



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

VISHNU DENTAL COLLEGE

**VISHNU DENTAL COLLEGE VISHNUPUR BHIMAVARAM - 534202 WEST
GODAVARI DISTRICT**

534202

www.vdc.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

September 2019

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Vishnu Dental College, located in Vishnupur, Kovvada, Bhimavaram, Andhra Pradesh (534202) is affiliated to Dr NTR University of Health Sciences, Vijayawada and is recognised by the Dental Council of India, New Delhi. The institution was initiated by Padmabhushan Dr B. V. Raju in the year 2002 under Vishnu Educational Society which manages integrated campus spread through 100 acres in the rural stretch. The college offers undergraduate (BDS), postgraduate (MDS) and PhD courses.

The college and hospital have a total built-up area of 1,85,000 sq.ft with state of the art facilities, Comprehensive Clinics for undergraduate training and 8 Speciality Clinics for postgraduate training. The college is furnished with advanced equipment and stringent infection control protocols for training both undergraduate and postgraduate students.

VDC practices innovative teaching-learning methods such as Small Group Teaching (SGT), Clinical Shadowing, Project-based, Problem-Based (PBL), Case-Based (CBL), learning methods and e-learning facility with centralized repository of learning resources. Our innovative pedagogic framework improves student learning by creating an integrated/ interdisciplinary curriculum. This helps the student to understand the connections and integration of the sub-disciplines within a subject area thus, allows the learner to explore information about topics beyond boundaries imposed by traditional subject barriers. Additionally, the college encourages and provides a platform for both students and faculty to undertake research activities and subsequent publications.

Vishnu Dental College has a dedicated Community Outreach department that engages students in various grassroots initiatives to provide deep exposure on rural dentistry. However, all the frameworks, innovations and interventions are well structured to fall in the lines of our Vision and Mission.

The average passing index of previous exams is 83.79% with few students securing top positions in the university examinations.

Vision

Apart from setting enviable standards in academic excellence, Vishnu Dental College took a leap to address global challenges in oral health care. We believe that the role of educational institutions is not just training professionals but also to foster the ecosystem such that all stakeholders are more enabled to address the societal needs.

Towards driving this transformational leap, Vishnu Dental College took up '*Oral Healthcare for All*' as a Vision. Vishnu Dental College ensures every strategic intervention and operational roadmap is strictly aligned to Vision.

In Academic space, the college has introduced patient-centric care as a driving principle for initiating continuous training programs to nurture our staff and students through our sister-concerned institution VEDIC. Patient Counselling Process and Patient Feedback Mechanism is designed, monitored and periodically reviewed by each clinic and drive our course corrections.

The administration ensures that hospital premises are under strict monitoring of clinical and infection control protocols. Outcome-oriented research activities encourage scholars to address issues that are of societal relevance. Incubator with strong mentors advises budding innovators to take up problems that enable dentists and other stakeholders towards increasing accessibility of Oral health care.

Outcomes of all academic, research, innovation and outreach segments are directed towards addressing and solving the burning issues in the broader ecosystem

Thus, our overall services are designed towards achieving 'Oral Healthcare for All'. We uplift our facility, faculty, students and provide an opportunity for other stakeholders (peer institutions, Alumni, Innovators etc) to be a part of the Vision through strategic Collaborations. With Transparency, trust and teamwork as core values, the management and faculty of Vishnu Dental College have built a diligent set of mission guidelines.

Mission

Vishnu Dental College has well-defined mission guidelines that rationally steers all the program interventions and strategic collaborations towards achieving our Vision.

We have three focus-areas 1) Providing access to Oral Health Care 2) Imparting patient-centred care and value-based training 3) Conducting need-based research.

Under providing access to Oral Health Care, VDC took a giant leap by resolution to expand the service network to cater the Oral Health Care needs of people who do not have access. Free bus facility is provided to all surrounding areas on a weekly basis. VDC passionately stepped beyond the DCI mandates in spirit, by establishing a dedicated section for community outreach. Various flagship programs and 21 Rural Satellite Clinics (shared in detail in other sections) offer a wide range of positive learning experiences for students while providing required dental services to underserved. Outreach initiatives channel the needy communities with right specialities in the college to help students gain wider exposure on grassroots oral health conditions of underserved *per se.*, in rural and tribal areas.

Under Patient Care and need-based research, students are trained, supervised and mentored both clinically and morally such that they gain an empathetic outlook while treating a patient, taking up their needs as a quo for research initiatives. VDC periodically organize value-based training programs and guest lectures to expand the horizons of staff and students. The eminent speakers we bring in are not only successful professionals but also inspiring and passionate individuals in the Dental ecosystem who works on a global front.

On a strategic front, the focus areas intersect with each other to facilitate the spiral impact and are driven by Faculty. Periodical inter and intradepartmental meetings help us continuously improve and innovate.

Altogether, while heading towards our Vision 'Oral Healthcare for All', we are keen on nurturing our students as Global catalysts of change.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Energetic full-time faculty, high-end state of the art infrastructure, comprehensive clinical training, extensive outreach activities, healthy extra-curricular programs, evidence-based clinical and para-clinical research and lively alumni guidance & interaction enables us to maintain the esteem and consistency. Facilitation of teaching, learning & administrative workshops, training sessions on advanced e-teaching and evaluation methods and active implementation of these skills empower our faculty further. A separate campus named VEDIC (Vishnu Educational Development & Innovation Centre) has been set up apart from our teaching campus for conducting such programs smoothly. Procurement of advanced equipment, their appropriate utilisation and maintenance place us the best among dental institutes in the state. The changeover from speciality student posting to comprehensive clinical training & services has brought about a broader treatment approach and understanding of students. The widespread establishment of 21 satellite centres (as on date), regular dental health awareness camps (Oral Health Allianz - MILES for SMILES) & dental care camps and active involvement of students in such activities outspread the reach of our services. The satellite clinics also provide an excellent opportunity for our alumni both as an employment scheme and likewise an option for work experience enhancement before setting up their private practice. Dynamic participation of students in the vivid cultural and scientific activities held in our institution refresh and renew our spirit in our academic schedule. Apart from curricular post-graduate student dissertations and short-studies, even undergraduate students are encouraged to take up small projects for research and reviews to make paper and poster presentations at various conferences. A few projects have been given research grants from funding institutes to enhance research further. Orientation programs for undergraduate and postgraduate students aid in aligning the students to become the best in the dental profession. Career guidance by professionals to our interns and postgraduates, highlighting all the alternate paths that can be pursued to broaden our professional spirit or deviate to any other proficient job, direct them to widen our alumni scope. Consistent alumni meet, and their contribution from the alumni fund to help the patients visiting the college prove our healthy alumni interaction.

Institutional Weakness

Vishnu Dental College is located in Bhimavaram, a city classified as semi-urban under Eluru Urban Development Authority, the headquarters of West Godavari district. The connectivity with major cities in other states like Chennai, Bangalore is limited via rail route. The nearest domestic airport is 89 km away in Rajahmundry, East Godavari, i.e. the neighbouring district. This setback of being in a remote site and less frequent transport is a significant disadvantage which makes us unable to attract students from other states and overseas to get admitted into the institution. As a private dental institution, we follow the rules and regulations laid down by the Dental Council of India regarding the course curriculum and its updation. Though we update ourselves with advanced infrastructure and follow modern teaching methods, we are still unable to emphasise on establishing a curriculum that flows towards the future trends of dental education. Our role in dental research via publications in national and international journals has been commendable, but we are till date unable to patent our research output.

Institutional Opportunity

The institute's geographical location of being a major pilgrimage city amidst numerous villages provides us with an excellent opportunity to spread dental health and oral hygiene awareness through a unique initiative called 'Oral Health Awareness – Miles for Smiles'. Our progressive attitude towards dental education enables us to get a good number of admissions to date in spite of being surrounded by rural places. Our student and faculty achievements, standardised treatment outcomes and well-maintained campus atmosphere speak of the visibility of our institute. We intend to increase this visibility further using social and print media. Integration with national & international universities and institutes gives us an excellent opportunity to keep updating our standards of knowledge, technological advance and bestow an open-minded outlook towards future endeavours. Our best practice of outreach via the established satellite clinics, we not only think to reach the remote areas for dental care but also collect and utilise data obtained from them. The data includes available resources and current dental disease status, which aim our focused research and give a prospective solution. Our profession involves clinical and laboratory aspects running hand in hand to provide the best treatment output. Though we have the best established clinical environment, starting a professional dental laboratory setup can empower us further. Our institute is a part of Sri Vishnu Educational Society, where we have a healthy relationship with other constituting colleges within our campus, which makes us avail the opportunities to have knowledge transfer and industry interactions to develop dental products meeting international standards.

Institutional Challenge

According to the National Educational Policy Draft 2019, the dental profession is plagued by overcapacity, which probes a challenge to maintain consistent admission percentages in our institute and facilitate employment opportunities to the students thereby maintaining professional sustainability. Due to the geographical location of the college, patients inflow is mostly from the surrounding rural areas, which makes it difficult for us to impregnate the concept of dental diseases are expensive to treat, however, simple to prevent' into the mindsets of neighbouring population. Their unwillingness to change the general opinion on our profession poses the challenge to treat them on par with that of urban and metropolitan dental service providers. Similar attitudes reflect from the disciples enrolling into our institute who take up dentistry by chance rather than by choice. Adding to this further is the middle-class belief that 'they invest more and gain less' in an already saturated profession. So, we face a challenge to enlighten the students about all the career options available currently and also make them confident about grabbing every opportunity possible in future.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institute ensures effective curriculum planning, delivery and evaluation. The annual academic calendar is made every year before the commencement of the academic session. Monthly lesson plans are designed by individual departments. Orientation program on "*ethics, etiquette and deportation*" is conducted after admission for both undergraduates and postgraduates. We regularly conduct interdepartmental/add on courses.

The curriculum extensively covers information on primary health care, national health programs. Students as part of Swasthya Vidya Vahini by the government of Andhra Pradesh are involved in 1. Health education of rural population 2. Collection of baseline health information. Women's health is gaining importance in the areas such as nutrition, reproductive health, health consequences of violence, ageing, lifestyle-related conditions and the occupational environment. Ethics and human values form an important dimension of the profession. Around 94% of our students had taken field visits during the preceding academic year.

The postgraduate curriculum is also planned speciality wise which includes seminar presentations Bi/Tri-weekly, journal club discussion, and case presentations. Multi-disciplinary / Interdisciplinary clinical case discussions are held as and when required to discuss and submit the treatment plan.

Few of our faculty represent in Board of studies/ Academic council of the affiliated University. The Internal Assessment committee of the institute formulates the Internal assessment timetable and monitors the evaluation of theory and practical/clinical examinations for both undergraduate and postgraduate students. During the IQAC meetings, the progress of the curriculum delivery is monitored and if warranted additional lecture and practical/clinical hours are granted. Feedback on the syllabus progression is obtained from students and required measures are implemented for timely completion. As a unique initiative of our institute, we annually send around 15 interns to various reputed dental clinics in southern states. This externship program facilitates the students to experience the difference inpatient care at an institutional level and private clinical set up (Real-time industry experience). The institution mandatorily implements the Basic life support (BLS) training for all students, faculty and hospital support staff.

Teaching-learning and Evaluation

Due consideration is given to equity and rule of reservation is followed during the admission process for every academic year, subsequently, 98.3% of seats were filled for the various programmes offered by the institute. The institute also has student admissions from the neighbouring states and from other states of India. The institution also assesses the learning levels of students and conducts orientation programmes for advanced learners and low performers. The Student: Teacher ratio at Vishnu Dental College is nearly 1:5. The college has wide options to play various sports to improve their strength training. The college represents the university in state & national level competitions and our Basketball team has won **first place at National level tournament**. These activities afford positive impact on student's emotional, intellectual, social, and interpersonal development.

Small group teaching is an innovative way of learning practised in the institution. The most admirable part of teaching methodologies at our institution is **activity-based learning** and drawing students towards **student-centric learning**. Clinical shadowing of I and II BDS students helps in the integration of basic and clinical sciences. Faculty and student development programs at **VEDIC (Vishnu Educational Development and Innovation Centre)** are enriching the teaching and learning skills. The teachers along with the students use iPad and various education tools during classes as well as in practical/clinical sessions with the help of the Wi-Fi facility. Students are given small projects and are encouraged to design and perform public awareness

programs. They also design posters and models for educating the public which they use in the door to door campaigning of dental health awareness.

Three internal assessment examinations are scheduled according to the university and planned at the convenience of the academic calendar. Continued dental education programs to upgrade the knowledge and professional skills are conducted through ACE- VDC. The parent-teacher meetings are organized twice in the academic year. The students who score less than 40% are categorized as slow learners and remedial classes are conducted accordingly. Counselling sessions are organized for students facing personal problems with the help of a professional counsellor appointed by the college.

Research, Innovations and Extension

Vishnu Dental College is located amidst multidisciplinary environment with Engineering, Pharmacy, Degree, Management and Polytechnic colleges around. The Incubation centre is conceptualised to ignite the entrepreneurial abilities of our students. The initiative is designed to build an ecosystem of innovation and problem solving by addressing local needs. As an institution we leverage on our connections with Government, NGOs (not-for-profit organisations) and Social enterprises; also, infrastructure (Women Technology Park, high-end lab facilities) and deep reach into the local villages and markets.

VDC promotes research culture by providing the required infrastructure and grants to students and faculty. The institution has a stated code of Ethics for research implementation, and Institutional Ethical Committee will oversee the implementation of all research projects. All the research activities in the institution are monitored by the Institutional Research Review Board. The results of the research are presented to the faculty in our Academy of Continuing Dental Education (ACE-VDC) before proceeding for publication. We also conduct various seminars and workshops under ACE-VDC quite often. Approximately 40% of the teaching faculty in the institution is recognised as PhD guides. Our faculty have won several accolades at various national & international conferences and secured fellowships from renowned dental academies. Teaching faculty has nearly 400 scientific publications in various national and international journals to their credit. Among them, more than 70% are indexed in Pubmed, Scopus and UGC. There are also significant contributions by our faculty to standard textbooks. The DST approved and funded research projects at our institution are proof of focus on research activities. We have six functional MoU's with reputed organisations and institutions abroad for academic collaborations and student exchange. We do provide students with opportunities to aided externship programs.

Apart from delivering oral health services, Vishnu Dental College has been organising regular extension and outreach activities every year since its inception in 2002. As recognition of these outreach activities, we received **Dr D.N. Kapoor award, Best Community Service Award** by **IAOMR** thrice consecutively. Our institute received 175/2000 rank in **Swachhta rankings 2017** of higher educational institutions by **the Ministry of HRD, Govt. of India**.

Infrastructure and Learning Resources

The College provides the state of art infrastructure that will give the students ample learning opportunity. All the learning halls are ICT enabled and equipped with Apple TV's, Mini – Mac servers. Each department has separate seminar halls with LCD projectors, whiteboards, internet connectivity and air conditioners. At VDC, we facilitate comprehensive dental treatment for effective patient care. **VAIDYO** is an Electronic Dental Record system introduced at VDC to work towards evidence-based dentistry; this system enables digital entry of the patient data making it paperless clinic with centralized documentation. As a method of promoting community-oriented dental education, the institution has fully equipped mobile Dental van to provide screening and treatment needs. *Oral health alliance- Miles for smiles* is an initiative from the institute rendering awareness on oral health at the doorstep thereby catering the needs of the under-served patients. The institute has its privilege of establishing 21 satellite dental clinics in and around the geographical rural location.

Students give programs at Vishnu FM radio present on our campus. The campus also possesses Vishnu miniplex theatre with a seating capacity of 150 members where movies are screened. Apart from this, the campus offers confectionary courses to the interested students. We have a driving school which offers driving courses to interested students.

The campus houses varied facilities such as Medical Centre with 25-beds and 24x7 residential doctors and staff nurses, an ambulance with 24x7 services, and clinical psychologist. Spacious hostels for girls and boys separately with Cafeterias and food stalls offering a varied menu. The other facilities on the campus to mention are Bank, ATM, Post office and Mee-Seva. The in-house campus facilities include solar power panels, sewage treatment plant.

The clinical training facilities are continuously updated to ensure that students are provided with state-of-the-art facilities. The Central Library of our college is a Strong self-learning resource with an exhaustive collection of National and International Journals and around 500 E-journal subscriptions that can be accessed through NTRMEDNET and EBSCO. The institution has civil, electrical, plumbing, computer and dental equipment maintenance and sports facilities sections with skilled personnel.

Student Support and Progression

Vishnu Educational Development and Innovation Centre (VEDIC) engage faculty, staff and students to work in a collaborative environment to create a rich engaged learning teaching and improved behavioural experiences. It also contributes to a significant increase in student learning retention and graduation rates. VEDIC engages student capability and enhancement program on nurturing their self- confidence to speak effectively, to motivate and encourage them to improve their learning capabilities, to self-discipline themselves and focus towards their career.

To provide training and guidance for competitive examinations and career counselling Vishnu dental college has established Vishnu Educational Resource for NEET Aspirants (VERNA) which offers a unique opportunity

for all passed out final BDS students to pursue in-term coaching for MDS-NEET during Internship period with no additional registration fee. Coaching encompasses objective exams in NEET pattern during weekends on pre-scheduled subject syllabi and includes explanatory classes on demand from enrolled students. During the last five years, 71% of students have qualified in various competitive examinations.

58% of the students are self-employed or placed in various professional organizations. The international students are trained to communicate with patients in the vernacular language. All the necessary facilities and amenities are provided for pursuing the course in a congenial path.

Our students are represented in university teams for various sports and games. The students have won medals for their outstanding performances at state and regional levels. The student council of Vishnu dental college is active and 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. It serves to encourage the student in learning about leadership.

The Alumni Association of Vishnu Dental College, Bhimavaram, West Godavari District is registered under the Societies Registration Act with 950 members till date. The alumni meet will be held every alternative year and structured Committee comprising President, Secretary, Treasurer and Executive committee members will be elected. Alumni association conducts short-term hands-on workshop in various advanced academic sessions like Rotary Endodontics, Dental Implantology and Cone-beam controlled tomography (CBCT) for Alumni members to excel in clinical practices.

Governance, Leadership and Management

The institute has a clearly stated vision and mission. The institution provides quality dental care to unaffordable with minimal or no charges. We also reach the community by establishing satellite clinics and conducting routine dental camps to the needful in various rural and urban centres. The decisions taken by the Governing Body are implemented in a decentralized administrative setup. The Director, Administration of Vishnu Dental College communicates the requirement and monitors the progress. The Principal ensures the implementation by designating the work to the Vice-Principal, Deans and concerned committees.

IQAC monitors the internal 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. The college obtains feedback from the students on teaching, infrastructural facilities, learning resources and student support services, from parents, academic peers and alumni.

Every faculty member is involved in various academic, administrative and other non-statutory committees. Regular training programmes are provided to the faculty to take up responsibilities. The academic, clinical and administration is governed through electronic management systems. The employees of the institute are offered financial support, health care, and family support by implementing statutory regulations and institutional funding. The faculty are encouraged to participate in academic meets and offered financial support.

The sustenance in quality is ensured through effective professional development and training programmes. The fund mobilization and utilization is through a well documented annual budget preparation, internal auditing and

scrutinized by external certified audits.

We, at Vishnu dental college not only take pride in following the core values and culture of the organization by ourselves but also aligning all the stakeholders like students, the teaching and non-teaching staff, administrative personal in the ever-changing dynamics for sustenance and future growth of the institution in search of excellence to meet our vision.

Institutional Values and Best Practices

Women represent an expanding pool of possible applicants for dental colleges in India. Dental student enrolment at Vishnu Dental College is now around 78% female students and faculty comprise of 55% women. By gender mainstreaming, the integration of a gender perspective into every stage of organisational, programme and policy processes – design, implementation, monitoring and evaluation – with a view to promoting equality between women and men.

There have been no incidents of sexual harassment in the institute since its inception. There are common rooms separately for both genders and even mess facilities are separated for women. There is ample security for all the hostels and caretakers are provided 24x 7. The whole campus is under CCTV surveillance 24x 7. We have a daycare centre for young children on our campus.

All the students are oriented on ethical aspects towards the patients, colleagues and to the community. All the religious and cultural festivals are celebrated equally and encourage total participation from the students and employees of different regions, religions and languages. The institute has Dean for student affairs to promote education about cultural and religious diversity and provide guidelines to faculty about religious accommodations for students.

Majority of the Dentists tend to practice in urban and sub-urban areas ignoring poor rural population. Vishnu dental college has established until now 21 satellite dental clinics in the districts of West Godavari, East Godavari and Krishna. These clinics generate employment opportunities for the alumni and job opportunity to the rural unemployed youth.

Small group teaching enables the students to learn through the activities performed and will be instantly evaluated if their learning is adequate and competent. One on one interaction and rapport will be maintained with teacher and student thus enabling student-centric learning

Comprehensive care model of dental delivery is representative of dentistry practiced in private practice. One student is responsible for the total oral care of all his/her patients. Under the comprehensive dental care system, clinical training in all the different disciplines is undertaken in **one integrated clinic**. Students are trained for a **holistic patient perspective, and to develop clinical maturity**.

Dental Part

Vishnu Dental College is listed among the top 20 dental colleges across the nation by reputed national magazine surveys. The mean NEET percentile of the students admitted for the preceding academic year is 297.3. The institute implements the curriculum prescribed by Dental Council of India. The institute has created additional infrastructure facilities other than specified by the council. Orientation programmes in the first year

towards the scope of the dental profession and teaching-learning practices in professional education are taken up.

Preclinical training in the first and second year of dental education is done to promote the development of competency and expertise before students work on patients. Orientation programme for students progressing to the clinical training on ethics, infection control and sterilization, patient care and communication is conducted annually. Vishnu dental college has a good influx of outpatients which provides the opportunity for effective clinical training to students.

Students are made to work using high-end equipment and advanced dental materials. Students are also trained for rendering specialized treatments such as Implantology and use of magnification in dentistry. The institute ensures that all the students are immunized before being permitted to treat the patients. The institute has an Academy of Continuing Dental Education (CDE). The academy organizes CDE programmes for students and they are facilitated with subject expertise by external resource persons. Students are also encouraged to present their research and special cases treated on this platform.

The administration ensures the maintenance of dental equipment by employing manpower and supply and dental materials by allocating substantial funds for effective clinical training and offering quality patient care. The institute possesses advanced equipment like CBCT and surgical microscopes.

The most admirable part of the institute is that every teaching faculty works on a full-time basis and few of the faculty possess additional degrees in their respective specialities. Eminent and renowned teachers are employed as visiting faculty. The institute focuses on Proactive efforts to upgrade the knowledge and skills of teaching faculty by implementing faculty development programmes.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	VISHNU DENTAL COLLEGE
Address	Vishnu Dental College Vishnupur Bhimavaram - 534202 West Godavari District
City	Bhimavaram
State	Andhra Pradesh
Pin	534202
Website	www.vdc.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Suresh Sajjan M.C.	08816-250893	9949433567	91-99493724 09	vishnudentalcollege@gmail.com
IQAC / CIQA coordinator	A. V. Rama Raju	-	9848026081	-	viceprincipal@vdc.edu.in

Status of the Institution	
Institution Status	Private and 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

Date of establishment of the college	01-12-2001			
University to which the college is affiliated/ or which governs the college (if it is a constituent college)				
State	University name	Document		
Andhra Pradesh	Dr. N.T.R. University of Health Sciences (Formerly Andhra Pradesh 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	03-04-2007	12	Recognition for BDS and MDS in Eight specialities are Permanent

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	Vishnu Dental College Vishnupur Bhimavaram - 534202 West Godavari District	Rural	10	17187

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,Dentistry	60	Intermediate or equivalent	English	100	100
PG	MDS,Dentistry	36	BDS	English	6	6
PG	MDS,Dentistry	36	BDS	English	6	6
PG	MDS,Dentistry	36	BDS	English	6	6
PG	MDS,Dentistry	36	BDS	English	5	2
PG	MDS,Dentistry	36	BDS	English	5	5
PG	MDS,Dentistry	36	BDS	English	5	0
PG	MDS,Dentistry	36	BDS	English	6	6
PG	MDS,Dentistry	36	BDS	English	2	2
Doctoral (Ph.D)	PhD or DPhil, Dentistry	60	POST GRADUATION	English	2	0
Doctoral (Ph.D)	PhD or DPhil, Dentistry	60	POST GRADUATION	English	6	1
Doctoral (Ph.D)	PhD or DPhil, Dentistry	60	POST GRADUATION	English	4	1
Doctoral (Ph.D)	PhD or DPhil, Dentistry	60	POST GRADUATION	English	2	0
Doctoral (Ph.D)	PhD or DPhil, Dentistry	60	POST GRADUATION	English	4	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	28				25				51			
Recruited	21	7	0	28	15	10	0	25	23	28	0	51
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	20				3				0			
Recruited	15	5	0	20	1	2	0	3	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				111
Recruited	35	76	0	111
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				22
Recruited	19	3	0	22
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	0	0	3	1	0	5
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	20	7	0	15	10	0	23	27	0	102
Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	12	5	0	1	2	0	0	0	0	20
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

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	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
Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	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

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	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
Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	1	0	0	1
Number of Emeritus Professor engaged with the college?	Male	Female	Others	Total
	1	0	0	1
Number of Adjunct Professor engaged with the college?	Male	Female	Others	Total
	0	0	0	1

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
Doctoral (Ph.D)	Male	2	1	0	0	3
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
UG	Male	22	0	0	0	22
	Female	71	7	0	0	78
	Others	0	0	0	0	0
PG	Male	11	0	0	0	11
	Female	22	0	0	0	22
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	4	2	7	4
	Female	9	12	11	8
	Others	0	0	0	0
ST	Male	0	3	1	2
	Female	3	3	3	1
	Others	0	0	0	0
OBC	Male	12	13	10	16
	Female	42	35	43	35
	Others	0	0	0	0
General	Male	17	13	11	6
	Female	52	52	53	69
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		139	133	139	141

General Facilities	
Campus Type: Vishnu Dental College Vishnupur Bhimavaram - 534202 West Godavari District	
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)	2
* Qualified Doctor (Part time)	0
* Qualified Nurse (Full time)	3
* Qualified Nurse (Part time)	0
• Facilities like banking, post office, book shops, etc.	Yes
• Transport facilities to cater to the needs of the students and staff	Yes
• Facilities for persons with disabilities	Yes
• Animal house	Yes
• Power house	Yes
• Fire safety measures	Yes
• Waste management facility, particularly bio-hazardous waste	Yes
• Potable water and water treatment	Yes
• Renewable / Alternative sources of energy	Yes
• Any other facility	MINIPLEX, Motor Driving school for Women, FM Radio, Tv and Radio Academy, Vishnu music school, Confectionary courses, Psychology Department, Temple, Laundry

Hostel Details		
Hostel Type	No Of Hostels	No Of Inmates
* Boys' hostel	2	39
* Girls's hostel	4	268
* Overseas students hostel	1	0
* Hostel for interns	2	54
* PG Hostel	2	50

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3. Extended Profile

3.1 Students

Number of students year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
638	655	683	676	658
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

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

2018-19	2017-18	2016-17	2015-16	2014-15
148	130	154	146	121
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

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

2018-19	2017-18	2016-17	2015-16	2014-15
139	133	139	141	141
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

3.2 Teachers

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

2018-19	2017-18	2016-17	2015-16	2014-15
127	124	123	110	114
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

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

2018-19	2017-18	2016-17	2015-16	2014-15
127	124	123	110	114
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

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

2018-19	2017-18	2016-17	2015-16	2014-15
669.41534	723.33487	626.24827	488.10887	442.67774
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:

The institute ensures curriculum planning, delivery and evaluation prescribed by the regulatory bodies. The annual academic calendar is made every year before the commencement of the academic session. The Theory and Clinical curriculum are delivered through structured timetables. Monthly lesson plans are designed by individual departments after discussing with the concerned faculty members and these lesson plans are displayed in the notice boards of respective learning halls. Laboratory schedules for the pre-clinical work are designed for the complete academic year in sequence following the exercises as per the curriculum described by Dental Council of India. Clinical manuals speciality wise is designed for use to monitor the work (treatments rendered) progress of each student independently.

The postgraduate curriculum is also planned speciality wise which includes seminar presentations Bi/Tri-weekly, journal club discussion, and case presentations. Multi disciplinary / Interdisciplinary clinical case discussions are held as and when required to discuss and submit the treatment plan. Pedagogy presentations for the 1st postgraduate to improve their presentation and communication skills.

Basic Sciences classes for 1st-year postgraduate students are being conducted by senior faculty. Research Methodology and Bio-Statistics classes for 1st-year postgraduate students are conducted to encourage research attitude and to make it easier for the selection of dissertation topics as well as to design minor research projects. Postgraduate students from the department Oral Medicine & Radiology, Oral & Maxillofacial Surgery and Oral Pathology are posted in attached Medical Hospital and to Oncology centres at Bhimavaram & Hyderabad. Undergraduate and Postgraduate Students are encouraged to attend Conferences and Workshops and present scientific papers, posters and table clinics. Postgraduate students are encouraged to publish research in journals of repute, e-library facility is facilitated in the central library for the students. The Internal Assessment committee of the institute formulates the Internal assessment timetable and monitors the evaluation of theory and practical/clinical examinations for both undergraduate and postgraduate students. During the monthly IQAC meetings, the progress of the curriculum delivery is monitored and if warranted additional lecture and practical/clinical hours are granted.

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: 2.31

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

2018-19	2017-18	2016-17	2015-16	2014-15
4	4	2	2	2

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
Link for additional information	View Document

1.2 Academic Flexibility

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

Response: 73.33

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

Response: 22

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

Response: 30

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

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

Response: 15.56

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

2018-19	2017-18	2016-17	2015-16	2014-15
139	151	106	87	30

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

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:

Health is influenced by multiple factors that lie both within the individual and externally. Genetic factors and environmental factors interact, and the result may be health-promoting or otherwise. Determinants of

health like biological determinants, behavioural and socio-cultural conditions, environmental factors, socioeconomic conditions, health services, ageing of population graduates and gender covered in the curriculum through lectures. The curriculum extensively covers information on primary health care, national health programs, national and international health agencies as part of the right to health or "health for all". Students as part of swasthya vidya Vahini by the government of Andhra Pradesh are involved in 1. Health education of rural population 2. Collection of baseline health information. Women's health is gaining importance in the areas such as nutrition, reproductive health, health consequences of violence, ageing, lifestyle-related conditions and the occupational environment. Policymakers are aware of women's health issues and encourage their inclusion in curriculum development. Students are sensitized on the importance of the impact of the environment on health. Public health dentistry curriculum encompasses topics of air, water and noise pollution, environment protection acts and solid waste disposal. Students are informed about the environment sustainability by organising trips to water purification, water treatment and sewage disposal facilities. Ethics and human values for man are an important dimension of the profession. The code of ethics prescribed by regulatory bodies as well as professional associations act as a guiding light in distinguishing between right and wrong, observing one's duties and maintaining good interpersonal relationships. Orientation program on "ethics, etiquette and deportation" is conducted after admission for both undergraduates and postgraduates.

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

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

Response: 24

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

Response: 24

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

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

Response: 40.06

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

2018-19	2017-18	2016-17	2015-16	2014-15
638	356	219	93	100

File Description	Document
Institutional data in prescribed format	View Document
Attendance copy of the students enrolled for the course	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: 93.34

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

Response: 561

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
Links to scanned copy of completion certificate of field visits/Clinical / industry internships/research projects/industry visits/community postings from the organization where internship was completed	View Document
Link for additional information	View Document

1.4 Feedback System

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

1. Students
2. Teachers

- 3. Employers
- 4. Alumni
- 5. Professionals

E. Any 1 of the above

D. Any 2 of the above

C. Any 3 of the above

B. Any 4 of the above

Response: C. Any 3 of the above

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

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

E. Feedback not collected

D. Feedback collected

C. Feedback collected and analysed

B. Feedback collected, analysed and action has been taken

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

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

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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: 98.29

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

2018-19	2017-18	2016-17	2015-16	2014-15
70	64	70	64	64

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

2018-19	2017-18	2016-17	2015-16	2014-15
70	64	70	64	70

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

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

Response: 98.3

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:

2018-19	2017-18	2016-17	2015-16	2014-15
139	133	139	141	141

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

2018-19	2017-18	2016-17	2015-16	2014-15
141	141	141	141	141

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: 3.62

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

2018-19	2017-18	2016-17	2015-16	2014-15
7	5	6	7	0

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

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 low performers The Institution:

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

E. None of the above

D. Any one of the above

C. Any two of the above

B. Any three of the above

Response: B. Any three 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

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

Response: 5.02

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:

Though the college focuses on academics, students have the opportunity to participate in a number of extra-mural activities and are encouraged to play both indoor and outdoor sports. The college has wide options to play various sports like Cricket, Basketball, Volleyball, Throwball, shuttle, badminton, Table tennis and Gym facilities to improve their strength training. A number of individual sports are traditionally practiced by our students like Track athletics, Tennikoit, Discus throw, Javelin throw. The college team came runners-up in Basketball at the university level and also represent the university in state & national level competitions.

The social highlight of the year is un-doubtfully the annual cultural meet which is well supported and participated by both staff and students alike involving the whole college. The culmination of this event is a formal function which is always remembered for all the right reasons and is a true celebration of being a student and the associated responsibility. Apart from these, our college provides training courses for confectionary products, for car driving, Yoga and meditation.

Also, innate talents like singing, mimicry were identified among students and were encouraged to perform in Vishnu F.M radio on our campus. Also, interested students were encouraged to make short films and were projected in Vishnu Miniplex theatre. At VDC, the development of the well-rounded individual is a principal goal of extracurricular activities on the college campus. These activities afford positive impact on student's emotional, intellectual, social, and interpersonal development. By working together with other individuals, students learn to negotiate, communicate, manage conflict, and lead others.

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:

There is always a great deal of scope when it comes to teaching-learning methodologies. Vishnu Dental College was a pioneer then and leader now in this aspect of academics.

Small group teaching is an innovative way of learning practised in the institution wherein the larger groups of students are divided into smaller groups which impart an effective process of learning. The most admirable part of teaching methodologies at our institution is activity-based learning. Students perform or do a hands-on minds-on experience with little or no help from the teacher. This is a form of **experiential learning** where learning is through action, learning is by doing and learning is through experience.

Our innovative teaching methods are improving student learning by creating an **integrated/interdisciplinary** curriculum which helps the student to understand the connections between subjects. Clinical shadowing of I and II BDS students helps in the integration of basic and clinical sciences. The integration of the sub-disciplines within a subject area allows the learner to explore information about topics without the constraints imposed by traditional subject barriers.

To meet and uphold the needs of the students and go in par with them and reach their minds, our faculty also took a new creative mode of performing **role-plays** which is purely subject-related and the best part of it is, the students are made to involve in this method, thus making it **student-centric learning**. Here we know very well that there is no one method for making adult learning sessions successful and effective. So we employ various student **participatory learning** methods.

We use innovative methods of learning (rather than teaching) such as **problem-based learning/case-based learning** (PBL/CBL). PBL/CBL begins with a problem, not with knowledge. Knowledge is gained by way of the solution to the problem. Analysis of problems/cases is used as the primary instrument for the acquisition and application of knowledge. Independent lifelong learning skills are acquired by students as the PBL system places activity and responsibility directly on to them. This makes PBL **student-centred and self-directed**. Case-based learning forms the critical foundation of the **patient-centric learning** process. These effective educational strategies are **evidence-based learning** methods. This kind of learning system is very much useful in a comprehensive set-up of dental care for which Vishnu dental college is bound to the same.

To enhance student's knowledge as well as critical thinking, creativity, and communication skills students are assigned projects. This **project-based learning** unleashes contagious, creative energy among students and teachers. As mentioned elsewhere, to reach the minds of the newer generation students the college has implemented the i-pad learning/teaching method in the 2017 year. Faculty development has become a priority to keep in pace with and respond to emerging student's needs. The institution is making efforts to

upgrade the knowledge, skills of teaching faculty and students by implementing the Faculty and student development programs and enriching the teaching skills at **VEDIC (Vishnu Educational Development and Innovation Centre)**.

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

E. None of the above

D. Any one of the above

C. Any two of the above

B. Any three of the above

Response: B. Any three of the above

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

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

Response:

We, as a team of VDC e-learning, have customized a system which promotes flipped class teaching methodology. This system has enabled students to learn concepts of dentistry in his or her own pace and learning style through an established database management system. The teachers in this institute use iPad and various apps available such as **socrative, kahoot, Edmodo and google forms** etc. From 2017 academic year first BDS batch who joined in the institute has been made to use iPad during lecture classes as well as in practical/clinical sessions with the help of Wi-Fi facility. As per the annual academic plan, each topic will be sectioned into the content plan, session plan, lecture keynotes, pdf handouts, images, videos and best internet sources for specific topics and MCQ for various entrance examination on specific topics are prepared and will be uploaded to the server, so that students can have look into them even before the theory classes and can have the best idea and knowledge on that particular topic. Apart from that teachers edify available on YouTube and direct students to the use of various websites to obtain information about a given topic. Special sessions are regularly held by the experts to train the teachers in the use of these apps available on iPads. Multiple choice questions, fill in the blanks, match the following, identify the lesions etc. are regularly been given to students using iPads. Regular monitoring and instant feedback are obtained. It is a completely technology-driven process with many advantages for effective teaching and learning to undergraduate students. Despite many advantages, there are few limitations of technology in education. To curtail those limitations we have deployed a Mobile Device Management (MDM) system which will control the unnecessary and faulty usage of the device during academic usage.

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: 22.79

2.3.4.1 Total number of mentors in the preceding academic year

Response: 28

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

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

Response:

The teaching-learning process nurtures creativity, analytical skills and innovation among students. Various steps have been taken to make the teaching-learning more learner-centred than teacher controlled. Lecture classes have been extended from 60 to 90 minutes with the major part devoted to creative activities by the learner. Students are given small projects and are encouraged to design and perform public awareness programs to spread themes such as anti-tobacco day, world's AIDS day, oral hygiene day, world cancer day, prevention of road traffic accidents by using helmets and wearing seat belts etc. Further separate cells have been provided in the college for smoking cessation, patient counselling where students learn motivation skills. They also design posters and models for educating the public which they use in the door to door campaigning of dental health awareness.

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

2.4 Teacher Profile and Quality

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

Response: 100

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

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: 7.83

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.

2018-19	2017-18	2016-17	2015-16	2014-15
11	10	10	8	8

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

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

Response: 8.98

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

Response: 1140

File Description	Document
Institutional data in prescribed format	View Document
Consolidated Experience certificate duly certified by the Head of the institution	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: 73.48

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

2018-19	2017-18	2016-17	2015-16	2014-15
115	104	90	71	63

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

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

Response: 2.41

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

2018-19	2017-18	2016-17	2015-16	2014-15
5	6	4	0	3

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

Continuous assessment is an important component in academics which encourages the students to work systematically throughout the year. Hence maintaining the transparency in conducting examinations will enhance the morale of the students.

Measures to be taken to ensure transparency and robust internal assessment:

- The 3 internal assessment examinations will be scheduled according to the university and planned at the convenience of the academic calendar.
- Every department will prepare a set of two question papers out of which one paper will be selected by the convener of the internal assessment committee to avoid bias.
- The convener of the internal assessment committee collects the question papers of the respective departments and maintains the confidentiality by personally taking the Xerox copies.
- A single copy of all the question papers for all the academic years will be preserved in a file and maintained by the convener of IAC.
- All the examinations will be conducted in a hall which is under strict surveillance by the faculty members as well as by the closed-circuit cameras and signal jammers.
- The sealed envelope containing question papers will be opened in front of the convener of the internal assessment committee just before the commencement of the examination.
- Regular internal assessment examinations will be conducted and the evaluation will be done as per the predetermined date by the IAC.

Institution strictly adheres to the academic calendar for the smooth functioning of internal examinations.

- Every academic year includes three internal assessment examinations without interrupting the regular schedules for both regular and supplementary batches.
- I and II internal assessment will be conducted for 35 marks for 90 mins whereas III internal is for 75 marks for 180 mins.
- Internal assessment marks for a candidate in a subject will be calculated as the average of marks

obtained in the internal exams.

- Internal examinations have theory, practical and viva-voce wherein practical examination includes case-based learning.
- For a student to be eligible to appear for the university examination, he/she should secure at least 40% of the maximum marks in the internal assessment for both theory and practical/clinical in all the subjects/papers separately.
- The question papers should contain different types of questions like an essay, short essay and short answers. The nature of the questions should be aimed to evaluate students of different standards ranging from average to excellent.
- The question should cover the broad area of the content of the course and the marks should be specifically allotted.

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

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

Response:

At the college level internal assessment examinations, Scrutinization team helps in solving the grievance of student and to ensure careful valuation of the scripts by the teachers. The answer scripts are evaluated within 4 days (96 hours) of the last examination. The answer scripts are made available to the students after evaluation, for their feedback. The information regarding the performance of the students (internal assessment marks) are displayed on the departmental notice boards, further, the data regarding the performance of students are sent to their parents /guardians through mail/post/SMS which provides transparency and accountability to the evaluation process.

Grievance redressal with regard to Annual examinations conducted by the university is addressed by the concerned authorities of the Universities.

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:

There will be 3 internal assessment examinations scheduled according to the university and planned at the convenience of the academic calendar.

- Members of IAC decided to modify the question papers of I and II internal assessments by adding 10 MCQs for 5 marks for the purpose of NEET preparation.
- Every department has to prepare a set of two question papers and will be mailed to internalassessment@vdc.edu.in, out of which one paper will be selected by the convener of the internal assessment committee to avoid bias.
- The convener of the internal assessment committee shall collect the question papers of the respective departments to maintain confidentiality by personally taking the photocopies.
- The in-charges of the internal assessment monitoring committee shall take care of the photocopied internal assessment question papers and those papers shall be handed over to the HODs/In-charges in a sealed envelope one day before the examination.
- All the examinations are conducted in the examination hall which is under strict surveillance by the faculty members as well as by the closed-circuit cameras and signal jammers.
- The evaluated answer scripts shall be sent to the internal assessment monitoring committee for scrutiny within a week.
- The convener of IAC shall check the evaluated answer scripts for transparency.
- After final scrutinization, all the answer scripts will be returned to the respective departments.
- After the scrutinization mark sheets, percentage of theory and practical attendance, copy of absentees and failures with reasons should be mailed to the same e-mail id within one week.
- The action plan will be taken by the mentor for slow learners and failed students should fill the reasons for their failure in exams as mentioned in the feedback forms.

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

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

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

E. None of the above

D. Any 1 of the above

C. Any 2 of the above

B. Any 3 of the above

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:

The institution effectively communicates the stated learning outcomes (generic and programme-specific) to all the faculty and students. The learning outcomes are stated by the Dental Council of India and the same are followed by Dr NTR University of Health Sciences (affiliated university). The website of the institution provides a link to the stated outcomes which enables access to the teachers and students.

The outcomes are clearly defined for each subject in under graduation and each speciality in postgraduation. These outcomes are constructed using Bloom's taxonomy wherein the student is evaluated at cognitive, psychomotor and affective domains. The concepts taught in basic sciences are integrated with clinical subjects, lays down the scientific foundation for the learner in making him/her a better doctor and an added benefit to the society.

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: 90.06

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

2018-19	2017-18	2016-17	2015-16	2014-15
141	130	154	146	121

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

2018-19	2017-18	2016-17	2015-16	2014-15
158	150	174	174	128

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

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

Response:

Dental education involves a complex combination of didactic and motor skill learning processes. Dentistry rests on an educational foundation yet must thrive in the competitive milieu of a rapidly changing world that demands continuous quality improvement through both personal and professional growth. Innovative changes that are necessary for the education of general dentists to ensure that graduates enter the profession fully competent to meet the oral health needs of the public. New educational methodologies are replacing the teacher-driven pedagogical styles of discipline-based systems. The students are motivated to think and indulge

in the self-study rather than playing a passive role. The major part of the learning time is devoted to demonstrations, small group discussions, seminars, clinical work and continuing education programs supported by didactic lectures. The course is designed and integrated in such a way to permit smooth progression from pre-clinical to clinical phase. The teaching schedules, lesson plans and lectures are pre-planned and made available to students online. Small group teaching with the incorporation of activities like role play/quiz is part of didactic lectures. Provision is made in a daily schedule for adequate time for reading. Library facilities with academic resources and ambient seating are provided. Audiovisual aids, computer-assisted learning aids, Medline and internet facilities are provided to assist in self-learning in clinical training each student is involved in comprehensive oral health care with a holistic approach to enable them to plan and treat patients as a whole, instead of separate treatments provided in each speciality. A class of dental students is not homogeneous. Within a class, there will be a mix of students, with some more advanced and some slower in their mastery of curricular components. Remedial programs are undertaken for slow learners at specific intervals. Education programs are conducted to sensitize students on the significance of infection and cross-contamination. Continuing dental education programs to upgrade the knowledge and professional skills are conducted through ACEVDC. Students are encouraged to attend conferences and workshops at state and national level to upgrade knowledge and skills.

- The movement towards competency-based education in dentistry challenges traditional testing techniques because careful measurements of knowledge, attitude, psychomotor, and communication skills are required. Continuous assessment is an important component in a competency-based dental curriculum. The educational process is a continuum for at least four years, multiple examinations are

required. During the year, a minimum of four internal assessment examinations is conducted for assessment of diagnostic, interpretation, treatment planning and clinical skills. Assessment methods such as multiple-choice, short-answer essay, structured clinical examinations, small group discussions, student self-assessment and feedback are conducted regularly. Monthly monitoring of learning and assessment are done by IQAC.

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:

- i. The parent teacher's committee will be formed every academic year and meeting will be organized twice in the academic year for both the regular and supplementary batch. Feedbacks will be received from the parent through Parent-teacher meet and at the department for implementation of the necessary action.
- ii. The slow learners were picked out after the internal examination marks were released. The students who scored less than 40% were categorized as slow learners. The parents of the slow learners are called to discuss the remedial measures in order to facilitate the student's progress. The students were given freedom to express their problems and issues personally which includes language issues, emotionally and academically. Once the student's problems were understood, they were handled with empathy. Students who require professional counselling were sent to an In house clinical counsellor appointed by the institution.
- iii. Feedback from parents: The parents are satisfied with the facilities provided to their wards and are sufficient and to the satisfaction level.
- iv. Outcome: The above practices were positively reflected in the university results where the slow learners excelled.
- v. The following measures are adopted to improve the performance of slow learners

Extra classes

Extra classes are conducted if there is a difficulty in understanding the content. To facilitate understanding among the vernacular medium students extra classes are conducted.

Counseling Sessions

Counselling Sessions are organized for student teachers facing personal problems, with the help of a professional counsellor appointed by the college.

Mentoring faculty are identified and assigned as mentors for all

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 0.63

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: 7.86

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

2018-19	2017-18	2016-17	2015-16	2014-15
11	10	10	08	08

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

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

Response: 2.77

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

2018-19	2017-18	2016-17	2015-16	2014-15
10	0	3	1	3

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: 4**

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

2018-19	2017-18	2016-17	2015-16	2014-15
3	0	1	0	0

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

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:**

Vishnu Dental College is located amidst multidisciplinary environment with Engineering, Pharmacy, Degree, Management and Polytechnic colleges around. The Incubation centre is conceptualized to ignite the entrepreneurial abilities of our students. The initiative is designed to build an ecosystem of innovation and problem solving by addressing local needs. As an institution we leverage on our connections with Government, NGOs (not-for-profit organizations) and Social enterprises; also, infrastructure (Women Technology Park, high-end lab facilities) and deep reach into the local villages and markets. Being an institution driven by mission 'Oral Health Care for All', as a culture, the students are encouraged to observe and identify problems and come up with possible innovations to empower dental ecosystem. The Incubator provides them mentoring through ideation till prototype development; we focus on fostering appropriate technology solutions that include low-cost dental equipment, materials, artificial intelligence solutions for affordable dentistry, per se.

Few innovations to mention:

- A foot-controlled mobile air compressor is a disruptive technology innovation to enable Dental professionals to practice Rural Dentistry. The rationale is that most of the remote areas do not have power supply and that's becoming a challenge for Dentists to outreach. This product received the YSR Innovation Award with INR1Lakh Grant in Bio Asia Competition.
- In collaboration with Assistive Technology Lab, a thermocycling Unit is developed. This helps in in-vitro

testing of dental specimens.

- To address the challenge of tongue isolation, an innovative design of tongue retractor is made from a sectioned impression tray and a tongue confiner.

- An intraoral parallelometer is built to check the intraoral parallelism. The project was funded by MSME, Government of India.

- Implementation of artificial intelligence solutions for machine learning and deep learning on radiographs.

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: 43

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

2018-19	2017-18	2016-17	2015-16	2014-15
20	6	8	5	4

File Description	Document
Report of the workshops/seminars with photos	View Document
Institutional data in prescribed format	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**E. None of the above****D. Any 1 of the above****C. Any 2 of the above****B. Any 3 of the above****Response:** B. Any 3 of the above

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

3.3.2 Average number of Ph.D/ DM/ M Ch/ PG Degree in the respective disciplines received per recognized PG teacher of the Institution during the last five years.**Response:** 10

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: 290

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

Response: 29

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
Link for any additional information	View Document

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

Response: 2.42

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

3.3.4 Average number of books and chapters in edited volumes/books published and papers published in national/ international conference 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

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: 411

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.

2018-19	2017-18	2016-17	2015-16	2014-15
78	83	76	90	84

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

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

Response: 94.26

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

2018-19	2017-18	2016-17	2015-16	2014-15
613	600	652	633	622

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

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:

Apart from setting enviable standards in delivering oral health services, Vishnu Dental College has been

organizing regular extension and outreach activities every year since its inception in 2002. The activities include dental screening camps, dental treatment camps, school oral health programs, oral health awareness campaigns etc. in remote rural areas, tribal hamlets, urban slums, industries, school and colleges. During the last five years, we had organized 472 dental health camps covering 62, 532 population. Out of which 15,634 received dental treatments through our mobile dental unit. There is a community radio- radio Vishnu 90.4 where health talks were given by the students as well as faculty to increase awareness on the importance of oral health. Our institute is also a part of Swasthya Vidya Vahini (SVV), an initiative by the ministry of health and family welfare, the government of A.P where students will educate the public to promote sanitation and hygiene in villages and to build a Swachh Andhra Pradesh. A recent addition to our community outreach program in Oral Health Alliance: Miles for Smiles, where dental students go to villages, meet people at home, interact with them, screen for oral diseases and educate them about oral health. So far, the institute had established 18 Satellite Clinics which aims to provide accessible, affordable oral health services for rural masses. National service scheme (NSS unit) of the institute goes beyond the traditional boundaries of dentistry and conducts extension activities in the adopted village on issues ranging from women's health, self-employment, and environmental issues to agricultural technologies etc. It is imperative to mention that the Kovvada Annavaram Village has been adopted by the institute under Unnat Bharat Scheme, a flagship programme of Ministry of Human Resource Development (MHRD). We also organize special programs on important days to spread awareness. We do not see outreach programs as a regulatory compulsion but an opportunity to serve society. As recognition to our extension and outreach activities, we received "Dr D.N. Kapoor award" for the Best Community Project by the international college of dentists (ICD) on 18th December 2016. Our institute had selected for "Swachhta rankings 2017" of higher educational institutions by the Ministry of HRD, Govt. of India for the year 2017.

For three consecutive years, we received "Best Community Service Award" for the years 2016, 2017 and 2018 by IAOMR (Indian Association of Oral Medicine and Radiology) for recognizing our screening and tobacco awareness programs in rural areas of Godavari districts. We also awarded a certificate for participating in world largest dental health check as a part of the Guinness book of world records event by Dr Sridhar oral health foundation and Indian red cross society on 6th December 2018.

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:

Befitting the tradition and aspiration of the Society founded by Padma Bhushan Dr B. V. Raju, the present Chairman, Mr K. V. Vishnu Raju, has undertaken and executed various social activities under the banner

of Sri Vishnu Educational Society (SVES).

Dr B. V. Raju Knowledge Centre

- One among the social activities undertaken by Mr K. V. Vishnu Raju, Chairman of SVES, is the Knowledge Centre at Kumudvalli to enable the students in their quest for Knowledge and development through the scientific experiment.

Merit Scholarships

- B. V. Raju foundation is spending every year an amount of **25 lakhs** towards the distribution of scholarships for meritorious students of various colleges & universities in the name of the founder chairman Dr B.V. Raju Garu and his wife Smt. Seethammagaru.

Adopting Schools

- The foundation had adopted the schools of Kumudavalli, Dirusumarru, Vempa and Durgapuram (Bhimavaram) to provide them with the best in class infrastructure.

Housing Schemes for Poor and Needy People

- The foundation always comes forward to provide better housing facilities for the poor and needy people. Building material and cash donations are given to the poor and needy people of surrounding villages for the construction of houses.

Processed Drinking Water Distribution

- In both, its campuses of Sri Vishnu Educational Society the society has established full-scale RO Water Plants which processes and supply the drinking water through tankers every day in the neighbouring villages.

Leprosy Patients Rehabilitation

- An amount of Rs. 10 lakhs was donated to FML Rehabilitation Centre for Leprosy patients at Srungavruksham, West Godavari (Dt), AP. Rs. 1 lakh worth of medicines distributed to

Leprosy and Aids patients of St.Mary's Leprosy Centre, Bhimavaram every year.

Health Camps

A Community Dentistry Vehicle of Vishnu Dental College and Hospital conducts regular dental camps in West Godavari (Dt) and East Godavari (Dt) of Andhra Pradesh. Vishnu Dental Hospital has been rendering super speciality dental services at minimum cost to the society.

Building Temples, Churches and Mosques

- Financial Assistance has been provided for construction/renovation of various temples, churches and mosques at various locations across Telangana and AP.

Community Radio

Radio Vishnu 90.4 – This was the first community radio station to be commissioned in an educational campus in the combined state of Andhra Pradesh. Various programmes are designed for the upliftment of rural women and the farming community.

Developing Public Parks and Community Development

- The Society has been always in the forefront in the donation of funds for developing public parks and community halls and also in rendering necessary help to the needy during natural calamities.

Social Consciousness

- SVES has a long and strong tradition of supporting the larger communities during natural calamities such as earthquakes and cyclones.

Distribution of ATL Gadgets to Physically Disabled People

Every year on world disability day assistive devices would be distributed to the beneficiaries and required guidance will be given to them for using those devices.

Vehicle Donations to Govt. Departments

The society has donated a number of vehicles to various government departments.

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

3.5 Collaboration

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

Response: 7

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

2018-19	2017-18	2016-17	2015-16	2014-15
13	10	6	4	2

File Description	Document
Institutional data in prescribed format	View Document
Documentary evidence/agreement in support of collaboration	View Document
Certified copies of collaboration documents and exchange visits	View Document
Any other Information	View Document
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: 6

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: 6

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

NAAC

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 provides the state of art infrastructure that will give the students ample learning opportunity as it is critically related to the vision of our college and hence the facilities provided were beyond the requirements of Dental Council of India and Dr NTR University of Health Sciences.

Classrooms:

All the classrooms were ICT enabled and were designed to facilitate *small group teaching* (SGT) with installed Apple TV's, Mini Mac servers and smart class program so that students can access the course lectures by intranet facility within the learning space.

Seminar Halls:

Well-equipped spacious seminar halls for each speciality, with latest audio-visual aids like LCD projectors, whiteboards, internet connectivity and air conditioners for conducting seminars and workshops thus provide the best quality of learning experience.

Facilities for Clinical Learning:

Clinical training facilities at VDC are continually updated to ensure the most modern facilities are delivered.

- Comprehensive dental care facilitates problem-based as well as case-based learning in addition to effective patient care.
- Intranet **VAIDYO**, a patient data automation package, introduced in VDC where patient data is entered digitally, making it paperless clinic with centralized documentation, easy to store, retrieve and cost-effective and also enabling students to work towards evidence-based dentistry.
- Histology and pathology labs have thin clients installed for facilitating **virtual learning**.
- *Digital dental radiography* with both intraoral and extraoral techniques like *IOPA, OPG, CBCT* facilitates student learning from single to three dimensions.
- Eighteen Dental operating microscopes and other advanced equipment for student learning like *Lasers, advanced implant surgical equipment, TENS, T-scan* pressure mapping and digital occlusal record system.
- *Conscious sedation unit, Cryosurgery, Stryker Core Console Kit*
- Jaw tracker 3D, BioJVA Joint Vibration Analysis and BioEMG-III system.
- *Vicat penetrometer, Gillmore needle, Aquacare Air abrasion cart.*
- *Research and stereo microscope* with image analysis software.
- Equipped with *Tele-dentistry* - through which diagnosis and treatment guidelines are offered to

satellite clinics.

- BLS (Basic Life support) training using mannequins and trained faculty.
- The Central Sterile Supply Department ensures a quality assured environment in the clinics along with emphasizing the clinical importance of sterilization by hands-on experience to students.

Learning in the Community:

Community-based dental education offers a range of positive learning experiences for students while providing required dental services for the underserved.

- The college has fully equipped mobile *dental van* with dental chairs and other accessories to provide screening and treatment needs.
- Dental Outreach Programs by way of *Miles for Smiles*.
- Started 18 satellite clinics in West, East and Krishna Districts.

Laboratories:

- State of art preclinical labs equipped with patient simulators in Prosthodontic and Conservative dentistry departments help the undergraduate students have hands-on experience of various dental procedures prior to their clinical postings.
- Advanced histopathology and clinical labs permit the utmost patient care.

Computing equipment:

- *Wifi-enabled* campus with more than 100 computers utilized for library and departmental functions. Scanners, Printers and other accessories are available.
- Regular *webinars* are conducted.
- Facilities to observe live surgical demonstrations.

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

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

Response:

The Institution emphasizes on physical activities to provide both fitness and mental relaxation. The college

has wide options to play various sports like Cricket, Basketball, Volleyball, Throw ball, shuttle badminton, Table tennis and Gym facilities to improve their strength training. A running track was constructed for track events like running. The training was given for field events like long jump, High jump, Javelin throw, shot put, discus throw and sports meet was conducted twice in a year. Provision for cycling was provided with campus cycles. A well maintained swimming pool was established and training was given.

The annual cultural meet was well supported and participated by both staff and students involving the whole college. Various on-stage and off-stage events were conducted annually. Students who are good at singing and mimicry were encouraged to give programs at Vishnu FM radio present in our campus. For conducting cultural activities we have two closed and two open-air auditoriums.

Vishnu miniplex theatre with seating capacity of 150 members was constructed and new movies and short films shot by students were projected. A well facilitated bakery was present in the campus and confectionary courses were offered to the interested students. Also, we have a car driving school which offers diving courses to interested students.

The college has well equipped infra structure for various games and sports.

S.No	Sport/ Cultural event	Area	Year of establishment	User rate	
1	Badminton	Boys- 40x 18 mtrs Girls-30x 15 mtrs (wooden floor)	2010	50 members	
2	Cricket	Boys- 4.25 acres Girls-2.5 acres	Boys- 2013 Girls- 2002	100 members	
3	Table tennis	Boys- 10x4 mtrs Girls- 5x3 mtrs	2002	30 members	
4	Basket ball	Boys- 35x19 mtrs Girls- 35x 19 mtrs	2002	30 members	
5	Volley ball	Boys- 18x9 mtrs Girls- 18x9 mtrs	2002	35 members	
6	Throwball	Girls- 20x12.5 mtrs – 2 courts	2002	40 members	
7	Tennis	30x18 mtrs	2002	10 members	
8	Gymnasium	Boys- 2300Sqft Girls- 2000Sqft	2004	30 members	
9	Swimming pool	30x 15 mtrs	2013	20 members	
10	Running tracks	Boys- 400 mtrs Girls- 200 mtrs	2013	30 members	

11	Yoga and meditation centre	3000 Sqft	2016	25 members	
12	Boating	2 acres lake	2011	10 members	
13	Kayaking	2 acres lake	2016	10 members	
14	Vishnu FM	1200 Sqft	2007		
15	Vishnu Tv academy	500 Sqft	2008		
16	Closed auditoriums	1) Main audi- 15,223 Sqft 2) Mini audi- 11,212 Sqft	2001	1000 members	
			2007	350 members	
17	Open auditoriums	44,395 Sqft	2002	2000 members	
18	Boat house	15x10 mtrs	2016	15 members	
19	Miniplex	3000 Sqft	2016	150 members	
20	Tennikoit	30x 15 mtrs	2010	15 members	

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

4.1.3 Availability and adequacy of general campus facilities and overall ambience

Response:

The institute provides the high class infrastructure that caters to the needs of students, faculty and patients to offer the finest patient care and technological resources. To highlight a few,

Medical facility

In our Institute, we have two Medical Centres with 25-beds and 24x7 residential doctors and staff nurses. We have a woman counsellor and clinical psychologist and lady gynaecologist on call. Medical Centre has all Medical facility like General ward, Ambulance with 24x7 driver, first aid kit and necessary equipment for any emergency purpose.

Hostel

The campus houses well ventilated spacious hostels for girls and boys separately. Air-conditioned hostel rooms are also available. The salient features of the hostel include self-contained toilet cum bath with hot water facility, study table with a cabinet to store books, wardrobes and cots, mineral water for drinking and 24 hours high security with security guards and CCTV surveillance. Laundry and saloon services are available. The hostel mess provides good quality, hygienic well-balanced food.

Cafeterias

Cafeterias and food stalls in the campus offers a varied menu and comfortable surroundings enabling students to experience a sense of “home” while in the campus. The canteen provides snacks, beverages and lunch at affordable rates. Nescafe shop, fruit juice stall, Maggi stall and fresh choice bakery are also located in the campus. Daily meals and breakfast facility is also made available at the campus.

Banking, Post office

Indian bank SVES Extension Counter and three ATM Centres are available at our campus. Post office and Mee-Seva are also available at the campus.

Renewable energy

We have installed solar power panels in our campus as a source of renewable energy

RO Drinking Water Plant

There is a water treatment plant in the campus where the water is treated by Reverse Osmosis (RO) plant before supplied for drinking purpose.

Sanitation facility

Toilets are provided in each floor in different blocks institute academic campus with signage boards to make it easy for the patients. Highest standard of maintenance of the toilets is daily carried out by outsourced staff.

Sewage Treatment Plant:

A sewage treatment plant has been established in our campus where the wastewater is treated and utilized properly for watering the plants throughout the campus.

Roads, signage and parking services

We have ample parking with good tar road lanes and signage boards all over the campus.

Greenery

The campus has a scenic landscape with well-maintained parks, gardens and lakes.

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

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

Response: 38.18

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

2018-19	2017-18	2016-17	2015-16	2014-15
207.8283	393.0314	240.30848	172.35505	140.90747

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

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 infrastructural facilities available for training undergraduate and postgraduate students are in accordance with the regulations formulated by the DCI. The clinical training facilities are continuously updated to ensure that students are provided with state of the art facilities. The College is keen to provide an excellent academic environment for about 600 students with more than 100 highly competent teaching faculties. The infrastructure contains teaching and learning facilities that include general and specialized laboratories, lecture theatres, small group teaching chambers and a well-stocked library. Each speciality has an outpatient dental clinical facility equipped with electronic dental chairs connected to a centralized suction unit. 353 electronic chairs are installed in the major integrated clinical areas, 40 dental chairs are

installed in the 21 satellite clinics which cater to the needs of the surrounding rural population and 2 dental chairs are installed in the mobile dental van for the outreach community services intended to improve accessibility to quality dental healthcare. The dental hospital provides inpatient services has a fully equipped operation theatre to perform major and minor surgeries, 5 bedded ICU with ventilator support and a 20 bedded general ward with separate male and female wings.

All clinics are complemented with digital radiographic facilities like Radiovisiographs (RVG's) and Phosphor Storage Plates (PSP'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.

The array of advanced equipments include 15 dental operating microscopes to perform advanced surgical and restorative procedures, 3 soft tissue laser units and advanced air abrasion units, nitrous oxide sedation unit, Platelet-rich plasma (PRP) centrifugation unit, T scanner and jaw trackers for advanced Prosthodontic treatments and 5 implant surgical kits along with physio-dispenser, resonance frequency analyzer, piezoelectric surgical devices for advanced surgical implantology. As a part of providing simulation training to the undergraduate and postgraduate students we have equipped an exclusive lab with 50 phantom heads. 2 adult and Pediatric mannequins are made available for training in basic life skills.

As an effort to improve on student learning and better teaching methods we have Information and Communication Technology (ICT) enabled smaller classrooms for small group teaching and also 4 lecture galleries for the larger groups. We have adapted e-learning facilities and customised online digital repositories for uploading lectures and course materials and cloud-based academic content management systems. Electronic data recording of patient information was indigenously developed as per the requirement which makes our facility paperless and filmless.

To improve the research activities we have the most advanced research microscope, stereoscope and Immuno-histochemistry facilities, clinical laboratory services for the patients at nominal costs to carryout haematological investigations as an aid in diagnosis. Acrylic and ceramic Laboratories with the cutting-edge equipment are the hallmarks of the institution.

File Description	Document
Link for the facilities as per the stipulations of the respective Regulatory Bodies with Geotagging	View Document
Link for any other relevant information	View Document
Link for the list of facilities available for patient care, teaching-learning and research	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: 190217

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

years.

2018-19	2017-18	2016-17	2015-16	2014-15
159321	157448	153397	143761	135401

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

2018-19	2017-18	2016-17	2015-16	2014-15
45349	43176	38364	36984	37884

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
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: 107.6

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.

2018-19	2017-18	2016-17	2015-16	2014-15
95	96	91	86	87

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.

2018-19	2017-18	2016-17	2015-16	2014-15
17	15	13	20	18

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

4.2.4 Availability of infrastructure for community based learning Institution has:

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

E. None of the above

D. Any one of the above

C. Any two of the above

B. Any three of the above

Response: B. Any three of the above

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

An Integrated Library Management System or ILMS for short is an Electronic program that helps Librarians and users to circulate, catalogue and track the items, manage patron activity, movement as well as to interact with databases from other Institutions. An ILMS is meant to increase the output and efficiency of a library and improve access to resources for its patrons, by automating the process that would otherwise have been done manually.

An Integrated Library Management System (ILMS) has several main features which include.

- 1.Database – this is where all the information belonging to a library is stored, such as machine-readable cataloguing (MARC) records, patron information etc..
- 2.Cataloguing Module – Allows librarians to add materials to the database.
- 3.Circulation Module – Checks items in and out, keeping track of the location and status of the library's resources.
- 4.Patron Management – this enables you to add, delete and manage your library's patrons.
- 5.Staff Interface – this is an interface through which a librarian manages the ILS. Modern library management system has Web-based interfaces which are accessible through a local network or the internet via a Web-browser.
- 6.OPAC - The online public access catalogue. This is the interface through which your patrons can search for books and other items, access their accounts, place holds, track their circulation history, make payments for fees and fines etc.,
- 7.Reports – the ability to run various reports on items movement as well as staff and patron activities.

Name and features of the ILMS software - **D cap**

Name and extent of automation (fully or partially) - **partially automated**

Year of commencement and completion of automation – **2006**

Geotagged photographs of library facilities - **vdc.edu.in/library-rm**

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

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

Response:

Rare books are a source of basic knowledge as they evolved historically into current concepts. They may be limited edition copies with restricted availability but have significant scientific knowledge. As a protocol rare books are recommended by Head of Departments in the library committee meeting. These recommendations are sent to the management for approval. Once approved librarian will try to find from relevant publishers whether any copies are available for purchase. In scenarios when publishers do not have edition, we try to contact other educational institutions and procure either a soft or hard copy based on feasibility. Rare books will be for reference only because of its difficulty for procurement. There are incidences where few senior faculty have donated their rare books to our college library for a greater cause.

We have a specific digital library for the collection of books that are having limited or no availability in India. We also encourage each department to have a specific digital library for books including rare volumes. There is a constant effort from library committee and management to procure these rare volumes of books, journals and manuscripts both in digital and hard copies.

We are attaching an annexure of rare books in our library. (These are considered based on their limited or lack of availability for purchase in India) attached under uploads.

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

E. Any one of the above

D. Any two of the above

C. Any three of the above

B. Any four of the above

Response: E. Any one of the above

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

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

Response: 32.3

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)

2018-19	2017-18	2016-17	2015-16	2014-15
32.50428	36.68265	32.79983	33.64549	25.85379

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

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

Response:

Central library for Vishnu dental college is the main resource for learning. The library is spread in the vast building providing accommodation to hundreds of students at once. We, at VDC insist the students to inculcate the habit of pending quality and productive hours in the library to upgrade themselves to newer trends in dentistry and moreover a calm and peaceful study environment is present for the students to go on over the exam preparation. A dedicated team is employed to work throughout the day for the benefit of the

students. A library committee has been established which undertakes the responsibility of updating the research journals and textbooks annually as per the requirements of students.

We are committed to meet and uphold the essence of oral health research and publication work bound to ethics. To achieve this, the quality world-class journals are given preference and are being subscribed to the college central library. As a part of upliftment, the heads of the respective department are instructed to guide the postgraduate students to spend the productive time in the library during their leisure hours. Along with this in the benefit of undergraduate students, so many books authored by renowned academicians were given preference and were upgraded for the year 2018 when compared to the past academic year. The central library is fully digitalized transforming itself into a digital library with access to many numbers of reputed journals, databases and e-books. The Central Library of our college is a Strong self-learning resource with 1342 titles and 6183 copies of books. It has an exhaustive collection National and International Journals on various specialities in dentistry and around 500 E-journal subscriptions that can be accessed through NTRMEDNET and EBSCO with broadband Internet with partially air-conditioned. A separate audio-visual hall and discussion room are available for the students to encourage group interactions.

LIBRARY USER PROGRAMME:

Si. No.	Academic year	Organiser	No. of UG students	No. of PG Students
1	2010-11	Dr. M. Satyanarayana Raju	100	23
2	2011-12	Dr. M. Satyanarayana Raju	100	23
3	2012-13	Dr. M. Satyanarayana Raju	100	35
4	2013-14	Dr. M. Satyanarayana Raju	100	41
5	2014-15	Dr. M. Satyanarayana Raju	100	41
6	2015-16	Dr. M. Satyanarayana Raju	100	41
7	2016-17	Dr. M. Satyanarayana Raju	98	41
8	2017-18	Dr. M. Satyanarayana Raju	99	34
9	2018-19	Dr. M. Satyanarayana Raju	100	39

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

4.3.6 E-content resources used by teachers: 1. NMEICT / NPTEL 2. other MOOCs platforms 3.SWAYAM 4. Institutional LMS 5. e-PG-Pathshala
None of the above

Any One of the above

Any Two of the above

Any Three of the above

Response: Any Two of the above

File Description	Document
Institutional data in prescribed format	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: 98.08

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

Response: 51

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

Response: 52

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:

Vishnu Dental College is well equipped and connected with Computers/IT to enhance the student learning process. The institution provides round the clock Internet facility throughout the campus including hostels through high-speed Optical fibre and Wi-Fi in limited areas. All the Computers and audio-visual systems in Academic Block are supported by UPS and Apple server, and in Library they are supported mostly by UPS.

In recent years, the institution updated students with ipads along with high-speed internet (wi-fi) connection to enhance the student learning process. Students are made to record all the case details through the indigenously developed database by name “**VAIDHYO**” to maintain patient e-records with ease and convenience. The faculty prepares the teaching material using computers/Ipads provided in their department and uses them for delivering their lectures. These lectures, study material, assignments and tutorials will be loaded into the apple server to be made available for the teachers and the students. All Lecture theatres, classrooms and tutorial rooms are equipped with a Desktop Computer connected to LAN, and also with apple TV connected with server and multimedia projector.

In addition to this, faculty and students can also access e-journals, e-books and resources from the EBSCO database and through the internet facilities available on the campus. The quality of the teaching-learning process is enhanced through the utilization of online resources by faculty and students. Access to various online resources is being made available to all students and faculty of the institution. The access is through IP Range of the campus which offers open access to online resources within the campus.

The Institution deploys and upgrades the IT infrastructure and associated facilities whenever required. The server room officials in the institution ask for requirements from Heads of Departments and considering the corresponding budgetary allocations, the financial provisions for the same are made. After getting the financial approval, quotations are invited followed by their scrutiny based on the configurations, cost, service etc.. The order for procurement is finalized and approved. Routine maintenance of computers, peripherals, network devices, servers, etc. is carried out by Server room staff.

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

4.4.3 Available bandwidth of internet connection in the Institution (Lease line)**?1 GBPS****500 MBPS - 1 GBPS****50 MBPS-250 MBPS****250 MBPS-500 MBPS****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:** 45.98

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)

2018-19	2017-18	2016-17	2015-16	2014-15
257.4727	446.6929	287.10527	213.31156	177.70774

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

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 institution has civil, electrical, plumbing, computer and dental equipment maintenance and sports facilities sections with trained personnel. The administrative officer looks after activities of all the sections and inputs from the various departments are directed to the respective maintenance sections. Such requests are addressed within a reasonable time based on the criticality of the time.

Academic Facilities

Classroom: Information and Communication Technology (ICT) facilities in all classrooms, seminar halls are periodically checked and maintained by the technical team. Air conditioners are serviced once in every 6 months by maintenance section. Library: Facilities in the library such as computer section, photocopying and printing service, furniture's and ICT facilities in the audiovisual room are all maintained periodically by the maintenance section under the supervision of a librarian.

Clinical facilities

All the preventive and corrective maintenance of dental chair units and equipment are done by trained dental equipment technicians.

Laboratories

Phantom head equipment and other equipment and instruments in the pre-clinical laboratories are well maintained with periodic preventive and corrective services.

Sports

Gymnasium, indoor and outdoor sports facilities are provided and the maintenance of such facilities is closely monitored by physical education personnel. The major dental equipment such as imaging equipment, compressors, generators, the central suction motor is all under Annual and comprehensive maintenance contract.

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

NAAC

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: 14.21

5.1.1.1 Number of students benefited by scholarships /free ships / fee-waivers by Government / Non-Governmental agencies / Institution during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
77	95	105	95	99

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

E. None of the above

D. Any one of the above

C. Any three of the above

B. Any five of the above

Response: A. All of the above

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

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

Response: 4.74

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

2018-19	2017-18	2016-17	2015-16	2014-15
50	40	35	18	13

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

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

Response:

VISHNU DENTAL COLLEGE made a provision for admission of candidates under General or Foreign / NRI category on fulfilling the eligibility requirements. Foreign / NRI category seats are only available for foreign nationals/candidates with NRI status or those sponsored by relatives with NRI status.

GUIDELINES FOR ADMISSION OF FOREIGN/INTERNATIONAL STUDENTS

1. Should be an international student (Foreign Students/Non-Residents Indians (NRI))
2. For foreign students, a student visa is mandatory (for NRI, not a mandatory option)
3. Students have to obtain prior security clearance from the Ministry of Home Affairs and the approval of Department of Higher Education, Ministry of Human Resource Development, Government of India and this must be on the student visa/research visa endorsed to this institution.

ELIGIBILITY:

Foreign citizens, Person of Indian Origin (PIO) Card Holders, Overseas Citizen of India (OCI), Non-Resident Indian (NRI) and NRI-sponsored candidates (sponsored by NRI parents OR brother/sister of parents* OR brother/sister of the candidate* OR grandparents of the candidate*OR spouse of the candidate*). The sponsor must be a foreign national or hold NRI status

Only those students who have qualified from foreign universities or Boards of Higher Education recognized as equivalent by the 'Association of Indian Universities' (AIU) are eligible for admission

PROCEDURE FOR ADMISSIONS:

1. The candidate may contact the Academic Executive office, Administrative wing, Vishnu Dental College.
2. The students shall qualify in the NEET examination for admission into BDS and MDS programs
3. Get the 'Provisional Admission Offer Letter' from the Academic Executive Office, in order to obtain the VISA (on payment of the non-refundable advance amount of 30% of the total annual fee).
4. Submit the '*Provisional Admission Offer Letter*' to the Indian Embassy of the respective country for obtaining the '*Student VISA*'.
5. Report at VDC for admission. Submit the below-mentioned documents and get them verified by the Office of Academic Executive.
 1. Pass Certificate of the qualifying examination
 2. Mark list of the qualifying examination
 3. 'Student VISA' in Original
 4. A photocopy of the Passport- duly attested by a Notary.
6. Students are required to undergo the medical fitness examination and get the medical fitness certificate. As per government rules, all international students entering India on 'Student VISA' have to be tested for HIV and will not be given admission if found to be positive
7. For applicants who have undertaken their studies in a language other than English need to have a valid IELTS/TOEFL Score.
8. Admission of International /NRI students will be confirmed after verification of original certificates, medical fitness test and payment of required fees. Even after the admission, at any stage, if it is noted that the qualifying Degree/ Certificate is not recognized by AIU, the admission of the candidate may be cancelled

Examination and Award of Degrees & Diplomas: The procedure for examination, payment of examination fees, issue of mark list, issue of passing certificates and award of degrees will be same as for

the Indian students doing the same courses.

File Description	Document
Link for international student cell	View Document

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

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

None of the above

Any 1 of the above

Any 2 of the above

Any 3 of the above

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: 71.94

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 ..

2018-19	2017-18	2016-17	2015-16	2014-15
54	55	39	58	45

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**

2018-19	2017-18	2016-17	2015-16	2014-15
70	85	65	70	60

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: 53.17

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

2018-19	2017-18	2016-17	2015-16	2014-15
74	86	81	79	52

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

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

Response: 14.86

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

Response: 22

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

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

Response: 14

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 .

2018-19	2017-18	2016-17	2015-16	2014-15
7	2	1	2	2

File Description	Document
Institutional data in prescribed format	View Document
Link for Additional Information	View Document
Duly certified e-copies of award letters and certificates	View Document

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

Response:

The Institute with the main motto of making the students learn skills that were an extension of their formal education formed the Student Council. Students are given as many opportunities as possible as to practically implement what they learn and aspire to be. One such opportunity is the management of all student-related activities on the campus.

They operate as Representative based mainly comprising of General Body and Executive Committee. The General body includes all enrolled students of undergraduate and postgraduate courses. The Executive members consist of President, Secretary, Sports representative and Cultural representative. Each representative is assigned a duty. The President shall preside all the meetings and establish agendas. Secretary shall file and process all incoming correspondence. The treasurer shall maintain a financial record of all income and expenditures of the Council and submit the records at the last Council meeting of the year. The editor is responsible for composing and sending out correspondence on behalf of the Council. He/ She also designs and edits college magazines. Sports representative plans and organizes all the activities related to indoor and outdoor games and maintains a financial record of sports kit. Cultural representative plan and organizes all cultural activities and encourages students to participate in the events. Every year college conducts Annual day in mid-November to support such activities.

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

5.3.3 Average number of sports and cultural activities/competitions organised by the Institution during the last five years**Response: 2**

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

2018-19	2017-18	2016-17	2015-16	2014-15
2	2	2	2	2

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

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

The Alumni Association of Vishnu Dental College, Bhimavaram, West Godavari District is registered under the Societies Registration Act. XXXV of 2001 on 24th day of September 2012 bearing society no. 234 of 2012. It is an active functional association with 950 members till date. The alumnus is structured with a President, Secretary, Treasurer and Executive committee members. The current alumni corpus fund is approximately Rs.9,55,000/-. This fund is used for supporting subsidy for patient's lunch program and also conducts events on continuing dental education programs for the alumni members. Knowledge is power, thus our college has been enriching the alumni through various academic knowledge resources. We conduct Alumni meet annually through which we inflate the newer innovations done in each field of dentistry. In the year 2017, Alumni association has conducted short-term hands-on workshop in rotary Endodontics, Implantology, CBCT. These courses not only update the knowledge but also are useful in day-to-day practices of modern dentistry.

There are 25 alumni working as faculty in the college. With their support, various advanced academic sessions like Rotary Endodontics, Dental Implantology, and Cone-beam controlled tomography(CBCT) were conducted for Alumni members as support from the institution to improve their knowledge and skills, and to meet current demands of oral health needs and to excel in clinical practices

Rotary endodontic methods offer several advantages over manual root canal treatments like the results are

more reliable and more precise, more comfortable and due to faster treatment (often in one appointment). Total of 20 members participated in this course and the resource person for the session was Dr MadhuVarma (M.D.S), Dr KalyanSatish (M.D.S), Dr.P.VKarteekVarma (M.D.S), Dr.G.RaniSamyuktha (M.D.S). Lecture sessions followed by Hands-on was conducted on the Extracted tooth.

Implantology has become an indispensable part of mainstream dentistry, helping dentists to improve the quality of life of large patient populations. Lack of recognized academic standards and training pathways have generated obstacles for the majority of the busy dentist practitioners who want to offer implant treatment in their practices. Total of 20 members participated in this course and the resource person for the session was Dr.M.S.NRaju (M.D.S) from the Department of Prosthodontics and Implantology. Lecture sessions on Basics of Implantology followed by Hands-on was conducted on Foam Mandible.

CBCT being a three-dimensional (3D) radiographic imaging specifically dedicated to imaging the maxillofacial region heralds a true paradigm shift from a 2D to a 3D approach to data acquisition and image reconstruction, has created a revolution in maxillofacial imaging and obviously overwhelmed the drawbacks of 2D imaging. Total of 44 members participated in this course and the resource person for the session was Dr.T.Ramesh (M.D.S), Dr.Rizwana (M.D.S), Dr.N.Rajesh (M.D.S), Dr.Yasmeen (M.D.S), Dr.Bindu (M.D.S). Lecture sessions on the Basic interpretation of CBCT and Hands-on Image software were conducted successfully

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

E. Any one of the above

D. Any two of the above

C. Any three of the above

B. Any four of the above

Response: D. Any two of the above

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

Vishnu Dental College is striving towards achieving the vision

‘ Oral Health Care For All ‘

To achieve this vision, we are continuously synergizing value-based education by attracting talented and qualified professionals in the dental field, excellence in teaching and training by the academic offerings to students by student mentoring at 1:15 ratio through various programs like VEDIC and externship programs held in India and abroad, Infrastructure, affordable patient-centred care and need-based research. The institution provides quality dental care to unaffordable with minimal or no charges. We also reach the community by establishing satellite clinics and conducting routine dental camps to the needful in various rural and urban centres.

The Internal Quality Assurance cell – IQAC monitors the internal 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. The college obtains the feedback from the students on teaching, infrastructural facilities, learning resources and student support services, feedback from the parents, academic peers, alumni, employers and community.

The Governing Board including the chairman, director, principal, deans and HOD'S formulates the rules and regulations for the faculty, staff and students. The institution maintains effective internal coordination and monitoring mechanism by including various departments like teaching and supporting staffs and committees formed by the college for curricular, co-curricular and extra-curricular activities.

The College grooms leadership among the faculty members by giving them opportunities to work as heads of various committees in IQAC, academic, curricular and co-curricular activities.

Governing body designs and executes Short-term and Long-term plans integrating departmental plans, SWOC analysis and other suggestions from the stakeholders.

Every faculty member is involved in various academic, administrative and other non-statutory committees. Regular training programmes are provided to the faculty to take up responsibilities.

We at Vishnu dental college not only take pride in following the core values and culture of the organisation by ourselves but also aligning all the stakeholders like students, the teaching and non-teaching staff, administrative personal in the ever-changing dynamics for sustenance and future growth of the institution in search of excellence to meet our vision.

Organizational work categorization to achieve the Vision

- Patient-centred care and patient safety
 - Base Hospital
 - Satellite Clinics
 - Outreach Programmes (Camps)
- Competency-based training
 - E – Teaching & Learning
 - D – Cap
 - Publications
 - ACE – VDC
- Alignment, sustainability and values (HR)
- Research
- Website
- Alumni

1. Patient-centred care and patient safety

Treatment protocols	Faculty Supervision
Patient appointments	Sterilization and Disinfection
The time frame for each procedure	Patient Counselling
Treatment charges	Patient Feedback
Satellite Clinics & Outreach Programme	

2, Competency-based training -

Active Teaching

Time-bound work output

Learning outputs and Objectives

Assessment & Evaluation

E- Teaching & Learning

Publications

3. Alignment, Sustainability and Values (HR)

Vision and Mission

Values & Culture

Empowerment

Discipline

Accountability

4. Research Core Group

5. Alumni Association

6. Website Development

7. VDC – Events

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

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

Response:

The institute is constituted by Sri Vishnu Educational Society under the Chairmanship of Sri. K. V. Vishnu Raju. The other constituent members of the society include Vice-Chairman, Secretary, Joint-Secretary and Directors.

The institute has a Governing Body headed by the Chairman and it recommends processes and systems to be implemented for the institute to excel in the field of dental education.

The Principal is the Head of the Institute and a Director designated from the society looks after the overall administration of the Dental College. The Principal is assisted by Vice-Principal and Associate Deans.

Each department is headed by a Senior Professor. Various committees are constituted in order to implement the decisions of the Governing Body.

The institute has well strategic plan for the next five years.

The decisions taken by the Governing Body are implemented in a decentralized administrative setup. The Director, Administration of Vishnu Dental College communicates the requirement and monitors the progress. The Principal ensures the implementation by designating the work to the Vice-Principal, Deans and concerned committees.

The head of the departments who constitute the IQAC of the institute discusses the progress of the implementation department wise and the administration helps to overcome the hurdles during the implementation.

Further, the head of the departments organize department-level meetings and involve the faculty in each aspect of the functioning of the department and seek their inputs regarding the infrastructural and human resource requirements.

Broadly the governance is categorized into General Administration, Hospital Administration and Community Services, Academics and Student Support.

File Description	Document
Link for relevant information / documents	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:

Organizational work categorization & Strategic Plan

1. Patient-centred care and patient safety –

Treatment protocols	Faculty Supervision
Patient appointments	Sterilization and Disinfection
The time frame for each procedure	Patient Counselling
Treatment charges	Patient Feedback Base Hospital
Satellite Clinics	Outreach Programs

2. Competency-based training –

Active Teaching

Time-bound work output

Learning outputs and Objectives

Assessment & Evaluation

E – Teaching & Learning

D – CAP

ACE – VDC

3. Alignment, Sustainability and Values (HR) –

Vision and Mission

Values & Culture

Empowerment

Discipline

Accountability

4. Research Core Group

Patient-centred care

Goal: Treat 350 Ops per day at Vishnu Dental Hospital and 10 ps per day at Satellite centres.

Objectives:

- Increase awareness on Oral Health and advocate Health Promotion and Disease Prevention.
- Provide Oral Health Services in urban/suburban/rural and tribal communities.
- Financially sustainable initiatives to provide an integrated range of quality Oral Health.

Competency-Based Training

- **Quality assurance – Teaching and Learning Process.**
 - Sharing and updating the students about the newer trends and concepts in dentistry by conducting workshops and CDE programs
 - Identifying the reticent students and providing them with enough opportunities by providing value-added skills such as Communication skills & Empathy skills through the faculty and student psychologist
 - Engaging the I & II BDS students to apply the basic applied sciences into the clinical scenario through *clinical shadowing* program thereby improving their confidence in handling the clinical cases
 - Providing an opportunity by conducting frequent competitive tests to interns for PG NEET exam preparations. Conducting general skill and aptitude tests, workshops on the scope of dentistry for overseas opportunities.
 - Sorting support in terms of student learning experience from distinguished alumni students of VDC in making the institution a centre of excellence

Alignment, Sustainability and Values

Activity

Vision and Mission Redefining.

Existing Vision: To be a pioneer in providing quality dental education and to be a centre for excellence for oral services

Vision redefined as **Oral Health Care for All**

Core values to be created

Vision launching

The orientation of Relevant Values to all stakeholders in a phase-wise manner

Identify the challenges of the workforce & students

To develop strategies for sustenance and growth

Our Core values:

1. Quality first-in Patient care
2. Be passionate and service-minded
3. Build Open/ Fair and Honest relationships with good communication
4. Personal and Professional Discipline
5. Accountability & positive attitude

Research Committee

Goal: To streamline the process of conducting research activities in the institution

Objectives:

- Modify the SOP's for IRB
- Redesigning the formats for submission, presentation and certification for IRB

Sl. No	Activity	Output	Time
1.	Redesigning the formats for submission, presentation and certification for IRB	Facilitate proposal writing for funding	3 months
2.	Modify the SOP's for IRB	Transparency to the activities	4 months
3.	The reconstituted ethical committee members to be trained for certification.	To facilitate research from faculty	6 months

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

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

E. Any one of the above

D. Any two of the above

C. Any three of the above

B. Any four of the above

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:

Our management consistently makes its efforts to take welfare measures for the staff members. For maintaining good rapport with all the employees. Our chairman, vice chairman and directors frequently interacts with both teaching and non-teaching staff of the college to inculcate the values of the organization. The staff are also updated about the functioning of the institutes and presented with the current trends and future challenges. All the employees are given a cash incentive for birthday's / marriage anniversary. The management offers 25% reduction in tuition fees for children of the staff who are pursuing their education in campus school. The management provides health insurance for staff. The management also extends financial assistance by providing statutory benefits, personal loans through college undertaking and payment of advance salary for higher education purpose.

File Description	Document
Link for list of beneficiaries of welfare measures	View Document
Link for policy document on the 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: 28.11

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

2018-19	2017-18	2016-17	2015-16	2014-15
23	21	39	59	23

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

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: 6

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

2018-19	2017-18	2016-17	2015-16	2014-15
6	5	10	6	3

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: 63.25

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

2018-19	2017-18	2016-17	2015-16	2014-15
127	38	46	53	114

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

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

Yes, the institute has a performance appraisal system. Before seeking for promotion or special increment the Teaching and Non-Teaching staff are to submit their performance appraisal. The performance appraisal details include the achievements from the beginning of their professional carrier in general and their progress between the existing cadre and proposed cadre in particular. The achievements include awards for paper/poster/ table clinic presentations, guest lectures, research publications, book publications, contribution to textbooks, research projects, teaching-learning methodology, administrative responsibilities, additional academic achievements like fellowships, diplomas, PhDs.

The individual is also to provide information regarding his initiatives / innovative measures in teaching and clinical training. At the personal level, he/she is to appraise their strengths and weaknesses.

The staff also needs to explain their future plans in terms of goals and their strategy for their achievements.

File Description	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:**

Resource allocation involves the planning of all the resources required for accomplishing vision and mission of the institution. The running cost for providing quality education and patient care is increasing over a period of time and with a limited budget the scope towards wastage and misuse is minimal or nil. The institution has a fully digitalized accounts department which manages accounts efficiently and effectively. We have customized an automation software for registering all transactions in the form of online payment, Demand Draft and cheque. We have a two-tier audit system which comprises of internal and external audit committee conducting periodic evaluations.

Institutional income generation is from 3 sources i.e., students tuition fees, external funding from agencies like DST and revenue generated from providing patient care. This income generated is judiciously recorded and presented to the budgetary committee for allocation of funds to various activities and departments. Majority of the fund i.e., 61% is allocated for faculty and supporting staff salaries. This also includes costs incurred in organizing various faculty development programs and welfare schemes. 11% of the budget is used for upgrading the infrastructure facilities to match the latest trends in technology, ambience and comfort. Consumables play a pivotal role in providing quality care to our patients. We allocate 6% of our funds in procuring standard items for patient care, consumables also include lab agents

and reagents for performing practical exercises and experiments in laboratories in basic sciences and pre-clinical. 6% is allocated for annual maintenance contracts for major equipment and infrastructure facilities. 4.6% of the budget is for paying for electricity, internet, ICT tools, water bills etc. Library and its services are provided with 2% for the subscription of scientific journals and new editions and volumes of reference books. 0.5% of the budget is allocated to sports and recreation as we believe in a principal of sound mind lives in a sound body. The remaining amount is allocated to research, logistics, awards and others.

Income generation:

1. Tuition Fee
2. External funding - DST.
3. Patient Services revenue.

Outflow:

1. Salaries & welfare of employees
2. Consumables for patient care
3. Infrastructure development and maintenance
4. Library books & scientific journals
5. Sports and recreation
6. Electricity, internet, water bills
7. Miscellaneous

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:

The institution has qualified and experienced chartered accountants as internal and external auditors. The internal audit committee headed by a chartered accountant will conduct a periodic auditing every 6 months. Each speciality has a responsible faculty who will correlate and tabulate cost incurred and earned in providing quality patient care on a monthly bases. This interdepartmental audit report will be discussed in monthly IQAC meetings. Finalized monthly departmental audit report will be cumulated and presented to the internal audit committee for their report. The generated report will be forwarded to the management for

its review.

The external audit committee will be presented with our bi-annual internal audit report and its exhibits. This committee will scrutinize the data presented and will make a report, which will be forwarded to consultants for legal opinions and taxations. The institution is filing the income tax every year religiously and responsibly. The last internal audit happened in the month of November 2018 and external audit happened in the month of August 2018.

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

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

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

6.5 Internal Quality Assurance System

6.5.1 Institution has a streamlined Internal Quality Assurance Mechanism

Response:

MECHANISM AND ACTIVITIES OF IQAC OF THE INSTITUTION

The IQAC of the institution constitutes the principal, Vice Principal, Associate deans and Head of the departments, and the conveners of the various committees. IQAC meetings will be held on a monthly basis (7th working day of the month). The progress of various activities of respective committees will be discussed. Under the academic activities the teaching learning progress, academic schedules, student research, publications, result analysis and achievements will be monitored. The patient-centred care with regard to treatments, appointments, infection control and sterilization, OP statistics are analyzed. Student support activities in sports, games and cultural are presented to the committee. Community outreach programs and functioning of satellite clinics are reviewed. The functioning of the library utilization and requirements will be presented to the committee.

The Vice-principal who is the convener of the committee will present the follow-up actions of the grievance redressal and faculty support. The maintenance and functioning of various equipment are reviewed. The inventory of the central and departmental stores and the recurring expenditures are presented.

Faculty achievements, ongoing research activities and publications are reviewed. Action taken reports of the preceding IQAC meeting are presented and recommendations for the forthcoming month are suggested. Analysis of feedback from the stakeholders (Students, Patients, Parents, Suppliers and External Examiners) is discussed and necessary actions will be initiated if warranted. The progress of activities related to the existing MOUs is analyzed.

Various activities like value added courses, faculty development programs, skill enhancement workshops, seminars and quality initiatives are reviewed. Preparation for various accreditation (NAAC, NIRF, NABH, IMC Rama Krishna Bajaj and institutional rankings by national magazines) are reviewed.

File Description	Document
Any additional information	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: 76.31

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

2018-19	2017-18	2016-17	2015-16	2014-15
127	117	48	53	114

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.,)

E. None of the above

D. Any one of the above

C. Any two of the above

B. Any three of the above

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
AQAR submitted to NAAC and other applicable certification from accreditation bodies	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: 16

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

2018-19	2017-18	2016-17	2015-16	2014-15
4	3	3	3	3

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

Worldwide, we are seeing an upward trend in women dentists. They also represent an expanding pool of possible applicants for dental colleges in India. Presently, the number of women in dentistry is increasing significantly. Dental student enrolment at Vishnu Dental College is now around 78% female students and faculty comprise of 55% women. The college transforms India's "patriarchal norms."

The structure of the dental college provides unique opportunities for women to exercise a high degree of autonomy and flexibility and at the same time, enjoy the status awards associated with being a healthcare provider. Empowering women by appointing women faculty 55% thereby increasing their participation and improving their shares in resources, employment and income relative to men, which is necessary and sufficient for lasting changes in their economic and social position. By gender mainstreaming, the integration of a gender perspective into every stage of organisational, programme and policy processes – design, implementation, monitoring and evaluation – with a view to promoting equality between women and men.

Prevention of sexual harassment cell at the institute is constituted based on the guidelines formed by the

Supreme Court of India. There have been no incidents of sexual harassment in the institute since its inception. There are common rooms separately for both genders and even mess facilities are separated for women. There is ample security for all the hostels and caretakers are provided 24x 7. The whole campus is under CCTV surveillance 24x 7. We have a daycare centre for young children on our campus.

There are a woman counsellor and clinical psychologist and a lady Gynaecologist on call and also a motor driving school for women students.

This implies the strengthening of political will at the local, national, regional and global levels. At every step in human history, there comes a time when we have to reassert our beliefs and test the very foundation on which the pillars of a society are raised. In fact, the roles of the sexes, which determine the course of civilization, form an integral part of society. Gender roles in society have undergone a sea of change and continue to do so...

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

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

E. any one of the above

D. Any two of the above

C. Any three of the above

B. Any four of the above

Response: C. Any three 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
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:

1. **Solid waste** in the health care facility is segregated and disposed into appropriate dry, wet and recyclable dustbins setup at various accessible areas. The waste is collected on a daily basis and transported to a treatment area away from the campus. Biodegradable solid waste is subjected to composting and used as manure.

2. **Liquid waste** generated in the clinics is collected using a centralised suction system and after mercury separation is transported through pipes and pump stations to sewage treatment plants set up with in the campus.

3. **Biomedical waste** management is done in accordance with the rules specified in the gazette released by Ministry of Environmental, Forest and Climate change, 16th March 2018. The waste is segregated into appropriate colour coded non-chlorinated bags with barcoding ie, yellow for human anatomical waste and soiled cotton and Lenin, red for recyclables such as gloves, mouth masks and black for municipal waste. Sharps are disposed into white translucent puncture-proof container and glass items and implants are disposed into a white cardboard box with a blue label. The waste collected is transported to the treatment facility by the state pollution board authority on a daily basis.

4. **e-waste:** As such, as the college is a health care facility, the amount of e-waste generated is negligible. For e-waste management, the college adopts extended produce responsibility, which makes the manufacturer of the product responsible for the entire life cycle of the product and especially for the take-back, recycling and final disposal.

5. **Hazardous chemicals** generated in the purpose of cleaning and disinfection of the clinical areas are subjected to treatment in the sewage water treatment plant within the campus. The health care facility has completely eliminated the usage of amalgam for restorations and is further heading forward to switch to automatic Blood pressure monitoring devices to eliminate the usage of mercury in any form.

6. There is no production of radioactive waste in the health care facility as such due to the usage of digital radiography for investigation purpose.

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

7.1.5 Water conservation facilities available in the Institution:

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

Any one of the above

Any Two of the above

Any Three of the above

Any Four of the above

Response: Any Three 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

E. any one of the above

D. Any two of the above

C. Any three of the above

B. Any four of the above

Response: B. Any four of the above

File Description	Document
Institutional data in prescribed format	View Document
Geotagged photo Code of conduct or visitor instruction displayed in the institution	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. Disabled-friendly washrooms**
- 3. Signage including tactile path, lights, display boards and signposts**
- 4. Assistive technology and facilities for persons with disabilities (*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**

E. any one of the above

D. Any two of the above

C. Any three of the above

B. Any four of the above

Response: D. Any two 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
Link for additional information	View Document

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

Response:

The institute routinely engages in conducting a number of initiatives and activities focused on creating a more inclusive environment towards cultural, regional, linguistic, socio-economic and other diversities. To create and maintain an inclusive and respectful workplace for all students and employees regardless of diversity belief or non-belief, at the start of each academic year, different orientation programs are organized. We establish policies that outline student and faculty conduct that clearly state discriminatory and harassing behaviour are not encouraged in the campus. Then we communicate these standards to students, clearly defining what actions are and are not appropriate. At the same time, we evaluate admissions and administrative guidelines with a focus on identifying and removing any unintentionally discriminatory policies. By making cultural awareness a priority from the top down, we are easily established an environment of inclusion and tolerance throughout the institute. All the students are also oriented on ethical aspects towards his patients, colleagues and to the community. All the religious and cultural festivals are celebrated equally and encourage total participation from the students and employees of different regions, religions and languages.

The institute also schedules special events or even set aside entire weeks to promote cultural diversity in the campus. The institute has Dean for student affairs to promote education about cultural and religious diversity and provide guidelines to faculty about religious accommodations for students. As part of community services of the institute, students are encouraged to take an active role in programs like miles for smiles, swasthya Vidhya Vahini, and national service scheme activities where they get an opportunity to see the community closely and thus get a relation with people of different cultural diversities. This helps to develop his or her personality as a whole and develop among them a sense of social and civic responsibility. The institute has adopted Kovvada, Annaram village where NSS volunteers of the

institute remain in constant touch with the community and provide services that improve their living and working conditions. Students identify the needs and problems of the community and involvement in solving them. They also help women or minority-owned vendors to help them improve their livelihood.

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

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

E. None of the above

D. Any one of the above

C. Any two of the above

B. Any three of the above

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:****World Oral Health Day**

Vishnu dental college organizes various oral health awareness programs every year on March 20th on the occasion of world oral health day.

World Health Day

Vishnu dental college celebrates world health day by organizing various programs based on the theme given by WHO every year.

International Nurses Day

On the occasion of international nurse's day on May 12th, NSS unit and department of public health dentistry, organizes various programs every year to appreciate nurse's services for Vishnu dental hospital. Three outstanding nurse staff are felicitated by the guests for their services every year.

World No Tobacco Day

VDC observes world no tobacco day every year by educating patients reporting to the hospital on May 31st regarding ill effects of tobacco through various programs. Personalized tobacco cessation counselling is given to the tobacco users.

World Yoga Day

On the occasion of world yoga day on June 21st, the benefit of yoga to our human body and its growing importance in contemporary life situations is explained.

World Oral Hygiene Day

On the occasion of oral hygiene day on August 1st Vishnu dental college organizes various awareness programs in the schools surrounding the college regarding oral hygiene

World Diabetes Day

Health talks on various aspects of diabetes are given by the students of Vishnu dental college on November 14th every year

World AIDS Day

A sensitization program for III and IV BDS students on treating Retro positive patients and Universal precautions is organized every year on December 1st. Various programs are conducted by the students to bring awareness among the public.

National Honorable Days

Every year 15th August – Independence Day & 26th January – Republic Day are celebrated in Vishnu Dental College with flag hosting highlighting the spirit of patriotism among new generation by creating the feeling of responsibility towards the family, society and country.

Festivals

Vishnu Dental College rejoices all the festivals in the full swing. Our students irrespective of their religion and region celebrate all the festivals and perform all the rituals with great enthusiasm and zeal. Thus, we enjoy all the cultures and all the festivals are celebrated here in the campus itself with due respect.

Various special days like World food day, National Unity Day, World Environment Day, all the specific department days, International Women's Day, Children's day etc., are celebrated in our college every year. Special events and awareness programs are organized on these days.

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:

1. Title of the Practice: Small group teaching in ICT learning hall supported by VDC e-learning resource

1. Objectives of the Practice:

1. Attain competency-based education
2. Improve student engagement and participation in the classroom.
3. Practice “**LEARNER - CENTRIC**” teaching process.
4. Evaluate student understanding at real-time
5. Promote student learning at his own pace and learning style
6. Provide students with 21st knowledge, skills and attitude

1. The Context:

To meet the objectives we divided the batch of students from each year into 3 groups. Each group comprises not more than 35 students. Infrastructure facilities like spacious air conditioned room, round tables, reclining chairs and ICT tools for a smart classroom were provided. The academic time table was modified to accommodate teaching to 3 groups of students simultaneously in 3 different rooms by 3 different faculty members using uniform standardized content and activities. To promote flipped class teaching methodology process, we established a database management system through deploying an IMac server which is an institutional repository comprising of academic data in the form of PDF handouts, lecture keynotes, supporting videos, images, charts etc., and aiding students to learn in their own learning style. Data stored in the server can be utilized by students through application-based software in their iPad device inside the campus through the institutional intranet. The challenge we faced at this juncture was conducting faculty development programs to acclimatize faculty at different levels to technology-driven teaching and learning. Despite many advantages, there are few limitations of technology in education. To curtail those limitations we had deployed a mobile device management system which will control the unnecessary and faulty usage of the device during academic hours.

1. The practice:

Students will make an effort to read the specified concept from the database before attending the lecture with a basic foundation of the concept an activity-based learning technique will be employed in the classroom which enables the students to learn through the activities performed and will be instantly evaluated if their learning is adequate and competent. In the case of poor results from the activity, the concept will be explained again and remedial measures will be taken. One on one interaction and rapport will be maintained with teacher and student.

1. Evidence of Success:

We attained success by increased student engagement and participation in the classroom. There was an exponential increase in student's attendance and pass percentage since the inception of this best practice.

1. Problems encountered and resources required:

1. Adaptation of stakeholders to the change towards improvement
2. Increased allocation of finances in designing and implementing the practice.
3. Implementing technological advancements to the practice
4. Adequate utilization of manpower like faculty in conducting dedicated classes

Comprehensive Dental Care Teaching Clinics - A Best Practice

1. Title: Comprehensive Dental Care Teaching Clinics - A Best Practice

2. Underlying principles and Objectives of the practice:

Undergraduate education in dentistry is intended primarily to prepare the future dentist to practice all branches of clinical dentistry. Clinical training has been **compartmentalized in separate clinics with students rotating through these clinics.**

Under the comprehensive dental care system, clinical training in all the different disciplines is undertaken in **one integrated clinic.** Students are trained for a **holistic patient perspective, and to develop clinical maturity.**

The **objectives** of establishing these clinics are:

- To provide patient-centred multidisciplinary and highly coordinated dental care under one roof.
- To promote one clinician-one patient philosophy to ensure continuity of care.

1. The Context:

A plethora of challenges addressed in implementing the comprehensive clinical setting

- Formation of an integrated multi-disciplinary faculty team comprising of specialists from all the specialities in dentistry and striking high level of coordination among the team members.
- Provision of required instruments and dental materials to perform all kinds of treatment procedures in each clinic.

1. The practice:

The comprehensive care model of dental delivery is representative of dentistry practised in private practice. One student is responsible for the total oral care of all his/her patients. Hence, comprehensive clinical care system could be a better alternative delivery system than the traditional compartmentalized care as it improves overall efficiency, better clinic utilization, reduces the time taken to complete the treatments, reducing the number of visits to the dentist and cost of the treatment.

Constraints faced during the initial days were addressed by incorporating various processes.

- Streaming of outpatients to these clinics from the main registration counter.
- Student allocation to these clinics
- Stratification of treatment procedures based on the complexity to suit a type of student (III BDS, IV BDS and Interns)
- Monitoring of continuity of care and follow-up protocols.

5. Evidence of success:

S.NO	Performance Indicator	Traditional setup	Comprehensive Care Cl
1	Outpatient flow	300 patients per day	350 patients per day
2	Treatment procedures output	600 treatment procedures per day	1000 treatment procedu
3	Individual student's clinical output	Conventionally students were stuck with the quota system.	Currently, students are number of procedures.
4	Dental chair occupancy rate	Students treat 1 patient per session. Dental chair occupancy average was 2 to 3 hours a day.	Student treats a minimum day and also does m Dental chair occupancy a day.
5	The patient appointment turnout rate	Patient turnout used to be below 50%	After the implementation of care is increased and terms of patient revisits over 75%

1.

a) Problems encountered:

- Defining staff distribution between undergraduate and postgraduate clinics
- Provision of all types of dental materials, instruments and equipments to practice general dentistry in all comprehensive dental clinics.
- Uniform distribution of new patients to all comprehensive clinics.

b) Resources required:

- The requirement of additional and designated manpower
- Infrastructural and material requirements
- Provision of x-ray facility in each clinic

All the Dental units (Dental chairs) are connected to Centralised suction for Drainage from the spittoons maintaining the highest quality of infection control. Our institute is one among the three institutes through out the Nation in adapting this unique feature.

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

7.3 Institutional Distinctiveness**7.3.1 Portray the performance of the Institution in one area distinctive to its priority and thrust within 500 words****Response:**

Oral health services in India are affected by problems of availability, accessibility, affordability, acceptability and accommodation of services. Majority of the Dentists tend to practice in urban and sub-urban areas ignoring poor rural population with greater treatment needs. These people need to travel far distances to get their dental needs addressed. Keeping these in mind Vishnu dental college has established up till now twenty satellite dental clinics in the districts of West Godavari, East Godavari and Krishna. These clinics also help provide exposure to the rural dental practice for the students, generate employment opportunities for the alumni and job opportunity to the rural unemployed youth as supporting staff. Each satellite clinic is fully equipped and caters to the dental needs of over 50000 people.

Every satellite clinic is equipped with 2 dental chairs, a qualified dental surgeon, a dental nurse and an attender. Basic primary and emergency dental care will be provided at these centres on all working days. On-site specialized dental care will be provided by a visiting specialist on a weekly basis. Patients requiring comprehensive multi-disciplinary care are referred to our tertiary care centre where all provisions to render such care exist.

In order to create oral health awareness among the public, we interact and work in collaboration with village-level health workers like Accredited Social Health Activists (ASHAs), Anganwadi workers and Multi-purpose health workers (MPHWs). These health care workers are trained to identify common oral diseases in a given population and also to inform about the services provided at our centres. Both undergraduate and postgraduate students are deployed to work in association with these village-level workers to appraise the rural inhabitants regarding oral diseases and their prevention. Periodic meetings are held at all levels to resolve any issues encountered.

Taking advantage of digital technology, all the satellite clinics are equipped with internet, digital radiography and digital photography facilities. This ensures better connectivity of these centres with the tertiary care centre and allows the exchange of opinions with specialists. To update the knowledge of working dentists and enhance their skills, continuing dental education programs are conducted regularly. As a unique initiative, we conduct '**Door To Door Oral Health Screening Program i.e Miles For Smiles**', our community radio service, Radio Vishnu (90.4 FM) to deliver health care messages to the rural masses through panel discussions, live interactive sessions, phone-in programs and health talks. All these initiatives enhance the provision of high-quality dental health care and help to improve the oral health-related quality of life of the rural population we serve.

This massive community reach program has become extremely popular and the number of patients utilizing the services in these clinics is steadily going up.

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: 297.3

8.1.1.1 Institutional mean NEET percentile score

Response: 297.3

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:

Pre Clinical Prosthodontics

Pre-clinical Prosthodontics is taught in the first and second year of dental education to promote the development of competency and expertise before students work on patients. The college is equipped with a separate Pre-clinical Prosthetics laboratory with the required equipment, an adequate number of Bunsen burners and a plaster room for pre-clinical work. Weekly theory and practical classes are conducted to enhance students' learning in pre-clinical and clinical aspects of removable prosthesis fabrication. Individual students are closely monitored by the faculty members to ensure adequate pre-clinical training.

During the first year of BDS course, students are trained to perform pre-clinical procedures including cast pouring, temporary denture base adaptation, fabrication of occlusal rims, mounting on the articulator, teeth arrangement, processing, finishing and polishing of dentures. During the second year of BDS course, students are trained to get expertise in teeth arrangement. Each exercise shall be deemed to be completed only when the same is checked and signed/countersigned by the respective faculty-in-charge. Internal assessment practical exams are conducted on regular intervals, students' performance is evaluated and necessary actions are implemented to improve their working skills.

The college is also equipped with a separate Phantom Head Lab with an adequate number of Phantom heads and working tables with attached equipment to train students in Pre-clinical Fixed partial denture work. During the 3rd and 4th year of BDS course, students are trained to do tooth preparation on typodont teeth.

Pre Clinical Operative Training For Under Graduate Students

Training the students in the oral simulation lab is of utmost importance to make them familiarise regarding the structure of teeth and the armamentarium required in restorative procedures. In a systematic manner, students will be introduced regarding principles of cavity preparation, pulp protection, wedging, matricing and restoration. Training will include didactics, demonstrations followed by pre-clinical work by the students. To enhance the teaching and learning process small group teaching is effectively implemented. To enhance the operative success dental magnification loupes are implemented. Pre-clinical operative curriculum of II yr BDS is according to the regulations of Dr NTRUHS, Vijayawada.

Course period

Didactics – 40 hours.

Practical hours – 160 hours

To understand the parts and nomenclature of cavity design few plaster models work will be done in the first week of the training. The exercises include all different cavity designs for dental amalgam, tooth coloured adhesive materials like Glass Ionomers and Composite Resin restorations. Students will be doing clinical shadowing ie., learning by observation of the same procedures in the dental clinics. This makes them understand the correlation of simulation teaching to the treatment on the patients.

Students are trained for their self-assessment using self-assessment evaluation papers. There will be surprise tests. Assessment of the students will be carried out once in every 3 months as an internal assessment, by the end of year average of internal assessment is done. Slow learners will be identified from the beginning and will be trained for extra curriculum hours.

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

E. ? 1 of the above

D. Any 2 of the above

C. Any 3 of the above

B. Any 4 of the above

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

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

Response:

The institution conducts various orientation and guidance programs, regularly for students at various stages of their tenure in the college.

The first BDS students upon entry are provided with a detailed 2-day course (PRERNA) by the principal and various heads of the departments, which include knowledge about dentistry, its scope, various specialities in dentistry and a brief description of each, the etiquettes and deportment expected from professional students, time management etc., The Department of Anatomy introduces the sacred cadaver oath. Senior teachers provide inputs as to how to avoid stress and meet the increased demand for a professional course.

Students upon entering the third BDS are given orientation to the clinical training, sterilization, asepsis and infection control, management of biomedical waste and ethical considerations in the management of patients.

Interns are given special training on the psychomotor and affective domain of learning and independent management in decision making as well as execution of treatment.

Postgraduate students upon entry are oriented in a 2-day program (PEETIKA) about the various aspects of post-graduation such as data collection, seminars, Journal clubs, Clinical training, clinical photography etc., Further, they are also given a month-long training in the use of computers. They are given training in

radiology and the effective use of magnification in dentistry.

Both the UG and PG students are given training in a 2-day program about BLS (Basic Life Support) by an invited specialized team.

PG students of all the specialities participate in a 4-day course on research methodology conducted by invited specialists in the field. They are also provided with a foundation course on biostatistics. The above are some of the training programs practised for the timely inclination of expertisation in dentistry.

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

E.? 1 of the above

D. Any 2 of the above

C. Any 3 of the above

B. Any 4 of the above

Response: A. Any 5 of the above

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

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

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

E. Any 1 of the above

D. Any 2 of the above

C. Any 3 of the above

B. Any 4 of the above

Response: C. Any 3 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: 2.92

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

2018-19	2017-18	2016-17	2015-16	2014-15
10	3	2	2	1

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

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 institution follows the curriculum designed by Dental council of India and Dr.NTR UHS, Vijayawada.

- The students after admitting into the course are sensitised about the clinical competencies and directed to acquire the same at the end of each course.
- The clinical competencies to be acquired by the student are demonstrated by the faculty of respective specialities and the cases are allotted in the clinics.
- The cases allotted to each student are carefully monitored by the faculty owing to the diagnosis, discussion of the treatment plan and rendering the required treatment services following the professional ethics.
- The students are recommended to carry out and fulfil the quota of cases speciality wise as per DCI guidelines under the supervision of concerned faculty and HOD
- The students are monitored and seen to that every required number of procedures speciality wise and competencies are attained by the end of the year
- Every student will undergo clinical chairside evaluation before taking up a case
- Periodical assessment of clinical competencies of the students is done through viva-voce by the concerned faculty.
- All the treatment plans and clinical competencies are evaluated through checklists.

Periodic internal assessments are conducted as per the norms laid out by Dr.NTRUHS

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

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: 93.04

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

2018-19	2017-18	2016-17	2015-16	2014-15
131	120	128	132	134

8.1.9.2 Number of first year Students admitted in last five years

2018-19	2017-18	2016-17	2015-16	2014-15
139	133	139	141	141

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:

The college has adopted methods to define and implement dental graduate attributes with a system of evaluation of the attainment of the same.

The Vishnu Dental College strongly believes in personality development in addition to merely learning dentistry. The vision of the institution is oral health for all and the mission includes providing access to affordable and quality oral health care and value-based training. Students are impressed about these attributes right from the beginning of the course and are continuously stressed and counselled to develop human values. Work ethics, ideal behaviour, professional ethics and etiquettes are made aware continuously not only in the college but also in the Vishnu Educational Development and Innovation Center (VEDIC) situated at Hyderabad. Due to the extensive community outreach including door to door campaign about dental health students understand the problems prevailing in the society and get first-hand information on the economic and educational status of the population. Counselling centres both for dental treatment and smoking cessations have been established in the college. Random feedbacks are regularly taken from the patients about the approach, attitude, competency of the students under whom they receive treatment. Students are also participating in the government-sponsored 'SwasthyaVidhyaVahini' wherein they get to meet the cross-section of the population. The numbers of satellite clinics established by the college are also helping the students to develop good attributes and human nature in dealing with lesser privileged people.

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

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

Response: 0.14

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

2018-19	2017-18	2016-17	2015-16	2014-15
133	93	86	83	70

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

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

Response:**FACULTY DEVELOPMENT PROGRAMMES AT VDC (DENTAL EDUCATIONAL UNIT)**

Teaching is laden with many educational challenges requiring a breadth of skills, to convey the knowledge. High-quality professional training programs for faculty members have become essential to higher education institutions in order to be able to compete in this ever-changing world.

Faculty development has become a priority to keep in pace with and respond to emerging students needs. Faculty development programs advantages are twofold-To help prepare educators /teachers in diverse settings to work with an effective and collaborative manner and to enhance learning practice. The institution is making proactive efforts to upgrade the knowledge and skills of teaching faculty by implementing the Faculty development programs. The institution focuses on realistic outcomes through training and workshops.

VEDIC (Vishnu Educational Development and Innovation centre) – a new initiative undertaken by chairman and vice-chairman located at Aziz Nagar, Hyderabad is mainly intended to impart the newer scientific-educational practices thereby enriching teaching abilities of faculty.

CENTER GOALS:

VEDIC will:

- 1.Engage Institutions faculty members, staff, students, to work in a collaborative environment to create rich, engaged learning, teaching and improved behavioural experiences.
- 2.Contribute to a significant increase in student learning retention and graduation rates.
- 3.Establish our institution as a system leader in the areas of Educational Research and Academic Leadership.

The faculty are trained to attain new knowledge, diverse skills and abilities in many aspects that include

- Clinic instruction, small-group teaching, problem-based tutorials, case-based discussions, mentor and leadership training to develop and evaluate new curricula
- Integrating technology into teaching, learning and research and master new computer-based educational programs
- Leadership and management proficiency
- Professional development which emphasized the development of individual faculty members in their professional responsibilities As educators, researchers and administrators
- Organizational development which emphasizes the requirements and main concerns of the institution

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

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5. CONCLUSION

Additional Information :

Sri Vishnu Educational Society (SVES) is an educational trust run by visionaries' from its inception in 1992. The Founder Late DR B. V. Raju was inspired by the concept of setting up quality educational institutions in tier 2 towns. He believed that education could transform lives and set up a women's engineering college in his native town of Bhimavaram, West Godavari Dt., Andhra Pradesh that significantly transformed the region, especially where it influenced women towards higher education. He was awarded the Padma Shri and Padma Bhushan awards for his distinguished services and contribution in the field of education and cement industry.

The seeds sown by the Founder Chairman DR B. V. Raju, and the zeal and inspiration by Shri K. V. Vishnu Raju, Chairman and grandson of the Founder, have instilled a sense of purpose and commitment to drive the cause of engaged learning for our students in the rural parts of Andhra Pradesh and Telangana.

With 4 sprawling campuses spread across various locations in Andhra Pradesh and Telangana, SVES presently has 11 constituent institutions with over 20,000 students offering programs in Engineering, Dental, Pharmacy, BSc, MCA, Polytechnic, school and K-12 having recognition and approval from the concerned apex bodies.

Vision of SVES

Transform the society through excellence in Education, Community Empowerment, Affordable Healthcare and sustained Environmental Protection

The society's mission statement includes

- *To establish hospitals and rural health centres.*
- *To promote community health and hygiene.*

The society is wholly committed to providing an enriched environment of learning to all the students passing through the portals of its educational institutions and also possess official newsletter- *Vishnu Era*. One of the main focus areas of society is the institutionalization of early-stage small businesses by creating an ecosystem of resources and infrastructure to promote entrepreneurship amongst students.

A significant amount of funds and manpower is channelled by the Society to continuously work towards development through primary education, housing, health and hygiene, necessities, spiritual and religious aspects in the neighbouring and outlying communities in Telangana and Coastal Districts, where the campuses and sister concerns are located.

Concluding Remarks :

Experience of an individual or an institution cannot be simplistic calculation, based on the number of years that were passed, but by the amount of introspection into these years and number of lessons drawn. After establishing the fundamental value system, we left no stone unturned to learn from our own experiences and

also from those of other premier institutes in India and abroad. In this sense, VDC has garnered enormous experience and earned a unique reputation in patient care and student training. We are quick to understand changing trends and adopt the best practices from across the globe.

We are continuing to develop our strategic plan –in the process we are trying to elevate the quality of our graduate educational experiences to the level of our research and increasing our impact on society through better translation of the same, We are working to identify specific initiatives in each of these areas so that we can position our college to improve the world through our students, discoveries and outreach.

Innovation has become a tradition at VDC; we have introduced and sustained various innovative practices such as faculty development programs, comprehensive clinics etc. In the coming years, we will set the standard for new models to train future oral health providers and leaders in dental education. We do have constraints in the current model of professional education but we are excited about the possibilities and looking forward to designing and implement an exciting future. Our job is to work together to develop future academic excellence and to inculcate in students that quality of confidence, capabilities and ethical decision –making skills to improve the oral health of our population.

We always believe in the motto- “*strive for excellence.*” In this process, we update ourselves to the current trends, evolve to unlearn and learn and adapt to the change. We always stand on our lines of the motto and uphold the satisfaction of our stakeholders namely students and patients thereby enduring a meaningful contribution to the society.

Vision without action is a daydream; action without vision is a nightmare...

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
4.2.4	<p>Availability of infrastructure for community based learning</p> <p>Institution has:</p> <ol style="list-style-type: none">1. Attached Satellite Primary Health Center/s2. Attached Rural Health Center/s other than College teaching hospital available for training of students3. Residential facility for students / trainees at the above peripheral health centers / hospitals4. Mobile clinical service facilities to reach remote rural locations <p>Answer before DVV Verification : B. Any three of the above Answer After DVV Verification: B. Any three of the above</p>																				
5.3.3	<p>Average number of sports and cultural activities/competitions organised by the Institution during the last five years</p> <p>5.3.3.1. Number of sports and cultural activities/competitions organised by the Institution year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>40</td><td>40</td><td>40</td><td>45</td><td>45</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td></tr></table>	2018-19	2017-18	2016-17	2015-16	2014-15	40	40	40	45	45	2018-19	2017-18	2016-17	2015-16	2014-15	2	2	2	2	2
2018-19	2017-18	2016-17	2015-16	2014-15																	
40	40	40	45	45																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
2	2	2	2	2																	
7.1.7	<p>The Institution has disabled-friendly, barrier-free environment</p> <ol style="list-style-type: none">1. Built environment with ramps/lifts for easy access to classrooms2. Disabled-friendly washrooms3. Signage including tactile path, lights, display boards and signposts4. Assistive technology and facilities for persons with disabilities (<i>Divyangjan</i>) accessible website, screen-reading software, mechanized equipment5. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading <p>Answer before DVV Verification : D. Any two of the above Answer After DVV Verification: D. Any two of the above</p>																				

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations

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