment plant (STP)

Institutional Weakness

- DIRDS is an affiliated institution and there is a limited scope and freedom to flex the curriculum to the present needs.
- Limited advanced research work and lack of external funds/research grant by Government agencies.
- Limited collaboration with international universities /institutions /Agencies
- Faculty do not have patents.
- Geographical constraint of the college and semi urban type of city with lesser modern amenities for students.

Institutional Opportunity

- To establish of Centres of Excellence for research
- To enhance community engagement programme
- To develop research exchange programs effectively with reputed institutions.

Institutional Challenge

- Filling up of seats in the present scenario of super saturation and irregular admission process because of pandemic COVID 19.
- Rising operating cost burden on management
- Attrition rate among the junior faculty members
- Downfall in the number of patients as well as maintaining the Govt. guidelines in treatment protocols during COVID 19 pandemic.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The Dental College being an affiliated college of Baba Farid University of Health Science (BFUHS), Faridkot, Punjab and recognized by Dental Council of India (DCI), New Delhi. This institution is one among the premier dental colleges of the country and adheres strictly to regulations of statutory bodies like and BFUHS and provides curriculum that are well defined.

Institution is having well-formed institutional board of studies having all the senior faculty members, Head of the departments, members of the management and external advisors and this committee monitor changes in designing, developing and revision of the curriculum.

Institution follows a strict protocol to deliver the curriculum, institution has fixed time table and maintained academic calendar for proper delivering of the curriculum fulfilling the regulated hours. Monitoring feedbacks from all stake holders through a systematic approach further contributing to the continuous quality improvement of the institution. At the institutional level along with the regular curriculum, academic flexibility is enabled by holding integrated lectures, and interdisciplinary interactions between specialties.

Holding lectures on ethical and moral values along with value added subject-related Certificate courses to develop the overall performance and core values in students. The Institution also rightly 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 respective regulative councils. Institution constantly encourages students to participate in community outreach programs to develop soft skills along with performing committed duties towards the welfare of society.

Teaching-learning and Evaluation

Institution gives utmost kindness for equality and reservations during the admission process. All admissions to the courses follow the norms given by the affiliated university. Overall admission rate for all courses provided by the college is more than 75 % and having around 6% students from neighboring states. The institution has formulated and drafted the core curriculum in such a way that the students admitted to the course do not face any hindrance throughout the entire course period, as the goal of the institution is to inculcate right path, vision and attitude right from the beginning throughout their entire academic and social life.

The institution harbors prominent and experienced teaching faculties to guide and care each student at all time-points of their academic schedule through well set Mentorship program. Teaching and learning assessment is done orderly and effectively; the pass percentage and university rank holders are the testimony of the same. Students at the institution are taught the curriculum through various methods like experimental learning, interdisciplinary, problem-based, patient-centric, project-based, core humanitarian ways and evidence-based learning; this ensures the modelling of students in a professional way. The internal assessments of students are well designed, that a student once admitted to the course are aware and can prepare for the same. The continuing dental educational programs ensure the up-gradation of knowledge and professional skills of students and faculty. Institution has created an environment where students are actively participating in extracurricular activities and are also guided in community-based programs to create public awareness.

Research, Innovations and Extension

The institution provides a favorable environment and research infrastructure for smooth and quality research work. The Institutional Review Board approves and monitors the research projects till the submission of research projects. Faculty are actively contributing to the research and publishing in quality indexed journals. Institution is also supporting financially for suitable research projects. The Management strongly supports innovations in the campus and provides a platform to faculty for innovations in teaching and treating patients. Few faculty members are also conferred fellowships and few are perusing Ph.D courses.

Dasmesh institute of research and dental sciences is located in a rural place with population having poor health awareness and low socio-economic status. The institution conducts free dental and medical camps, awareness programs, blood donation camps and cancer screening programs and so on. The students play a key role by actively participating in both screening and treatment camps and also being exposed to the five peripheral centres. Faculty receiving awards by different organizations for these outreach activities are a testimony to its vision.

Institution is having well organized village adoption program and also established memorandum of understanding and collaborative activities with government and non-government organizations.

Infrastructure and Learning Resources

Physical infrastructure for academic requirements is extensively planned and augmented. The institution possesses air-conditioned Lecture and seminar halls in each department with necessary ICT facilities for better learning experience and accessing resources. Basic Sciences and clinical Laboratories are having all facilities as stipulated by regulatory authority. Institution has latest and advanced technologies such as CBCT, RVG, LASER, portable dental chair with good number of patients per year treated as outpatients and inpatients. Institution is making use of the Patient management software to improve patient care, reduce waiting times and monitor work output of the students. Institution has also established satellite centres for the community-based learning.

Institutional library is equipped with adequate number of books and journals and e- database along with computers facilitated with Library Management Software. The college provides customized software application for the students and faculty where all subject related study materials and attendance are uploaded.

Campus provides state of art auditorium for all academic and cultural activities. Campus also includes indoor and outdoor sporting arena along with fully equipped centrally air-conditioned gymnasium "FITNESS HUB." 24 X7 security, Lush green campus, CCTV at all strategic locations, separate hostels for girls and boys, faculty residence, children Park, guest house, ATM, pharmacy shop, stationery, solar plant, STP, Water purification plant and food courts are other added facilities of the campus. The college has a maintenance committee that oversees the maintenance of campus infrastructure to provide a congenial learning environment.

Student Support and Progression

Dasmesh Institute of Research & Dental Sciences provides students support and progression and encourages students to participate in various sports and cultural activities. Students of the institution are benefited by

government and institutional scholarships / fee waivers schemes.

Institution supports students in capability enhancement and development schemes like soft skill development, language and communication skill development, yoga and wellness, analytical skill development, human value development, personality and professional, development and employability skill development programs. Institution has a transparent mechanism for timely redressal of student grievances, prevention of women harassment and prevention of ragging. Students of the institution are qualified in state/ national/ international level examinations. Institution promotes organizing sports and cultural activities for students. Institution is having student council and student's grievance cell to engage works related to student welfare.

The Alumni Association is registered and holds regular meetings to plan its involvement and developmental activities with the support of the college and provide contribution in Financial / kind, Donation of books /Journals/ volumes and Institutional endowments and study exchange in the form of lectures.

Governance, Leadership and Management

The institution made its humble beginning with a clear vision and mission of imparting quality education. Vision and mission of the institute was established by the management with an aim to help all the stake holders to act as a reminder to work and serve for cause and purpose. The institution is named after the sectarian and holy soldier 'DASMESH'.

The institution has a well-defined organizational structure with emphasis on policy of decentralization. Various committees have been formed to channelize the smooth administration of the institution. These committees follow clearly stated guidelines and rules and are constituted of all stake holders in deliverance of an effective strategic plan. The institute has given importance for e – governance and implemented necessary policies for various administrative divisions with an objective to make all operations of the institute faster and paperless and for better record keeping.

The institution is very supportive for its employees and formulated various welfare schemes for both teaching and non-teaching faculties of the institution. Resource allocation involves the planning of all the resources required for accomplishing vision and mission of the institution. Institution is also having structured performance appraisal system for the teaching and the non-teaching staff. Institution has transparent auditing system and conducts external auditing periodically.

IQAC monitors the quality through the comprehensive feedback mechanism for continuous improvement of the curriculum, teaching-learning process by the external academic peers – external examiners help to know the strength and weaknesses of the system evaluation, research, financial management and student support services.

Institutional Values and Best Practices

College is a co-education institution and aims at gender equality in teaching, learning and assessment in the education system. The college gives high trust to gender equity programs having more than 60% of the female teaching, non-teaching staff and students. CCTV Surveillance at all strategic locations make the campus completely safe. The institute believes in saving the environment and has various facilities for alternate sources of energy and energy conservation measures. Generating 600 kw of electricity using solar panels. For waste management, the institution has compost making machine of the capacity 100kg and also having the facility of

“Sewage Treatment Plant (STP) of the capacity 70,000lts /day.

For ensuring environmental consciousness and sustainability, college is always adopting a number of green practices on the campus like landscaping with trees and plants, minimal used paper office, restricted entry of automobiles. Institution has beautiful gardens, each maintained by one department individually. The institute has disabled friendly environment. Signages are displayed at various points including lights, display boards and signposts.

Institution contributed immensely towards the society by regularly organizing oral health camps at rural areas. The institute has Code of conduct handbook exists for students, teachers and academic and administrative staff. Various committees are formed to monitor adherence to the code of conduct.

Best practices & Institutional distinctiveness includes

- Multidisciplinary integrated approach in teaching, treating & learning methodology.
- Building an atmosphere for centre of excellence for research
- Rewards and Recognition
- Digitalization
- Commitment to academic excellence and Patient care

Dental Part

Established in 1992, Dasmesh institute of research and dental sciences is one of the pioneer Dental institutions in the Northern India. The institution is recognized by the DCI for 100 admissions in BDS and 18 Post graduate seats in seven different specialities of dentistry. The institution is affiliated to Baba Farid University of health Sciences, Faridkot. Students are admitted based on the NEET ranking and admission processes are regulated by the affiliated University.

The institute adheres to the curriculum prescribed by the DCI and the BFUHS, Faridkot. Any major exodus would not be permissible. However, the college has ensured the students are well equipped to render the best treatment to their patients. Students are given proper pre-clinical training in laboratory and clinical procedures involved in dentistry in a simulated environment. Further, exposing them to latest technology in dentistry like implant, CBCT, magnification loops etc. The institute regularly organizes professional development programs to ensure the staff, and students are in forefront with latest trends in dentistry along with concept of MCQ's, OSCE and OSPE solving methodologies. The students are exposed to different clinical setting through tobacco cessation clinic, and community outreach programs. College strictly follows the infection control protocols as per the NABH guidelines. The institute is backed with dedicated full-time faculty, few of whom have additional degrees, fellowships and few are part of Ph.D programs of this institution.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	DASMESH INSTITUTE OF RESEARCH AND DENTAL SCIENCES
Address	TALWANDI ROAD, FARIDKOT, PUNJAB,151203
City	Faridkot
State	Punjab
Pin	151203
Website	www.dasmeshinstitutes.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Surinder Pal Singh Sodhi	01639-250257	9872832988	01639-251666	dirsdsk@gmail.com
IQAC / CIQA coordinator	Tarun Kumar	01639-254425	9888666699	01639-251666	drtarunkumar@hotmail.com

Status of the Institution	
Institution Status	Self Financing
Institution Fund Source	Society

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
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Date of establishment of the college	15-09-1994
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University to which the college is affiliated/ or which governs the college (if it is a constituent college)

State	University name	Document
Punjab	Baba Farid 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	23-01-2013	60	Periodic inspections are carried by the statutory authority for renewal Latest periodic inspection of BDS seats and seven MDS specialty held during march this year

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	TALWANDI ROAD, FARIDKOT, PUNJAB,151203	Semi-urban	16.04	27007.67

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BDS,All Dental,	60	NEET	English	100	52
PG	MDS,Department Of Oral Medicine And Radiology,	36	NEET	English	3	1
PG	MDS,Department Of Oral And Maxillofacial Surgery,	36	NEET	English	2	2
PG	MDS,Department Of Prosthodontics And Crown And Bridge,	36	NEET	English	3	3
PG	MDS,Department Of Conservative Dentistry And Endodontics,	36	NEET	English	2	2
PG	MDS,Department Of Periodontology,	36	NEET	English	3	3
PG	MDS,Department Of Pediatric Dentistry,	36	NEET	English	2	2
PG	MDS,Department Of Orthodontics And Dentofacial Orthopaedics,	36	NEET	English	3	3

Doctoral (Ph.D)	PhD or DPhil ,Department Of Oral Medicine And Radiology,	48	PHDET	English	1	1
Doctoral (Ph.D)	PhD or DPhil ,Department Of Oral Medicine And Radiology,	48	PHDET	English	1	1
Doctoral (Ph.D)	PhD or DPhil ,Department Of Oral And Maxillofacial Surgery,	48	PHDET	English	1	1
Doctoral (Ph.D)	PhD or DPhil ,Department Of Prosthodontics And Crown And Bridge,	48	PHDET	English	1	1
Doctoral (Ph.D)	PhD or DPhil ,Department Of Conservative Dentistry And Endodontics,	48	PHDET	English	1	1
Doctoral (Ph.D)	PhD or DPhil ,Department Of Pediatric Dentistry,	48	PHDET	English	1	1
Doctoral (Ph.D)	PhD or DPhil ,Department Of Oral Pathology And Microbiology ,	48	PHDET	English	1	1

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	32				12				35			
Recruited	21	11	0	32	6	6	0	12	15	20	0	35
Yet to Recruit	0				0				0			
	Lecturer				Tutor / Clinical Instructor				Senior Resident			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	41				0				0			
Recruited	18	23	0	41	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				168
Recruited	89	79	0	168
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				30
Recruited	14	16	0	30
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	2	0	0	0	0	0	1	0	4
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	20	9	0	6	6	0	15	19	0	75
UG	0	0	0	0	0	0	0	0	0	0
Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	1	0	0	0	0	0	0	0	1
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	0	0	0	0
Number of Emeritus Professor engaged with the college?	Male	Female	Others	Total
	3	0	0	3
Number of Adjunct Professor engaged with the college?	Male	Female	Others	Total
	0	0	0	3

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	10	0	0	0	10
	Female	38	4	0	0	42
	Others	0	0	0	0	0
PG	Male	1	1	0	0	2
	Female	11	3	0	0	14
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	1	2	0	3
	Female	8	12	9	7
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	0	4	0	3
	Female	3	0	1	7
	Others	0	0	0	0
General	Male	11	17	28	10
	Female	43	63	78	67
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		66	98	116	97

General Facilities

Campus Type: TALWANDI ROAD, FARIDKOT, PUNJAB,151203

Facility	Status
• Auditorium/seminar complex with infrastructural facilities	Yes
• Sports facilities	
* Outdoor	Yes
* Indoor	Yes
• Residential facilities for faculty and non-teaching staff	Yes
• Cafeteria	Yes

• Health Centre	
* First aid facility	Yes
* Outpatient facility	Yes
* Inpatient facility	Yes
* Ambulance facility	Yes
* Emergency care facility	Yes
• Health centre staff	
* Qualified Doctor (Full time)	120
* Qualified Doctor (Part time)	0
* Qualified Nurse (Full time)	16
* Qualified Nurse (Part time)	0
• Facilities like banking, post office, book shops, etc.	Yes
• Transport facilities to cater to the needs of the students and staff	Yes
• Facilities for persons with disabilities	Yes
• Animal house	No
• Power house	Yes
• Fire safety measures	Yes
• Waste management facility, particularly bio-hazardous waste	Yes
• Potable water and water treatment	Yes
• Renewable / Alternative sources of energy	Yes
• Any other facility	Gymnasium Sewerage treatment plant (STP) Facility compost machine Drip irrigation with added sprinkler system for gardening Herbal Garden Guest house

Hostel Details		
Hostel Type	No Of Hostels	No Of Inmates
* Boys' hostel	1	67
* Girls's hostel	3	230
* Overseas students hostel	0	0
* Hostel for interns	0	0
* PG Hostel	1	34

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The Vision of National Education Policy, to provide high quality education to develop human resources in our nation as global citizens, is well taken by the institution. A discussion among the faculty members were initiated on the key principles of NEP and the institution is started distinctively practicing the culture to promote excellence in academics, admirable patient care and highly competitive teaching approach to meet the need of tomorrow's dentists from today's perspective. This multidisciplinary integrated approach in all three directions of teaching, treating and learning reinforces set of courses to enhance practice required for delivering rich quality education and patient care by adopting newer learning methodologies. At DIRDS initiative of Multidisciplinary and interdisciplinary NEP are performing keeping the following objectives in plan.</p> <ul style="list-style-type: none"> • To strengthen and refresh the existing methodologies of teaching-learning process by continued innovation primarily focusing on enhancing the basics of the set course. • To strengthen exchange of interdisciplinary ideas. • To update students with latest trends and advancements in Dentistry and also make acquainted them with molecular and genetic aspect of oral disease • To adopt latest technologies required for newer diagnostic & treatment approach for better patient care.
<p>2. Academic bank of credits (ABC):</p>	<p>Academic bank of credits is one of the excellent provisions of the National Education Policy 2020 (NEP 2020). ABC will allow the storage of students' academic data and academic awards. Institution is on</p>

	<p>the processes of getting registered for this initiative and very soon institution will have academic bank credit provisions for students.</p>
<p>3. Skill development:</p>	<p>DIRDS aims at providing quality education through class room centred formal education combined with hands on training through workshops and other analytical and soft skill development programmes. DIRDS also encourage training students in community outreach programmes gives them to develop the communication skills additional to clinical skill. DIRDS motivates students to participate in various state/national /international level conferences and present scientific presentation to enhance their presentation skills. DIRDS believes in exchanging ideas and sharing of knowledge through regular interdisciplinary meetings like, Clinico Pathologic Conferences (CPC), Master classes, continuing dental education (CDE) programmes, CPR training, live demonstrations, hands on training and conducting competitions for scientific presentations as well as quiz programmes. In addition to this, all department of the institution train students through detailed demonstrations that are carried out in small groups, and also by organizing special learning programs that enhance soft skill especially through projects and hands on workshops. In 2019, institution celebrated the 550th birth anniversary of Sri.Guru Nanak Dev ji under a grand procession “SARBAT DA BHALA”. During this grand festival institution served community by organizing dental camp, and students were enlightened by the teachings of GURU by eminent scholars along with painting and quiz competitions followed by cultural programme. Thus, provides students with a welcome break from study and is essential in developing self-confidence, responsibility and initiative.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>DIRDS encourages integration of appropriate Indian knowledge system by including the regional language along with Hindi in regular classroom teaching, topic discussions and demonstrations for easier understanding of the difficult concepts. This imitative of NEP helping the students to learn the disease names in the regional language and also improves the communication skills of the students in generating awareness about the diseases in community. DIRDS also promotes the use of regional languages in few competitions like declamation contests, caption</p>

	<p>contests and also to address the orientation lectures for better reach of the information. In addition DIRDS always integrates the concepts of regional traditions during cultural activities by encouraging the students to perform Bhangra, Gidha, Bharatanatya, etc.,</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>DIRDS initiated the focus on outcome based education and at DIRDS each course outcome is assessed with respect to the accomplishment level. The accomplishment level is evaluated based on the student average performance in the internal and final examination result. Attainment is measured in terms of the actual percentage of students getting a set percentage of marks. If targets are achieved, then all the course outcomes are attained for that year and the program is expected to set higher targets for the following years as a part of continuous improvement. If targets are not achieved then an action plan is put in place to attain the target in subsequent years. Course outcomes are measured based on the individual marks obtained by the students against the maximum marks. The Program outcomes, program-specific outcomes and course outcomes are further assessed through set criteria's mainly aimed at the success rate of students in handling the required clinical situations, level of communication skill, presentation skills, ability to understand the concept etc., and is documented at departmental level in the form of checklists. The institution also measures the attainment of outcomes through feedback from students and alumni with regard to the program/course. The feedback helps the institution to make necessary changes in the set academic goals in order to attain the course objectives</p>
<p>6. Distance education/online education:</p>	<p>Due to Covid -19 pandemic, educational institutions in the country has increasingly involved in using the digital platforms for engaging classes, conducting conferences and meetings. Institution was quick to adopt newer available teaching modalities and started using the online teaching method using different online teaching learning platforms from the very next week after the announcement of nationwide lockdown, same time institution does maintained the multidisciplinary integrated learning approach by organizing webinars from renowned speakers from different speciality. This transformation of physical to online classes and combination of both should</p>

consider as the new normal, which is envisaged in New Education Policy as well.

Extended Profile

1 Students

1.1

Number of students year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
433	415	387	384	405
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

1.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
108	42	78	77	92
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

1.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
66	98	116	97	56
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

2 Teachers

2.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
102	90	96	83	90
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
116	96	99	96	96
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

3 Institution

3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
3346.39	472.49	283	273.42	236.61
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Institution follows a well-designed systematic process in designing, developing and revising the curriculum. Institution have clear set goals and objectives for its educational program and the institution follows the curriculum designed at the national level by Dental Council of India, apart from this institution have its own goals and objectives which are aimed at the needs of the students as well as society and have relevance to the national and global trends.

Institution has formed an institutional board of studies, which includes all the senior faculty members, Head of the departments, members of the management and external advisors. This committee monitors the required changes in design, development and revision of the curriculum. Systematic approaches begin by collecting individual department's feedbacks and are summarized by the HOD and senior faculty members, and inference drawn at the departmental level are discussed with the principal in the regular HOD meetings, further conclusions are drawn after discussing all these necessary suggestions in the institutional board of studies meeting.

Institution has less role to play regarding revising curriculum as the institution is affiliated to BFUHS, Faridkot, and follows the curriculum designed at the national level by the Dental Council of India. However, faculty members of the institution who participates at the university academic council and BOS present their suggestions whenever there is need to change the course regulations by Dental Council of India.

Institution follows a strict protocol to deliver the curriculum, institution has fixed time table fulfilling the regulated hours required for teaching and clinical training at both undergraduate and post graduate level. College has maintained an academic calendar for proper delivering of the curriculum. Institution has a set practice of delivering curriculum, where faculty members are informed well in advance about the topics for discussion & clinical training by the respective head of the department. All faculty discuss their topics with HOD's before delivering to students.

Institution encourages all departments to conduct periodic tests/Viva Voce chapter wise followed by midterm and sent –up examination before the final university exams. Periodic tests are monitored at the departmental level, whereas examination section of the institute schedules the date for midterm and sent up exams as per the academic calendar and takes the complete responsibility in setting the question paper, evaluation and announcement of results. This is supplemented with end posting viva voce for third and final year students during their clinical posting. Records of each and every student's performance are meticulously documented in a specially designed Student's Performance Register. Every year, affiliated university conducts the annual examinations in the month of June for Regular batch

students and in December for supplementary batch students. For theory examination, question papers are delivered through online half an hour before the examination and evaluation process is completely digital using E-Evaluation Software system monitored by the examination authorities of the university.

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

1.1.2

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

Response: 1.94

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

2020-21	2019-20	2018-19	2017-18	2016-17
02	03	02	01	01

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

1.2 Academic Flexibility

1.2.1

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

Response: 31.65

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

Response: 50

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

Response: 158

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

1.2.2

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

Response: 9.29

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

2020-21	2019-20	2018-19	2017-18	2016-17
73	46	0	71	0

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
Link for additional information	View Document

1.3 Curriculum Enrichment

1.3.1

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

Response:

Gender Equality: Institution maintains the gender equality among the staff and students. Women grievance cell take utmost care and provide support to girl students and the female staff. Women development activities in the form of celebrating International Women's day, guest lectures and creative competitions are also conducted which are primarily focused on women rights, women empowerment, female feticide, women safety and also display of murals on similar themes on the walls of sporting arenas.

Environmental Awareness: Institution campus is having well maintained lush green landscaping and beautiful gardens. Each department is adopted a particular garden area of the campus and takes care of it. Institution encourages events like **Tree Plantation, campaign on plastic free campus. Implementation of Sewerage Treatment Plant (STP) technology, solid waste management by making compost, herbal Garden and further our institution holds the unique distinction in being the first one in the state to install 600MW rooftop solar energy station.**

Right to Health and emerging demographic issues: Every year institution organizes dengue prevention programme and actively engages dengue preventive protocols inside the campus and contributes in controlling the spread of the disease. During the COVID 19 pandemic time institution has taken care of all the COVID 19 guidelines suggested by the state government. During this period institution also released a COVID 19 Protocol manual for the proper execution of the guidelines and also established an MOU with the district civil hospital for collecting the samples for COVID 19 RTPCR test. During the second wave of nationwide COVID 19 infection time, considering the need of the situation institution started a Nobel initiative OXYGEN LANGAR programme in which oxygen concentrators were distributed free of cost to the needy.

Human rights: Human rights are the basic rights enjoyed by all. We at Institute make sure that no violation of human rights takes place institution has both academic and general grievance which are actively involved in maintaining non violation of the human rights. These committees take care and provide support to students and staff in generating awareness of Human Rights.

Professional ethics: - Faculty of the institution are provided training in Bio ethics and Good clinical practice, further these trained faculty members teach students about professional ethics as part of their holistic development. Institution is also conducts professional ethics programmes like orientation programmes for new students, white coat ceremony, cadaveric oath ceremony, Annual Academic award ceremony and convocation ceremony regularly to generate professional ethics among students and faculty.

Moral and ethical values: Institution organizes workshops and seminar on moral values and education. In 2020, in association with Jagat Punjabi Sabha, institution organized an international workshop on moral education: cultivating morality among educators to spread the knowledge of moral and ethical

values among students and faculty members. Institution celebrated the 550th birth anniversary of Sri.Guru Nanak Dev ji under a grand procession “SARBAT DA BHALA”. During this students were enlightened by the teachings of GURU by eminent scholars along with painting and quiz competitions.

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

Other Upload Files

1	View Document
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1.3.2

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

Response: 3

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

Response: 3

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

1.3.3

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

Response: 17.18

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	172	0	0	180

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

1.3.4

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

Response: 13.63

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

Response: 59

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

1.4 Feedback System

1.4.1

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

- 1. Students**
- 2. Teachers**
- 3. Employers**

- 4. Alumni
- 5. Professionals

Response: E. Any 1 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
Link for additional information	View Document

1.4.2

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

Response: E. Feedback not collected

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

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

Response: 28.69

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

2020-21	2019-20	2018-19	2017-18	2016-17
12	18	10	20	13

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

2020-21	2019-20	2018-19	2017-18	2016-17
46	51	58	53	48

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
Annual Report/ BOM report/ Admission report duly certified by the Head of the Institution	View Document
Admission extract submitted to the state OBC, SC and ST cell every year.	View Document
Link for Any other relevant informatio	View Document

2.1.2

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

Response: 73.37

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

2020-21	2019-20	2018-19	2017-18	2016-17
66	98	116	97	56

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

2020-21	2019-20	2018-19	2017-18	2016-17
118	117	119	118	118

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

2.1.3

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

Response: 8.29

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

2020-21	2019-20	2018-19	2017-18	2016-17
07	11	12	09	00

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
Link for additional information	View Document

2.2 Catering to Student Diversity

2.2.1

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

The Institution:

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

Response: A. All of the above

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

2.2.2

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

Response: 4.25

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

2.2.3

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

Response:

The College campus is facilitated with most of the modern amenities such as world class auditorium having 600 seating capacity fitted with latest ultra-modern audio-visual acoustics and interiors. Separate boys and girl hostel complexes, conference hall, cafeteria, Guest House, 24X7 generator back up, sports arenas, staff residential complex, ATM, medical store, Milk Parlour Stationary store. Institution has an established practice of being eco-friendly, which are reflected in the form of lush green landscaping and gardens, implementation of STP technology, solid waste management by making compost and further our institution holds the unique distinction in being the first one in the state to install 600MW rooftop solar energy station.

Though the primary focus of the institution is on academics, but at the same time due importance is given to extramural as well as sporting activities. The Institution has a committee for extracurricular activities, which ensures the smooth conduct of the college annual sports and cultural fest ADHESION and every year this fest is conducted for a period of three days. This committee select the college team for the various sports and cultural activities based on the student's performance in the annual fest. Thus, selected college's team participate in different sports and cultural activities outside the college campus at inter college events.

This committee along with alumni welfare committee also ensure the conduct of alumni meet along with institutional silver jubilee celebration ceremony. Institution also encourages students and faculty participation of traditional festivals like LOHRI, HOLI and DIWALI celebrations. Furthermore, students are always motivated to participate in competitive events like painting, slogan writing, caption and declamation contests during various speciality days like women's day, cancer day, no tobacco day and AIDS day etc, in 2019, institution celebrated the 550th birth anniversary of Sri. Guru Nanak Dev ji under a grand procession "SARBAT DA BHALA". During this grand festival institution served community by organizing dental camp, and students were enlightened by the teachings of GURU by eminent scholars along with painting and quiz competitions followed by cultural programme. Thus, provides students with a welcome break from study and is essential in developing self-confidence, responsibility and initiative.

Along with these events to make the new students comfortable to the campus environment every year institution also organizes Fresher’s programme under different titles like, Aagaz, Blossom, parichay etc, A programme to generate Professional ethics is another tradition of the institution where in regularly institution organizes events like Annual Academic Award Ceremony, White Coat Ceremony, orientation Programme and Convocation ceremony.

The college also has a well-structured unisex Gymnasium –Fitness Hub with all latest equipment for cardio and weight training, aerobics and dance floor with a professional gym trainer. Apart from this institution also organizes yoga training sessions to improve physical and psychological fitness and to reduce the conflict. The development of a student as a whole is the primary principal of the institution, and the entire academic, extramural, sports helping to attain multidimensional development of an individual.

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

2.3 Teaching- Learning Process

2.3.1

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

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

Response:

The institution aims at supreme magnitude for the better focusing of academic performance through various teaching-learning methods.

Experiential learning

“I hear and I forget. I see and I remember. I do and I understand.”- Confucius (551 BC to 479 BC), Institution strongly believes in above mentioned principle, and follows the practice of learning by doing. Students are encouraged to participate in active learning from the day one of the course. Practical aspects of all the subjects are demonstrated by the faculty and students are allowed to perform the same under the

supervision of the teacher. Institution is having well equipped practical and preclinical training laboratories for hands on training. Additionally, Institution also conducts hands on training to enhance the clinical skills by organizing subject related workshops. Regular organization of community camps helps students to improve their clinical skills by more exposure to screening & therapeutic scenarios. At this institution student entails a hands-on approach to learning in all subjects, like every year department of Oral & Maxillofacial Surgery organizes a hands-on workshop for final year students especially on biopsy & Suturing technique, students individually practice and perform suturing on goat tongue/chicken leg. It makes learning an experience that moves beyond the classroom and strives to bring a more involved way of learning.

Participative learning

Participative learning is an integral part of the institution teaching methodology. Students are constantly motivated to participate in CDE programmes, hands on workshops, speciality conferences and encourage them to actively participate in various scientific competitions like paper and poster presentations, quiz competition, essay writing competitions, declamation and creative caption contests. Many of the undergraduate and post graduate students also won appreciation awards for best paper and posters at various scientific events. Students are also trained by making them participate in presenting seminars, journal clubs and guest lecturers. Further students are supported to involve in presenting awareness talks at school health and community camps. This kind of student-centric participative learning not only improves their intellectual capabilities but also ensures their emotional, physical, spiritual and psychological well-being.

Problem solving methodologies

Institution does included problem based and case-based learning where the faculty act as facilitators and students develops critical thinking skills for applied clinical aspects, diagnosis, differential diagnosis, treatment planning and treatment. Regular interactive discussions and clinical posting viva for students helps in developing the case-based learning. Further, students are given case presentations, problem-based projects and home assignments. The students also make three dimensional models and posters as their projects. The postgraduate students are guided for microteaching where they teach undergraduate students in the clinics and laboratories.

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

2.3.2

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

The Institution:

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

Response: A. All of the above

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

2.3.3

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

Response:

Teachers of the institution use information & Communication technology (ICT) effectively in all teaching –learning processes. Faculty members of the institution are trained for E-learning methods. This makes faculty members more familiar and comfortable in using e- learning resources and e – learning management systems. Moreover, during the COVID 19 pandemic institution was quick to adopt the digital platform for teaching through ICT enabled tools like ZOOM, Google meet and Google Class room learning management systems in teaching methodology. All the post graduate seminars, discussions, assignments and regular interdepartmental meets are all performed through online teaching methods. Institution also organized live interactive sessions from nation renowned speakers through webinar.

Institution is maintaining a student management software system (Radical Seeds, Version1.0.17), which allows the marking of student’s attendance, students related notices, examination results through online and can be accessible by the parents using parents’ login & passwords. This helps in better monitoring of

students related information from both parents and teachers. Furthermore, institution created separate Google classroom ID for all departments and WhatsApp groups for each year help us in sharing study materials and establishes better communication among teacher and student. All the teachers are effectively using various ICT tools like Google Doc, Google Form, Google Sheet, for E – teaching purposes.

Institution is having the facility of multimedia enabled lecture theatres for use of power point presentations. Wi-Fi facility is provided for free to all teachers as well as students. Library is having the provision of computer, internet and audio-visual aids for effective learning of students. Institution also organized few continuing dental education programmes where in live surgical procedures and demonstrations are telecasted on the big screen for better visualization through ICT enabled tools.

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

2.3.4

Student :Mentor Ratio (preceding academic year)

Response: 11.39

2.3.4.1 Total number of mentors in the preceding academic year

Response: 38

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
Link for any other information	View Document

2.3.5

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

Response:

DIRDS lays special emphasis in evolving ingenious concept of multidisciplinary integrated approach in teaching and learning targets a unique practice for understanding the subject thoroughly. DIRDS also has a unique way of monitoring students by maintaining individual student's performance register which includes all the details of periodic tests and attendance, these registers aid in assessing the internal assessments as well proper counselling of the students to excel in academics. Exchanging ideas and sharing of knowledge through regular interdisciplinary meetings like, Clinico Pathologic Conferences (CPC), Master classes, continuing dental education (CDE) programmes, CPR training, hands on training and conducting competitions for scientific presentations as well as quiz programmes. Even during the Pandemic COVID 19 situation, Institution was quick to adopt newer available teaching modalities and started using the online teaching method using ZOOM application from the very next week after the announcement of nationwide lockdown, same time institution does maintain the multidisciplinary integrated learning approach by organizing webinars from renowned speakers from different speciality.

Institution has a long tradition of organizing annual academic award ceremony every year. Institution organizes this event very religiously by inviting all the parents of the awardees and faculty members, families of the award sponsors, members of management, renowned personalities of the city and a chief guest. During this event all the first-place holders from each professional year (each speciality in case of Post graduate category) are rewarded with 24 carat gold medals along with cash reward, along with this student who secured university first ranks are given a scholarship of Rs one lac cash reward. These kinds of commitments of the institutions motivate and help students to raise their calibre in academics.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 91.77

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

2.4.2

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

Response: 3.06

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

2020-21	2019-20	2018-19	2017-18	2016-17
2	3	5	4	0

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

2.4.3

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

Response: 8.2

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

Response: 836

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

2.4.4

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

Response: 7.84

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

2020-21	2019-20	2018-19	2017-18	2016-17
40	0	0	0	0

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

2.4.5

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

Response: 3.39

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

2020-21	2019-20	2018-19	2017-18	2016-17
5	2	5	2	2

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Internal assessment is an integral part of the student's final marks in both theory and practical examination. Institution has fixed protocol in assigning the internal marks for the students and is evaluated internally on a continuous basis by various criteria. These criteria mainly include overall attendance of the student, performances in the periodic tests, midterm, sent up examination, timely submission of assignments, practical manuals and projects. Institution has a unique way of following the above said criteria's by maintaining individual student's performance register, where all the distribution of marks and weightage of all assignment and projects are recorded. Thus, obtained internal marks based on the overall performance throughout the year are finalized by the concerned head of the departments/ internal examiners. All the students are well informed about this protocol of finalizing the internal assessment well in advance so that they can be more dedicated in their overall performance throughout the year.

Institution is also established examination cell to overlook examination related works. Subject teacher and head of the department decides for the type of assignments and nature of the project along with scheduling the periodic tests. These periodic tests are conducted at the departmental level during their class schedules, whereas midterm and sent-up examination are scheduled by the controller of examination and always according to the schedule of the academic calendar.

The mechanism to deal with examination related grievances are transparent, efficient and time-bound. Question papers are prepared by the concerned respective internal examiners and are submitted to examination section well in advance. Controller of examination takes complete responsibility of maintaining confidentiality of the question paper. Examinations are held in the institutional examination hall which is having a seating capacity of more than 200 students following proper examination protocols. There is no scope for malpractice as there are four or five faculty members who are assigned

with exam duty at a time in the exam hall and at the same time, students are also monitored by the exam Superintendent. Further, examination hall is having the facility of Closed-Circuit Cameras (CCTV) & mobile Jammers that ensures the blockade of electronic devices. All concerned department faculties evaluate the answer papers in an unbiased manner and results are submitted to examination cell. Later, evaluated answer booklets are shown to the students and all students are made aware about their mistakes and areas for further improvements.

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

2.5.2

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

Response:

Institution has a transparent time bound and efficient mechanism to deal all the internal examination related grievances. Examination cell takes the responsibility of displaying the results of all internal examination and intimating to the parents of slow performing students for the required parental counselling. Though the final exams are conducted by the affiliated university, the institution ensures the process of the same to be smooth and effective. The exam cell ensures that timely submission of internal marks to the university through the university web portal for the institution.

Before the final university exams, the students obtain work completion (no-due) certificate for all concerned departments, which in turn is submitted to exam section to receive the admission ticket for the final examination. Examination section takes up the complete responsibility of handling concerned grievances of the students and notify to the concerned departments. The examination cell also makes proper arrangements for conducting exams like assigning the faculty for exam duty, timely retrieving the online question paper, timely closing and packing the answer booklets and submitting the required documents to the university.

Institution specially appointed an office staff to obtain marks results, marks card and degree certificate from the university and also to addresses grievances related to exams. The marks card obtained from university are distributed to students and grievances related to the same addressed swiftly. The office staffs and representatives to university help the students to rectify and set right any difficulties related to university exams. The institution is a hundred percent committed to providing an effective and transparent mechanism to address grievances related to exam related issues

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

2.5.3

Reforms in the process and procedure in the conduct of evaluation/examination; including Continuous Internal Assessment to improve the examination system.

Response:

Institution is having an established examination cell to overlook examination related works. Subject teacher and head of the department decides for the type of assignments and nature of the project along with scheduling the periodic tests. These periodic tests are conducted at the departmental level during their class schedules, whereas midterm and send-up examination are scheduled by the controller of examination and always according to the schedule of the academic calendar.

Internal assessment is an integral part of the student's final marks in both theory and practical examination. Institution has fixed protocol in assigning the internal marks for the students and is evaluated internally on a continuous basis by various criteria. These criteria mainly include overall attendance of the student, performances in the periodic tests, midterm, sent up examination, timely submission of assignments, practical manuals and projects. Institution has a unique way of following the above said criteria's by maintaining individual student's performance register, where all the distribution of marks and weightage of all assignment and projects are recorded. Thus, obtained internal marks based on the overall performance throughout the year are finalized by the concerned head of the departments/internal examiners.

Attendance of the students is the most essential requirement to qualify for the examination. Every candidate should secure 75% attendance during each academic year to become eligible to appear for the final university exam. As per the university guidelines, institute conducts continuous internal evaluations (CIEs). In addition to the assessment methods made mandatory by the university the institute also follows objective methods of assessment like OSCE and OSPE for better evaluation of competencies attained by the students. Further, institute also introduced multiple choice questions (MCQs) that are context free & case based, and essay type questions are asked during the periodic tests. Recently the institution introduced a innovative method to assess the clinical performance using direct observation of clinical skill (DOCS) rating forms.

Examination cell takes complete responsibility of maintaining confidentiality of the question paper. Examinations are held in the institutional examination hall which is having a seating capacity of more than 200 students following proper examination protocols.

Final university examinations are conducted as per the guidelines issued by the affiliated university. For each subject separate theory and practical examinations are conducted and examination pattern for theory examination is same for all the subjects where question papers are sent by the university through online half an hour before the commencement of the examination. Practical examination pattern differs from subject to subject based on the speciality of the subject and also includes Viva voce. Undergraduate practical examinations are of single day exams and affiliated university appoints an internal examiner usually from the institution and an external examiner generally from any other institutions which are not affiliated to BFUHS for the Fair Conduct of examination. Post-graduation practical examinations differ from under graduation and where university appoint two internal and two external examiners and additional activities are included depends on the subject and extended for a period of two days.

File Description	Document
Link for Information on examination reforms	View Document

Other Upload Files	
1	View Document
2	View Document

2.5.4

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

Opportunities provided to students for midcourse improvement of performance through:

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

Response: A. All of the above

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Institution has stated the learning outcomes (generic and programme-specific) and graduate attributes as per the provisions of the Regulatory bodies and the University and are also communicated to the students and teachers during the orientation programme.

Each course outcome is assessed with respect to the accomplishment level. The accomplishment level is evaluated based on the student average performance in the internal and final examination result. Attainment is measured in terms of the actual percentage of students getting a set percentage of marks. If targets are achieved, then all the course outcomes are attained for that year and the program is expected to set higher targets for the following years as a part of continuous improvement. If targets are not achieved then an action plan is put in place to attain the target in subsequent years.

Course outcomes are measured based on the individual marks obtained by the students against the maximum marks. The Program outcomes, program-specific outcomes and course outcomes are further assessed through set criteria mainly aimed at the success rate of students in handling the required clinical situations, level of communication skill, presentation skills, ability to understand the concept etc., and are documented at departmental level in the form of checklists.

The institution also measures the attainment of outcomes through feedback from students and alumni with regard to the program/course. The feedback helps the institution to make necessary changes in the set academic goals in order to attain the course objectives. A substantial number of the graduate's pursuing at the institution is an indication of attainment of program outcomes, program-specific outcomes and course outcomes as desired by the institution. Student's consistency in securing the top

ranks at the university level, high number of students passing in first division, significant numbers students having distinctions, is additional indication of the success of the learning process in the course outcomes.

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

2.6.2

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

Response: 84.9

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

2020-21	2019-20	2018-19	2017-18	2016-17
99	49	75	84	74

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

2020-21	2019-20	2018-19	2017-18	2016-17
107	61	79	105	86

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

2.6.3

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

Response:

Teaching learning processes of the institution is assessed with respect to the attainment level. The attainment level is judged based on the student average performance in the internal and examination results. Institution is also having definite plans to assess the student's progress in reaching the stated learning outcomes through following criteria.

Timely administration of Continuous Internal Evaluation

Continuous internal evaluation of student's performance is an integral part of the student assessment and Institution meticulously documents individual student's performances viz., periodic tests, attendance, periodic tests, midterm and send-up examination, assignments and project submission in a separate register called student's performance register. Each department maintains this document separately for their subject. This helps in identifying the slow performer's specific to the subject and required remedial actions like retests, topic discussions, and doubt clearing classes as well as assignments and projects.

On time assessment and feedback

Through the performance register students are identified for the midcourse improvements and they are thoroughly counseled through mentor –mentee meetings and necessary feedbacks are collected and based

on the feedback necessary measures are taken and also performance of the student is timely informed to the parents and remedial parent teacher meetings are conducted. **Makeup assignments/tests**

For the easier understanding of the slow performer’s subject related creative assignments are handed over to the students so to enhance interest and focus towards the subject. Periodic tests along with regular discussions re tests are also conducted for the failed students. Written assignments of the topics and one to one discussions are additional midcourse improvement measures.

Remedial teaching/support

Remedial teaching measures are strictly followed by the institution, teaching processes are based on the difficulty level of the student. Additional discussion and demonstration sessions are engaged during practical or clinical posting time for the slow learning students. Furthermore, doubt clearing classes are conducted for better understanding of the subject. Students are guided and provided the resource material required for the easier understanding of the subject and PowerPoint presentations of classes are shared with students for noting the key points of the topics taught.

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

2.6.4

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

Response:

After the announcement of results of internal examination (midterm and send up) marks of each student are sent to examination sections. After analysing the results by the in charge of the examination cell and head of the institution parents of the slow learners are informed to meet the subject teachers and principal. Parents coming on a concerned day, meet the concerned department coordinator along with the student ward to discuss the marks and issue pertaining to academics and principal. The parents, as well as their wards, are free to discuss any issues that are hindering with the academics and remedial measures are discussed with the parents.

Each department send the attendance report of the students in the monthly report of their speciality also attendance is marked in the institutional app are tabulated monthly and students having the lesser attendance are listed separately by midterm exams. Then, parents of the listed students are also informed to meet the concern teacher and principal.

After discussions with the parents, the issues and problems are identified and understood, the students are caringly taken care. Then required counselling are given individually further, mentoring system in place ensures the recognition of problems that students face which affects the academics and remedial

measures are initiated to overcome the same.

Remedial teaching measures are also strictly followed by the institution, teaching processes are based on the difficulty level of the student. Additional discussion and demonstration sessions are engaged during practical or clinical posting time for the slow learning students. Furthermore, doubt clearing classes are conducted for better understanding of the subject. Students are guided and provided the resource material required for the easier understanding of the subject and PowerPoint presentations of classes are shared with students for noting the key points of the topics taught. Written assignments of the topics and one to one discussion are additional improvement measures.

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.55

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 1.95

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

2020-21	2019-20	2018-19	2017-18	2016-17
2	1	2	4	0

File Description

Document

List of full time teacher during the last five years

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Copies of Guideship letters or authorization of research guide provide by the university

[View Document](#)

Link for Additional Information

[View Document](#)

3.1.2

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

Response: 0.81

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

2020-21	2019-20	2018-19	2017-18	2016-17
02	00	02	00	00

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

3.1.3

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

Response: 0

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

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

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

The institute has created a perfect niche for students to develop their skills and for transfer of knowledge to budding dental surgeon of future. The institute evolved an innovative idea of developing peripheral dental clinics as incubation centres for professional enrichment of both, undergraduate BDS students and Post Graduates. Institute manages five satellite clinics cum incubation centres at Sadiq, Bargari, Kotkapura, Modern Central Jail, Faridkot and satellite centre at Rose enclave. Undergraduate BDS students during their internship period are posted at these incubation centres on rotation basis. Every BDS intern gets chance of working actively in independent set up where they are responsible for developing treatment plan and meticulously follows it during patient care. This way interns gain clinical acumen and develop a sense of responsibility as dental surgeons. This is also a way of serving the rural community as two centres are located in rural areas.

The satellite cum incubation centre at Modern Jain Faridkot is a unique and innovative step. It is one of its kind in whole country where young, budding dentists are serving the inmates. The dental treatment to inmates comes handy, which otherwise is largely ignored. The cases which require special care are looked after by senior Post Graduates on call and appointment basis. Whenever need arises proper arrangements are done taking care of convenience Post Graduate resident students. This is a way of inculcating self-confidence and independent decision-making ability.

In addition, the institute conducts special hands-on workshop for BDS Final year and Post Graduates every year where they hone skills in various suturing techniques by practicing in goat tongue or chicken leg. Special consideration is given to various biopsy techniques during the annual workshop. All students also undergo rigorous training in wiring techniques meant for the treatment of maxillofacial traumatic injuries on simulator models. This is novel way of learning adopted in addition to traditional methods of teaching.

Furthermore, institute conducts regular workshops on various topics of clinical importance like Rotary Endodontics conducted by Department of Conservative Dentistry and Endodontics, Dental Laser Applications by Department of Periodontics, Casting Techniques by Department of Prosthodontics. These topics are of interest of BDS undergraduates as well as Post Graduate residents. The institute is actively conducting regular Clinico pathological Conferences and seminars on Research Methodology, Bioethics, Research Grant and Plagiarism for promotion of research activities amongst students and Faculty.

File Description	Document
Link for details of the facilities and innovations made	View Document
Link for any other relevant information	View Document

3.2.2

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

Response: 17

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

2020-21	2019-20	2018-19	2017-18	2016-17
5	5	2	2	3

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

3.3 Research Publications and Awards

3.3.1

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

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

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

Response: A. All of the above

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

3.3.2

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

Response: 3.5

3.3.2.1 Number of Ph.D.s /DM/M Ch/PG degrees in the respective disciplines received per recognized PG teachers of the Institution during the last five years.

Response: 70

3.3.2.2 Number of PG teachers recognized as guides by the Regulatory Bodies / Universities during the

last five years.

Response: 20

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

3.3.3

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

Response: 0.97

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

3.3.4

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

Response: 0

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

3.4 Extension Activities

3.4.1

Total number of extension and outreach activities carried out in collaboration with National and

International agencies, Industry, community, Government and Non-Government organizations engaging NSS / NCC / Red Cross / YRC / Institutional clubs etc. during the last five years.

Response: 58

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

2020-21	2019-20	2018-19	2017-18	2016-17
8	3	20	15	12

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
Link for Additional Information	View Document

3.4.2

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

Response: 15.95

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

2020-21	2019-20	2018-19	2017-18	2016-17
59	40	70	83	68

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

3.4.3

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

Response:

Total of 67 awards and recognitions are received for extension and outreach activities from government/ other recognized bodies during last 5 years. At Dasmesh Institute of Research & Dental Sciences, we define outreach and engagement as the ways faculty, staff and students collaborate with external groups in mutually beneficial partnerships that are grounded in community service and consistent with our role and mission as a research institute and dental health care provider.

For faculty, outreach rooted in scholarship enhances teaching, research, creative work and service while addressing larger societal issues. For students and staff, community engagement and service projects link campus teaching and learning to civic responsibility and community well-being. For communities like schools, village gram panchayats; partnering with DIRDS increases the capacity to address important oral health issues. At their best, outreach and engagement activities provide significant learning and growth opportunities to faculty, students, staff and partnering communities.

Institution contributed immensely towards the society by regularly organizing oral health camps at rural areas & school dental health camps. Apart from this institution also organizes an annual mega dental & medical camp from the past 24 years under the banner of “S.Gurpreet Singh Doad Memorial Mega Medical & Dental Camp” which enrolls more than 1000 patients every year. Institution has already established 5 peripheral (Satellite clinics) centres and adopted villages for oral health care. Till date institution has already adopted five villages and people from those villages are treated under institutional health scheme “MATA SOHAN KAUR DENTAL HEALTH SCHEME”.

Institute worked hard to keep essential dental health services running during challenging COVID 19 pandemic period and quick to establish COVID 19 sample collection and testing center. On 14th June 2020 established a Memorandum of Understanding (MOU) with District Health Authorities for setting up sample collection centre for RTPCR and established the use of rapid antigen tests in Dasmesh Hospital. During this period institution also released a COVID 19 Protocol manual for the proper

execution of the guidelines.

Considering the dedication, commitment and contribution towards the society during the pandemic COVID 19 period NGO Ek Koshish honoured DR.SPS Sodhi COVID healthcare Warrior. We are proud of you sir. DIRDS also organized a felicitation event ‘A salute to COVID Warriors’ along with all NGOs of Faridkot where, Mrs.Alka, Laboratory Technician in microbiology department of DIRDS was felicitated for her services.Overcoming the challenges to ensure COVID-19 release its grip on our lives in 2021, DIRDS set the bar for success and vaccination centre was established in 21st January 2021 for providing vaccination to all Frontline workers.

Whether through research projects, teaching activities, civic engagement or service learning, the reciprocal nature of outreach and engagement enriches both our academic mission and the communities we serve. All these years institution efforts are well recognized by NGO’s and non-government organizations and also numerous appreciation and recognitions are rewarded for its services towards the humanity and community.

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

3.4.4

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

Response:

Awareness plays a key role in our approach to improving access to healthcare. We seek to empower communities, medical professionals and patients with appropriate tools, information and skills so that they can make high-quality, informed decisions on prevention, diagnosis, treatment, care, and support. We often join forces with committed partners to conduct educational campaigns for prevention, early diagnosis and awareness, which also help to build the capacities of dental professionals working in the fields of research, technology and healthcare.

We regularly conduct campaigns, often in collaboration with patient advocacy groups, to raise awareness of various diseases across the community. We focus on those diseases that align with our core competencies, expertise and experience along the health value chain. We conduct in multiple campaigns that enabled us to reach people. Every year demonstrate our commitment to the head and neck cancer community through World No Cancer Day, celebrated on 8th February and No Tobacco Day on 31st May. We reach out to various social group like schools, taxi drivers etc. and organize free dental

checkups as well as health talks. World AIDS Day takes place on 1 December each year and is commemorated by holding awareness drive amongst students. We launched a campaign for World Diabetes Day on November 14.

Outreach programs are important tools for bringing screening services directly to community members and serve to contribute to reducing oral health disparities. We organize regular Rural Health Dental Camps and provide free oral check up at the door step of socially and economically weaker sections of the society. Free bus service is provided to the needy patients and their treatment is done at subsidized rates. We have adopted villages under Mata Sohan Kaur Scheme for providing dental treatment to the community.

During the Covid 19 pandemic we collaborated with District Health Authorities for personal training and vaccination. Our team from Microbiology Laboratory was trained in sample collection and dispatching the same for RT PCR evaluation. Vaccination drive for front line warriors including Doctors, Dental Students, Paramedical Staff, Police Personnel and BSF was initiated. Workshop on Hand Washing technique was organized for the Safai Sewaks of the college.

College regularly host tree plantation drives on various occasions in the campus as part of Go-Green initiative. We proudly house 600MW Solar Power Generation Plant for which MoU has been signed with Punjab State Power Corporation Limited (PSPCL). For the treatment of sewage before disposal, we have Sewage Treatment Plant in campus. The water treated by the STP plant is utilized in watering plants and lawns in the campus. We organized No Plastic Week in the institute to increase awareness regarding bad effects of single use plastics, and subsequently our campus has been declared Plastic Free.

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

3.5 Collaboration

3.5.1

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

Response: 6.8

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

2020-21	2019-20	2018-19	2017-18	2016-17
6	9	12	5	02

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

3.5.2

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

Response: 19

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

Response: 19

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

The college leaves no stone unturned to provide world class infrastructure in the campus. Physical infrastructure for academic requirements is extensively planned and augmented.

Teaching and Learning:

DIRDS takes great pride in the fact that it provides admirable infrastructural facilities for the unmatched teaching-learning experience. Lecture halls, demonstration rooms, laboratories, hospital for clinical teaching are fully equipped. In this magnificent campus, teaching-learning in our institution comprises of two components viz. Academic/ theoretical teaching and practical/clinical teaching with a margin of overlap between the two.

The institution possesses the following infrastructures conducive for academic teaching and learning:

- Air-conditioned Lecture halls with all necessary ICT Facilities
- An Auditorium with 600 seating capacity.
- A Seminar Hall in each department with ICT facilities
- Human Anatomy Cadaver Hall with deep freezer facilities for two cadavers
- Basic Biochemistry Lab
- Microbiology Lab
- General Pathology lab
- Pharmacology Lab
- Oral Pathology and Oral Histology lab
- Pre-clinical Prosthodontics Lab with Phantom Head Models
- Pre-clinical Prosthodontics Conservative Dentistry Lab with Phantom Head Models

Advanced Library

- Library aims to provide highest quality reading material & services. The college library is equipped with a large number of books and journals. More than 5400 books, 1760 titles, 175 CD's, 89 dissertations and more than 800 Journals of different specialities.
- The central library includes undergraduate and postgraduate areas, separate sections for faculty, Journals, reference, internet browsing and photocopy. Institute has access to several national and international e-journals via HSLIBNET provided by BFUHS. DCI vide letter no. DE-232- Act (Regulations- Dig. Lib.)- 2020/ 1369 is starting a consortium of all its affiliated colleges. The library services are strengthened with WIFI enabled computers and bar-coded books. Every

department also has a department library with relevant subject textbooks for reference purposes.

The college provides customised app for the students and faculty where all subject related materials like syllabus, lesson plan, lecture notes, power point presentations, assignments, seminar topics and question bank, news, attendance are uploaded. If any student misses the class parents are notified by SMS immediately, thereafter.

Facilities for Clinical Learning:

The students can learn and trained in the clinical aspects of the curriculum in their respective clinical departments. The students are allowed to observe and then subsequently treat patients in each clinical department under the supervision of a faculty. The clinical teaching-learning happens in these departments where there is one to one interaction between the students and teachers.

Medical College Teaching

Our college is attached with GGS Medical College & Hospital, Faridkot, where teaching of medical subjects to undergraduate and post graduate students of Dept. Of Oral & Maxillofacial Surgery and Dept. of Oral Medicine and Radiology are provided.

COMPUTER LAB

Keeping pace with the latest technology, we at DIRDS have a fully equipped computer lab with multimedia & full-time internet facility. The computer lab supports the curriculum of the college and the assignments of the instructors.

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

4.1.2

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

Response:

The Management of our college never gets exhausted in providing unmatched facilities for recreation, sports, Games, physical fitness and cultural activities to our students.

Auditorium

Our college has a State of art auditorium named “Captain Dr. Puran Singh Auditorium” with a 600 seating capacity and having latest BOSE acoustics and lights and excellent air conditioning. The auditorium was dedicated to student community in the year 2018.

Institution organizes a dedicated annual sports and cultural fest ADHESION since 2012 for the recreation of students from monotony. Apart from cultural fest students are also encouraged to participate in other inter college cultural competitions. Annual fresher’s party, lohri celebrations, new year and alumni meet are the other occasions where cultural activities are promoted along with musical concerts by renowned singers.

Stadiums and Courts

During the annual sports and cultural fest – ADHESION, students are also encouraged to practice and participate in various sports and extracurricular activities. Institute has provided both an indoor and outdoor sporting facilities for the students to excel in sports and games.

The indoor sporting is open to students after the working hours of the college and is invariably occupied to capacity by our students to practice their sports of choice like, table tennis, carom and chess. The outdoor sporting provides for variety of sporting activities like volley ball, throw ball basketball, badminton, cricket, athletics and football. Also, students participate in inter-college sporting events organized by other institutions.

Fitness Facilities

In addition to the above sports facilities our institute has a fully equipped gymnasium “FITNESS HUB.” Fitness Hub is having a dedicated 4000 sq feet of double stored building fully equipped with state of art fitness machines for both cardio and weight training. It's centrally air-conditioned and having dedicated zones for cardiac training, separate floor for strength and free weight zone. The highlight of Fitness Hub is 600 sq feet of exclusive zone for Yoga, Aerobics and Dance. Dedicated gym instructor is also appointed to guide students in best way to keep him/her fit.

Other Facilities

This provides our students ample opportunities to showcase their extracurricular talents in front of a large audience. Our students participate in State Level cultural, sports cum scientific events conducted across the state. The institution also organizes training programs for yoga for both students and faculties on a regular basis.

File Description	Document
Link for list of available sports and cultural facilities	View Document
Link for geotagged photographs	View Document

4.1.3

Availability and adequacy of general campus facilities and overall ambience

Response:

Institute is located just a kilometre from the bus stand and railway station of the city. It is magnificently spread over more than 10 acres of land having all modern amenities for teaching learning and other recreational facilities to make an amazing campus ambience. The general campus facilities available are of superior quality and adequate in quantity.

Green Campus: Our campus stands by the theme “Go Green”. Our campus is encased with lush green landscaping and parks having ornamental and herbal plants and trees making it livelier and pollution free. Institute is dedicated in organizing tree plantation programme at various occasions to further magnify the beauty of the green campus.

Every First-year new student of institute plants a tree in campus and adopts it over the period of next 5 years. The purpose of 'Adopt a Plant' is mainly to create awareness about our duty towards the environment and create positive inspiration among students and faculty.

Each department has also adopted one area of the college and taken responsibility of its maintenance. College has a designated advisor for the campus maintenance along with full time gardeners. Specified name is allotted to each road of the campus in the name of established textbook author name to make the new student familiar with the subjects and author. Signages are present at all places for easy commutation throughout the vast campus.

Security: CCTV cameras & highly trained security personnel are posted at all strategic locations for making 24X7 secure.

Hostels: Separate hostels for girls and boys. High quality food with a varied menu is served in the hostel for the inmates. Quality of food is insured and inspected regularly by wardens and principal.

Staff Quarters: faculty are provided with 2 BHK flats inside the campus along with a children park having play stations for kids.

ATM, Stationary & Pharmacy shop: The campus is facilitated with 24X7 ATM of Axis Bank along with Pharmacy shop, stationery having Xerox & printing facility.

Canteen: The college has a magnificent food court “DE COZY CORNER” which provides variety of cuisines at reasonable price. In addition to it campus is also having a standing eatery point, ice cream joint and verka milk parlour.

Vehicle Parking – Sufficient parking for both two and four wheeler separately for residents, hospital staff, students, visitors and patients.

Alternate sources of energy- 600 MW (200 MW of 3 generators) Solar plant is installed in institute for conservation of energy and to provide sufficient power and to insure unremitting power to enable all the routine works of institute.

Sewage treatment Plant (STP)-The sanitation facilities are maintained by the central sewage treatment plant in the campus. It has been installed to remove contaminants and produce treated waste water that is safe enough to release into environment.

Water purification plant: The Drinking water is provided by the central RO plant in the campus.

Dasmesh Guest House: It has seven fully furnished air-conditioned rooms along with one more seven room VIP section is about to inaugurate.

File Description	Document
Link for photographs/ Geotagging of Campus facilities	View Document

4.1.4

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

Response: 0

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

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

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

4.2 Clinical, Equipment and Laboratory Learning Resources

4.2.1

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

Response:

The clinical/laboratory/academic space is allocated based on the DCI regulations. All our departments have the necessary clinical/laboratory materials as stipulated by the DCI. Clinical teaching is executed in nine dental speciality departments along with basic training of medical sciences in medical departments. All dental departments manage an out-patient ward where students are given training in patient examination and treatment procedures along with necessary research infrastructure required in the respective speciality for post graduate training.

The basic clinical requirement is the flow of patients to the Dental OPD. Each specialty has an **outpatient dental clinical facility** equipped with manual & electronic dental chairs connected to a centralized suction unit. Institution has sufficient number of patient input for our students to thoroughly learn all the basic and advanced clinical dental procedures.

The infrastructure contains teaching and learning facilities that include **specialized laboratories, Seminar rooms, and a well-stacked library**. 261 electronic chairs are installed in the institution,

- Oral & maxillofacial surgery department has a fully equipped operation theatre complex to perform major and minor surgeries, furnished with 20 bedded ICU, 4 bedded postoperative care and 1 ventilator support equipment which can be used as necessitated. The 30 bedded general wards with separate male and female wings are available to accommodate the inpatients.
- Department of Conservative Dentistry & Endodontics having facility for Radiovisiographs (**RVG's**) to minimize the radiation exposure to both the patients and clinicians.
- The department of oral medicine and radiology is equipped with dental Cone beam Computed Tomography (**CBCT**) to provide advanced diagnostics.
- Department of Prosthodontics have **Acrylic and ceramic Laboratories** with the cutting-edge equipments.
- Department of Periodontology is equipped with LASER and electrocautery
- Clinical laboratory services for the patients at nominal costs to carryout haematological investigations as an aid in diagnosis.
- Public health department is having two **portable dental chair** mobile dental van for the outreach community services intended to improve accessibility to quality dental healthcare.
- Histopathology laboratory having facility of Microtome, manual tissue Processing unit and staining sections.

Other facilities include

- Autoclaves and centralized sterilizing unit
- Fumigation equipment's for sterilization of the minor operating theatres
- Instruments for performing tooth extractions, surgical tooth removal, minor oral surgical procedures
- Ultrasonic Scalers, Airotor Hand pieces
- X-rays: Dental X-ray units, OPG unit and Lateral cephalogram

Pre-clinical laboratory

- Mannequins for simulating patients
- Dental Models to perform cavity preparations, tooth preparations
- Phantom Models and Dental hand pieces
- Laboratory for basic dental exercises like cement mixing, impression making, duplicating impression models etc
- Tooth Morphology lab with work stations, demonstration models,
- Human anatomy dissection hall
- Practical laboratories in department of physiology, pathology, microbiology and pharmacology.

Other Advanced Dental Equipment's

- Rubber dam kits, Endodontic surgical instruments and Endosonic Handpieces
- Dental Implants procedural kit - Implant physio dispenser with surgical kits of different systems
- Specialized operating dental microscopes and Micro surgical instruments
- Bleaching and micro abrasion equipment's
- injectable thermo plasticized gutta-percha

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

4.2.2

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

Response: 87937

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

2020-21	2019-20	2018-19	2017-18	2016-17
8272	30746	132153	135936	130675

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

2020-21	2019-20	2018-19	2017-18	2016-17
363	60	1088	229	163

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

4.2.3

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

Response: 86.6

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

2020-21	2019-20	2018-19	2017-18	2016-17
52	84	100	90	46

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

2020-21	2019-20	2018-19	2017-18	2016-17
14	14	16	07	10

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

4.2.4

Availability of infrastructure for community based learning

Institution has:

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

Response: A. All of the above

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

4.3 Library as a Learning Resource

4.3.1

Library is automated using Integrated Library Management System (ILMS)

Response:

A library management system is software that is designed & developed to administer all the internal functions of a library. This system completely automates all the library's activities. At DIRDS Central Library is having the facility of an efficient automated library Integrated Library Management Software,

Library manager is advanced integrated library automation management software published in the

inventory and bar-coding list of programs. This software has an easy-to-use interface. It can be used as a personal information system for students and staff members. Books can be arranged and easily managed. Fine over late deposit of books can be maintained. Library database can be backed up whenever desired. It has various facilities such as printing of different types of reports. It can keep track of the digital media, magazines and newspapers in library and print their bill accordingly. Fine settings and number of books to be issued can be changed whenever required. Library Management System was introduced in our library in the year 2012 for the main purpose of managing the library's daily operations efficiently. The library is fully computerized with well networked library management software for searching, issuing, etc.

Library Management Software has the following features,

- Acquisition Management of the entire library collection.
- Catalogue Management of books, journals, library dissertations and thesis.
- Digital archive Management
- Circulation Management and Barcode scanning in issue and return of the books.
- Automated reminder option of the software helps to remind students who have borrowed books.
- Fee collection on fine, late return, loss or damage to any book on loan.
- Search function for any book or journal available in the library wherein one can search book author, title, year, subject, department, and accession no, publisher name, date or keywords to filter the data.

File Description	Document
Link for geotagged photographs of library facilities	View Document

4.3.2

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

Response:

The college library acts as an apex knowledge resource centre for all the departments. However, each of them has its own independent specialized departmental libraries. It is envisaged that this library will continue to be a strong facilitator in knowledge creation and dissemination. The library serves as a source for an efficient, serious and scholarly place that supports and enables quality improvements in academic and institutional performance. The library procures a comprehensive range of textbooks, journals, digital databases, thesis and doctoral dissertations. There are collections of diverse materials, to support teaching, learning and research. It also provides entertainment and healthy leisure to the students and faculty by providing different newspapers and magazines. The entire collection is organized into various sections in the library.

The library is updated annually for books and journals based on the curriculum and annual budget. The

book's cover all dental specialties and basic medical sciences. More than 5422 books, 1760 titles, 175 CD's, 89 dissertations and more than 800 Journals of different specialities. The central library includes undergraduate and postgraduate areas, faculty lounge, Journal section, reference section, internet browsing centre and photocopy section. Institute has access to several national and international e-journals via HSLIBNET provided by the Baba Farid University of Health Sciences.

The library services are strengthened with 10 computers. All books are bar-coded and issued. Every department also has a department library with relevant subject textbooks to enable students and faculty to get instant access for reference purposes. We have included mandatory library hours for the students to inculcate the reading habits in them. There is also a new arrivals section in our library which is refreshed once every 15 days. A message is also sent to students and faculties to intimate them of the same.

File Description	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
Link for any other relevant information	View Document

4.3.3

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

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

Response: D. Any two of the above

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

4.3.4

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

Response: 0.84

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

2020-21	2019-20	2018-19	2017-18	2016-17
0.056	0.18	0.14	1.93	1.90

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

4.3.5

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

Response:

The college library consists of a digital library wing which enables greater access to wide range of well-organized data in digital form. The online data base subscribed and web based online catalogue is available in the internet. Students can access the online database in entire college network. Faculty members can access online database from anywhere.

Library aims to provide highest quality reading material & services. The college library is equipped with a large number of books and journals. More than 5400 books, 1760 titles, 175 CD's, 89 dissertations and more than 800 Journals of different specialities.

Library is centrally located on 2nd floor, with area of more than 8400 sq. ft. The library is fully equipped, with an ambient environment for study and research purpose. The central library includes undergraduate and postgraduate areas, faculty lounge, Journal section, reference section, internet browsing centre and photocopy section. Our institute has access to several national and international e –journals via HSLIBNET provided by Baba farid university of health sciences. All the faculty and students are utilising this facility to access journals.

DCI vide letter no. DE-232- Act (Regulations- Dig. Lib.)- 2020/ 1369is starting a consortium of all its affiliated colleges. The trial version of it is already downloaded by all the faculty members, P.G.s & interns. We are satisfied with its performance and shall also be joining hand with DCI when directed to do so.

The library services are strengthened with 10 wifi enabled computers. All books are bar-coded and issued. Every department also has a department library with relevant subject textbooks to enable students and faculty to get instant access for reference purposes.

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

4.3.6

E-content resources used by teachers:

1. NMEICT / NPTEL

2. other MOOCs platforms

3.SWAYAM

4. Institutional LMS

5. e-PG-Pathshala

Response: Any One of the above

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

4.4 IT Infrastructure

4.4.1

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

Response: 73.08

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

Response: 19

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

Response: 26

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

4.4.2

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

Response:

Institution has well developed IT facilities including Wi-Fi. Adequate number of computers with printers, scanners and high-speed internet are available in office, examination section, computer room, all the speciality departments, store and library. All computers are in LAN with internet bandwidth speed 50

mbps. All the classrooms/seminar rooms have been equipped with LCD projectors with Wi- Fi facility and also supported by audio visual systems.

Institutional student management software

Institution is using Radical seeds version: 1.0.21 software for better student management. This software is a portal through which online attendance is marked to provide information to the students as well as their parents. It has separate log in ID and passwords for student, parents and the faculty member wherein information about the time of the class, name of the teacher and topic taught and attended student's name. Similarly, all notices and test and examination results are displayed. Thus, this software is very useful in monitoring the student related information's from both parents as well as faculty and their by parents are endowed with the information of the activities of their wards and equally about their progress.

Whats app group & ZOOM technology

To make the day to day works and communication more easy institution started using the user-friendly digital applications like whats app and zoom. Separate groups are made for each year students and faculty for faster and effective communication among each other. This reduces the paper waste also fastens the communication. During the Pandemic COVID 19 situation, Institution was quick to adopt newer available teaching modalities and started using the online teaching method using ZOOM software technology from the very next week after the announcement of nationwide lockdown, same time institution does maintain the multidisciplinary integrated learning approach by organizing webinars from renowned speakers from different speciality. Also, institutional CPC programmes and Faculty meetings are also encouraged through this software.

E learning training for faculty

All the faculty members of the institution are given training in E-learning programmes conducted by MEA, India, where all currently available technologies for e learning is trained through online teaching, self-studies and project submissions.

Patient Management Software:

Institution started making use of the Patient management software extensively to improve patient care, reduce waiting times and monitor work output of the students. All diagnostic and treatment records of the patient are uploaded in the software and can be viewed and accessed from all the departments. The software is a major step towards the institution 's effort to go paper-less

At the beginning of the academic year, need - assessment for replacement / up gradation / addition of the existing infrastructure is carried out based on the suggestions from technical members, Heads of the departments, lab technicians and system administrator after reviewing various requirements, computer – student ratio, budget constraints, working condition of the existing equipment and also students' grievances.

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

4.4.3

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

Response: 50 MBPS-250 MBPS

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

4.5 Maintenance of Campus Infrastructure

4.5.1

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

Response: 7.14

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

2020-21	2019-20	2018-19	2017-18	2016-17
7.86866	24.61000	48.30145	27.80393	7.16873

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

4.5.2

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

Response:

The college has maintenance committee that oversees the maintenance of buildings, classrooms and laboratories. It is headed by the principal who in turn monitors the work of the supervisor. The Supervisor is accountable to the principal and functions as the coordinator who efficiently organizes the workforce, maintaining duty files containing details.

Adequate in-house staff is employed to meticulously maintain hygiene, cleanliness and infrastructure on the campus so as to provide a congenial learning environment. Classrooms, Staffrooms, Seminar halls and Laboratories, etc are cleaned and maintained regularly by non-teaching staff assigned for each floor. Wash rooms and rest rooms are well maintained. More than 60 safai sevaks/ Helpers have been deputed for this purpose. Supervisors & hostel warden look after cleanliness and hygiene of college campus.

It is pertinent to mention that proper fogging is carried out to prevent dengue spread. Sanitation of college campus, hostel and hospital is carried on regular basis with proper record maintenance duly signed by principal himself daily.

Optimum working condition of all properties/ equipment on the campus is ensured through annual maintenance contracts (AMC). The AMC purview includes maintenance of Generator, CCTV cameras and Water Purifiers. Apart from contract workers, the college has trained in-house electricians and plumbers. Every department maintains a stock register for the available equipment which is verified annually.

There are different teams for complaint and services for viz., Electrical, Public health work, Civil work which address problems of students as well as faculty. These maintenance registers are under the direct supervision of principal and their update is daily supervised

SPORTS: Our college has a 2-acre sports ground. College has one volleyball ground, basketball ground, badminton court and cricket ground and football ground. College has well equipped gym with all updated and modern facilities. Indoor games like chess, carom board and table tennis are also provided for students.

LIBRARY: Library contains a large number of books with a wide range of topics in Medical & Dental Sciences. Many journals and periodicals are subscribed and these are available to all students and faculty. We have plenty of e- journals and Reference Books.

The library is updated annually for books and journals based on the curriculum and annual budget. The book's cover all dental specialties and basic medical sciences. More than 5400 books, 1760 titles, 175 CD's, 89 dissertations and more than 800 Journals of different specialities.

COMPUTER LAB: We have Hi-tech internet system for the entire college complex. We also have adequate number of Desktop Computers installed in the computer lab. It helps to acquire knowledge, about latest/updated procedures in various fields in general and in dentistry in particular.

LABORATORIES: The laboratories are meticulously planned and the practical's/experiments are conducted by devoted and expert faculties of the college. The college has strengthened the Basic and clinical Laboratories infrastructure facilities by incorporating modern practical techniques to enhance practical skills of student.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 2.05

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

2020-21	2019-20	2018-19	2017-18	2016-17
3	13	9	10	06

File Description

Document

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

[View Document](#)

Institutional data in prescribed format

[View Document](#)

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

[View Document](#)

Attested copies of the sanction letters from the
sanctioning authorities

[View Document](#)

5.1.2

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

1. Soft skill development

2. Language and communication skill development

3. Yoga and wellness

4. Analytical skill development

5. Human value development

6. Personality and professional development

7. Employability skill development

Response: B. Any five of the above

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

5.1.3

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

Response: 8.73

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

2020-21	2019-20	2018-19	2017-18	2016-17
46	0	54	21	55

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

5.1.4

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

Response:

Institution has an active international student cell which caters to the needs of foreign students from various countries. The institute has always been welcoming towards students aspiring for world class education which we believe is our forte. Evolving as a leader in higher education, we have customized the admission procedure, fee structure and all allied services for foreign students. This attracts foreign students who take up the benefit of an array of programs across different disciplines to choose from.

Our goal is to encourage students from all over the world to join us in their professional academic voyage and become scholars in their respective fields. During this journey, we ensure to respect their culture and traditions and amalgamate them with our country's rich traditions and heritage. Students from foreign countries are generally admitted at the beginning of the academic session. However, exchange programs with foreign Universities see admissions via MoU'S or special collaborations.

Various support services provided by the international student cell:

1. Conducting orientation programs to familiarize enrolled students regarding the programs offered, fee structure, eligibility criteria, legalities and policies of the institution.
2. Monitoring the academic performances of the students by coordinating with mentors and to communicate with guardians/parents regarding progress of the student at the end of a semester or once in every six months.
3. Monitoring the payment of fees for the academic program and other services opted for on camps.
4. Support and assistance for visas and related immigration process, if necessary.
5. Conducting orientation and events to encourage social and cultural adjustment
6. Counselling on social issues and special tutorials to facilitate understanding of local language.

Currently we have students pursuing their education from The United States of America & Canada to name a few. The students get to interact with each other and the diverse environment serves as an opportunity to broaden the horizons for the exchange of different ideas. We focus on the all-round development of the student by involving them in cultural activities, sports, fine arts, entrepreneurship etc which promotes them to contemplate beyond academics.

File Description	Document
Any additional information	View Document
Link for international student cell	View Document

5.1.5

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

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

Response: All of the above

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

5.2 Student Progression

5.2.1

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

Response: 64.57

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

2020-21	2019-20	2018-19	2017-18	2016-17
06	03	14	03	05

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

2020-21	2019-20	2018-19	2017-18	2016-17
09	05	19	05	08

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

5.2.2

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

Response: 53.19

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

2020-21	2019-20	2018-19	2017-18	2016-17
55	30	35	30	55

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

5.2.3

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

Response: 5.56

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

Response: 06	
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

5.3 Student Participation and Activities

<p>5.3.1</p> <p>Number of awards/medals for outstanding performance in sports/cultural activities at State/Regional (zonal)/ National / International levels (award for a team event should be counted as one) during the last five years.</p> <p>Response: 0</p>				
<p>5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at State/Regional (zonal)/National / International levels (award for a team event should be counted as one) year-wise during the last five years .</p>				
2020-21	2019-20	2018-19	2017-18	2016-17
00	00	0	0	0
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			

<p>5.3.2</p> <p>Presence of a Student Council, its activities related to student welfare and student representation in academic & administrative bodies/ committees of the Institution</p> <p>Response:</p> <p>At DIRDS student council provides a channel for student expression and assistance in institutional affairs and activities and gives opportunities for student to experience the leadership skills and encourage</p>				
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student / faculty / community relations through projects and activities, student councils work to:

- Promote citizenship
- Promote scholarship
- Promote leadership
- Promote human relations
- Promote cultural values

OBJECTIVES OF STUDENT COUNCILS

1. To initiate, implement, and complete projects and activities which will be of help to the school, the students, the faculty, the administration, the Board of Trustees and the community.
2. To develop and provide opportunities for leadership and service in the local school and in the community.
3. To encourage personal growth of leaders through participation in district, state and national meetings and organizations.
4. To provide a living workshop of democratic processes, through such activities as elections, participation in a constitutional representative assembly, etc.
5. To contribute to the educational experiences of students by providing them with a positive involvement in the school, with widened areas of responsibilities and with more direct participation in organizing and implementing activities.
6. To promote respect for law and order and general welfare of the institution and community.
7. To promote an awareness of human relations, of power structures and how one effectively operates within them. These objectives are realistically approached through increasing avenues of cooperation among the administration, faculty and students.
8. To provide a viable means for student expression and an increasing amount of self- direction.
9. To improve understanding between and within groups through interaction and communications.
10. To develop student potential and encourage to make a well-informed, honest, interested and active citizenship.
11. To develop not only leadership abilities within the youth of today, but also leadership for the community, state and nation of tomorrow. In this process, it is also the objective to develop an awareness of good leadership qualities, hopefully, for a more informed, concerned and active citizenry of tomorrow.
12. To increase student involvement and institution pride. Our institution aims to inspire and motivate the budding aspirants to reach the unreached for the betterment of the community by forming a student council. This kindles within our students a sense of responsibility, dedication and a purpose to put their selfless efforts and work towards the goal. Students are given as many opportunities as possible to practically implement what they learn and aspire to be through the Council. One such opportunity is the management of all student-related activities on the campus.
13. Student Council has representatives from BDS interns in the college to look after all facets. It is collectively responsible for activities like management of hostels, academic concerns of students, organizing the cultural and sports activities on campus and many more. The student council mainly helps share students, ideas, interests and concerns with teachers and principals. It serves to encourage the student in learning about leadership. The Council has been restructured throughout the time to handle new demands.

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

5.3.3

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

Response: 6

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

2020-21	2019-20	2018-19	2017-18	2016-17
5	5	7	7	6

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

5.4 Alumni Engagement

5.4.1

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

Response:

The Alumni Association of Dasmesh Institute of Research & Dental Sciences, Faridkot is named as DIRDS Alumni Association. It is registered under the Punjab Societies Registration Act, XXI of 1980 on 06th August 2021 with the society number 815 of 2021-2022. It is a well-structured body with a President, Vice President, Secretary, joint Secretary, Auditor (Treasurer), Public Relation officer and Executive committee members.

This association aims in providing an effective and a functional place for innovative measures for the

overall growth of the college, alumnus, students and society on the whole. The association serves as a link between alumni, students and management of the college. It maintains an account in the Punjab & Sind bank, Faridkot with an account no 07521000021046. IFSC code PSIB0000752 to collect funds from its members to conduct several beneficial programs for the utility of its alumnus and college. Presently, more than, 20 alumni are working as faculty in our own institution, and with their extended support and teamwork many quality programs are conducted with success. Many of the alumni from our college has been holding prime positions in governing bodies both at national and international reputed premier institutions

Even though association got registered recently, but the activities of the informal association was started from 2016 itself. This informal association used to contribute in various academic and non-academic activities of the institution. DIRDS alumni association offers a registration of life membership with nominal fees of Rs 500/- for members residing in India, and \$100/- for international alumni. Auditor of the association keeps all the accountings and maintains the annual auditing.

OBJECTIVES OF THE ASSOCIATION

- To promote and encourage the members to take active interest in the activities and progress of the alma mater.
- To promote and encourage friendly relations amongst all members of the Association.
- To keep Alumni informed about the alma mater.
- To provide financial/kind aid to for the development of better academic and extra-curricular activities in the college.
- To exchange knowledge and provide faculty to other institutions.
- To award scholarship and aid to the deserving student(s) of the institution.
- To arrange seminars, workshops, conferences and lectures of eminent persons of different fields, publications of booklets and magazines etc. to encourage a positive attitude of the association towards the educational, social and environmental problems.
- To work for the service of human kind, help poor & needy people of the Society.
- To contribute in literacy campaign.
- To organize free medical camps and distribute free medicines to the poor.

To do all such acts, directly or indirectly, which may be helpful in the fulfilment of all or any one of the above mentioned objects.

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

5.4.2

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

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

Response: C. Any three of the above

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Institution is having a clearly stated vision and mission and is clearly reflected in academic and administrative governance.

Vision

To be a world class institution driven by professional ethics, academic excellence, quality and Innovations. To enhance current services, future growth and development.

Mission

To create dental professionals to help our patients out of pain and into comfort

To help our patients understand their condition and set them on a path to perfect health

To ultimately help our patient's look and feel like they would on their best day, ready to seize each moment with renewed confidence and a beautiful smile.

Response

The institution was established with an aim of promoting excellence in dental education, facilitating quality oral health care and imparting education of global standards. The institution takes pride in providing the highest quality dental care to its patients at par with any highest standards. The institution has a dedicated team of specialist faculty covering all branches of dentistry under the leadership of Principal Dr.SPS Sodhi.

Management, Principal and all faculty members are working in unison under various departments and subcommittees to excel in academics, patient care, cultural -sports and administrative activities. This multidisciplinary integrated approach in teaching, learning and patient care has placed the institution on course to become a most reputed and sought-after institute in the region.

Nature of Governance

The institution is established under the aegis of SANGAT SAHIB BHAI PHERU SIKH EDUCATIONAL SOCIETY. The president of this society along with other members of board of management is involved in annual financial planning, monitoring expenditure, infrastructure development and overall growth of the institution based on the suggestions of the principal and reports submitted by various governing committees.

The institution has well qualified and competent administrators at both institutional and departmental level to accomplish Vision & Mission. Performance of the organization is monitored and measured periodically by means of various indicators and audits by designated personnel. Principal reviews minutes of various Committee meetings held periodically to discuss with the Director and Joint Director of the management. The outcomes of these reviews are further discussed in the meetings of board of management for effective implementation of reviews and the concern areas for necessary corrective and preventive actions and also to allocate the required budget for necessary activities.

Stake holders Participation

Board of management, principal, faculty and students are actively involved in decision making for multidimensional growth of the institute. Faculty members are encouraged to contribute immensely in framing the guidelines and policies for the upliftment of the institute. Faculty members are nominated in different capacities of the institutional committees. Principal holds regular meetings with these committees to promote the culture of participative management and addresses any grievance. Students are nominated to various committees formed to hold various academic, community cares, sports & Cultural events in the college.

Perspective plans

Our institute is dedicated to promote excellence in teaching, learning and patient care while upholding the highest level of integrity and transparency. Institution is also planning for Tele dentistry – a new vista in oral health care.

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

6.1.2

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

Response:

The institute practices a policy of decentralization of responsibilities and encourages inculcation of leadership qualities in all individuals. Faculty and student representatives are members of various committees and are encouraged to express their ideas, plans and suggestions before arriving at any conclusion. The institution is run by a philanthropic society “Sangat Sahib Bhai Pheru Sikh Education Society”. The society as a governing body is headed by the President and is the final recommending body for all the policies and systems to be implemented at institute.

The organogram of the organizational structure followed at institute:

The president

President is the head of the management and presides over all the meetings related to college council.

The Vice president & Director

Director is the head of the institution and presides over all the curricular and extra- curricular activities. Director represents the institution in the governing body and acts as a link between the board of management and the institute.

The Joint Director

The joint director shoulders the responsibility of the institute with director and is responsible for all the financial and administrative decisions taken in the institute.

The Principal

The Principal is the operational head of the institute and is responsible for smooth functioning of the dental institute. Principal is also the chairperson of all the committees and makes routine administrative and academic decisions.

The Vice Principal

The Vice Principal assists the principal in implementing all the academic and administrative policies.

Registrar (Academics)

Assists the principal in implementation of academic calendar and formation of academic protocol for the institute.

The Head of the Department

The Head of the department plays a vital role in administrative set up. He is the person responsible for implementing all the administrative and policy decisions received from the Principal. Head of Department takes routine administrative decisions within the department and is responsible for academic and patient care in his respective department. The Head of the Department is accountable to the Principal.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The institution has a well-defined organizational structure with emphasis on policy of decentralization. There are committees like admission cell, academic council, purchase committee, continuing dental education committee, institutional ethical board, anti-ragging committee, library committee, sexual harassment redressal committee, IQAC committee etc. These committees follow clearly stated guidelines and rules and are constituted of members of management, faculty members and students. This ensures the participation of all stake holders in deliverance of an effective strategic plan.

Principal holds regular meetings with these committees and takes their regular inputs. These inputs form the basis for effective deployment of strategic plan, which is in accordance with the mission and vision of the institute. The college has an academic/ extracurricular calendar for every year. This calendar acts as a guidepost for conduction of various activities in the college. All the admissions in the college are carried out as per Guidelines / provisions laid down by govt. of India/ Dental council of India/ State govt. and affiliating university. The academic curriculum of the college is prepared strictly in accordance with the statutes and regulations laid down by the dental council of India and Baba Farid University of health sciences. The principal ensures that the institute strictly adheres to the rules and revisions laid down by DCI and affiliating University. Faculty development formulates an important cornerstone of college policy. All the CDE programs in the college are held under the aegis of Dasmesh academy of continuing dental education (DACDE). DACDE ensures the smooth conduct of these programs.

During the COVID-19 pandemic, the e learning process has gained more popularity. To enable all the faculty to learn various aspects of e- learning, all the faculty members are doing a three-month e learning course. Pertinent to mention here that during the COVID-19 period, college timetable of all the classes' moved on as per online schedule. All sent up examinations and other tests were held online.

Regular feedback is obtained from students concerning teacher strategies, hostel amenities/ mess and the Principal holds regular meetings with the concerned committees to formulate strategy based on this feedback. The college practices a unique student – mentor program, whereby a group of students is assigned to a teacher who takes regular feedback collection and complaint redressal. Principal holds a biannual meeting with all the head of the departments regularly. The college management discusses various aspects in detail and devises a strategy to keep up the quality of dental education and patient care in the institution.

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

6.2.2

Implementation of e-governance in areas of operation

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The institution is supportive and friendly towards the teaching and non-teaching staff.

Welfare measures for teaching Staff: Staff is provided with on duty academic leave for presenting scientific papers at national level conferences. The research paper presentations at national and

international levels form a regular basis for the yearly appraisal of the faculty. every year, one teaching staff from amongst all the departments is being awarded THE BEST TEACHER AWARD for his/her valuable contribution towards academics. This practice is being followed in the institute since 10 years.

The faculty is deputed time to time to attend various workshops/ conferences related with NAAC/NABH activities. Institution has well planned leave guidelines for different leave formats. During pandemic COVID 19, quarantine leave was also sanctioned to all the employees teaching and non-teaching and free testing facility was also made available to all the employees in the campus itself.

Welfare measures for non- teaching staff:

The best ongoing administrative non-teaching staff award is in practice to encourage the non-teaching staff. The non-teaching staff and their families are benefitted extremely by the EPF collaboration and regular camps conducted by the college. Provident fund is provided for the non-teaching staff to improve their quality of life. Dental health facility is extended to all the employees and their dependents. Grievance redressal mechanism is available to address the grievances of all employees.

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

6.3.2

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

Response: 1.37

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

2020-21	2019-20	2018-19	2017-18	2016-17
7	0	0	0	0

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

6.3.3

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

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

Response: 2.2

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

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

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

6.3.4

Average percentage of teachers undergoing Faculty Development Programmes (FDP) including online programmes (Orientation / Induction Programmes, Refresher Course, Short Term Course etc.) during the last five years..

Response: 37.64

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

2020-21	2019-20	2018-19	2017-18	2016-17
03	40	72	50	05

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

6.3.5

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

Response:

The Appraisal form consists of a well-structured questionnaire which includes personal details, details of academic qualification, Research or training, publications, research projects carried out, Seminars/conferences attended, innovative methods in teaching, awards, achievements of the employee, participation in extension and community service and membership in professional bodies.

The appraisal form is collected from all the teaching staffs at the end of the academic year in each department. The HOD with their remarks and overall rating for the employee forwards to the principal for the further action. The Principal adds his remarks and further place these appraisal forms before the management. Management, further decides the necessary actions on the basis of performance appraisal of the faculty and various other parameters like punctuality, number of leaves utilized, student's feedback and results of the examination.

The Appraisal system for non-teaching staff consists of a well-structured format which includes his/her annual performance in punctuality (biometric reporting of working hours), work ethics, conduct and

utilization of leave. To this format, Principal adds his remarks and further places these appraisal forms before the management for their kind perusal.

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

Response:

Fund distribution involves the planning of all the resources for accomplishing vision and mission of the institution. The institution has a fully digitalized accounts department which manages accounts efficiently and effectively. We have a two-tier audit system which comprises of internal and external audit committee conducting periodic evaluations.

Student tuition fee:

Tuition fee is the main source of income generation for the institution. The tuition fee is fixed on the rules and regulations set up by Baba Farid University of Health Sciences.

Patient service revenue:

The Treatment charges fixed for the various procedures will generate revenue. The revenue generated is mainly spent for the salary of teaching and non-teaching staff. Part of it will be spent for the infrastructure, consumables, library enhancements and organizing various Faculty development programmes and CDE programmes.

Rental revenue:

A part of infrastructure of College and Hospital is managing contractual agreement (rented out) with the following and revenue generated from the rent is used for the betterment of the institution.

1. Two Canteens
2. Axis bank ATM
3. Hostel Mess

- 4. Pharmacy
- 5. Stationary Shop
- 6. Verka booth

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

6.4.2

Institution conducts internal and external financial audits regularly

Response:

Institution conducts external financial audits regularly

- Institution has a well-monitored auditing system. The college management has appointed a Chief Financial Officer and an external auditor.
- The audit committee headed by Chief Financial Officer conducts a periodic audit annually.
- Each specialty has an appointed responsible faculty who will correlate and tabulate cost incurred and earned on monthly basis.
- Finalized monthly departmental report is cumulated and sent to the Principal office.
- Further the annual report of the college is presented before the board of management.

The books of account are maintained as per government norms. The final auditing plays a vital role in the financial management of the institution. Financial management is fully computerized. Accounting software is used for maintaining the accounts in the overall institution.

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

6.4.3

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

Response: 14.24

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	6.63200	3.19159	2.30198	2.11025

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

6.5 Internal Quality Assurance System

6.5.1

Institution has a streamlined Internal Quality Assurance Mechanism

Response:

Institutional IQAC was constituted on 6th January 2020 under the Chairmanship of the Prof.(Dr.)S.P.S Sodhi, Principal of the institution with heads of important academic and administrative units and a few teachers and a few distinguished educationists and representatives of local management and stakeholders.

IQAC of the institution helps the institution in planning and monitoring of the academic and administrative guidelines. IQAC actively monitors all the quality sustenance activities of the institution and also gives stakeholders or beneficiaries a cross-sectional participation in the institution's quality enhancement activities

The membership of nominated members is for a period of two years. The IQAC meets at least once in every quarter. The quorum for the meeting is two-third of the total number of members. The agenda, minutes and Action Taken Reports are documented with official signatures and maintained electronically in a retrievable format.

The following are the various quality initiatives planned by IQAC

1. IQAC plans for designing calendar of events of the college.
2. IQAC periodically conducts quality related workshops in the college
3. IQAC recommends teachers to use ICT enabled teaching effectively in classroom teaching.
4. IQAC regularly monitors the quality check at the institutional level
5. Academic audit is being conducted every year.
6. IQAC takes initiative to organise conferences, seminars and workshops required for the benefits of the staff and students.
7. IQAC documents the research publication of faculties and enhances the research activities in the institution.
8. IQAC designs the feedback formats on various parameters applicable to all stakeholders

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

6.5.2

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

Response: 18.39

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

2020-21	2019-20	2018-19	2017-18	2016-17
53	36	0	0	0

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.,)**

Response: A. All of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response: 3

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

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

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

7.1.2

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

Response:

Following are the institutional measures for the promotion of gender equity in the last five years.

1. Institution aims at creating awareness of women empowerment
2. Institution aims at gender equality in teaching, learning and assessment in the education system.
3. International women's day celebrated every year.
4. Ensuring safe and supportive learning environment.
5. Institution shows gender sensitivity in providing facilities such as: Safety, Security and Counselling

6. The college gives high trust to gender equity programs in the institution. The majority of the student and faculty members are women. The admission to the programs offered by the college is open to all irrespective of gender and equal opportunity is given to girl students into different courses to uphold the idea of Women Empowerment.
7. The college is a co-education institution and is aware of the burning issue of gender equality.
8. Wall paintings with the motos on “Female Feticide”, “Environment Preservation”, and “Moral Values” are put up at the sports ground wall.
9. More than 60% of the teaching, non-teaching staff and students are females, showing that there is no gender bias.
10. In all Institutional committees, females are given importance by maintaining the numbers as per requirement.
11. Many Head of the Departments are Females.
12. Sports and Cultural programs like “ADHESION, PARICHAY, RUBROO” held in the institution encourage equally to boys and girls to participate.

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

7.1.3

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

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

Response: B. Any four of the above

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

7.1.4

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

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

Response:

Solid waste management

Institution has compost making machine “Suraj Techno Alliance” of the capacity 100kg. 70-75 kg of solid waste is converted to 50kg compost/24hrs and used in the gardens. Most of the waste produced in hotels, canteen etc is converted to compost

Liquid waste management

Institution has “Sewage Treatment Plant (STP), of the capacity 70,000lts /day which produces 40,000 lts/day of water, which is used for gardening

Biomedical waste management

To make realize the importance of biomedical waste management, guest lecture was delivered on 13th

October 2018. For bio- hazardous waste management, it is out sourced. Bio-hazardous waste is collected at a single point from where the party collects and carries to it their disposal points on regular basis. It is outsourced for further treatment to M/s Med.Waste Solutions Pvt.Ltd., Muktsar Sahib.

E-waste management

All e-waste is collected at a single point and then disposed off periodically to recycling agent, in addition where ever available, buy back is preferred.

Waste recycling system

Solid waste is divided into dry waste and wet waste. Separate colour coded dustbins with clear instructions for type of waste has been installed in the campus. Institution has “Sewage Treatment Plant (STP) of the capacity 70,000lts /day which produces 40,000lts/day of water, which is used for gardening.

RO plants are used for drinking water in hostels, college, Hospital and library. Separate RO plant is in “Dialysis Lab”

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

7.1.5

Water conservation facilities available in the Institution:

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

Response: All of the above

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

7.1.6

Green campus initiatives of the Institution include

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

Response: 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

Response: B. Any four of the above

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

7.1.8

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

Response:

Institution puts lots of efforts to provide an inclusive environment for all with tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities. Institution contributes immensely towards the society by regularly organizing oral health camps at rural areas & schools. Apart from this, institution also organizes an annual mega dental & medical camp for the past 27 years under the banner of “S.Gurpreet Singh Doad Memorial Mega Medical & Dental Camp” which enrolls more than 1000 patients every year. Institution has established 5 peripheral centres and adopted villages for oral health care. Till date institution has already adopted five villages and people from those villages are treated under institutional health scheme “MATA SOHAN KAUR DENTAL HEALTH SCHEME”. Institute worked hard to keep essential dental health services running during challenging COVID 19 pandemic period and was quick to establish COVID 19 sample collection and testing centre.

Institution organizes conferences on embalming, body, organ donation and working hard in raising awareness among the community towards organ donation. Principal of the Institution Dr.SPS Sodhi released a video through social media on importance of body and organ donation which has already reached thousands of views. Few faculty members of the institution are already members of GLODAS (Gift of Life Organ Donation Awareness Society) and institution respectfully follow all the protocols religiously in receiving the donated body.

On 14th June 2020 established a Memorandum of Understanding (MOU) with District Health Authorities for setting up sample collection centre for RTPCR and established the use of rapid antigen tests at Dasmesh Hospital. During this period institution also released a COVID 19 Protocol manual for the proper execution of the guidelines. During the second peak of COVID 19 when the entire nation was facing difficult times in managing the oxygen cylinders, our institution started a programme of donating oxygen concentrators to the needy free of cost by organizing OXYGEN LANGER PROGRAMME.

Institute celebrates Women’s Day, Yoga Day, Cancer Day, AIDS day, Annual day, Fresher’s party, Lohri celebrations and Diwali Celebrations involving all students and staff with different regional and socio-economic backgrounds. In 2019, institution celebrated the 550th birth anniversary of Sri.Guru Nanak Dev ji under a grand procession “**SARBAT DA BHALA**”. During this grand festival, institution served community by organizing dental camp, and students were enlightened by the teachings of GURU by eminent scholars along with painting and quiz competitions followed by cultural programme.

DIRDS has taken an initiative towards the global movement that can help millions of people to stop PLASTIC POLLUTION by conducting DISPOSABLE PLASTIC FREE CAMPAIGN with in the campus. During this event, pledge from all students and faculty to avoid single use plastics.On the occasion of “No Tobacco Day “. Anti-tobacco awareness talk was given by our Joint Director S. Swaranjit Singh Gill, Principal Dr. SPS Sodhi Sir, along with few faculty and it was telecasted by prominent media channels.Anti tobacco awareness candle march during WORLD CANCER DAY and also awareness lectures for school children on harmful effects of tobacco are regularly conducted by the institution.

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

7.1.9

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

- 1. The Code of conduct is displayed on the website**
- 2. There is a committee to monitor adherence to the code of conduct**
- 3. Institution organizes professional ethics programmes for students, teachers and the academic and administrative staff**
- 4. Annual awareness programmes on the code of conduct are organized**

Response: A. All of the above

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

7.1.10

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

Response:

Institution does conduct national and international commemorative events and festivals. Following are the list of events

- Every specialty has its speciality day and is celebrated by means of delivering lectures, holding workshops, presenting papers, having quiz contest programme, organizing camps, planting saplings, planting “Holy Basil-Tulsi’ plant in the departments, poster competition or having exhibition of dental models etc.
- New Year Celebration to welcome the New Year with great enthusiasm.
- “Lohri” celebration is keenly awaited by everyone.
- Cancer awareness Day observed on World Cancer Day
- Oral Max Fac Day celebrated by Department of Oral & Maxillofacial surgery every year on 13th February by conducting either Guest lecture / Tree plantation events/ awareness talks etc.
- Oral Pathologist’s Day celebrated by Dept of Oral & Maxillofacial Pathology on 25th February every year by having competitive events for students
- Women’s day celebration on” International women’s day” is a regular event
- World No Tobacco Day celebration is a regular feature of the institution.
- Pedodontist’s Day celebrated in Paediatric Dentistry department” on November 14, as ‘Special Day of Kiddies” every year by having competition programme of children like: Painting competition, Drawing Competition etc.
- “International Yoga Day” is celebrated every year to improve physical, mental and spiritual health.
- “World Diabetes Day” was organized in 2018.
- “World Aids Day” celebration held by e-poster presentation on December 1,2017
- Teacher’s Day celebrated in all departments motivates the faculty.

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

7.2 Best Practices

7.2.1

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

Response:

BEST PRACTICE -1

MULTIDISCIPLINARY INTEGRATED APPROACH IN TEACHING, TREATING & LEARNING METHODOLOGY.

The institution is distinctively practicing the culture to promote excellence in academics, admirable patient care and highly competitive teaching approach to meet the need of tomorrow's dentists from today's perspective. Multidisciplinary integrated approach in all three directions of teaching, treating and learning reinforces set of courses to enhance practice required for delivering rich quality education and patient care by adopting newer learning methodologies.

Objective

- To strengthen and refresh the existing methodologies of teaching-learning process by continued innovation primarily focusing on enhancing the basics of the set course.
- To strengthen exchange of interdisciplinary ideas.
- To update students with latest trends and advancements in Dentistry and also make them acquainted with molecular and genetic aspect of oral disease
- To adopt latest technologies required for newer diagnostic & treatment approach for better patient care.

The Context

Institution came across few challenging issues in setting these desired goals which primarily included

1. Setting up the required space in already established infrastructure which should be convenient from all aspect for proper functioning.
2. Convincing the management in adopting sophisticated instruments, technologies and required monetary needs.
3. Training the faculty and non-technicians for newer technologies

Evidence of success

Institution received promising results after implementation of this practice. This way of practice gave us tremendous success in students securing the top ranks in the university examinations at both undergraduate and post-graduate level and also raised the overall passing percentage. Recognition & popularity of institute increased drastically reflecting the number of admissions. Overall patients OPD increased and patient satisfaction levels are also notably increased which is reflected in the testimonials.

The Practice

The Concept of multidisciplinary integrated approach in teaching and learning targets a unique practice for understanding the subject thoroughly. In this integration is done amongst the subject of same academic year, for topics taught in different subjects of the year are scheduled in a way that corresponding topics are taught simultaneously. Also, by **amalgamating clinical and non-clinical subject teaching specially for post graduate training for exhaustive dissemination of evidence-based knowledge.**

DIRDS lays special emphasis in evolving ingenious concept of multidisciplinary integrated approach in teaching and learning targets a unique practice for understanding the subject thoroughly. DIRDS has a unique way of monitoring students by **maintaining indigenous student's performance register** which includes the details of periodic tests and attendance, this assists in internal assessments as well proper counselling of the students to excel in academics. This is supplemented with **Dasmesh Student App**, to monitor the student activity and all office communications.

Exchanging ideas and knowledge is an essential aspect of teaching – learning process and institution favours students in acquiring this by organizing interdisciplinary meetings, **clinico- pathologic Conferences, Master-classes, CDE programmes, Live demonstrations, hands-on training and competitions for scientific presentations as well as KBC type quiz programs.**

Institution focuses on mental health of the students too, in this regard college conducts **student -mentor programmes** along with **Yoga training and regular extracurricular activities.** Institution regularly adopting the newer diagnostic and latest technologies and having ultra-modern technologies like **CBCT. LASER Dentistry, DENTAL IMPLANTS & MAXILLOFACIAL SURGERIES.**

DIRDS introduced newer teaching learning concepts by introducing **VIVA cards, DOCS (Direct observation of clinical skill) ratings, MCQ's and OSCE based questionnaires, e access to books and journals,** are further helping our students in academic performance. Institution is also providing opportunities to the students for **community-based learnings through regular community oral health camps.**

Problems encountered and resources required

- Encountered problems in relation to designing multidisciplinary integrated approach at the initial days but managed to overcome with this issue very soon.
- Few initial problems in training the technicians for newer instrumentation and technologies.
- Sanctioning the required instrumentation and material without much delay

BEST PRACTICE - 2

REWARDS & RECOGNITION

Objective

- To encourage and motivate top rank students and employees by rewards, which can establish a branded recognition framework across relevant workforce profiles, cultures, performance and categories.
- **To evaluate the work ethics of the employee and their successes in comparable organizational settings, there-by establishing a link between employee engagement and recognition programs.**

The Context

- The institution required proper planning in setting up the criteria and standards in recognizing the achievements and performances of students and all employees

The practice

- Institution has established a very rich culture of recognizing and rewarding the top rank students and employee and this has become state of emotional and intellectual commitment of the institutional management. **It is a by-product of an organizational climate that promotes values, visions and beliefs about individual's work ethics.** This practice produces behaviour that will help fulfil an organization's promises towards society as well as students and employee satisfaction.
- Institution has a long tradition of organizing annual academic award ceremony every year. Institution organizes this event very religiously by inviting all the parents of the awardees and faculty members, families of the award sponsors, members of management, renowned personalities of the city. **All the first-place holders from each professional year (each speciality in case of Post graduate category) are rewarded with 24 carat gold medals along with cash reward. Student who secure university first ranks are given a scholarship of Rs one lac cash reward. Also, distinction holders are rewarded with medals. These kinds of commitments of the institutions motivate and help students to raise their calibre in academics.**
- Institution motivates the employees by identifying their dedication and achievements by awarding best employees with certificate and cash reward in each category from **safai sewak to teaching faculty.**

Evidence of success

- This way of recognizing the achievers started showing the success which are clearly reflected by the rise in the passing percentage of the students and also increase in the number of students achieving university top spots in both undergraduate and post graduate examinations.
- More number of faculty receiving rewards and recognition at different platforms
- In the recent **BFUHS examination institution created a history by securing first rank in all four years of the BDS examination.**

Problems Encountered and Resources Required

- Institution never faced any problem in keeping this kind of best practice.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Nurturing the innate talents through community-based teaching learning and patient care

The institution made its humble beginning with a clear vision and mission of imparting quality education. Vision and mission of the institute was established by the SANGAT SAHIB BHAI PHERU SIKH EDUCATIONAL SOCIETY with an aim to help all the students and the faculty to act as a reminder to work and serve for cause and purpose. The institution is named after the sectarian and holy soldier 'DASMESH'. This society is registered as a Non-profit organization (NPO). This society always strives to achieve and maintain the highest standard of excellence in its programmes of total education.

Institution distinctively practicing the culture to promote excellence in academics, admirable patient care and highly competitive teaching approach to meet the need of tomorrow's dentists from today's perspective. Institution contributed immensely towards the society by regularly organizing oral health camps at rural areas & school dental health camps. In the last five years Institution conducted 583 rural camps. Apart from this institution also organizes an annual mega dental & medical camp from the past 27 years under the banner of "S.Gurpreet Singh Doad Memorial Mega Medical & Dental Camp" which enrolls more than 1000 patients every year. Institution has established five peripheral centres and adopted five villages for oral health care and people from those villages are treated under institutional health scheme "MATA SOHAN KAUR DENTAL HEALTH SCHEME". With the kind motivation of the management institution is also organizing speciality dental camps at various occasions like Sri Arjun Dev ji Martyrdom Day and Shahidi Diwas of char sahibzade ji. Institution celebrated the 550th birth anniversary of Sri.Guru Nanak Dev ji under a grand procession "SARBAT DA BHALA". During this grand festival institution served community by organizing dental camp, and students were enlightened by the teachings of GURU by eminent scholars.

Institution always promotes events which educate human values and develops awareness in society, every year DIRDS organizes the events like NO TOBACCO DAY, WORLD CANCER DAY, AIDS DAY etc., also organized an event on embalming, body and organ donation. Principal of the Institution Dr.SPS Sodhi created videos on importance of body, organ donation and tobacco ill effects and

circulated in social media platforms. Few faculty members of the institution are already member of GLODAS (Gift of Life Organ Donation Awareness Society) and institution respectfully follow all the protocols religiously in monitoring the donated body. During the second peak of COVID 19 when the entire nation was facing difficult times in managing the oxygen cylinders, our institution started a programme of donating oxygen concentrators to the needy free of cost by organizing OXYGEN LANGER PROGRAMME.

These distinctive activities empowering our students rooted in our heritage to live as committed and good human beings contributing positively to the country and functions with a vision of not only to produce persons of high moral of character and spiritual values but also to make them able to imbibe the quality of dedication to the nation, discipline, integrity, honesty, hardworking and truthful living.

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

8.Dental Part

8.1 Dental Indicator

8.1.1

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

Response: 68.03

8.1.1.1 Institutional mean NEET percentile score

Response: 68.03

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

8.1.2

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

Response:

The preclinical exercises at DIRDS are conducted in various departments as per the curriculum prescribed by DCI and BFUHS regulations.

Preclinical training starts from the very first year of the course itself and during this student are made to understand the basic anatomy and morphology of the permanent teeth through teeth carving exercises by the department of oral pathology and microbiology. During the second year of the undergraduate course department of prosthodontics introduces the students to different types of dental materials and make them understand about their properties, usage and areas of application. This exposure prepares the students for subsequent levels of their course. In same year students are trained in pre-clinical prosthodontics and our institution is having fully equipped preclinical laboratory for Prosthodontics training having a seating capacity of more than 100 students with individual Bunsen burner. The laboratory is equipped with Lathe, Model trimmer and Study models in the dry lab while the wet lab has Acrylizer, dewaxing unit and water heater. Preclinical prosthodontics curriculum is devised to introduce students in the laboratory wherein they learn fabrication of complete dentures, removable partial dentures and fabrication of different type of trays.

Institution is facilitated with well established Preclinical laboratory for Conservative dentistry.This

laboratory is having the provision of 60 phantom heads and encourages learning about the clinical work on models. The laboratory is equipped with simulators for better guidance. In subsequent years apart from the routine Typhodont exercise, the students are trained for cavity preparation in the natural teeth. Further also trained for inlay wax pattern taking, access opening, bio mechanical preparation and obturation in natural teeth.

Department of orthodontics train the students in developing knowledge of various dental and skeletal malocclusions arising among the individuals and their corrections through various exercises like wire bending, study models and cephalometric analysis as pre-clinical orthodontics training.

Undergraduate students at department of oral & maxillofacial Surgery train their preclinical skills of surgery by performing suturing skills on goat tongue/chicken leg. In addition to this, all department train students through detailed demonstrations that are carried out in small groups, and also organizes special learning programme that enhance soft skill especially through projects and hands on workshops.

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

8.1.3

Institution follows infection control protocols during clinical teaching

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

Response: A. All of the above

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

8.1.4

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

Response:

Orientation for fresh students

The institution has the practice to welcome the newly joined students to the institution through orientation programme. During the Orientation programme, institution provides an opportunity for the freshers to get to know the members of the management, Principal along with Heads of different departments. The program aims at sensitizing the students and their parents/ guardians on the aspects of academic curriculum, rules and regulations of the institution. Anti ragging measures to drive away the nervousness among freshers about their senior students. The students are also informed about the institutional working, academic calendar, infrastructure, scientific activities, and sports events along with the other extracurricular activities that promote learning environment among students thereby contributing to the overall development of students.

White coat ceremony

Every year institution religiously organizes white coat ceremony. This ceremony is aims at sensitizing the students about the professional ethics and during this ceremony the students are made to take the "Hippocratic Oath" as they enter the professional career. The white coat ceremony is makes the students aware about the importance and responsibility that goes along with the white coat.

Workshops on patient care (community skills, infection control, biomedical waste management, professional ethics)

Institution regularly organizes Continuing dental education programme along with Hands on workshops on the aspects of patient care, ethical issues, infection control, biomedical waste management, communication skills and practice management. DIRDS always encourages exchanging ideas and sharing of knowledge through regular interdisciplinary meetings like, Clinico Pathologic Conferences (CPC), Master classes, continuing dental education (CDE) programmes, CPR training, hands on training and conducting competitions for scientific presentations as well as quiz programmes. Also numerous webinars being organized during the COVID 19 period during these programmes lecture were delivered by the renowned senior faculty members.

Internship orientation

This programme aims at enlightening students about the scope of internship. The students are briefed about the internship programmes guidelines and norms of the Dental Council of India.

Annual academic award ceremony

Institution has established a very rich culture of recognizing and rewarding the top rank students and employee and this has become state of emotional and intellectual commitment of the institutional management. It is a by-product of an organizational climate that promotes values, visions and beliefs about individual's work ethics. This practice produces behaviour that will help fulfil an organization's promises towards society as well as students and employee satisfaction. Similarly , student's securing the first position in the year are rewarded with 24 carat gold medals along with cash reward, and student who secured university first ranks are given a scholarship of Rs one lac cash reward. These kinds of commitments of the institutions motivate and help students to raise their calibre in academics.

File Description	Document
Programme report	View Document
Orientation circulars	View Document

8.1.5

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

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

Response: B. Any 4 of the above

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

8.1.6

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

- 1. Comprehensive / integrated clinic**

- 2. Implant clinic
- 3. Geriatric clinic
- 4. Special health care needs clinic
- 5. Tobacco cessation clinic
- 6. Esthetic clinic

Response: D. Any 2 of the above

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

8.1.7

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

Response: 5.85

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

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

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

8.1.8

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

Response:

The institute has well-known system of evaluation of competencies of dental students using following assessment methods. As per the university guidelines, institute conducts continuous internal evaluations (CIEs). In addition multiple choice questions (MCQs) that are context free & case based, and essay type questions are asked during the periodic tests. Recently the institution introduced an innovative method to assess the clinical performance using direct observation of clinical skill (DOCS) rating forms. In this each students are asked to perform the clinical/laboratory skill under the direct observation of the faculty at the beginning and end of the clinical postings. This method will help in assessing the improvements of the students in performing the clinical work. In addition to the assessment methods made mandatory by the university the institute also follows objective methods of assessment like OSCE and OSPE for better evaluation of competencies attained by the students.

Achievements of the clinical competencies of interns are assessed through one year compulsory rotatory internship training programme. During this period students are given quota of their work which further helps them to develop skills and acquire clinical knowledge with proficiency in managing dental patients independently. The curricular contents of internship training are based on-Dental health needs of the society, material and manpower resources available for the purpose, socio-economic conditions of the people in general, task analysis of what dental graduates are expected to do in Dentistry in various practice settings.

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.

Response: 83.29

8.1.9.1 Number of first year students, provided with prophylactic immunization against communicable

diseases like Hepatitis-B during their clinical work in the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
51	84	100	86	44

8.1.9.2 Number of first year Students admitted in last five years

2020-21	2019-20	2018-19	2017-18	2016-17
52	84	100	90	46

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

8.1.10

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

Response:

Competencies are evaluated at DIRDS by various methods, but evaluation of attributes requires sequential monitoring and guidance by the faculty members. The assessment of skills such as communication, professionalism, treatment planning, treatment undertaking, time management and research are related to student’s strength and weaknesses. To develop these desirable attributes the institute caters number of patients for clinical exposure to students. Students take active participation in social activities of providing dental health through camps which are conducted under supervision of faculty and are strictly monitored.

At the start of course the students are oriented with the learning objectives and are made familiar through course outcome handbooks. During the first year student understand the basic knowledge of human and dental anatomy, normal physiology and biochemistry of various body systems. Second year subjects add knowledge about dental materials, clinical pathology, pharmacology and microbiology of body,

especially oral cavity. Third year students gain knowledge, and able to diagnose the diseases related to the oral cavity through the subjects like oral pathology, general medicine and surgery. Final year students are able to treat and perform some minor dental procedures. They are also introduced to clinical and theoretical knowledge in all subjects of dentistry. Institute regularly monitors student's participation in activities such as treatment and diagnostic camps organized in urban and rural areas, visits to satellite centers in which students interact with patients coming from different strata of society. Institute organizes orientation programmes for first year students and interns every year in which lectures are arranged to develop the overall personality of students.

Institute also organizes regular CDE programmes, workshops, seminars, webinars, symposium, declamation and quiz competitions throughout the academic year in which students and interns participate to acquire knowledge about recent advances in dentistry. They are also encouraged to carry out research and present scientific papers. This develops the ability to acquire, inculcate and integrate a range of practical and professional skills in appropriate and ethical ways.

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.

Response: 0.02

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

2020-21	2019-20	2018-19	2017-18	2016-17
8	9	15	11	7

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

8.1.12

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

Response:

Institute has established a separate cell Dasmesh Academy of continuing dental education (DACDE). This committee monitor all the scientific academic activities of the college and organises regular scientific programmes to enhance and update the clinical skills of the faculties, post graduates and students. Institution also encourages the faculty to participate in faculty development programmes organized by different institutions and also organized few faculty development programmes through reputed speakers.

DACDE organized advanced teacher’s training workshop in E learning, Good clinical practice, communication and importance of accreditation and also on other segments of health profession development such as Bioethics. Institute appreciates the faculty for their outstanding work in the field of dental education to keep them motivated in future.

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
List of seminars/conferences/workshops on emerging trends in Dental Educational Technology organized by the DEU year-wise during the last five years.	View Document
Any other relevant information	View Document

Other Upload Files	
1	View Document

5. CONCLUSION

Additional Information :

Sangat Sahib Bhai Pheru Sikh Educational Society is registered as a Non-profit organization (NPO). This society always strives to achieve and maintain the highest standard of excellence in its programmes of total education, empowering students rooted in our heritage to live as committed and good human beings contributing positively to the country and functions with a vision of not only to produce persons of high moral of character and spiritual values but also to make them able to imbibe the quality of dedication to the nation, discipline, integrity, honesty, hardworking and truthful living.

The key aspects of the institutions are accountability, trustworthiness, honesty, and openness to every person who has invested time, and faith into the organization. Ever since registered under NPO institution is meticulously maintaining the transparency in accounts and very clearly accountable to the donors, founders, volunteers, program recipients, and the public community.

The Institution is well equipped with ultra-modern diagnostic facilities like 3D-CBCT (since 2014), Digital OPG/RVG, Dental Implants (since 2006), LASER, Major and minor OT, Dental /Pathology Labs and dedicated sterilization plant and thus providing good infrastructure to facilitate research in all specialities of dentistry. Apart from this institution is facilitated with the newer instrumentation, materials and technologies as per the need of the research.

The College campus is facilitated with most of the modern amenities such as world class auditorium, separate boys and girl hostel complexes, conference hall, cafeteria, Guest House, 24X7 generator back up, sports arenas, staff residential complex, ATM, medical store, Stationary store, and state of art gymnasium with all latest equipment with aerobics and dance floor is an additional hallmark institution has an established practice of being eco-friendly, which are reflected in the form of lush green landscaping and gardens, implementation of STP technology, solid waste management by making compost and further our institution holds the unique distinction in being the first one in the state to install 600MW rooftop solar energy station.

Concluding Remarks :

The institute is committed to keep excelling in the years to come by setting up clearly stated vision, mission. NAAC accreditation is a definite leap towards this goal. The institution takes pride in providing the highest quality dental care to its patients at par with any highest standards. The institution has a dedicated team of specialist faculty covering all branches of dentistry under the leadership of Principal Dr. S.P.S Sodhi, who is having an experience of more than 11 years as principal and with an overall experience of more than 33 years. The Internal Quality Assurance Cell (IQAC) and the institutional Board of Studies are the primary bodies of the institution which are responsible for the maintenance of the standards of education, teaching, learning, evaluation and research.

The key purpose of the institution to undergo the practice of assessment and accreditation is the need to self-evaluate its performance, to enable it to identify its strengths, weakness, opportunities and areas that need up-gradation, in order to become globally competent and to meet the requirements of the future, in terms of dental education, research, patient care, and community service.

The summary given here provides a glimpse of the organized, sustained and productive approach adopted by the institute 's administrative authorities to achieve the set goals in the institute and smooth and well-coordinated functioning of all the departments as well as institutional committees.

DIRDS lays special emphasis in evolving ingenious concept of multidisciplinary integrated approach in teaching and learning targets a unique practice for understanding the subject thoroughly. DIRDS also has a unique way of monitoring students by maintaining individual student's performance register which includes all the details of periodic tests and attendance, these registers aid in assessing the internal assessments as well proper counselling of the students to excel in academics. Exchanging ideas and sharing of knowledge through regular interdisciplinary meetings like, Clinico Pathologic Conferences (CPC), Master classes, continuing dental education (CDE) programmes, CPR training, hands on training and conducting competitions for scientific presentations as well as quiz programmes. Even during the Pandemic COVID 19 situation, Institution was quick to adopt newer available teaching modalities and started using the online teaching method using ZOOM application from the very next week after the announcement of nationwide lockdown, same time institution does maintain the multidisciplinary integrated learning approach by organizing webinars from renowned speakers from different speciality.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.2	<p>Average percentage of students enrolled in subject-related Certificate/ Diploma / Add-on courses as against the total number of students during the last five years</p> <p>1.2.2.1. Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>288</td> <td>213</td> <td>218</td> <td>226</td> <td>210</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>73</td> <td>46</td> <td>0</td> <td>71</td> <td>0</td> </tr> </tbody> </table> <p>Remark : HEI has included progrmas whcih are not relevant ot "certificate or Diploma or Add-on programs" and have not provided the details as per prescribed format . Numbers have been changed considering certificate and relate courses</p>	2020-21	2019-20	2018-19	2017-18	2016-17	288	213	218	226	210	2020-21	2019-20	2018-19	2017-18	2016-17	73	46	0	71	0
2020-21	2019-20	2018-19	2017-18	2016-17																	
288	213	218	226	210																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
73	46	0	71	0																	
1.3.2	<p>Number of value-added courses offered during the last five years that impart transferable and life skills.</p> <p>1.3.2.1. Number of value-added courses offered during the last five years that impart transferable and life skills.</p> <p>Answer before DVV Verification : 22</p> <p>Answer after DVV Verification: 3</p> <p>Remark : courses relevant to the metric have been considered</p>																				
1.3.3	<p>Average percentage of students enrolled in the value-added courses during the last five years</p> <p>1.3.3.1. Number of students enrolled in value-added courses offered year-wise during the last five years that impart transferable and life skills</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>288</td> <td>218</td> <td>213</td> <td>226</td> <td>210</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>172</td> <td>0</td> <td>0</td> <td>180</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	288	218	213	226	210	2020-21	2019-20	2018-19	2017-18	2016-17	0	172	0	0	180
2020-21	2019-20	2018-19	2017-18	2016-17																	
288	218	213	226	210																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
0	172	0	0	180																	

Remark : courses relevant to the metric have been considered

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 before DVV Verification : A. All of the above

Answer After DVV Verification: E. Any 1 of the above

Remark : Feedback obtained is not related to " curricula and syllabi "

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

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

Answer After DVV Verification: E. Feedback not collected

Remark : Feedback obtained is not related to " curricula and syllabi "

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

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
12	15	10	20	13

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
12	18	10	20	13

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

Answer before DVV Verification:

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

2.4.2 Average percentage of fulltime teachers with Ph.D./D.Sc./ D.Lit./DM/M Ch/DNB in super specialities /other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences (like MD/ MS/ MDS

etc.) for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils /Affiliating Universities.

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
7	7	6	4	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
2	3	5	4	0

Remark : Values have been changed as per attachment

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
11	04	15	14	10

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
5	2	5	2	2

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
2	1	2	4	0

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
21	25	21	25	23

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
5	5	2	2	3

Remark : Values have been changed considering only those workshops/seminars which are relevant to the metric and excluding all days celebrated etc.

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

3.3.2.1. Number of Ph.D.s /DM/M Ch/PG degrees in the respective disciplines received per recognized PG teachers of the Institution during the last five years.

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

Answer before DVV Verification : 70

Answer before DVV Verification : 31

Answer after DVV Verification: 20

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
73	22	210	154	124

Answer After DVV Verification :

--	--	--	--	--

2020-21	2019-20	2018-19	2017-18	2016-17
8	3	20	15	12

Remark : Values have been changed avoiding overlapping of same activity being conducted numerous times

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

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

Answer before DVV Verification : 34

Answer after DVV Verification: 19

Remark : Overlapping of Same /Similar MoUs with similar colleges have been avoided

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
3070507	3982319	2119451	2040656	1672279
2	1	0	0	3

Answer After DVV Verification :

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

Remark : Values have been changed as per attachment , as none of the head /values mentioned in the Expenditure statement provided by HEI mentions about creating of " infrastructure development and augmentation"

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

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

Answer before DVV Verification:

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

182745	410326	682664.2	134633.3	173595.0
		9	5	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0.056	0.18	0.14	1.93	1.90

Remark : Values have been changed as per attachment provided by HEI under the head " Books and Periodicals"

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
786866	2461000	4830145	2780393	716873

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
7.86866	24.61000	48.30145	27.80393	7.16873

Remark : Figures have been changed to Lakhs

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
3	13	9	14	06

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
3	13	9	10	06

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

1. Soft skill development
2. Language and communication skill development
3. Yoga and wellness
4. Analytical skill development
5. Human value development
6. Personality and professional development
7. Employability skill development

Answer before DVV Verification : A. All of the above

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

Remark : S.No. 3 to 7 have been considered , based on details provided by HEI

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
62	35	39	35	62

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
55	30	35	30	55

Remark : Based on the verification of documents , the valued have been reduced on pro rata basis

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
00	00	02	03	10

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
00	00	0	0	0

Remark : Values have been changed on basis of HEI Clarification Response

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
16	0	0	0	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
7	0	0	0	0

Remark : Values have been changed on basis of repetition/overlapping of teachers /conferences

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

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
11	15	6	9	6

Answer After DVV Verification :

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

Remark : Values have been changed on basis of only physical programs relevant to the metric

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

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 before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0	663200	319159	230198	211025

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	6.63200	3.19159	2.30198	2.11025

Remark : Values have been changed to Lakhs

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : Values have been changed on basis of attachments provided by HEI

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

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

Answer before DVV Verification : A. All of the above

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

Remark : Values have been changed on basis of attachment

8.1.7	<p>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</p> <p>8.1.7.1. Number of fulltime teachers with additional PG Degrees /Diplomas /Fellowships/Master Trainer certificate</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 472 1046 604"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>6</td> <td>6</td> <td>6</td> <td>6</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 683 1046 815"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>6</td> <td>6</td> <td>5</td> <td>4</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	6	6	6	6	6	2020-21	2019-20	2018-19	2017-18	2016-17	6	6	6	5	4
2020-21	2019-20	2018-19	2017-18	2016-17																	
6	6	6	6	6																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
6	6	6	5	4																	
8.1.11	<p>Average per capita expenditure on Dental materials and other consumables used for student training during the last five years.</p> <p>8.1.11.1. Expenditure on consumables used for student clinical training in a year</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1055 1046 1187"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>845689</td> <td>915047</td> <td>1552327</td> <td>1151830</td> <td>772796</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1265 1046 1397"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>8</td> <td>9</td> <td>15</td> <td>11</td> <td>7</td> </tr> </tbody> </table> <p>Remark : Values have been changed to lakhs , the portal is not accepting the decimal values , so only first numbers is being entered</p>	2020-21	2019-20	2018-19	2017-18	2016-17	845689	915047	1552327	1151830	772796	2020-21	2019-20	2018-19	2017-18	2016-17	8	9	15	11	7
2020-21	2019-20	2018-19	2017-18	2016-17																	
845689	915047	1552327	1151830	772796																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
8	9	15	11	7																	

2.Extended Profile Deviations

ID	Extended Questions																				
1.2	<p>Number of outgoing / final year students year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="197 1800 986 1910"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>93</td> <td>35</td> <td>68</td> <td>64</td> <td>73</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="197 1989 986 2080"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	93	35	68	64	73	2020-21	2019-20	2018-19	2017-18	2016-17					
2020-21	2019-20	2018-19	2017-18	2016-17																	
93	35	68	64	73																	
2020-21	2019-20	2018-19	2017-18	2016-17																	

108	42	78	77	92
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2.1 Number of full time teachers year-wise during the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
102	90	99	83	90

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
102	90	96	83	90

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
116	96	96	96	96

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
116	96	99	96	96

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
33463990 2	47249061	28300859	27342418	23661719

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
3346.39	472.49	283	273.42	236.61