SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

MADHA DENTAL COLLEGE AND HOSPITAL

MADHA DENTAL COLLEGE AND HOSPITAL, MADHA NAGAR, SOMANGALAM MAIN ROAD KUNDRATHUR, CHENNAI-600069
www.mdch.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Madha Dental College and Hospital (MDCH) was established in 2006 under Soosaiya Peter Educational Trust, a Christian Minority Educational Trust by Dr. Ln. S. Peter, a pioneer in the field of education and a renowned Philanthropist. With a commitment to provide quality dental education and oral healthcare to the community, the institution started its journey by offering the program on Bachelor in Dental Sciences, with the approval of Dental council of India and the affiliation of The Tamil Nadu Dr. MGR Medical University. Since then, under the able leadership of the Vice-Chairperson Ms. Mercy Florence Peter, the institution has taken swift strides to emerge as one of the premier dental colleges in Chennai, offering Masters in Dental Sciences in nine specialties from 2015 onwards, along with the undergraduate program.

The college is well established with cutting-edge facilities, such as contemporary smart classroom and well-equipped laboratories for pre-clinical student training and clinical research. The dental hospital with 289 dental chairs and five specialty clinics, urban and rural health centers act as a suitable forum for experiential learning and dedicated patient care. The students are given an exceptional holistic learning experience of academic study combined with practical clinical training. Madha Dental College and hospital is proud of its well-qualified teachers who are experts in their disciplines and are dedicated to teaching the students ethical values and a sense of societal responsibility in addition to academic proficiency.

The institution gives greater impetus to research and collaborative activities encouraging faculty and students to work on creative projects in various disciplines of dental science. The college ensures regular conduct of dental camps and community outreach initiatives, thus offering impoverished communities easy access to oral healthcare services. The students' council of the institution creates avenues for the students to enhance their team building, leadership and organizational skills through co-curricular and extra-curricular activities.

The institution is dedicated to the overall development of its students and aims to produce aspiring dentists who are not only skilled in their field but also empathetic and considerate of society. The educational quality of the institution is certified by **ISO 9000:2015** for imparting education leading to BDS and MDS degrees. Having successfully transformed the lives of over **2000**+ dental graduates, the institution is steadfast in broadening its visibility by fostering research and innovations in the field of dentistry and extending its community outreach services and thereby accomplishing its vision of educational excellence and quality oral health to the community.

Vision

Madha Dental College and Hospital is committed to foster students with an updated knowledge of recent technological advances and state-of art dental skills to provide comprehensive quality oral healthcare to all patients including the underprivileged community and a commitment towards quality dental research.

Mission

Madha Dental College & Hospital strives to

- Embody the values of compassion & excellence which is reflected in empathy, care, social outreach, passion & quality.
- Weave together an ensemble of dental graduates and post graduates whose qualities of integrity and leadership help to administer the highest quality of dental care.
- Deploy latest student-centric teaching methodologies and clinical practices at par with global standards so as to churn out competent and confident professionals and thereby achieve excellence in dental education.
- Promote state-of the art research facilities to enable discovery, inventions and innovations among staff and students.
- Ensure oral health education, preventive strategies affordable and quality healthcare to the community and disability limitation specifically targeting the underprivileged population.

Values:

- Striving for excellence in dental education.
- Ensuring affordable patient-centered oral health care
- Embracing societal and public health responsibilities.
- Integrating technology into education and health care
- Promoting research and fostering innovations in dentistry

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Location: Situated amidst lush greenery in the urban setting, the institution's convenient connectivity to urban and rural areas appeals to both students and faculty. This location also attracts a higher influx of patients from urban and rural communities seeking specialized dental care services.

State-of-the-Art Infrastructure: The institution features well-equipped dental care facilities and cutting-edge infrastructure for teaching, learning, and research, thereby fostering excellence in academic and clinical services.

Affiliation to a reputed University: The institution is affiliated to the renowned government The Tamil Nadu Dr. MGR Medical University, which is the second largest Health Sciences University in India. This warrants maintenance of a good standard of education.

Committed and Competent Faculty and Staff: With faculty and non-teaching staff meeting statutory requirements in qualifications and experience, the institution ensures the delivery of quality education and patient care to enhance overall institutional performance.

Support Systems for Academic Activities: The institution provides comprehensive support for academic endeavors, including a dental hospital, fully automated library, remote learning resources, learning management system, central research lab, and skill labs enriching academic activities.

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Affordable Patient Care: The institution offers exceptional dental care at affordable rates by experienced specialists.

Commitment to Community oral healthcare: Prioritizing community health, the institution engages in extension and outreach activities, including oral health screening and awareness programs in schools, aged care facilities, and nearby tribal communities. These initiatives provide students with authentic learning experiences beyond the campus.

Promotion of Research: Initiatives such as intramural funding, incentives for publications, and financial support for conferences foster faculty research and scholarly activities.

Dynamic Student Council: The dynamic student council facilitates communication and organization of academic, cultural, sports, and societal events, enhancing student engagement and participation.

Sports Infrastructure: The institution promotes sports through well-maintained indoor and outdoor facilities, organizes sports events and encourages participation in inter-college competitions, fostering a culture of physical activity.

Vivacious Student Population: With students excelling academically and actively participating in co-curricular and extracurricular activities, the institution fosters holistic personality development.

Management Commitment: The management's commitment to governance decentralization, infrastructure enhancement, staff and student welfare, quality assurance, and accreditation drives institutional progress.

Certifications: Holding ISO certification for quality education, energy conservation, and environmental sustainability reflects the institution's adherence to rigorous standards

Eco-consciousness: The institution's eco-conscious efforts include tree planting and water body cleanup activities, demonstrating a commitment to environmental preservation.

Milieu for Excellence: Encouraging participation at all levels towards achieving strategic goals, the institution fosters an environment conducive to excellence aligned with its vision and mission.

These strengths collectively reinforce the institution's reputation, credibility, and capacity to provide high-quality education, healthcare, and research opportunities.

Institutional Weakness

Restricted academic flexibility: The institution adheres to the curriculum set by the Dental Council of India and follows the guidelines established by The Tamil Nadu Dr. MGR Medical University. Currently, the university regulations prohibit student participation in exchange programs with other institutions.

Lack of autonomy: As an affiliated institution, there is lack of autonomy in developing new certificate and diploma programs in tune to the recent demands of the profession.

Limited Student diversity: Diverse students' admissions are limited as admissions are primarily based on NEET scores and are overseen by the Directorate of Medical Education of the state.

Paucity of Research outcomes: Efforts are underway to enhance faculty and students research publications, with an emphasis on faculty prioritizing research outcomes such as patent and copyright generation alongside patient care and teaching responsibilities. Furthermore, the research committee is stimulated to enhance extramural and collaborative research.

Scarcity of International collaborations: Initiatives are in progress to establish international MoUs and related activities.

Institutional Opportunity

- Institutional support is extended to enhance both the quantity and quality of research projects and publications, elevate visibility on research platforms, and foster exploration of international collaborations.
- Faculty and students are urged to embrace innovative teaching-learning methods and utilize available academic support systems.
- Rigorous efforts are taken on enhancing IT infrastructure, augmenting e-learning resources, engaging with alumni, and leveraging their feedback to bolster the quality of education and graduates' employability.
- The expansive campus provides ample opportunities for infrastructure expansion as required. Ongoing endeavors are directed towards modernization of the central research facility for promotion of avant-garde research and enhancement and upkeep of sports infrastructure, along with the promotion of sports activities.
- The Internal Quality Assurance Cell ensures perpetual implementation and sustenance of quality in teaching learning, evaluation and research.
- The supportive management fosters freedom and opportunities for expansion of community outreach activities, innovation across healthcare like aesthetic/cosmetic dentistry, student-centric teaching learning and innovations in research.
- Regular conduct of Faculty Development Programs and technology upgrades enhances the teaching and learning process.

Overall, the institution is dedicated to advancing dental education, research, and healthcare services, with an unwavering focus on holistic learning and continual advancement.

Institutional Challenge

- Restrictions imposed by regulatory bodies' stringent schedules hinder the implementation of curricular revisions and innovations, posing a challenge to academic flexibility.

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- Staying sustained as fore runners among the competitive dental institutions of the state.

STRATEGIES AND OBJECTIVES TO OVERCOME WEAKNESS/CHALLENGES INCLUDE:

- Enhancing institution's visibility on national and international platforms to foster collaborations and amplify the institution's influence.
- Developing and executing strategies with specified timelines to achieve institutional objectives and bolster capabilities.
- Cultivating a sense of dedication among all stakeholders towards continuous quality improvement initiatives and fostering teamwork to excel in academic training and healthcare provision.
- Prioritizing infrastructure upgrades and enhancing the skill sets of the existing workforce to uphold the institution's prominence amidst the proliferation of dental colleges.
- Enhance faculty retention by providing opportunities for professional development.
- Establishment of research facilities are in progress for the last two years with equipment and facilities to enable research projects of the under graduate and post-graduate students.
- Strengthen networking and formal engagement with employers, alumni and parents to deliberate their suggestions for overall growth and development
- Enhancing community outreach initiatives, educating the community on importance of oral health, and offering mentorship and support to slow learners.
- Pursuing national and international collaborations for research and partnering with other centers of excellence domestically and internationally to offer broader exposure to students and faculty.
- Working towards enhancing eco-campus sustainability by implementing measures to conserve electricity, water, and reduce waste generation.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institution has constituted the Academic and curriculum committee to effectively plan and implement the curriculum designed by the affiliating The Tamil Nadu Dr. MGR Medical University for undergraduate and post graduate programs in alignment with the curriculum recommended by Dental Council of India. The academic and curriculum committee has representations from all departments at the HoD level and convenes twice a year to deliberate on planning of curriculum implementation, methods to be adopted for curricular delivery and strategies for enriching the curriculum, aimed at shaping competent dental graduates. The Dental Education Unit of the institution coordinates with the academic and curriculum committee in curriculum implementation which starts with the preparation of an academic calendar in tune to the calendar of the affiliating university. The curriculum implementation is ensured further through timely preparation and dissemination of the master time tables, teaching schedules, clinical postings and internship schedules and tentative internal assessment schedules with strict adherence to the academic calendar. The faculty prepare the detailed lesson plans with the approval of the respective Head of the department and adopts various teaching learning methodologies for effective curriculum delivery. Academic flexibility through interdepartmental and interdisciplinary training is warranted by the Academic and curriculum committee within the curricular framework stipulated by the statutory bodies. Curriculum enrichment through need-based add-on and value-added courses and mandatory experiential learning through field visits, clinical postings, industrial visits and community postings prepare the students to emerge as professionally competent dental graduates who can

prosper in the global arena. The post graduates are encouraged to take up short term projects in addition to the research projects mandated by the curriculum. Regular case presentations, seminars and journal club activities are conducted for the students to encourage participatory and self-directed learning. Structured feedback on the curriculum is solicited by the feedback committee from diverse stakeholders, including students, faculty, employers, professionals, and alumni. This feedback is periodically reviewed by the academic and curriculum committee, and remedial actions are incorporated as updates of curriculum planning and implementation.

Teaching-learning and Evaluation

The institution follows the admission process as per the state government's reservation policies and the admission for all the programs is solely based on NEET scores, with a high enrolment rate of approximately 100% seats filled for all programs against the sanctioned intake. The institution adopts an exclusive policy and criteria to categorize students based on their learning abilities and offers remedial measures like extra classes, assignments, tests, and mentoring sessions for slow performers and special programs like conference presentations and publications for advanced learners. The institution ensures that at any point of time a student teacher ratio of 1:5 is maintained as per statutory norms. The faculty are highly competent with an average teaching experience of about 7.8 years and over 90% possess significant expertise in developing and delivering e-content. The institution takes rigorous efforts to nurture and promote creativity and innate talents of the students by encouraging the dynamic students' council to organize various co-curricular and extra-curricular activities. Various student-centric teaching learning methodologies are employed including seminars, case discussions, journal clubs, role-plays, debates, quizzes, small group and interdepartmental discussions, which collectively contribute to a comprehensive educational experience. Students are made to work in simulations like Phantom heads, models and other demonstrative tools to enhance their pre-clinical and clinical skills. Teachers use diverse ICT tools like smartboards and e-resources to facilitate innovative teaching-learning. The institutional LMS serves as an effective platform for faculty to share their e-content and enable self-paced learning. A well-established mentorship program with a mentor-mentee ratio of 1:6 features regular mentor-mentee meetings and monitoring of academic progress. The course outcomes and program outcomes are well-defined in alignment with graduate attributes as per DCI norms, which are disseminated to students to ensure their active engagement. The Examination committee ensures robust conduct of examinations and ICT integration for summative assessments. The examination grievance redressal committee ensures timely redressal of exam related grievances. The academic performance of students has been outstanding, with a consistent pass percentage of above 90% in the final year. Parent-teacher meetings are conducted annually and appropriate actions are taken based on parents' feedback.

Research, Innovations and Extension

Madha Dental College and Hospital houses a state-of-the-art central research lab and infrastructure that cater to interdisciplinary research. The institution's commitment towards research is evident from its engagement of competent faculty who are actively involved in research. The percentage of teachers recognized as PG/PhD guide is around 15% of the whole pool of faculties in the past 5 years. The faculties have received financial support for fellowships and conference participations. The institution has constituted a research committee and established a comprehensive framework for research funding to bolster and incentivize research endeavors. This funding structure has cultivated a culture of innovation and research excellence, dissemination of research findings through publications and presentations. The institutional ethics committee places a strong emphasis on code of research ethics and compliance, ensuring that studies involving human participants adhere to rigorous ethical standards. This commitment to research integrity enhances the credibility and impact of research

outcomes. Research initiatives by students are highly valued, and the Postgraduates of Prosthodontics departments even file patent applications for their creations. More than 100 articles have been published in peer-reviewed journals and 25 books /chapters have been authored by the faculty in last five years. Regular conduct of seminars and workshops on research methodology, IPR and good clinical practices in a range of around 10 to 15 programs per year facilitate knowledge exchange and idea-sharing, fostering advancements in various fields. The institution's extension and outreach initiatives engage voluntary student participation from institutional Red Ribbon Club (RRC) and National Service Scheme (NSS), interns, and faculty members, around 60 activities per year. The outreach initiatives including as blood donation drives, smoking cessation and drug awareness campaigns, oral health screening and civic engagement events. Recognizing these efforts, the institution has been honored with 105 certificates of appreciation from various government and prominent agencies for its contributions to oral health screening and education, and various public health welfare endeavors. NSS activities such as Swachh Bharath, plantation drives and public health dental check-ups in villages surrounding the institution are organized. The college has established 16 collaborations with dental labs, training and research institutions for student training.

Infrastructure and Learning Resources

Madha Dental College and Hospital stands as one of the leading institutions in Chennai, offering cutting-edge dental education coupled with a state-of-art infrastructure providing an environment conducive to optimizing academic pursuits. There are nine departments in the institution with separate undergraduate and postgraduate clinics, totally equipped with 289 dental chairs run by a centralized suction unit. Four lecture halls with smart boards and ICT enabled seminar halls facilitate interactive learning. Preclinical labs with phantom head models are available to ensure students are exposed to simulation-based training. Community based teaching-learning is encouraged through extension activities, and postings in rural and urban health centers of the institution. Various indoor and outdoor sports facilities and an auditorium for cultural facilities are available at the institution to promote overall growth and wellbeing of the students. Adequate computers are available in all the departments and IT team of the institution extends support through seamless WiFi connectivity and LAN facility. The fully automated central library has an extensive collection of 4149 textbooks along with 17 International and 43 National journals, offering a large reading section along with reprographic facility for staffs and students. The digital library houses 50 computers and remote access to the e-journals is facilitated through DELNET. Hospital information management system (ERP-9) is used to manage the patient details. To ensure a green campus, a good number of trees have been planted and regularly maintained at the institution. Solar panels have been installed in the campus as part of the energy conservation process. A well-maintained herbal garden with various medicinal plants in the campus facilitates to create awareness in students on the alternate systems of medicines. Boys and girls Hostels are well maintained with safety and security. Students have access to common gym facilities and yoga centre within the institution. The maintenance department oversees the upkeep and maintenance of buildings, class rooms, hospital, laboratories, hostels, canteens, sport facilities, utilities, STP, landscapes etc, and monthly maintenance and repairs of equipment and devices. The IT department is responsible for monitoring and maintaining campus surveillance cameras, biometric systems, and other security systems.

Student Support and Progression

Madha Dental college & hospital incessantly thrives to reach best kept standards in supporting the students in every way possible, making it a safe and comfortable haven to graduate from. The institution facilitates government scholarship for students under the Adhi Dravidar welfare association, First Graduate Scheme, and

7.5 scholarship schemes. In addition to this, every year the economically deprived students and deserving candidates are supported and aided by the institutional fee waiver policy. With a focus on preparing students for contemporary dental profession, various capability enhancement programs like language and communication skills, soft skills, analytical skills, professional development and employability skills are regularly offered. Every year the placement and career guidance cell conduct career guidance to plan their future ahead and NEET orientation sessions to support the future endeavors of its graduates, resulting in many students opting for postgraduation at prestigious institutes nationwide. The rigorous functioning of committees such as Anti-Ragging Committee, Grievances Redressal Cell and Internal complaints Committee warrants a ragging free and safe campus environment. Numerous students have become self-employed and embarked on their careers in esteemed institutions and hospitals worldwide. Additionally, students have pursued postgraduate degrees or higher education in renowned colleges both nationally and internationally. The International Students Cell strives to co-ordinate research and academic programs with overseas Institutes through Memorandum of Understanding, exchange of students/faculty and also promotes in imbibing students from other countries to complete their education in the institution. The institution lays emphasis on extracurricular activities, including sports and cultural programs and the dynamic Student Council plays an active role in organizing such programs to enhance students' managerial and organizational skills. The institution enthusiastically celebrates various festivals and national days, with active student participation. Madha dental Alumni association is active in helping the students to come together often, reminisce the wonderful memories during the alumni meet up and also conduct regular alumni talks where the past students are given a platform to share their success stories thereby inspiring others. Apart from knowledge sharing, the alumni also contribute materially and financially to the alma mater.

Governance, Leadership and Management

Madha Dental College and Hospital maintains robust Governance, Leadership, and Management practices, guiding the institution towards its vision of becoming a trailblazer in dental education. The management actively engages all stakeholders in decision-making, promoting a decentralized approach to academics and administration. This inclusive approach empowers stakeholders to actively contribute ideas and suggestions, thereby fostering a sense of ownership and commitment to the institution's drive towards excellence. The institutional committees like College council, Curriculum, Research and examination Committees, Institutional Review Board, Internal Quality Assurance Cell (IQAC) and Dental Education Unit collaborate seamlessly to ensure effective implementation of adopted policies and achievement of the five-year strategic plan formulated in alignment with institution's vision and mission. E-governance has been effectively implemented in domains like hospital administration, academic planning and development, finance management, student support and library management. The institution prioritizes the welfare of both teaching and non-teaching staff, understanding that a content and committed workforce is key to efficiency and success. Faculty members enjoy a range of welfare benefits, including academic and vacation leaves, transportation, maternity leave, hostel accommodation and financial assistance for faculty to attend conferences, research publication endeavors, and membership in professional bodies in accordance with institutional policy. Permanent non-teaching employees receive benefits such as coverage under the Employee State Insurance Corporation and Provident Fund, salary advances, maternity leave, and financial assistance during significant life events. Additionally, the institution organizes annual professional development programs for the faculty and administrative programs for non-teaching staff to enhance their skills. The faculty are encouraged to attend faculty development programs organized by other institutions. The performance appraisal system is formative and reflective, involving self-assessment by staff and assessment by management, ensuring comprehensive improvement in individual performance. The Peter Educational Trust provides crucial support to the institution, with the finance department managing financial resources, ensuring optimal utilization and meticulous auditing of resources

under the aegis guidance of the Management. The IQAC strives to elevate academic and administrative performance, fostering a culture of quality and embracing exemplary practices. Feedback obtained from all the stakeholders is well-thought-out for consistent enhancement of the institution's quality standards.

Institutional Values and Best Practices

Madha Dental College and Hospital stands as a beacon of institutional values and social responsibilities, epitomizing a commitment to holistic development, inclusivity, and sustainability. Through its myriad initiatives and practices, the institution exemplifies its dedication to fostering a nurturing environment that transcends mere academic excellence. At the forefront of its endeavors is the promotion of gender sensitization, underscored by the organization of 25 dedicated programs aimed at fostering awareness and respect for gender equality. Furthermore, the provision of separate hostels with enhanced security measures, common rooms for both male and female students, CCTV surveillance, tight security and restricted entry throughout the campus ensure a conducive living environment that prioritizes safety and privacy. Embracing environmental stewardship, the college harnesses solar energy for illumination through solar-powered lights and panels, LED bulbs, and sensor-based energy conservation, thereby reducing its carbon footprint. Additionally, its waste management facilities ensure responsible disposal of biomedical, solid and e-waste and recycling practices, contributing to a cleaner, sustainable campus. Water conservation efforts, including the utilization of wells, tanks, and rainwater harvesting techniques, further underscore the institution's commitment to environmental sustainability. Moreover, the adoption of battery-powered vehicles for patient transportation and initiatives aimed at maintaining a green campus highlight its dedication to eco-conscious practices. Inclusivity lies at the heart of Madha Dental College and Hospital, as evidenced by its disabled-friendly infrastructure, featuring accessible washrooms, tactile paths, ramps, and elevator, ensuring equitable access for all individuals. Celebrating diverse cultural festivals and national observances such as Pongal, Christmas, Ayudha Pooja, Republic Day, and Independence Day foster a sense of unity and inclusivity among students and staff. Adhering to a stringent code of conduct and commemorating various national and international days further instills a sense of responsibility, citizenship, and social awareness among the college community. The institution's innovative best practices, including the Modern Dentistry Practice School and Serving the Unserved initiative, underscore its commitment to excellence and service-oriented education. Notably, the pioneering inclusion of goat head surgery training sets Madha Dental College and Hospital apart, equipping interns with invaluable surgical skills and enhancing their practical training experience, thus embodying holistic approach to education.

Dental Part

Madha dental college adopts the curriculum prescribed by the Dental Council of India and the affiliating university. Admissions to all the programs offered by the institution is based on the NEET score and the corresponding rank achieved. The college guarantees comprehensive training for students in preclinical environment with all necessary equipment and facilities, aiming to augment their abilities and equip them for patient care in real time clinical settings. The college has good influx of outpatients which provide the opportunity for effective clinical training to students. The students are also educated on the infection control protocols adhered by the college. Strict sterilization and disinfection procedures are followed in each department. Adequate supplies of Personal Protective Equipment (PPE) are readily available to students and faculty members at all times. The college has instituted orientation days tailored for students, interns, post graduates and white coat ceremonies are also organized for first year BDS students each year, fostering a vibrant atmosphere for all individuals involved. Students undergo training in the utilization of high-end equipment such endodontic microscope, dental laser unit for diagnostic assessments and therapeutic

interventions thus ensuring their alignment with the latest advancements in dentistry. Students are also trained in special clinics dedicated to areas like special healthcare needs, tobacco cessation, implantology, geriatric and aesthetics which serves as an invaluable firsthand experience for real time professional career. The faculty are highly qualified, well experienced and committed some and faculties also hold additional degrees and fellowships from recognized universities, beyond the required eligibility. Objective measures like OSPE/OSCE are used to assess the student's proficiency in specific clinical competencies. Assessment of pre-clinical and clinical skills attainment are also done using structured evaluation sheets. The college mandates Hepatitis B immunization for both students and faculty adhering strictly to the institutional policies. Moreover, the college allocates sufficient budget per capita per student to support academic endeavors and excellence. The Dental Education Unit conducts faculty development programs on recent advances in dental education and need-based focused workshops like e-content development training programs regularly aimed at empowering the faculty to be abreast of the professional.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MADHA DENTAL COLLEGE AND HOSPITAL
Address	MADHA DENTAL COLLEGE AND HOSPITAL, MADHA NAGAR, SOMANGALAM MAIN ROAD KUNDRATHUR, CHENNAI-
City	CHENNAI
State	Tamil Nadu
Pin	600069
Website	www.mdch.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	BAGAVAD GITA	044-24780732	9600172770	044-2478073 2	madhadentalnaac@ gmail.com
IQAC / CIQA coordinator	PACKIALAK SHMI	044-29544286	9789837618	044-2954428 6	iqaccoordinatormdc h@gmail.com

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

Type of Institution	
By Gender	
By Shift	

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

Date of establishment of the college	13-07-2007

University to which the college is affiliated/ or which governs the college (if it is a constituent college)		
State	**University name**	**Document**
Tamil Nadu	The Tamilnadu Dr Mgr Medical University	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			

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	MADHA DENTAL COLLEGE AND HOSPITAL, MADHA NAGAR, SOMANGALAM MAIN ROAD KUNDRATHUR, CHENNAI-				

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,Bds,	60	Higher Secondary NEET UG	English	100	88
PG	MDS,Oral Medicine And Radiology,Oral medicine and Radiology	36	BDS NEET PG	English	2	2
PG	MDS,Conservative Dentistry And Endodontics,Conservative Dentistry and Endodontics	36	BDS NEET PG	English	3	3
PG	MDS,Oral And Maxillofacial Surgery,Oral and Maxillofacial surgery	36	BDS NEET PG	English	3	3
PG	MDS,Oral	36	BDS NEET	English	2	2

	Pathology And Microbiology,Oral Pathology and Microbiology		PG				
PG	MDS,Orthodontics And Dentofacial Orthopaedics,Orthodontics and Dentofacial Orthopaedics	36	BDS NEET PG	English	3	3
PG	MDS,Pediatric And Preventive Dentistry,Pediatric and Preventive Dentistry	36	BDS NEET PG	English	3	3
PG	MDS,Periodontology,Periodontology	36	BDS NEET PG	English	3	3
PG	MDS,Prosthodontics And Crown And Bridge,Prosthodontics and Crown and Bridge	36	BDS NEET PG	English	3	3
PG	MDS,Public Health Dentistry,Public Health Dentistry	36	BDS NEET PG	English	2	2

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	25				22				46			
Recruited	13	12	0	25	11	11	0	22	13	33	0	46
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
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				8				0			
Recruited	0	0	0	0	4	4	0	8	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				170
Recruited	69	95	0	164
Yet to Recruit				6

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				5
Recruited	4	1	0	5
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	3	0	1	4	0	0	0	0	8
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	13	9	0	10	7	0	13	33	0	85
UG	0	0	0	0	0	0	0	0	0	0

Highest Qualification	**Lecturer**			**Tutor / Clinical Instructor**			**Senior Resident**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	4	4	0	0	0	0	8

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

Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Highest Qualification	**Lecturer**			**Tutor / Clinical Instructor**			**Senior Resident**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	15	0	0	0	15
	Female	70	3	0	0	73
	Others	0	0	0	0	0
PG	Male	9	0	0	0	9
	Female	15	0	0	0	15
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	10	15	9	5
	Female	32	38	30	20
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	12	18	22	24
	Female	53	46	43	55
	Others	0	0	0	0
General	Male	2	2	1	4
	Female	3	3	9	7
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		112	122	114	115

General Facilities	
Campus Type: MADHA DENTAL COLLEGE AND HOSPITAL, MADHA NAGAR, SOMANGALAM MAIN ROAD KUNDRATHUR, CHENNAI-	
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)	**92**
* Qualified Doctor (Part time)	**0**
* Qualified Nurse (Full time)	**9**
* Qualified Nurse (Part time)	**0**
• Facilities like banking, post office, book shops, etc.	**No**
• 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**

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• Potable water and water treatment	**Yes**
• Renewable / Alternative sources of energy	**Yes**
• Any other facility	**Sewage Treatment Plan**

Hostel Details
Hostel Type
* Boys' hostel
* Girls's hostel
* Overseas students hostel
* Hostel for interns
* PG Hostel

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The institution follows the curriculum prescribed by the Dental Council of India and the affiliated the Tamil Nadu Dr. MGR Medical University, Chennai. The institution ensures a multidisciplinary approach of imparting education by integrating various fields into teaching, training, research, and outreach. The undergraduate and the postgraduate curricula have interdisciplinary courses and the institution's dental

	education unit ensures that these courses are dealt with in interdisciplinary approach. The courses like Human Anatomy, embryology and medical genetics, Physiology, Biochemistry, Microbiology, Pharmacology, General Pathology are taught by the faculty of the respective disciplines in the undergraduate program and the same as Basic medical sciences in the postgraduate programs. The postgraduate students of the MDS in Oral and Maxillofacial surgery undergo clinical training in disciplines like Anaesthesiology, Oncology, Ophthalmology, orthopaedics and neurosurgery as stipulated by the curriculum. The undergraduates and the postgraduates also undergo clinical training in the departments of general medicine and general surgery as prescribed in their respective curricula. These postings promote interdisciplinary collaboration and team work among the students. The institution provides programs on language and communication skills, computer skills and soft skills from the start of dental education to enhance the capabilities of the undergraduates. Yoga is given as a co-curricular activity for its physical and holistic benefits. Curriculum is strengthened by introducing need-based Add-on and value-added courses like Basic life support, Biomedical waste management, for the students. The undergraduates are taken for herbal garden visits to create an awareness on medical plants and alternative system of medicine. Engaging in community postings and extension activities helps students become immersed in local culture, enabling them to provide culturally sensitive oral healthcare. Postgraduate students benefit from interdisciplinary exposure by spending time in relevant departments. Additionally, the institution actively organizes health awareness programs through the department of Public health dentistry in its rural and urban health centers. The students also take part in blood donation awareness programs, oral health camps in schools, old age homes and for the underprivileged.
2. Academic bank of credits (ABC):	The dental council of India does not recommend credit-based system for the undergraduate and the postgraduate dental programs and the institution's preparedness for the Academic Bank of credits is dependent on the affiliating University (The Tamil Nadu Dr. MGR Medical University). However, the institution uses Student management software

	(ERP-9, iPalpap software Pvt. Ltd.) to document student related details.
3. Skill development:	The essential skills that every dental Graduate needs to acquire have been outlined by the dental council of India (DCI). These skills are divided as pre-clinical and clinical skills and are imparted in the undergraduate curriculum. As a collaborative effort, each department works alongside the curriculum committee and the dental education unit to identify and compile the skills designated for each professional year. Based on these skill sets, lesson plans are formulated and the skills are imparted across various settings, including classrooms, chairside teaching using phantom heads, outpatient departments (OPD), and the pre-clinical and clinical Skills lab. To ensure students' competency, all skills that can be certified are documented, and faculty members within each department are committed to equipping students with proficiency in these areas. The competencies acquired by students are then evaluated and recorded in a logbook specifically designated for certifiable skills. This same process is extended to postgraduate students, where the identified skills within the PG curriculum are determined by the relevant departments and subsequently taught. In addition to the competencies outlined by the DCI, the institution conducts programs aimed at fostering analytical abilities, language and communication proficiency, soft skills, personality development, professional ethics, and employability among students. To provide hands-on, skill-based training, the institution has established pre-clinical and clinical skills laboratory accessible to both undergraduate and postgraduate students. This facility includes designated areas for storing models and mannequins, rooms for examining phantom heads, clinical skill training using articulators, clay models, suturing, and spaces for demonstrating techniques through simulated surgeries on goat heads. The clinical skills laboratory plays a pivotal role in nurturing the early development of clinical skills through simulation, ensuring students are well-prepared to handle real-world patient scenarios.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The institution has proactively taken steps to incorporate the local language, art, and culture into its framework. This is achieved by integrating compulsory activities into the curriculum, including

	language classes in Tamil and English, as well as debates conducted in the local language. These initiatives aim not only to foster cultural appreciation but also to deepen students' understanding of the socio-cultural and linguistic diversity within society. From the onset of their dental education journey during the orientation program, students are sensitized to the richness of this cultural diversity. They are educated about the linguistic and cultural distinctions specific to the state. To honour and value this diversity, the institution's annual sports, cultural events, and national day celebrations feature activities conducted in the local language. This provides students with a platform to express themselves through poetry, songs, and essays in Tamil. The cultural festival also showcases traditional arts and folk dances from South India, among other events. Professional ethics and human values are integral components embedded within the dental education curriculum, imparted to students throughout all professional years. There is a particular emphasis on highlighting the importance of respecting patients' autonomy and values, alongside other crucial aspects of patient care. Throughout the year, the institution actively celebrates various festivals such as Pongal, Christmas, Ramzan, and Ayudha Pooja. These celebrations provide opportunities for students to gain insight into and appreciate regional and cultural diversities. These values are instrumental in shaping patient care, as the institution places significant emphasis on understanding and respecting cultural practices, customs, beliefs, and religious considerations while delivering medical treatment. These values are instilled in students throughout their educational journey.
5. Focus on Outcome based education (OBE):	The Dental council of India (DCI) has enlisted the competencies to be inculcated in both the undergraduate and postgraduate students. The curriculum highlights graduate attributes that the institution is committed to instilling in its dental graduates. The institution has aligned its program and course outcomes with the competencies outlined in the BDS and the MDS curriculum prescribed by the DCI. These outcomes are readily available on the institution's website for the benefit of both students and faculty. To ensure effective learning, each

department has formulated specific learning objectives for each topic, along with associated lesson plans, teaching learning methodologies and assessment strategies. The evaluation of knowledge, attitude, skills, and communication proficiency is carried out through formative assessments and internal evaluations. As part of its dedication to outcome-based education, the dental education unit of the institution has trained majority of faculty members in framing of program and course outcomes and assessment of outcome attainment, which have facilitated to align the curriculum with the advances in teaching learning methodologies. The institution has fully embraced innovative approaches in teaching learning like problem based, case based, project based and Self-directed Learning, and Skills Teaching. The institution has taken concrete steps to enhance community-based dental education and rural health skills. This includes oral health screening camps and dental camps. The institution also promotes students' research by providing a platform for students to engage in research activities and offers support to foster their meaningful research endeavors.

| 6. Distance education/online education: | The onset of the Covid-19 pandemic has compelled educational institutions worldwide to adopt digital platforms for conducting classes, conferences, and meetings. Online education has transcended geographical barriers, enabling interactions between experts and students from distant locations. As the economy, including educational institutions, has gradually resumed operations, a hybrid mode of education—integrating both online and offline resources—has emerged as the new standard, aligning with the principles outlined in the New Education Policy. During the Covid-19 pandemic, the institution has proactively prepared itself to facilitate the teaching-learning process through various online avenues such as ZOOM, Google Meet and Google classroom. The entire campus is equipped with Wi-Fi connectivity, and four classrooms feature digitally interactive smart boards, ensuring a smooth transition to online education without interruptions. Leveraging the lessons learned from the period of closure caused by the pandemic, the accessibility of online resources for educators and students is no longer a constraint. The institution has adopted a learning management system (LMS) ERP-9 by iPalpap software Pvt. Ltd., |

	promoting blended learning by seamlessly integrating online and in-person instruction. Every student and faculty member are granted login access to their respective courses, with faculty encouraged to provide e-content in the LMS and in the website to facilitate self-directed learning among students.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes. The Institution has constituted the Electoral literacy club
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes. The institution has designated faculty and student coordinators, along with representatives from administrative and non-teaching staff, to support and oversee the operations of the Electoral Literacy Club at MDCH. The club's activities include organizing electoral awareness programs for various sectors of the society during elections.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The Electoral Literacy Club at MDCH has taken proactive steps to raise awareness among rural residents within the local community regarding the importance of voting responsibly and adhering to ethical voting practices. The club has organized awareness programs specifically tailored to educate first-time voters on the importance of voting and the proper usage of Electronic Voting Machines during elections.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	Under the auspices of the Electoral Literacy Club at MDCH, a door-to-door awareness campaign was undertaken, targeting residents of rural communities and first-time voters in the vicinity of the institution. Students created posters and short videos to disseminate information on voting rights and procedures, with the aim of reaching rural audiences.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The electoral literacy club warrants that all the eligible students are enrolled as voters in the electoral roll through conduct of special sensitization programs.

Extended Profile

1 Students

1.1

Number of students year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
535	484	439	447	443
File Description			Document	
Institutional data in prescribed format(Data templ			View Document	

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
43	55	68	64	64
File Description			Document	
Institutional data in prescribed format(Data templ			View Document	

1.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
102	124	121	115	49
File Description			Document	
Institutional data in prescribed format(Data templ			View Document	

2 Teachers

2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
101	99	94	89	85

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
101	99	94	89	85

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

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
413.6	349.88	276.56	366.48	428.37

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:

Madha Dental College adopts the curriculum prescribed by the Dental Council of India and The Tamil Nadu Dr. MGR Medical University for its undergraduate and post graduate programs. The College Curriculum Committee ensures planning and delivery of curriculum in most effective way. The evaluation of the curriculum delivery in terms of students' performance is in place.

The planning, implementation and evaluation process have the following components:

1. Preparation of Academic calendar & Timetables:

Academic calendar is prepared in the beginning of every academic year, with all curricular and co-curricular events planned day-wise, in alignment with the academic calendar of the affiliating university.Tentative dates for the conduct of internal examinations, value added courses are also mentioned in the academic calendar. The academic calendar is disseminated to the students well in advance before the start of the academic year and the same is uploaded in the institutional website.

Class & Day wise timetables are prepared by the respective departments, for all academic years.It includes all theory, clinical and laboratory sessions.

1. Course allocation & Lesson plan preparation:

Course allocation for the undergraduate program is done by the Heads of the departments based on interest and expertise of faculty members. The faculty members prepare course plan/lesson plan for their assigned courses which is reviewed by the concerned Head of the department and finally approved by the director. The course plan should contain the topics to be covered, topic learning objectives, course outcomes, teaching learning methodology to be adopted for each topic, ICT tools to be used, suggested textbooks, reference books and the web resources.

The faculty members follow the course plan systemically to implement the curriculum and evaluate the progress of the curriculum delivery. Innovative teaching techniques along with regular lectures, like role play, class quiz, collaborative learning, group discussions, video lectures, are implemented to encourage learning.The topic covered in the class, covering faculty, teaching protocols and students attended are all documented.

1. Student progress Evaluation:

Students' academic evaluations, their department and class attendance are marked on monthly basis. Students who lack performance, are motivated for better progress. Apart from regular written examinations, students are evaluated through seminars, assignments, viva-voce, for their theoretical knowledge and through practical classes, simulations, OSCE/OSPE for their clinical skills. The progress of coverage of syllabus and student performance are discussed by the course faculty with head of department / principal and same is intimated to director.The college provides an ideal environment, ambitious opportunities for learning and academic activities. Highly qualified and experienced faculties are employed by the college to handle the prescribed curriculum with professionalism; the outcome of the curriculum delivery is evaluated through internal examinations and the university exam results.Faculty are regularly updated with the recent advances in teaching learning methodologies through short term courses, fellowships, and speciality conferences, which contributes to the overall quality and performance of the students.

The students are made as partners through keeping them in loop for effective curriculum delivery to evaluation.

File Description	Document
Any additional information	[View Document](#)
Link for Minutes of the meeting of the college curriculum committee	[View Document](#)
Link for any other relevant information	[View Document](#)

Other Upload Files	
1	[View Document](#)
2	[View Document](#)

1.1.2

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

Response:

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

2022-23	2021-22	2020-21	2019-20	2018-19
01	01	01	01	01

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

1.2 Academic Flexibility

1.2.1

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

Response:

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

Response: 102

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

Response: 54

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:

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

2022-23	2021-22	2020-21	2019-20	2018-19
496	450	425	436	429

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

Madha Dental College and Hospital adopts the curriculum prescribed by the Dental council of India and the affiliating university for the BDS and the MDS programs. The cross-cutting issues relevant to gender, environment and sustainability, human values and professional ethics, health determinants and right to health are embedded in various courses of the undergraduate curriculum. Also the institution ensures imparting of these issues by conducting value added and add-on courses and programs as a part of co-curricular activities. Apart from enhancing professional competencies, the programs are focused to inculcate general competencies like social values, human values, environment sensitivity etc., thereby leading to the holistic development of staff and students.

Gender Sensitivity

 Gender equity is discussed as types of family in the course Public health dentistry. Gender sensitization programs are conducted every year to enable the students to work gender unbiased in community

outreach activities and in real life situations. Women faculty and girl students are encouraged to explore their imminent potential in all aspects, providing a congenial working environment for them. Events such as Quiz, Miss-Ethnic, Role-Play and Elocution Competitions on Women Empowerment and Great Women Personalities are conducted. Around 25 women centric programs like "Awareness on Sexual Harassment at Work Place" Laws related to Women", "Cervical and Breast Cancer Awareness", were conducted in last five years.

Human Values, right to health and Professional Ethics

Professional ethics is integrated in the courses General surgery, oral pathology and Orthodontics. Topics like Principles of operative surgery, principles of basic forensic odontology, Bioethics and jurisprudence, Ethics and practice management imparts professional ethics and human values in the undergraduates. Dental jurisprudence in oral and maxillofacial surgery course also emphasizes the importance of professional ethics and human values. The course Public health dentistry integrates the cross-cutting issue right to health and health determinants, emerging demographic changes through topics like Public health. An add-on course on "Professional Ethics and Human Values" is offered to the students at least once during the program of study. Societal responsibility is inculcated through activities like working in NGOs, organizing blood donation camps, oral health check-up camps, hygiene and health workshops, environment awareness camps, river cleanliness drive, workshops on social issues, public health, gender issues etc. The institution also conducts human value related activities since inception through extension of programs on oral health awareness, screening and treatment to unreached population like tribals, residents of the aged care facilities, mentally challenged school kids etc.

Environment and sustainability

The topics on Biological considerations in use of dental materials and biological effects of radiation by oral medicine and radiology explicitly discusses the importance of environmental safety in the undergraduate curriculum. The topic on Environmental health in the course Public health dentistry discusses about safe disposal of waste, water sanitation etc. Also seminars and workshops on waste management and energy conservation, field visits and visits to old age homes are organized periodically, Environment Day and Earth Day are celebrated annually to sensitize students about the environment and sustainability issues.

File Description	Document
Link for list of courses with their descriptions	[View Document](#)
Link for any other relevant information	[View Document](#)

Other Upload Files	
1	[View Document](#)

1.3.2

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

Response: 33

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

Response: 33

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

1.3.3

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

Response:

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

2022-23	2021-22	2020-21	2019-20	2018-19
524	474	428	437	435

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

1.3.4

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

Response: 18.88

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

Response: 101

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

1.4 Feedback System

1.4.1

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

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

Response: A. All of the above

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

1.4.2

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

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

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

Other Upload Files	
1	**View Document**

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: 91.01

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

2022-23	2021-22	2020-21	2019-20	2018-19
69	69	69	69	38

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

2022-23	2021-22	2020-21	2019-20	2018-19
69	69	69	69	69

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

2.1.2

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

Response: 87.37

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

2022-23	2021-22	2020-21	2019-20	2018-19
112	122	114	115	49

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

2022-23	2021-22	2020-21	2019-20	2018-19
124	124	115	115	100

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: 2.01

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	0	3	3	1

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

2.2 Catering to Student Diversity

2.2.1

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

The Institution:

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

Response: A. All of the above

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

2.2.2

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

Response: 5.3

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](#)
List of full time teachers in the preceding academic year in the University	[View Document](#)
Institutional data in prescribed format (data Templates)	[View Document](#)

Other Upload Files	
1	[View Document](#)

2.2.3

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

Response:

Madha Dental College and Hospital houses students of socio-economic background, rural, urban dwelling, regional, linguistic and cultural diversities. Considering the importance of the diverse background of the students and to bring out their innate talents in various fields, the institution has constituted a Student council which actively organizes sports and cultural events in the names of MOKSHA, MIDAS, SANGAMAM, HYGEA and IGNIS. The institution also encourages active participation of students in co-curricular and extra-curricular events organized by other institutions.

The student council organized indoor and outdoor sports called 'DEPORTES' in the year 2023 which earned enthusiastic participation and overwhelming support from all under-graduate and post-graduate students. Students of all the batches worked together with team spirit which nurtured their competitive abilities and enhanced a sense of confidence in them. The organizational skills, the leadership qualities, the sense of justice and fair play were all the qualities which the students developed by way of these sports events. The students also participated in the 'KALAIGNAR INTERNATIONAL MARATHON MEMORIAL' held at the Marina beach to commemorate the birth centenary of the former Chief Minister of Tamil Nadu Dr. Kalaingnar M. Karunanidhi.

The student council of the college organizes an event called "FESTIVALO" to create a platform for students to showcase their creativity and regional heritage through cultural events. Students performed before a large audience without any mental inhibition and a spirit of confidence in various dance events, skits, short films, music events and debated on various topics. These debates, oratorical competitions and extempore speeches were specially crafted to enhance the communication skills and interpersonal interaction among students. It was aimed to kindle their thought process and look into the larger view of the society from different perspectives.

Besides, to enhance the mental abilities of the student yoga activities are being encouraged at regular basis. Language and communication skill development programs instill confidence in overcoming the language barriers and improve effective communication. They are also provided career counseling and trained on strategies to approach the society after completion of the graduation program. In order to create confident minds, the students are provided special programs to enhance the soft skills like organization skills, presentation skills, efficient doctor-patient interaction, to foster on them a sense of conviction about their own self and to face the society with more understanding.

The institution is committed to create career ready graduates through need based training in Basic Life Support programs, Oral Health Education program and insight into Digital Photography and Data analysis, setting the scope of dentistry and the prospects in future. The main aim of the extra-mural activities is to develop the employment skills of the students in practice management, patient handling, job opportunities including overseas openings and basic idea about the concept of entrepreneurship.

The institution actively engages the students in various voluntary activities like blood donation programs through red ribbon club and encourage them to attend special programs to inculcate moral values, ethics in dentistry and enable them to become socially responsible dental professionals.

File Description	Document
Link for any other relevant information	[View Document](#)
Link for Appropriate documentary evidence	[View Document](#)

2.3 Teaching- Learning Process

2.3.1

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

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

Response:

Madha Dental College and Hospital firmly believes that imparting dental education with an optimal blend of theoretical, practical and clinical skills through need-based teaching approaches will significantly improve students' learning and attainment of the targeted learning outcomes. The faculty are encouraged to introduce innovative student-centric pedagogical methods for their courses and mention the same in their lesson plan to enable the students to be well-prepared. The following methods are employed to enable the students to learn effectively.

Experiential learning:

The institute has state of the art labs, facilities, and hospital to prepare the students progressively from the initial introduction to dentistry to become a dental professional to face the real time clinical situations. ICT enabled lecture helps the students to understand the concepts. Demonstrations by faculties prepare the students to practice their learning in preclinical/clinical simulation labs with models, phantom head mannequins. In clinical departments, students are trained to treat the patients ethically under faculty supervision. In addition, the students undergo community postings in the rural health centre of the institution to gain clinical skills experientially.

Integrated/ interdisciplinary learning:

It's important for every student to integrate the learning from all the courses to address a particular problem holistically. This is primarily used in the clinical years of under graduation and is an integral part of post-graduation learning. Areas such as Implantology, Endodontic- periodontal lesions, Restorative- periodontal and orthodonticsperiodontal interrelationships require inter-disciplinary approach with the concerted framework of the disciplines of Prosthodontics, Orthodontics, Endodontics,

Periodontics and Oral maxillo facial surgery. Regular Clinical society meetings for the interns and postgraduates help to enhance their knowledge in understanding the concepts of inter disciplinary learning.

Participatory learning:

The institution encourages group discussion among the students to deepen their understanding of the subjects. The undergraduate students are formed into small groups to do projects on the topics of their interest. Model preparations and brain storming sessions are conducted for the students to improve their clinical skills.

Problem – Solving methodologies:

The undergraduate students are given simulated clinical scenarios and are asked to come up with solutions which includes diagnostic plans and possible treatment plan and outcomes. Detailed case discussions are conducted regularly for the postgraduates, where the post graduate students record and present the cases with treatment plan.

Self-directed learning

Library and museum are the resources for self-directed learning. Students are given assignments on recent advances in their respective courses which necessitate them to utilize the library resources to its fullest.

Patient centric/ Evidence based learning:

 Patient centric approach is the centre in both aspects of dental education – Theory and Clinical. Every student is separately allotted patients to diagnose and prepare proper treatment plan under the guidance of the faculty. The post graduate students participate in journal discussions and seminars to enhance their clinical expertise.

Project based learning/ role play:

Short studies and dissertation projects are undertaken by the postgraduates in both clinical and theoretical concepts. The undergraduate students are encouraged to do role play to understand theoretical concepts which are difficult to understand.

File Description	Document
Link for learning environment facilities with geotagging	[View Document](#)
Link for any other relevant information	[View Document](#)

2.3.2

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

The Institution:

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

Response: 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](#)
Institutional data in prescribed format	[View Document](#)
Geotagged Photos of the Clinical Skills Laboratory	[View Document](#)
Details of training programs conducted and details of participants.	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.3.3

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

Response:

Madha Dental College and Hospital committed to provide the best teaching -learning method to enable the students to have a memorable learning experience. In tune with time, it has created the information and communication technology (ICT) facility and trained its teachers as well to use these facilities for improving teaching – learning.

Striving to provide a cutting-edge educational experience, the institution maintains a state-of-the-art ICT infrastructure and regularly updates the ICT tools. Lecture halls are furnished with Internet access, computers, four smart boards, LCD projectors, and other contemporary audio-visual aids. While creating the lesson plans, teachers are encouraged to specify the ICT tools proposed to be used for the delivery of their lessons. The institution has provided free Wi-Fi facility in the campus and the username and password have been shared with the teaching faculty and all the students to facilitate easier to use ICT tools and to have access to online open educational resources available from different sources.

Faculty and students are encouraged to use innovative PowerPoint Presentations which include pictures, flowcharts, GIFs, animations for regular teaching learning activities. During lecture classes, videos from subject related authentic and reliable websites are projected to the students for better understanding of the concepts. Online streaming of clinical procedures and demonstrations are done in all the departments and demonstrations of clinical/ educative procedures are recorded live in a DSLR or mobile camera and is casted on to a laptop for repeated viewing of the students. Faculty and students are encouraged to use online tools like Quizizz, Kahoot for game-based learning. In addition, online tests (for multiple choice questions) are conducted through 'Google forms' by the teaching faculty to evaluate the students after the class and to get feedback on the classes. During the COVID pandemic, Google Meet, Zoom platforms were used for regular teaching learning activities and these platforms are continued to be used for conducting webinar on recent advances and the post graduate academic discussions like journal clubs and case discussions. WhatsApp groups consisting of students and faculty have become an integral part of teaching learning through knowledge and information sharing.

E-learning materials consisting of video presentations and documents of important topics are shared by the Faculty of all the departments in the learning management system and the website of the institution. Students utilize these materials for easy understanding of the specific topics. All the departments conduct webinars on various important topics, hands-on workshops, continuing dental education programs and guest lectures on the new developments in the core subjects for effective teaching and learning by the faculty members and students every year. The institution is committed to equip the faculty to meet the emerging trends in technology development through faculty development programs and also encourage the faculty to undergo training through MOOC platforms like SWAYAM related to use of ICT in teaching and learning. Facilities for attending online programmes are available in the library.

The institution is committed to equip the faculty to meet the emerging trends in technology development through faculty development programs and also encourage the faculty to undergo training through MOOC platforms like SWAYAM related to use of ICT in teaching and learning.

File Description	Document
File for list of teachers using ICT-enabled tools (including LMS)	[View 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](#)

2.3.4

Student :Mentor Ratio (preceding academic year)

Response: 7.04

2.3.4.1 Total number of mentors in the preceding academic year

Response: 76

File Description	Document
Log Book of mentor	[View Document](#)
Institutional data in prescribed format	[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](#)
Approved Mentor list as announced by the HEI Allotment order of mentor to mentee	[View Document](#)
Any other relevant information	[View Document](#)

2.3.5

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

Response:

Madha Dental College and Hospital (MDCH) not only concerns with transfer of knowledge from teacher to students but also on complete development of students to meet the future challenges. The MDCH has been tirelessly conducting the teaching – learning process innovatively to promote creativity, analytical skills and innovations among students. It facilitates the students to graduate as professionals who are prepared to excel in their professional practice.

Creative thinking is mandatory for a dental graduate to comprehend patients of different age groups or persons who are intrinsically complicated. In order to help students comprehend the impact of emotion on oral health and vice versa, they are made to interact with patients and their care-givers during clinical postings. Students are encouraged to express their creativity through creation of models, charts, puzzles, quiz, flash cards on the topics learnt which also supports self-directed learning. Following teaching process also nurtures creativity among the students and stimulates them to do innovative things pertaining to academics.

Learning sessions through simulation are conducted for both under-graduates and post-graduates by using Phantom heads for recreating real time clinical scenarios. Teaching session is followed by debriefing session involving guided reflective learning. This simulation-based learning promotes transition from traditional teacher centered learning to student centered learning and is useful for reflective learning in clinical areas through clinical reasoning and integration of theory with practice. Mistakes may be made and learning can occur without risk to patients, like practicing oral examination, dental filling and other dental procedures in phantom heads rather than directly injuring the patients.

Case based learning sessions are conducted regularly in addition to lectures. Topics which can be discussed through case scenarios are identified and included for case based learning which helps in applying theoretical concepts to practical experience and enhances students' problem-solving skills.

Teaching methods like group discussion and problem solving are adopted to promotes analytical skills and creativity among students. The delivering seminars are encouraged by the postgraduate students help to broaden their understanding and improve communication. Innovative teaching learning methods like tooth carving using soap and wax, plaster models, Debate, Role plays were introduced to the students in their clinical postings.

Clinical cases are discussed with the students who were divided into group. Specific time is allotted for each case discussion and presentation. Feedback collected from students at the end of such sessions indicated that these sessions helped them in proactive learning.

The undergraduate students are encouraged to do group projects according to their interest. The main objective of this venture is that the students get an opportunity to get familiarized with research methodology which would be rich experience for them to do their independent research. This serves as platform for learning from peers to develop ideas for innovations and to take up research as a career in the future.

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	
Institutional data in prescribed format	[View Document](#)	
Links for additional information	[View Document](#)	

2.4.2

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

Response: 80.25

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

2022-23	2021-22	2020-21	2019-20	2018-19
75	82	75	73	70

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.4.3

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

Response: 7.78

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

Response: 785.99

File Description	Document
Institutional data in prescribed format	[View Document](#)
Link for additional information	[View Document](#)

2.4.4

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

Response: 92.86

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	87	91	78	79

File Description	Document
Institutional data in prescribed format	[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:

2.4.5.1 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

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Madha Dental College contemplates the academic calendar as an essential instrument for organizing academic and continuous evaluation of students' performances. The college believes the students should be evaluated throughout not just through end university examinations. The students are informed of examination schedule, pattern of questions and topics for the examination in advance bringing full transparency.

The curriculum committee prepares the academic calendar in discussion with the Dental Education Unit of the institution at the start of the academic year by planning the orientation program schedule, class timetables, clinical and community posting schedules and the tentative internal assessment schedules at beginning of the year so as to avoid overlapping of events. The institution's academic calendar is in alignment with the academic calendar of the affiliating university. The academic calendar is displayed in website and other areas to make known of the schedules to all concerns especially to students and teachers.

The final internal exam schedules are displayed in advance in the institutional noticeboard for the visibility of the students. Additionally, updates for any changes to the same are made subsequently. The schedule for the University exams of the academic year is announced by the affiliating university and also posted in the university's website, the institution's website and the noticeboards for the students.

Theory Exams are conducted in the Examination hall under CCTV surveillance and faculty invigilation. To avoid any sort of bias, the invigilators are assigned by the examination cell; invigilators are expected to be vigilant and take frequent rounds in the exam hall; mobile phones, smart watches or any sort study materials will be strictly prohibited. While conducting internal assessments, to maintain transparency and ensuring quality, initiatives are taken at all levels from informing the students about the portions, syllabus and the time table for these exams at least two weeks prior to the date of exam to discussion of the corrected answer papers with the students.

Following theory, practical exams are conducted by each department along with viva voce, OSPE/OSCE and discussion charts. Internal assessment results will be put up in the noticeboard within one week of finishing the exam and parents will be notified of the assessment results via text message and for the slow performers remedial classes and special improvement tests will be conducted to help them improve their performance. Faculty mentors continuously keep an update on the academic performance of their mentees and report it to the staff in charge, thus a providing co-ordinated assessment of students. Postgraduate students' assessments include model exams with theory and practical assessment via case discussions and viva voce during seminar presentations along with their regular logbook assessment. The department heads encourage their faculty members to develop innovative and creative methods of internal and institute-level evaluation, with the goal of implementing these methods as needed like conduct of online test with multiple-choice questions.

File Description	Document
Link for any other relevant information	[View Document](#)
Link for academic calendar	[View Document](#)
Link for dates of conduct of internal assessment examinations	[View Document](#)

2.5.2

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

Response:

Madha Dental College & Hospital has constituted an examination grievance redressal committee in addition to the examination committee, for the seamless conduct of the examinations and timely redressal of exam related grievances. The committee members are committed to ensure transparent, swift, and effective redressal of the grievances on individual/one-on-one basis. The examination committee of the institution ensures that the questions papers for the internal assessment are prepared confidentially by the subject in charge, vetted and approved by the Head of the Department. Two sets of question papers are prepared for each subject and submitted one week ahead of the examination dates to ensure randomised selection of the question paper by the examination committee. During the exams, the students are clarified regarding any queries raised with respect to the pattern/ distribution of questions/ marks. The entire process of question paper setting is done with utmost care to maintain the integrity of the examination.

The students are given their answer sheets after the evaluation and any evaluation errors-such as missed or incorrect scorings or totalling errors are corrected. The corrected answer sheets are discussed with each student individually and tailored comments/ feedback are given on where to and how to improve their performance. Students feedback on the questions as well as their opinion on the theory as well as practical sessions provided to them are documented.

The awarding of grace marks for students who have failed in the borderline is also taken into consideration on an individual basis according to the students' other curricular accomplishments. Except for severe circumstances, where the Head of the Institution/Examination grievance redressal committee may need to intervene, all internal examination-related grievances with regard to question paper setting or evaluation may be resolved by the concerned subject charge for each academic year under the guidance of the Heads of department. In case of any grievances needing escalation to the examination grievance redressal committee and the head of the institution for remedial measures, it is done so by the head of the department.

The final end-year exams are conducted by the affiliating university and the Examination committee of the institution ensures the rigorous conduct of the university theory and practical examinations. Grievances related to the university examination are addressed as prescribed by the grievance redressal policies of the affiliating The Tamil Nadu Dr. M.G.R. Medical University.

The institution has a reliable, regular, and efficient mechanism in place for informing students' parents /guardians of their grades duly signed by the head of the institution with remarks of the subject in charges with the approval of the department Heads. Parents are encouraged to contact the faculty members and office personnel in person or over phone during college hours to clarify their concerns, understand the evaluation process better and offer their inputs for the refinement of the process. The efficiency of the institution's teaching learning and evaluation process is affirmed by the parents' regular expressions of confidence in faculty, the mentoring system, and the college management during parent-teacher meetings.

File Description	Document
File for number of grievances regarding University examinations/Internal Evaluation	[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:

Madha Dental College and hospital is recognized by the DCI and affiliated to the Tamil Nadu Dr. MGR Medical University and strictly adheres to the examination-related norms set forth and updated by the above regulatory bodies. The Examination committee of the institution ensures the smooth conduct of internal and university examinations by bridging the gap between the curriculum and student knowledge by the introduction of necessary protocols wherein the undergraduate students are enrolled in various in vitro study programs and technology driven skill courses.

The final university exams are conducted in the central examination hall under CCTV surveillance. The students are thoroughly checked prior to entering the exam hall to avoid malpractice. Invigilators not below the rank of Senior lecturers are assigned on rotation basis using an allotment matrix from disciplines other than the subject of the examination on a particular day to avoid bias. The question papers for theory examinations are downloaded from the university website on the day of the examination half an hour before the scheduled examination timing and printed. The answer sheets of the students are sent to the affiliated university for evaluation. For university practical examinations, confidentiality in appointment of the internal and external examiners are maintained with the university appointing these examiners directly from lists of approved faculties from colleges both within and outside Tamil Nadu.

The theory internal examinations are conducted according to the timetable which is shared over the notice board of the Institute. The detailed syllabus is notified to the students by the department well in advance. It is conducted in the Examination Hall following the same protocols as for university examinations. Evaluation of the answer sheets is done by the subject in-charges and randomly checked by HODs. The corrected answer sheets are given to the students and timely feedback is given to the students by the subject in-charges on their performance. The internal assessment marks are then entered in the ERP-9 student support software for students' purview, which makes the internal assessment process transparent and automated.

OSCE (Objective Structured Clinical Examination) and OSPE (Objective Structured Practical Examination), Spotters identification, are conducted by all the departments as part of practical skill assessment. The pre-clinical and clinical skills are evaluated by the concerned departments using a checklist with structured answers. Seminars and Journal Clubs of postgraduates are moderated by appointing a senior faculty from the department and marks awarded. Workplace assessments are carried out by faculty to monitor the practical skills and clinical judgements of the students and their level of proficiency is reported to the respective Head of the Departments. The interns and postgraduates

maintain a logbook to record their weekly activities both academic and patient oriented clinical works, which is reviewed by the Head of the Departments every week.

The final consolidated internal marks of each subject are entered into the institution's portal of the examination software of the affiliating university under the supervision and approval of the head of the institution within the timeline given by the university.

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

Other Upload Files	
1	[View Document](#)

2.5.4

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

Opportunities provided to students for midcourse improvement of performance through:

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

Response: A. All of the above

File Description	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](#)
Institutional data in prescribed format	[View Document](#)
Links for additional information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Madha Dental College and Hospital is affiliated to The Tamilnadu Dr M.G.R Medical University and follows the curriculum stipulated by the Dental Council of India for the undergraduate and postgraduate programs as per the latest guidelines. The institution is committed to produce graduates who are excellent professionals and worthy human beings with knowledge and compassion to serve the society. The vision of the institution is to provide an excellent platform for dental education and molding students to be responsible citizens of the country.

The generic Program Outcomes and specific course outcomes were prepared for the BDS and the MDS programs in alignment with the guidelines formulated by the Dental Council of India and the regulations of the affiliating University. The course outcomes were prepared by the concerned subject experts which were thoroughly evaluated by the heads of the departments and the experienced professionals of the Institution. The course outcomes and program outcomes are framed in an elaborate manner so as to make it match the graduate attributes and learning outcomes established by the Dental Council of India and explore the possibilities of attaining the outcomes to the best efforts of the Institution.

The course outcomes and program outcomes are disseminated in the institutional website and the college premises for the students and teachers to become familiar of these outcomes. The learning outcomes contribute to the graduate attributes laid down by the institution on aspects like comprehensive knowledge in dentistry, diligence in clinical decision making and problem solving, research astuteness, leadership and interpersonal communication skills, developing the qualities of professional ethics and empathy, societal responsibility, entrepreneurial acumen, digital proficiency and emphasize into an insight for clinical practice management.

The students are engaged in clinical case discussions, viva voce examinations and individual interaction with faculty for better development of the comprehensive knowledge in dentistry. To foster leadership skills, the students are encouraged to organize co-curricular and extra-curricular activities through Students council. The dental camps and field visits inculcate a sense of societal responsibility and team a sense of team work among the students. To kindle their interest in research, they are encouraged to participate in various continuous dental education programs, research methodology workshops to keep abreast of the profession and to improve their research astuteness. In addition to attendance and disciplinary attributes, the students are also periodically monitored and assessed for progress of the attaining the defined outcomes.

To asses and improve the student learning process, continuous comprehensive evaluations are done throughout the year by means of Internal assessment, seminars, viva-voce, OSCE sessions and the end-year university examination. The institution follows the scheme of evaluation using assessments as recommended by the university. These assessments also reflect on the attainment of the learning outcomes based on which modifications are made in teaching - learning process.

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: 90.08

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

2022-23	2021-22	2020-21	2019-20	2018-19
90	56	71	72	72

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

2022-23	2021-22	2020-21	2019-20	2018-19
92	60	76	73	85

File Description	Document
Trend analysis for the last five years in graphical form	[View Document](#)
Reports from Controller of Exam (COE) office/ Registrar evaluation mentioning the relevant details and the result analysis performed by the institution duly attested by the Head of the Institution	[View Document](#)
List of Programmes and the number of students passed and appeared in the final year examination each year for the last five years	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

2.6.3

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

Response:

Madha Dental College and Hospital is stanch in providing dental students with sound knowledge on various aspects of the profession and thus emerge as professionals with exceptional graduate attributes. The Dental Council of India has laid down regulations for the graduates which are reflected in the framing of the graduate attributes of the institution. The teaching learning assessment process are aligned with the learning outcomes stated by the affiliating university. The program outcomes and the course outcomes in terms of knowledge, skills and attitude are well defined for the BDS and the MDS programs. The course outcomes are mapped with the program outcomes to assess the level of attainment of the program outcomes.

The teaching learning of comprehensive knowledge in dentistry is through lectures, seminars and demonstrations, and the outcomes of which are assessed by conducting written exams, assignments, seminar presentations, group discussions pertaining to subject related topics, viva-voce in related topics. Research projects for postgraduates and short study projects for the undergraduates inculcate research acumen among students and the outcomes related to research are evaluated based on the ability to conduct research in a systematic manner and diligence in understanding the statistical aspect of the results obtained from the research.

Professional ethics and empathy are taught as an integral part of the orientation course and in forensic dentistry and the attitudinal outcomes are very sensitively assessed based on observation of their general behaviour and attitude with patients in the out patients departments, their interactive ability and unbiased nature in communicating with patients during case history taking and their commitment in timely delivery of required treatment to patients in case of elective and emergency procedures.

The teaching learning of the pre-clinical and clinical skills are through regular lab and clinical postings

and the outcomes are evaluated in practical sessions and during OSPE sessions using formulated structured worksheets designed by the college. The pre-clinical skills of the students are evaluated based on their ability to perform laboratory experiments like hematological tests, urinary analysis and slide identification and their ability to manipulate cements, prepare cavities in typhodont tooth and plaster models.

The **Objective Structured Clinical Examination (OSCE)** consisting of the performance station and simulated clinical case scenarios aids in assessing the clinical skills of the students. Internship facilitates nurturing of clinical skills which is assessed through recording case history of patient, arriving at a provisional diagnosis based on the clinical findings, ability to differentiate between the different kinds of orofacial pain and their ability to take radiographs to arrive at a final diagnosis. The students are evaluated for their proficiency in performing amalgam, GIC and composite restorative to the best interest of the patient. The skills of the students in diagnosing and managing periodontal diseases, performing uneventful extractions followed by proper suturing techniques, handling of children with special needs, proficiency in correction of maligned teeth. Students' postings and their performance in the extension activities like camps reflects on the attainment of their clinical skills.

2.6.4

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

Response:

Madha Dental college and Hospital firmly believes that parents are important stake holders and accordingly established parents - teachers association to have better collaboration in the in the interest of students and the institute as well. Parents – teachers meeting provide a face-to-face meeting and improves better understanding of parents' need. This builds up personal rapport which helps to develop healthy and sustainable relationship.

The Parents-teacher meetings are conducted bi-annually and the parents of the students are informed at least two weeks prior so that they can make necessary arrangements to attend. The tentative dates of the meetings are mentioned in the academic calendar issued in the beginning of the academic year. For those parents unable to attend due to unforeseen circumstances, alternative time schedule is allotted to make it possible for them to attend the meeting. The meetings are moderated by the respective class in charges in the rooms allotted to them. Each parent is individually given ample time to discuss the academic progress and behavioural issues of their wards without any hesitation. In case, students and parents want to meet the in charges in privacy they are allotted separate schedules so that all issues are attended. Parents are provided with refreshments. The process of meeting and resolutions are documented. The parents are encouraged to be free of any inhibition.

The subject assignments and test papers of the students are shown to the respective parents and the students' academic performance is briefed by the in charges. The areas of lacunae are explained to the parents to their level of understanding and the remedial measures taken to improve the performance is also explained to the parents. In case students have lack of attendance, the reason behind is discussed with the parents and any health issued are taken into consideration with extreme care and compassion.

Besides academic performance, any behavioural changes noticed in the students are also discussed with the parents and if any psychological counseling is deemed necessary, same is arranged.

Besides class in charges, parents are also encouraged to meet the HODs of all departments, the subject in charges and student mentors to discuss the progress of their wards. Parents are briefed of various support schemes including scholarships.

Finally, feedback is obtained from the parents and their concerns are discussed with the head of the institution and further escalated to the management for remedial actions to be taken where ever needed. For instance, as per parents' feedback on the mess food, the hostel committee was asked to regularly inspect the canteen and the mess for checking the menu, quality of the food, cleanliness and hygiene of the premises and report on the same to the management.

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response:

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: 9.83

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	09	08	07	07

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

3.1.2

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

Response: 83.25

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

2022-23	2021-22	2020-21	2019-20	2018-19
88	78	72	74	77

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

3.1.3

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

Response: 34

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

2022-23	2021-22	2020-21	2019-20	2018-19
20	07	03	02	02

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

Other Upload Files	
1	[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:

Madha Dental College and Hospital recognizes the impact of healthcare innovations and entrepreneurial ventures on the global economy and also spectates the global swing towards self-employment through start-ups. Understanding research as the prime contributor for innovations, the institution has constituted the Research Committee (RC) to promote research. The institution not only created facilities for teaching and learning including providing dental care; it has also created facilities encouraging teachers and students for innovation. Some of these facilities created include:

Establishing State of art research facilities: Central Research Laboratory is created which is equipped with the research tools such as Stereo-microscope, Penta-headed microscope, Digital pH Meter (bench Top) and microprocessor pH meter, Centrifuge, Hot Air Oven, Laminar air flow, Precision balance. Digital bacteriological Incubator, Deep freezer, autoclave, Photocolorimeter, Homogenizer, Magnetic stirrer, Colony counter and Fluorescence Microscope. The facility has been meticulously designed to foster an environment that encourages collaboration, creativity, and scientific inquiry. As the Centralized Research Lab embarks on its journey, it envisions to become a nucleus of innovation, driving research excellence and reinforcing the institution's standing as a global leader in academia.

- Fostering the Ethics Committee Approval: All research carried out at the lab are in compliance with institutional ethical standards. The institution has established its Ethics Committee which a approves the research proposal.

- Intellectual Property Right Protection: The college has taken initiatives to assist the researchers in obtaining the patents. Some of inventions worth mentioning are:

The Digital Bite Force Meter device created by the department of Prosthodontics is a novel innovation and simplified version of occlusal device which can be easily used and carried for clinics and as well as large scale epidemiological studies.

- Innovative working length determination method using less ionizing radiation by the departments of Conservative dentistry endodontics.

 Autogenous dentin pins and posts for re-attachment and post endodontic restoration; Anti-protease incorporation into bonding agent to prolong bond durability by the department of Endodontics

- Cartooned Syringe - camouflaged with the toy to reduce the fear and anxiety of children, Snoozelen - Multisensory room by the department of pedodontics
- Formation of Research Committee (RC): The college has established RC which entrusts with activities of helping the prospective researchers in identifying the area of research and supporting them all possible ways including recommending for seed money. The RC aims to create an environment for research activities.
- Promoting Start Up: The college aims to encourage self-employment through start up. The college provides opportunity for interdisciplinary collaboration as expertise across the various departments is available within the campus.
- Encouraging innovative researchers through recognizing their research and supporting. The provision is also available to support them financially.

The college has a dynamic team of researchers, who are dedicated to pushing the boundaries of

knowledge and making significant contributions to their respective fields. The research committee foresees to utilize the central research lab to its fullest to attract additional funding, expand its research portfolio, and serve as a model for collaborative, impactful research within the institution and beyond.

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: 78

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

2022-23	2021-22	2020-21	2019-20	2018-19
25	17	13	09	14

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

3.3 Research Publications and Awards

3.3.1

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

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

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

Response: A. All of the above

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

3.3.2

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

Response:

3.3.2.1 Number of Ph.D.s /DM/M Ch/PG degrees in the respective disciplines received per recognized PG teachers of the Institution during the last five years.
3.3.2.2 Number of PG teachers recognized as guides by the Regulatory Bodies / Universities during the last five years.

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

3.3.3

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

Response: 0

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

3.3.4

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

Response: 0

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Link for additional Information	[View Document](#)

3.4 Extension Activities

3.4.1

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

Response:

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.

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

3.4.2

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

Response:

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

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

3.4.3

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

Response:

Madha Dental College is equally concerned for extension and outreach activities as teaching – learning process. The institution's continuing commitment to promote oral health of the people of the society is well received. The Department of Public Health Dentistry is actively involved in planning outreach and extension programmes such as dental camps, anti-drug rallies, anti-tobacco rallies and de-addiction initiatives. It also organizes oral screening programme in schools and provides them with guidelines for promoting oral hygiene. This would help the community members surrounding the college to have a healthier oral environment.

The institution is proud towards offering its extended services to promote the oral health and general well-being of all segments of society in and around the institution without bias. The oral hygiene promotion program during the World Oral health day and World oral hygiene day celebrations, oral cancer awareness programs, educational programs on benefits of tooth brushing on national tooth brushing day, Anti- tobacco rally and an exclusive tobacco cessation clinic of the institution have brought high commendations from different organizations, thus motivating the institution to work towards the society health. Through suitable health education and promotion programs, students have greatly helped to raise public awareness of the harmful consequences of tobacco use on health, and the department has received several recognitions over the past five years.

In 2018, the dental camp and screening conducted by the institution for 1326 children and 100 staff members of Nav Bharath Vidyalaya Matriculation Higher Secondary School, Chennai was deeply appreciated. Likewise in 2021 appreciation letters were received for the oral health screening and awareness camps from various organizations in Chennai like Punnaghai Sai Seva and Educational trust, Manolayam Senior Citizens Home, Shirdi Sai Foundation old age home and Natchathira Foundation old age home.

In 2022, various schools, trusts and old age homes have recognized the dental health extension activities of the institution, some of which included Penn Nalam Foundation, Mahalakshmi Vidhya Mandir (CBSE) Senior Secondary School, Jaibeem Educational Trust, Go Green Care Centre (De-addiction Cum Rehabilitation centre), Kalaivani Old age Home Charitable trust, Good life centre, Annai Teresa old age home, Potter's Hand, Sri Poorna Mahameru Trust, and Chennai De-addiction centre, etc.

In 2023 more than 60 recognitions were received for the extension activities, some of which included Delfina Seva Memorial Foundation Trust, Sai baba Gurukulam, New Wisdom Hospital, Government boys and girls higher secondary schools, RJ Jayendra Saraswathi institute of Optometry, King of Judah Trinity Church, Meenakshi Krishnan Polytechnic College, Glad Life Care Centre, Aysha Siddiqa Madarasa's Learn Islam Academy, Bavishya Deepam, Nandhis Industrial Plastics, Reviscence Rehab Institute Private Limited, etc.

These recognitions for extension activities have stirred the institution to further extend its activities continuously to promote the oral health of the underserved community.

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

3.4.4

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

Response:

Madha Dental College and Hospital is concerned of its social responsibilities and has been providing extensive extension activities in the neighborhood community. The community members are greatly benefited out of the field reach out activities of students and teachers. The field reach out activities directly sensitizes the students to know of community's need and satisfaction of serving the community. During last five years several socially relevant activities are organized and some of them are described below:

- Promoting Oral Health in the Community: Department of Public Health Dentistry of the institution organizes a variety of extracurricular and co-curricular activities as a part of its academic agenda. On National Tooth Brushing Day, events are conducted by the dental students in schools, emphasizing on the value of children's oral health and encouraging tooth brushing by providing free toothpaste and toothbrushes to schoolchildren.
- Urging people not to use Tobacco: On the World No Tobacco Day, role plays, anti-tobacco counselling speeches, and other activities are conducted to emphasize the negative effects of tobacco use on the body and the oral cavity. The students are regularly engaged in educating patients on ill effects of tobacco and methods to overcome tobacco addiction in the tobacco cessation clinic of the institution
- Swachh Bharat programs were organised by the institution with the motto of clearing up the plastics in and around the college campus to have the healthier greenery environment, which was successfully completed by the students, thus inculcating eco-consciousness and social responsibility among the students.
- The blood donation camps organized by the institution's red ribbon club promotes the spirit of voluntary blood donation among the young students and helps the blood banks to get blood units.
- Health Awareness through celebration of various health days:
- The World Oral Health Day is conducted every year to educate the patients on the importance of oral health. Students educate the patients of common systemic disorders and its oral symptoms to seek proper medical attention at the earliest if they find any lesions/symptoms in their mouth related to those systemic disorders.
- The Anti-Cancer Awareness Day is conducted every year to educate the patients in the outpatient department about the dangerous effects of tobacco use and how those who adopt the habits are

more likely to get oral and pharyngeal cancer in the future. Students engage in creating awareness among patients using displays of life-sized dummy models that depict the cancer-causing components found in tobacco products.

The educational institutes provide formal education but Madha Dental College and Hospital believes in all round development of students through many strategies. One of these strategies serving the community means directly interacting with the community and contributing their bits to improve their living which invariably gives a real life experience for the students.

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

3.5 Collaboration

3.5.1

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

Response:

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

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:

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

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

Madha Dental College and Hospital has adequate teaching learning facilities with ICT enabled classrooms, seminar halls, laboratories, preclinical, clinical and basic science labs. The classrooms are well-ventilated, has a seating capacity of more than 100 students with projectors, WI-FI facilities, smart boards. The seminar halls are equipped with LCD projectors, speakers, microphones and white boards. Preclinical laboratories are well equipped with trimmers, lathe and phantom heads wherever necessary. Apart from the central library, each department has a separate library with sufficient number of books respective to each specialty. Digital library of the college has access to e-journals through DELNET. Shared facilities of the institution include Operation Theatre (OT) of Madha Medical College.

Adequate usage of the teaching-learning facilities

The institute puts its best foot forward to ensure the students receive a comprehensive learning experience. Good quality projectors installed in the classrooms enable the teachers to carry out their classes with utmost ease. The Information and Communication Technology (ICT) enabled education facilitates to enhance learning efficiency, reduce the load on teachers through ease of information sharing. The ICT enabled classrooms and seminar halls are being used for problem-based learning, ensuring that the students are well exposed to various dental conditions and apply lateral thinking to arrive at an accurate diagnosis. The institute follows a student-centric method of teaching, where each student's interest forms the pivotal role. Wi-Fi enabled classrooms allow for integrated and interdisciplinary learning. This in turn allows for significant inputs from pioneers in other departments and other institutions. The preclinical labs and out-patient departments facilitate good clinical learning. The basic science departments have one lab each, where practical teaching and learning takes place. This includes anatomy, physiology, biochemistry, pathology and pharmacology. All the necessary consumables and non-consumables are made available in these labs in order to facilitate effortless learning for the students. The preclinical labs contribute significantly in preparing the students to work efficiently in the clinical out-patient sections. The phantom head labs allow students to learn model preparations, wax patterns, teeth setting, cavity preparations and restorations. All necessary equipments such as micromotors, lathe, trimmers, vacuum formers and consumables such as die stone, plaster, impression materials, restorative materials and acrylic resins are made available wherever necessary. The sessions in these preclinical laboratories form a part of project-based learning, whereby their hand skills are sharpened. The undergraduate students thus get well equipped in the first two years, to learn and train themselves before entering clinical sections in their third and final year, where they diagnose and treat real patients based on their pre-clinical skills with regular updation from the teachers. The clinical section of each department has ICT enabled seminar halls for students to do case-based learning focusing on differential diagnosis and treatment plans. Regular assessments are carried out by teachers which allows them to train the students appropriately. The teachers in the institution are technologically sound and adopt unique methods to train students, backed by the advances of technology.

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

4.1.2

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

Response:

Madha Dental College and Hospital is committed towards holistic growth of the students in curricular, co-curricular and extra-curricular aspects. The institution has facilities for various indoor and outdoor sports like football, throwball, volleyball, handball, cricket, kabadi, kho-kho, badminton, table tennis, chess and carrom. Separate boys and girls common room measuring 500 sq. ft. each are made available for students with adequate facilities. Two recreation rooms measuring 500 and 700 sq. ft. respectively are available for girls and boys with facilities for indoor sports activities. A 30-yard circular cricket ground with a rectangular pitch at its centre (diameter 450 to 500 sq. ft.) is available at the college premises. Synthetic tracks have been made available for students who wish to excel in athletics. Alongside these, a badminton court is also available. An auditorium and an open stage are available for the conduct of cultural events. Gymnasiums are available in the hostel premises for boys and girls. The institution relentlessly strives to maintain the indoor and outdoor sports facilities and meticulously plans activities to ensure their effective utilisation by the students and the staff. Students are also encouraged to play native sports like Kabadi. The institution encourages the students' council to organize annual tournaments along with other cultural activities. Students of the institution participate in sports and other cultural events organized by other colleges on a regular basis and have won awards and medals in various events. Public speaking forums are organized to develop the communication skill of students. Festivals such as Pongal, Christmas and Ayudha pooja are celebrated with great zeal by the staffs and students. Many activities are planned during these festivals to cater to the recreational needs of the staff and students. The institution also conducts competitions for staff and students to exhibit their latent talents in crafts, music, dance, poetry, photography and other arts and reward them with prizes. Important national dates such as Independence Day and Republic Day are celebrated exorbitantly with flag hoisting and inspiring speeches to inculcate the spirit of patriotism among students. Blood donation camps, anti-ragging awareness campaign, anti-tobacco rally and women empowerment programs are conducted every year to create awareness on various social issues. Induction day is celebrated every year for the new undergraduate students in order to orient them to the BDS curriculum. Farewell ceremony is conducted for every batch of outgoing students. Each specialty conducts programs pertaining to their specialty on a regular basis. Orthodontist day, Prosthodontist Day, Oral hygiene day and Children's Day are celebrated by the department of Orthodontics, Prosthodontics, Periodontics and Pedodontics respectively. In order

to promote the importance of overall wellbeing of health, yoga center measuring 700 sq. ft. has been established in the institution. Yoga classes are conducted for staff and students by a trained professional. Yoga sessions are organised to celebrate international yoga day every year for all the students and interested staff.

File Description	Document
Link for list of available sports and cultural facilities	[View Document](#)
Link for geotagged photographs	[View Document](#)
Link for any other relevant information	[View Document](#)

4.1.3

Availability and adequacy of general campus facilities and overall ambience

Response:

Madha is housed in a widespread green campus of 5.52 acres encompassing a built area of 133199 Sq.ft, accompanied with all amenities for the comfort of the students, faculties, patients and others. The institution provides adequate facilities for patients, students, staff and non-teaching members. To cater to medical emergencies, a team of inhouse doctors, vehicle along with a driver and first aid kit are made available at the college premises 24/7. An on-call woman counsellor is available for female students to discuss and consult with. All students have access to an on-call clinical psychologist. A pharmacy with all the essential drugs is located at the ground floor with easy accessibility for patients. A dental store with basic dental materials (consumables and non-consumables) is made available for students. There are common rooms for male and female students in the college premises. Individual well-built, spacious and adequately ventilated hostels with attached rest rooms are available for boys and girls. Hot water facilities are made available for students 24/7. Each room is furnished with a study table, book shelf, cot and wardrobe. Purified drinking water is available for the students. The institution ensures high levels of security at the hostel for the students with the help of CCTV camera surveillance. Hygienic, nutritious, good-quality food is made available in adequate quantities at the hostel mess for the students. The cafeteria at the college premises has various types of foods available at an affordable rate, that can be utilized by the students, staff and patients. The gym facility in the college is accessible for all the students and faculty. The yoga centre is well utilised for the yoga training sessions of the students.

The greenery of the campus is well protected with a wide collection of native species of trees, shrubs, and plants. There is a stationary store and transport facilities for the staff and students. The institution is committed to conservation of energy and hence LED technology is used in the campus for lighting indoors and outdoors. Solar powered street lighting and solar panels are installed in the campus as an effort to promote the use of renewable energy. Water treatment plant through reverse osmosis (RO) is present in the college and hostel premises to ensure supply of safe drinking water for all. Clean and well-maintained rest rooms for men and women are located at each floor. Apart from these, separate rest rooms are made available within each department for staff and students in the college. Proper cleaning of toilets is done daily to ensure hygiene and sanitization. Wi-Fi facility is available at the campus with

good speed for students and staff. The campus has well-paved roads with adequate signages at all intersections and ample parking facilities for two and four wheelers with good lanes are available separately for students, staff and patients. The entire campus is disabled friendly with ramp, disabled friendly toilets and safety railings. A battery operated vehicle is available for enable comfortable mobility within the campus to the students and patients in need.

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: 14.16

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

2022-23	2021-22	2020-21	2019-20	2018-19
29.9	33.14	54.11	94.28	37.83

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

4.2 Clinical, Equipment and Laboratory Learning Resources

4.2.1

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

Response:

Madha Dental College and hospital maintains state of the art infrastructural facilities for teaching, learning and research in concordance with the regulations stipulated by the Dental Council of India (DCI). The college provides outstanding academic environment for all students. The institute ensures the teaching faculties are well equipped and updated with the changing trends in dentistry. The college is equipped with smart classrooms, specialized laboratories, conference halls and an updated library. Each department has an outpatient facility with adequate number of dental chairs in the undergraduate and postgraduate sections. All the 289 dental chairs are run by a centralized suction unit. Clinical cases which require in-patient services are treated at Madha Medical college and treatment is carried out at their operation theatres.

Basic science laboratories are made available with all the necessary equipment to make the learning process comfortable for the students. Separate lab classes are conducted for anatomy, physiology, biochemistry, general pathology, pharmacology and microbiology. The following equipment are available at the basic science laboratories: monocular, binocular and dissection microscopes, boiling water bath, autoclave, hot air oven, incubator, electronic balance, haemoglobinometer, sphygmomanometer and Neubauer's counting chamber, Calorimeter and Centrifuge.

Before entering the clinical sections, the students are trained to improve their skills in the preclinical laboratories of various departments. A total of 118 phantom heads are available at the preclinical laboratories of the departments of prosthodontics and conservative dentistry along with other equipment such as model trimmers, plaster dispensers, micromotor, sandblasting machine, heavy duty lathe with suction, porcelain and burnout furnace, spindle grinder and all other necessary consumables and non-consumables. During the first two years of their under graduation the students are trained in these preclinical laboratories.

All the specialties have a separate clinical laboratory within their department premises equipped with consumables and non-consumables. The clinical laboratories are being used by undergraduates and postgraduates students. Based on the treatment plan for each patient, appliances such as dentures, space maintainers, retainers and so on are fabricated in these laboratories.

The institution is equipped with digital radiographic facilities to aid in teaching undergraduate and postgraduate students about arriving at an accurate diagnosis. Installation of Radiovisiography (RVG) ensures lower radiation to the patients, students and faculty members. Advanced dental equipment such as dental operating microscopes with monitoring screen, implant kits with physio-dispenser, laser units, electro surgery unit, PRF centrifuge machine, Orthopantamogram with cephalostat, vacuum moulding unit, piezo surgical unit, Cleft surgery kit, bone plating kit, Oscillating saw are available at the respective departments. Ceramic laboratory with all necessary facilities is made available at the institution. A mobile dental van with two dental chairs is available at the institution which is used for conducting camps at various schools and orphanages in and around the locality of the college. In addition to this, a portable dental unit is also made available at the institution.

Students are trained to perform various dental procedures in the laboratories with simulation phantom head models and are trained in Basic Life Support (BLS) classes using adult and paediatric mannequins.

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

4.2.2

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

Response: 119385.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
144549	132179	75114	97110	147454

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

2022-23	2021-22	2020-21	2019-20	2018-19
165	131	60	66	99

File Description	Document
Year-wise outpatient and inpatient statistics for the last 5 years	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Extract of patient details duly attested by the Head of the institution	[View Document](#)
Details of the teaching hospitals (attached hospital or shared hospitals after due approval by the Regulatory Council / University) where the students receive their clinical training	[View Document](#)
Any additional information	[View Document](#)
Link to hospital records / Hospital Management Information System	[View Document](#)
Link for additional information	[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: 507.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
535	484	432	447	443

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

2022-23	2021-22	2020-21	2019-20	2018-19
61	52	30	30	25

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

4.2.4

Availability of infrastructure for community based learning

Institution has:

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

Response: A. All of the above

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

4.3 Library as a Learning Resource

4.3.1

Library is automated using Integrated Library Management System (ILMS)

Response:

Madha Dental College has made substantial strides in automating its library to maximize its utilization by both faculty and students. This automation involves the implementation of 'ERP-9' (ipalpap software pvt. Ltd.) software, an Integrated Library Management System (ILMS) software renowned for being user-friendly, cost-effective, fully integrated, versatile, and state-of-the-art, ensuring efficient multi-user functionality. This system encompasses multiple sections allowing detailed record-keeping of the library resources. The ILMS is operated by the Chief Librarian. The library module in the software has facilities to enter accession details of textbooks, project books, back volumes, proceedings, library card, and rack details. The library services are fully automated through ERP and the following activities are performed using the same:

Membership: Member information, including a photo, is stored, allowing for the organization of member groups and profiles.

Cataloging/Accession: The system comprehensively catalogs all items such as books, reference materials, gift books, manuals, project reports, CD ROMs, video cassettes, journals, serials, etc. and provides stock information for each through this integrated library management system.

Circulation: State-of-the-art features include book renewals, holds, recalls, and the transfer of books to department libraries. The ILMS software facilitates the viewing of borrowing history through system transaction logs created by the internal software team.

Document Circulation Summary: The ILMS provides a reliable document circulation summary report production, and the Online Public Access Catalog (OPAC) includes features such as searching for library items, viewing subscribed journals and volumes, checking book/journal availability and issues, and reviewing the new arrival list.

Periodicals: ILMS handles periodicals with an extensive mechanism, offering easy entry for received journals and tracking deliveries. Quick and Advanced search options enable efficient retrieval of books/journals based on Title, Author, Subject, Keyword, and Editor.

Access to Databases: Faculty and students can access subject-specialty databases both on and off-campus with a special ID and password assigned by the library staff.

Stock Verification: The system allows for stock verification through entry by each accession number, barcode label, etc.

Reporting: Various reports on Accession system, Circulation, Periodicals, Members, and counter services like department statistics data, transfer reports, fine receipts, random reports, and library collections are available.

Digital Library: Equipped with Wi-Fi, CCTV, and computers, the digital library through 50 computers is enabled by 500 to 1 GBPS leased line internet connectivity for accessing e-resources through DELNET. The digital library also facilitates cataloging multimedia digital resources in various formats such as text, image, audio files, and video clippings.

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:

Madha dental college and hospital has a spacious library with an extensive collection of textbooks, national and international journals and magazines across all specialities that are utilised by the staff and students. The library functions on all working days between 9 am to 5.30 pm. Faculty and students of the institution are permitted to borrow books from the library for their reference purposes. An average of 120 students visit the college library for borrowing books and for referencing on an everyday basis.

Basic sciences and dental speciality textbooks are made available at the library for students to inculcate the habit of reading on a regular basis. A total of 3323 textbooks have been added to the reading list in the library. Among these, there are 1295 basic sciences textbooks, 248 textbooks on Community Dentistry, 196 textbooks on Conservative dentistry and Endodontics, 195 textbooks on Oral Maxillofacial Surgery, 219 textbooks on Oral Medicine and Radiology, 507 textbooks on Oral Pathology, 95 textbooks on Orthodontics, 68 textbooks on Pedodontics and Preventive Dentistry, 59 textbooks on Periodontics and 243 textbooks on Prosthodontics

Scholarly publication or journals are primary means to have current, scientific and critical information on various domain of subject. It is essential that the students and faculty have access to scholarly publications and journals in order to carry out ethical and novel research work. Subscription to good quality journals. With this thought in mind, the institutional library has gained access to current issues of scholarly journals in print and in e-source format. The library has subscription to 50 international journals and 30 national journals across all dental specialities. In addition to this, back volumes of 30 national and 25 international journals are made available for the last 15 years till date.

In addition to this, the college has subscription to DELNET-Developing Library Network, New Delhi, a major resource sharing library network in India. Established in 1992, DELNET aims to network libraries, share and spread knowledge. DELNET promotes resource sharing among the member libraries. This allows our students and faculty members to access content from various institutional libraries across India.

Newspaper is the primary means to have current information on society, politics, culture, literature, science, and many other issue that happens across the world. The college library has subscription to national, state, and local newspapers in good numbers. Among these, dental magazines such as IDA

times and Dental Tribune are also included.

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

4.3.3

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

1. e – journals / e-books consortia

2. E-Shodh Sindhu

3. Shodhganga

 4. SWAYAM

5. Discipline-specific Databases

Response: A. All of the above

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

4.3.4

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

Response: 21.85

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

2022-23	2021-22	2020-21	2019-20	2018-19
19.11	18.52	24.02	42.04	5.54

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

4.3.5

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

Response:

Madha Dental College believes that spending quality time in reading textbooks and literature enables in comprehensive growth of an individual. To reiterate the same, central library provides remote and in person access of the reading materials to the staff and students of the college. Besides textbooks, the library has subscription to various scholarly journals. The central library is located in the college with a suitable infrastructure for learning and facilities for repo graphing. The library functions between 9 am to 5.30 pm from Monday to Saturday. Faculty and students of the institution access the library for borrowing books for their reference purposes and an average of 120 students visit the college library on an everyday basis. The institution has subscription to DELNET- Developing Library Network, New Delhi, through which various journals and content from various institutional libraries across India can be accessed remotely by the students and faculty.

The library committee is responsible for maintenance of the library resources and organising orientation sessions for faculties and students to enrich their knowledge on the collection of books, journals, e-resource facilities and services. The library committee comprises of the Head of the institution, one professor, 3 faculties, the chief librarian and students representative. In order to ensure effective usage of

DELNET by the staffs and students, an orientation program is conducted at regular intervals for newly joined undergraduate and postgraduate students along with new faculty members. An awareness program is organized by the Chief Librarian at the commencement of each new academic year. The objective of this Orientation Program is to familiarize the novice students and staff with the library resources and services and to acquaint students with basic database searching techniques.

Creating an awareness on the use of library resources among undergraduate students helps in inculcating the habit of reading in them. It also allows them to keep track of newer trends in dentistry. Familiarizing the newly joined postgraduate students to usage of DELNET, allows them to access innumerable journals of their respective specialty as well as other specialties. This in turn helps them in conducting good quality ethical research work and enrich their knowledge.

Library orientation sessions are conducted for the freshly joined first year undergraduate students during orientation program. Upon completion of the Library Orientation sessions, the new students will be able to locate resources and services within the library, know how to seek assistance from the library staff, understand database searching and use the online library catalog.

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

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4.3.6

E-content resources used by teachers:

1. NMEICT / NPTEL

2. other MOOCs platforms

3.SWAYAM

4. Institutional LMS

5. e-PG-Pathshala

Response:

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

4.4 IT Infrastructure

4.4.1

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

Response: 100

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

Response: 15

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

Response: 15

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

Other Upload Files	
1	[View Document](#)

4.4.2

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

Response:

Madha Dental College and Hospital understands that Wi-Fi-enabled computers and IT facilities are essential components of an educational institution's infrastructure in the contemporary technology-driven era. The institution is therefore committed to establishing and consistently enhancing its IT infrastructure to foster a technologically advanced campus, facilitating academic and administrative excellence for both students and staff. The management of IT infrastructure, data security, and learning resources is entrusted to a dedicated team of IT professionals. The institution has continuously updated its IT infrastructure to meet the demands of academic, research, and clinical support, as determined through annual reviews.

Over the past five years, Madha Dental College and Hospital have significantly improved its IT facilities. The campus is well-equipped with computers, LCD projectors, overhead projectors (OHPs), and smart boards, all connected through LAN and Wi-Fi. Classrooms, lecture halls, and seminar rooms are equipped with LCD projectors interfaced with computers and LAN/Wi-Fi facilities to facilitate computer-aided teaching and learning sessions. Four Lecture halls are furnished with smart boards. The entire campus is Wi-Fi enabled, providing students and faculty easy access to open educational resources. Each department is equipped with an ample number of computers featuring LAN and Wi-Fi connectivity. Department heads are provided with personal computers, and all IT equipment is supported by UPS and anti-virus software, regularly updated through a cloud portal.

The library boasts a computer room with computers offering high-speed internet connectivity for faculty and student use. The campus shares a 500 MBPS internet leased line, providing round-the-clock internet access through high-speed optical fiber and Wi-Fi facilities. The software named ERP-9 (IPALPAP solutions pvt. Ltd.) is used for establishing academic support through learning management system (LMS), library automation through integrated library management system (ILMS) and student support management system. The Hospital Information management system (HIMS) software is availed from TFC solutions. The HIMS is employed for patient care activities such as registration, admission, intervention, and discharge, ensures the security of patient data, employee information, and student records. Electronic Medical Records (EMR) maintain comprehensive patient data, demographic information, and billing details. The finance department manages the accounts through Tally software. The institution has implemented face recognition biometric systems for attendance tracking of both teaching and non-teaching staff throughout the campus. Regular data backups are maintained by the IT department, enhancing the institution's information security. The institution facilitated online platforms like google meet and zoom during the COVID pandemic for online teaching and learning. All IT assets, software and application services fall under the purview of Maintenance Contracts (AMC) on an annual basis, covering version upgrades, application patches, and replacement of parts and accessories.

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

4.4.3

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

Response: 500 MBPS - 1 GBPS

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

4.5 Maintenance of Campus Infrastructure

4.5.1

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

Response: 26.02

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

2022-23	2021-22	2020-21	2019-20	2018-19
56.6	110.91	97.56	133.69	55.45

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

4.5.2

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

Response:

The institution places equal importance on the maintenance of its infrastructure as much on its establishment, emphasizing the continuous upkeep of campus properties and essential facilities for the seamless execution of academic and administrative activities. The institution's maintenance committee, led by the Maintenance Head, is dedicated to ensuring proper maintenance through regular preventive measures and annual maintenance activities. The committee assesses the condition of infrastructure, equipment, and facilities, devises strategic plans for repairs and equipment replacement, and implements them.

Comprising the General Manager - Operations and members from various departments such as facility management, campus management, liaison, physical education, library, biomedical engineering, horticulture, and representatives from electrical, information technology, civil, plumbing, and sewage treatment plant departments, the committee meets quarterly. Discussions during these meetings focus on preventive measures and Annual Maintenance Contracts (AMCs), with recommendations forwarded to the management for approval and budget allocation. The committee oversees ad-hoc maintenance activities, maintaining regular registers for audit and scrutiny.

The maintenance section of the institution, staffed by civil and electrical engineers, ensures the proper upkeep of physical facilities. Round-the-clock services of plumbers, electricians, and computer analysts are available on campus. The electrical engineer manages uninterrupted power supply, generator sets, lighting, power distribution, and solar panels. Plumbing, sewage, and drainage maintenance are handled by support staff. The campus manager uses surveillance cameras to monitor overall campus maintenance and cleanliness. Housekeeping services, outsourced on an annual contract, operate during daytime every day. Fire safety measures, as per statutory and institutional requirements, are diligently maintained, and periodic fire drills ensure compliance.

Dental equipment in laboratories is managed through Annual Maintenance Contracts (AMCs) by the medical equipment department. Heads of Departments (HODs) submit periodic repair and maintenance requirements to the Head of the Institution.

Library staff handles document management and regular cleaning, while pest management services and restoration of damaged books are carried out periodically. The horticulturist and gardeners maintain gardens and landscapes, while periodic maintenance of RO plants, water storage tanks and wells, rainwater harvesting, and indoor/outdoor sports facilities are conducted by the maintenance department. The IT department addresses technical issues related to computers and software through regular updates, following established standard operating procedures and an IT policy, including e-waste management.

The housekeeping department ensures daily cleaning of classrooms, rest rooms, supervised by the Campus Manager. Classroom damages reported by departments are communicated to the Campus Manager and then to the Facility Manager for prompt rectification, with minor repairs documented in a ledger maintained in the office.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response:

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

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](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

5.1.2

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

1. Soft skill development

2. Language and communication skill development

3. Yoga and wellness

4. Analytical skill development

5. Human value development

6. Personality and professional development

7. Employability skill development

Response: A. All of the above

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

Other Upload Files	
1	[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:

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

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

5.1.4

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

Response:

Madha Dental College and hospital complies with the admission regulations framed by the Government of Tamil Nadu and the DCI, admits UG and PG students through NEET only. The institution had constituted an International Students Cell to address the needs of NRI students from diverse countries to be graduated from the institution, providing support throughout their stay from admission to the completion of their studies. The students who passed qualifying examinations (12th std / B.S / B.A degree) from schools or colleges in foreign countries and pursuing the BDS program in the institution are considered as international students or non-resident Indians. The primary goal of the International Student Cell is to facilitate a seamless transition for international students, enrich their academic experience, and foster cultural integration within the college community. The cell also strives to infuse global perspectives into the institution's teaching, research, and outreach programs.

The structure of the International Student Cell comprises the Head of the Institution as the chairperson, with faculty and NRI students' representation. Before the academic year commences, the cell conducts meetings to discuss issues, plan the admission process, and determine necessary actions. The international student cell actively promotes positive relationships between students and faculty, aiding in visa formalities, documentation, and overall hospitality. Following are the services offered by the International Students cell.

Advice and assistance on immigration issues.

Appoint academic advisors or mentors to guide students in course selection, study techniques, and academic planning.

Implement programs for Tamil language support, including proficiency and enhancement courses.

Offer tutoring services and facilitate study groups to enhance academic success.

Coordinate cultural events and activities to promote interaction and understanding between international and domestic students.

Establish student organizations or clubs dedicated to cultural exchange.

Provide comprehensive assistance with healthcare, banking, transportation, and legal matters.

Extend counseling services for emotional and psychological support, addressing homesickness, adjustment issues, and stress management.

Maintain regular communication channels to address concerns and gather feedback from international students.

Conduct informal feedback sessions to identify areas for improvement.

Developing opportunities for interaction amongst international and local UG and postgraduate students.

Another pivotal focus of the cell is to enhance the institution's visibility, attracting academic and research collaborations globally by forging alliances with reputable international institutions, facilitating student

and faculty exchanges and promoting research collaborations. Activities of the cell include facilitating student exchange programs to provide opportunities for global healthcare exposure, such as conference presentations, research collaborations, and overseas clinical observerships. The cell actively disseminates information about these opportunities and assists interested students and faculty in the application process. Furthermore, the cell works towards establishing Memorandums of Understanding (MoUs) with international institutions, attracting students for academic exchange programs and clinical training at MDCH. In adherence to government and regulatory authorities, the cell plans to introduce observer ship programs for international dental students seeking exposure to dental practice in India. Additionally, the cell intends to organize seminars and webinars featuring faculty from renowned international institutions, focusing on recent advancements in various medical fields.

File Description	Document
Any additional information	[View Document](#)
Link for Any other relevant information	[View Document](#)
Link for international student cell	[View Document](#)

5.1.5

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

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

Response: All of the above

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

5.2 Student Progression

5.2.1

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

Response: 80

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	13	0	18	02

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	13	0	18	02

File Description	Document
Scanned copy of pass Certificates of the examination	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

5.2.2

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

Response:

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

File Description	Document
Institutional data in prescribed format	[View Document](#)
In case of self-employed professional services registration with MCI and documents for registered clinical Practitioner should be provided	[View Document](#)
Any additional information	[View Document](#)
Annual reports of Placement Cell	[View Document](#)
Link for Additional Information	[View Document](#)

5.2.3

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

Response:

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

File Description	Document
Supporting data for students/alumni as per data template	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any proof of admission to higher education	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

5.3 Student Participation and Activities

5.3.1

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

Response: 107

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

2022-23	2021-22	2020-21	2019-20	2018-19
09	30	0	14	54

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)
Duly certified e-copies of award letters and certificates	[View Document](#)

Other Upload Files	
1	[View Document](#)
2	[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:

Madha Dental College and Hospital is dedicated to fostering its students into dental graduates with outstanding team-building and leadership qualities. In line with this vision, the institution has taken proactive steps to establish a Students' Council. This council serves as a platform for students to discuss their interests, plan and execute student-centered activities, facilitate projects related to students, promote active relationships among students, faculty, and management, and function as a representative body for the entire student community. The institution's Student Council actively participates in college activities and collaborates with the administration, faculty, staff, and parents to advocate for the interests of both the college and its students.

Objective of Students council:

• Fostering opportunities for students to take ownership of their academic planning and execution through representation in curriculum committee and other academic and student support committees.

• Providing platforms for students to express their perspectives through representation in diverse committees, cultivating professionalism, communication and organizational skills.

• Establishing avenues for students to cultivate team-building and leadership qualities by actively engaging in curricular, co-curricular, and extra-curricular activities both on and off campus.

Constitution:

The institution has defined guidelines for the nomination of following members constituting the students council

- President &Vice President
- Secretary
- Secretaries for sports and cultural committees

- Hostel secretaries (Men and women representatives)
- Executive members

Student council meetings are held at regular intervals and the activities of the council are monitored and guided by the staff advisors. Students with attendance of 80% and above & pass in the internal assessments of all the subjects are eligible to be nominated for the posts. Members of the student council are chosen by the students themselves, who are represented by delegates from all student batches, with the senior-most student batches serving as the council's leadership. Students elect or suggest members of the student council. Each academic year, the council is chosen at the outset. The interns head the council and play a significant part in it. The other batch students represent other positions of the council.

Student council's activities

- Planning and conduct of annual intra and inter college sports and cultural events
- Participation in conferences and conventions at the state and national levels with student coordination
- Conduct humanitarian initiatives, societal welfare events, dental camps and oral health screening programs
- Represent the management of student complaints and organizing events for students
- Take part in anti-ragging activities of the institution
- Participate in all campus committees and voice their opinions, complaints, and suggestions
- Hostel secretaries take part in selecting menu for hostel mess, grievance redressal, anti-ragging and disciplinary activities in the hostel premises

The institution has a student notice board where the information on council's activities is posted and announcing the upcoming events is done by the students council. The council is in the process of producing the student newsletter, to disseminate updates to the management, principal and faculty on the student council's activities and plans.

File Description	Document
Any additional information	[View Document](#)
Link for reports on the student council activities	[View Document](#)
Link for any other relevant information	[View Document](#)

Other Upload Files	
1	[View Document](#)
2	[View Document](#)

5.3.3

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

Response: 25.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
28	36	15	25	22

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

Other Upload Files	
1	[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

Madha Dental College and Hospital endorses alumni as crucial contributors to its growth and progress, appreciating their unwavering support and promotion through positive word-of-mouth within their professional and social circles. Madha Dental College Alumni Association is registered in under section 10 of the Tamil Nadu Societies Registration Act, 1975/SRG/Chennai South/620/2023 to enhance contact

and relationship between their peers once they emerge as graduates from the institution. It serves to preserve precious memories and guarantee relationships that are sustained for a lifetime. Additionally, it is a discussion platform where juniors take assistance and guidance of their seniors' expertise, which will be helpful for their academic and career growth. The alumni association helps to bridge a link between former students, faculty and the administration. This platform that benefits both the alumni and the current students has the following objectives:

To foster a sense of unity among the institution's alumni by providing a common platform and maintaining strong connections between graduates and their alma mater.

To engage alumni actively in the development of entrepreneurial and practical skills among graduating students, as well as assist in securing suitable placements.

To encourage cultural and social networking among alumni, current students, and college staff to cultivate a shared sense of tradition and heritage within the college community, ultimately contributing to the continued growth and prosperity of the institution.

Composition and functioning:

The alumni association has an executive Committee from the representation of the alumni posing as office bearers namely the President, Vice president, Secretary, Treasurer and the executive members. The committee is responsible for overseeing all aspects of the governance of the alumni association. The committee manages the day-to-day operations of the association in accordance with the Memorandum of Association and the bylaws and holds ownership of all the moveable or immovable assets of the association, including bank accounts, paperwork, and other items.

Membership:

- Life Members: all graduating students (undergraduate and postgraduate) of the college are life members of the Association.
- Honorary Members: All the members of the teaching staff of the College except alumni of the Institution shall be eligible to become honorary members of the Association.

Financial aspects:

The funds of the Association obtained through alumni membership fees and contributions are deposited in the Alumni account. The executive committee ensures an annual audit of the association's accounts, and is authorized to receive donations, endowments and other contributions on behalf of the Association.

Alumni activities:

The Alumni association continuously strives to raise funds for executing the objectives of the Association and also has conducted following activities:

Alumni members actively contribute to their alma mater by sharing their expertise to the students as invited lectures

Alumni mentoring the graduating students through career guidance programs.

Donation of books by the alumni to the library and minor equipment to various departments of the college

Placement opportunities for graduating students in the dental clinics owned by the alumni.

Alumni's insightful comments and feedback on curriculum are implemented for the institution's strides towards academic excellence.

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

5.4.2

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

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

Response: B. Any four of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Certified statement of the contributions by the head of the Institution	[View Document](#)
Any additional information	[View Document](#)
Annual audited statements of accounts. Extract of Audited statements of highlighting Alumni Association contribution duly certified by the Chartered Accountant and Head of the Institutions	[View Document](#)
Link for Additional Information	[View Document](#)

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:

Madha Dental College and Hospital has a clearly stated vision and mission to provide need based and advanced dental education that has a substantial positive impact on society. The institution aims to achieve this through a democratic and participatory mode of governance with all stakeholders participating actively in its academic and administrative activities.

Vision

Madha Dental College and Hospital is committed to foster students with an updated knowledge of recent technological advances and state-of art dental skills to provide comprehensive quality oral healthcare to all patients inclding the underprivileged community and a commitment towards quality dental research.

Mission

Madha Dental College & Hospital strives to

- Embody the values of compassion & excellence which is reflected in empathy, care, social outreach, passion & quality.
- Weave together an ensemble of dental graduates and post graduates whose qualities of integrity and leadership help to administer the highest quality of dental care.
- Deploy latest student-centric teaching methodologies and clinical practices at par with global standards so as to churn out competent and confident professionals and thereby achieve excellence in dental education.
- Promote state-of the art research facilities to enable discovery, inventions and innovations among staff and students.
- Ensure oral health education, preventive strategies affordable and quality healthcare to the community and disability limitation specifically targeting the underprivileged population.

Academic and administrative governance:

Madha Dental College & Hospital, founded in 2007, under the aegis of the prestigious The TN Dr MGR Medical University aims to inculcate in the students, a sense of social responsibility and service mindedness, backed by an academic curriculum which ensures that they are moulded into confident professionals. The well-organized organisational hierarchy, comprising the Principal, Head of Departments and faculty are fully involved in curricular as well as extra-curricular activities of undergraduate and post graduate students alike, bringing out the hidden talents and potentials. The

institution fulfils all the criteria prescribed by the Dental Council of India and other statutory bodies to ensure quality dental education. Effective governance is ensured through Internal quality assurance cell and various committees including governing council, curriculum committee, faculty promotion committee, Library committee, research committee, institutional ethics committee, student grievance redressal and anti-ragging committee among others. An effective blinded feedback system aims to recognise any deficiencies in service and implement corrective measures to steer the institution to greater heights.

Strategic planning:

The institution has efficiently laid out strategic and action plan for five years giving due importance to advancement in academic, research, patient care, infrastructure, societal and student support activities. By creating a strategic alignment towards excellence, the Institution strikes a balance between regulatory compliance and maintaining a sharp focus on increasing the Institution's performance and long-term viability.

Stakeholders' participation in decision-making bodies:

Students' representation in academic committees and in students council, parents contribution during parent-teachers meet, feedback from the parents, students, faculty, academic peers, alumni and the employers on academic and administrative affairs are significant contributors to the institution's decision-making and sustained development towards excellence.

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

6.1.2

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

Response:

Madha Dental College & Hospital has a structured hierarchy and firmly believes in decentralized and participatory management which is well reflected in its organogram.. Academic, administrative, patient care, financial, extracurricular, extension activities, staff and student welfare are the most pivotal aspects

addressed by these committees.

The chairman of the institution leads the Management, and the well-organized decision-making process that considers all relevant factors for the seamless operation of the institution is facilitated by the organizational structure. Strict adherence to a strategic plan is established by the organization. The principal convenes HOD and committee meetings, where all academic initiatives are discussed. The issues are then sent to the Chairman, who holds meetings to discuss them further.

Organizational structure:

The organizational structure ensures participative management and decentralisation. The policies framed by the board of management in conjunction with the head of the institution are implemented by individual departments and committees. Their functioning is in turn monitored by the heads of department and the chairpersons of the committees through regular 'status of work' meetings and the minutes of the meetings are updated to the management for quality checks. The management assesses the functioning state of the institution bi annually through meetings where department heads can make direct representations. The organizational structure also ensures an effective grievance redressal mechanism where confidentiality of the complainant is also maintained.

IQAC:

The Internal Quality Assurance Cell ensures that the benchmarks for working standards of the institution are always set high. The IQAC coordinator convene regular meetings with various academic and administrative committees which serves as a common platform to brainstorm ideas for curricular, co-curricular and extra-curricular quality improvements, thus ensuring participatory decision making and also accountability.

Administration policies:

The college strives to establish a culture of interdisciplinary excellence through decentralization and participative management.The goals are defined at the level of each department as well as the college as a whole, in accordance with the college's vision and mission. As a decentralisation policy, the Department heads are involved in decision-making at all levels within the parameters of their assigned tasks, faculties have the authority to decide and carry them out. A strong feedback mechanism is in place to guarantee ongoing advancements.

Committees:

For the institution to run smoothly, numerous committees have been established and meet at predetermined intervals. Academic matters are handled by the HODs, and administrative matters are handled by the administrative officer. It is made sure that all faculty cadres are effectively represented, with sufficient representation of women in the established committees. The curriculum committee, research committee, ethics committee, publication monitoring committee, grievance redressal committee, anti-ragging committee, Internal Complaints committee, exam committee, and so forth are a few of the committees. Every committee meeting's minutes are recorded for future reference and efficient execution. In order to prevent monotony and guarantee opportunities for everyone, the committees are also reconstituted every three years. This system has been found to be effective as it brings in new talent from a broader intellectual human resource.

File Description	Document
Any additional information	[View Document](#)
Link for additional information	[View 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:

Madha Dental College & Hospital aims to be among the top 20 Dental Colleges in the country by 2030. Striving towards the achievement of this goal, the institution has devised a strategic plan focusing on the following criteria: Upgradation, Student and faculty empowerment, Global outreach, Social outreach and Patient welfare

The college has started upgrading the dental clinics and procedures to global standards and strengthening the curriculum to ensure world class education and quality in treatments rendered. Frequent institutional Continuing Dental Education programmes are organised to ensure that the interns and post graduates are updated in the latest techniques in dentistry. Faculty Development Programmes are organised at regular intervals to infuse scientific temperament amongst faculty and to update their knowledge in clinical and academic skills. The institution also attempts to incorporate social consciousness and environmental consciousness amongst students and faculty alike and encourage eco-friendly practices. The institution aims to mark its presence in the digital world by organising robust health initiatives through social media, online consultations and online academic programmes. This would broaden the reach of the institute amongst a much larger populace and invite bright minds to pursue higher education here.

The institution aims to broaden collaborative activities with foreign universities by signing MOUs for student exchange programmes, clinical training modules and research activities so that the graduate is on par with international standards. Introducing Add on courses and value-added programmes like Dental Hygienist course, PhD programmes and Diplomas in Laser/Implant course would broaden the opportunities for aspiring students and widen the reach of dentistry. The students and staff are encouraged to focus on research activities leading to scientific publications to inculcate in them, a research mind-set and communicate with international audience through peer reviewed publications with high impact factor. An attempt to further this goal is to assess the performance of departments with a monthly scoring review based on set criteria, performance analysis based on various rankings with a view to improve and maintain quality of education and patient care.

The institution has a five-year goal to double the patient footfalls and developing an efficient patient management software to ensure periodic recalls for long term therapies. It has also been strategized to develop a fool proof feedback system from the students, faculty, patients and parents alike and

constituting a team to ensure that suggestions/feedbacks/complaints are addressed at the earliest. With the main aim of education being patient benefit, the institution conducts a myriad of social welfare activities like blood donation camp, denture camps and cancer screening and awareness camps in rural areas so that healthcare can reach the remotest places. The institution believes in exposing students to other streams of medicine like Ayurveda, homeopathy, naturopathy, siddha, etc. and improve their awareness of alternative medicines and therapies for dental ailments. The institution envisages to develop resources and tools including online attendance management system for parents to access the academic performance of their wards with a view to promote transparency in the system.

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

6.2.2

Implementation of e-governance in areas of operation

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

Response: B. Any four of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Madha Dental College and Hospital firmly believes that the employees are its backbone and their well-being is crucial in demonstrating its excellence, creating a harmonious and healthy work environment that empowers all stakeholders to excel in their contributions toward organizational goals. The institution is mindful of its employees' welfare and assigns responsibilities to its human resource department to uphold employee welfare and empower both teaching and non-teaching staff. This involves monitoring working conditions and organizing periodic employee engagement activities. Policies outlining institutional employee welfare measures are framed and made available on the institution's website for reference of the employees.

A well-functioning staff development and welfare committee to address their various issues and reach at a favourable decision. Following are the welfare measures of the institution made available for the teaching and non-teaching staff accordingly:

Teaching staff:

1.Self-development programs and faculty development programs such as interdisciplinary CDE, National level conferences etc. are organized for faculty members.

2.The institution provides accommodation with food in hotels for free of cost

3. Compensatory leaves for faculty working on institutional holidays

4. Financial support for conference presentations, participation in workshops, FDPs and membership in professional bodies.

5. Monetary reimbursement of 50% publication charges for indexed publications of the faculty

6. Employment provident fund -The scheme makes provision for pension after their retirement at the age of 58 years

7. Voluntary provident fund - It is a Voluntary fund contribution from the employees towards his/her Provident Fund account

8. Vacation leave provided yearly

9. Gratuity schemes - Gratuity is payable to an employee upon termination of his job after ten years of continuous service, upon his superannuation, upon his retirement or resignation, or on his death or disablement owing to accident or disease.

10. There is one casual leave available every month and one hourly permission and one late permission granted without loss of pay.

11. On duty leave for faculty attending conferences/CDE/FDP or any other professional activities

Non-teaching staff:

1. Employment Provident Fund (employee drawing salary less than Rs.15,000/- per month with 12 interests) for all the staff.

2. ESI

8. Administrative training program courses are organized for non- teaching staff periodically to enhance their skills in the work environment.

General

1. Interest free salary in advance deducted in 12 months instalment can be availed once in a year.

2. Concessional/subsidized medical and dental care for family.

3. Canteen facilities at subsidized rates are available for the staff.

4. Maternity leave of three months for female staff

5. Free WiFi in the campus

6. Free transport facility in and around the city.

File Description	Document
Any additional information	[View Document](#)
Link for policy document on the welfare measures	[View Document](#)
Link for list of beneficiaries of welfare measures	[View Document](#)
Link for additional information	[View Document](#)

6.3.2

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

Response: 83.25

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

2022-23	2021-22	2020-21	2019-20	2018-19
88	78	72	74	77

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](#)
Policy document from institutions providing financial support to teachers, if applicable E-copy of letter indicating financial assistance to teachers	[View Document](#)
Office order of financial support	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.3.3

Average number of professional development / administrative training programmes organized by

the Institution for teaching and non- teaching staff during the last five years

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

Response: 4.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	5	4	4	4

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

6.3.4

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

Response: 91.88

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	92	86	76	77

File Description	Document
Institutional data in prescribed format	[View Document](#)
E-copy of the certificate of the program attended by teacher	[View Document](#)
Days limits of program/course as prescribed by UGC/AICTE or Preferably Minimum one day programme conducted by recognised body/academic institution	[View Document](#)
Any additional information	[View Document](#)
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:

Performance appraisal is a crucial tool for evaluating and improving the effectiveness of employees in organizations. It is a systematic process of evaluating the performance of employees to determine their contribution to the goals and objectives of the institution. Madha Dental College and hospital considers the performance appraisal system for teaching and non-teaching staff as an essential part of its human resource management strategy. Performance appraisal for teaching and non-teaching staff is designed to provide feedback to employees about their performance, identify their strengths and weaknesses, and help them strengthen their skills and knowledge. The system is designed to be fair, objective, and transparent, and it is based on the principles of continuous improvement and development.

Performance appraisal for teaching and non-teaching staff is carried out annually as a comprehensive review of each employee's performance, including their achievements, challenges, and areas for improvement. The review is conducted by the employee's immediate supervisor, who is responsible for providing feedback and guidance to the employee.

The performance appraisal system for teaching staff is based on the evaluation of their teaching performance, research output, and community engagement. The evaluation is based on several criteria, including the quality of teaching, the use of innovative teaching methods, the ability to engage students, the quality and quantity of research output, and the level of community engagement. Performance appraisal system for non-teaching staff is based on the evaluation of their contribution to the

administrative, technical, and support functions of the college. The evaluation is based on several criteria, including the quality of work, the level of innovation, the ability to work in a team, attendance, accountability and commitment.

The performance appraisal system for teaching staff and non-teaching is a multi-step process. The first step involves setting performance targets for each employee. The targets are based on the employee's job description, and they are designed to be challenging but achievable. The second step involves monitoring and measuring the employee's performance against the targets set. The third step involves providing feedback to the employee about their performance. The feedback is designed to be constructive and to identify areas for improvement. The fourth step involves developing an action plan to address the areas for improvement identified in the feedback. The action plan is designed to be specific, measurable, achievable, relevant, and time-bound. The final step involves reviewing the employee's performance at the end of the appraisal period. The review is based on the targets set at the beginning of the appraisal period, and it is designed to determine whether the employee has met, exceeded, or failed to meet their targets.

The performance appraisal system for teaching and non-teaching staff in Madha Dental College has several benefits, including identifying high-performing employees and providing them with opportunities for career advancement and also identifying employees who require additional training or support to improve their performance. The system helps to identify high-performing employees, provides opportunities for career advancement, and helps to identify areas for improvement in the organization's processes and systems.

File Description	Document
Any additional information	[View Document](#)
Link for performance Appraisal System	[View Document](#)
Link for any other relevant information	[View Document](#)

Other Upload Files	
1	[View Document](#)
2	[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:

Madha Dental College adopts a robust financial strategy to ensure its smooth functioning and continued growth and affirms that a well-planned budget serves as the backbone of financial management for any institution. The budget is created with inputs from various departments and takes into account the

institution's short-term and long-term goals.

Sources of Income: To sustain its operations and fund its various activities, Madha Dental College relies on diverse sources of income. These sources include tuition fees paid by students, donations from alumni and philanthropists, grants and funding from government bodies, and revenue generated from research projects and collaborations. The college also explores partnerships with industries, foundations, and other educational institutions to secure additional financial support.

Utilization of Funds: Madha Dental College ensures that funds are allocated strategically to meet various needs such as infrastructure development, faculty recruitment and training, research initiatives, student scholarships, and extracurricular activities. By prioritizing these areas, the college aims to create an environment conducive to holistic education and growth.

Resource Mobilization Policy: Madha Dental College has implemented a resource mobilization policy which focuses on cultivating relationships with potential donors and sponsors, conducting fundraising events, and actively seeking grants and sponsorships from government and non-governmental organizations. The college also encourages alumni engagement and establishes an effective alumni network to tap into their expertise and financial support.

Procedures for Optimal Resource Utilization: Madha Dental College follows a systematic approach to ensure optimal utilization of resources. The following procedures are in place to achieve this goal:

1. Regular Financial Audits: The institution conducts periodic financial audits to assess the allocation and utilization of funds. This process ensures transparency and accountability, identifying any inefficiencies or areas for improvement.

2. Cost-Effective Procurement: The College implements a centralized procurement system to streamline purchasing and negotiate favorable contracts with suppliers. This approach helps in optimizing resource allocation and minimizing costs.

3. Performance-Based Budgeting: Madha Dental College adopts a performance-based budgeting system, linking financial allocations to measurable goals and outcomes. This approach encourages departments to demonstrate their impact and enables resource allocation based on performance.

4. Continuous Monitoring and Evaluation: The College maintains a monitoring and evaluation framework to track the progress and impact of projects and initiatives. Regular assessments help identify areas where resources can be reallocated to achieve maximum efficiency.

5. Collaboration and Shared Resources: Madha Dental College promotes collaboration among departments and encourages the sharing of resources. By pooling their resources and expertise, different departments can maximize their impact and reduce duplication of efforts.

Institutional strategies for mobilization of funds and the optimal utilization of resources are essential for the sustainable growth and success of Madha Dental College. By implementing a comprehensive budgeting process, diversifying income sources, and adopting efficient resource management procedures, the college can ensure that its financial resources are utilized effectively to achieve its mission of providing quality dental education. With a strong financial foundation, Madha Dental College can continue to thrive and contribute to the advancement of dental education and research.

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

Other Upload Files	
1	[View Document](#)

6.4.2

Institution conducts internal and external financial audits regularly

Response:

Madha Dental college and hospital realises the significance of meticulous financial audits in today's complex financial landscape for an institution, since maintaining transparency and accuracy in financial records stands paramount. With this outlook, the institution has delved into the practice of diligently conducting internal and external financial audits, utilizing Tally accounting software, along with the comprehensive procedures for budget preparation.

Upholding Financial Precision through Audits

The institution leverages Tally accounting software, renowned for its robust features facilitating accurate financial management. This software streamlines accounting processes, ensuring seamless record-keeping, and enabling real-time insights into financial transactions. Its ability to generate various financial reports aids in both internal evaluations and external audits, ensuring a comprehensive overview of financial health.

Central Team Audits at Admin Office

Regular visits by a central audit team to the administrative office serve as a cornerstone of the institution's financial integrity. These audits encompass meticulous reviews of income statements, fee collections, and the collection of purchase bills. By scrutinizing these essential aspects, the institution ensures compliance with financial regulations, identifies potential discrepancies, and fortifies financial controls to prevent any malpractices.

Guidelines for Budget Preparation

Preparatory Works

Data Compilation and Analysis: Prior to initiating the budgeting process, the institution compiles comprehensive data related to previous fiscal performances. This includes revenue streams, expenditure patterns, and any unforeseen financial challenges encountered. Analysis of this data serves as a foundation for informed decision-making during budget creation.

Stakeholder Consultation and Input: Engaging relevant stakeholders, including department heads, finance professionals, and key administrative personnel, fosters a collaborative approach to budget preparation. This ensures that diverse perspectives are considered, leading to a more holistic and feasible budget outline.

Budget Preparation Procedures

Goal Alignment and Prioritization: Aligning the budget with the institution's overarching goals remains a pivotal aspect. Prioritization of objectives, whether focused on infrastructure development, educational enhancements, or staff welfare, ensures that financial allocations resonate with the institution's strategic vision.

Contingency Planning and Risk Assessment: Building contingencies within the budget to tackle unforeseen circumstances is a prudent practice. Conducting a comprehensive risk assessment aids in identifying potential financial risks and devising strategies to mitigate their impact on budget execution.

Review and Approval Processes: The institution incorporates multi-level review processes involving financial experts, management, and the board. This ensures that the budget undergoes rigorous scrutiny, aligns with regulatory frameworks, and receives the necessary approvals before implementation.

The institution's commitment to conducting regular internal and external audits, coupled with the systematic approach to budget preparation, underscores its dedication to financial transparency and accountability. Through the utilization of sophisticated accounting software, meticulous audit processes, and structured budgetary guidelines, the institution not only safeguards its financial integrity but also paves the way for sustainable growth and development.

Financial audits serve as the bedrock of trust and credibility, fostering confidence among stakeholders and ensuring that the institution operates on sound financial principles. With a steadfast adherence to these practices, the institution stands resilient in navigating the dynamic landscape of fiscal challenges while fostering a culture of financial prudence and accountability.

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

6.4.3

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

Response: 0

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

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

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

6.5 Internal Quality Assurance System

6.5.1

Instituion has a streamlined Internal Quality Assurance Mechanism

Response:

The Madha Dental College's Internal Quality Assurance Cell (IQAC) was constituted in August 2021. The Principal of Madha dental college and hospital serves as chairperson and the IQAC Coordinator, Co-coordinator, faculty members, administrative/technical staff members, stakeholder/community representatives, student members and alumni members form the constitution of IQAC. It serves as a forum where academic and non-academic stakeholders can consult about the coordinated action to be taken for the institution's and its stakeholders' overall welfare. The institution has a number of committees operating under the IQAC to improve quality in a number of areas. The IQAC obtains timely feedback from key stakeholders, including alumni, parents, employees, employers and ensures quality sustenance by identifying areas that need improvement and implementing remedial measures.

Vision of the IQAC

"To establish and maintain a quality culture focused on overall institutional excellence."

Mission of the IQAC

- To "channelize and systematise the institution's efforts and measures towards academic excellence."
- "To be the catalyst for fostering quality implementation, quality sustenance and quality excellence in academic, administrative and student support activities of the institution."

IQAC is involved in the following activities:

- Extends assistance in organising programmes for student advancement and support services.
- Promotes faculty research activity.
- Ensures regular conduct of Soft skill development and assistance for slow learners, Coaching and guidance for competitive and entrance tests
- Ensures timely preparation and dissemination of Time Tables and Lesson Plans.
- Documentation of the various programs/activities of the College, leading to quality improvement
- Dissemination of information on the various quality parameters of higher education;
- Plays an important role in initiating MOUs with various organizations relating to academics, placement, outreach activities.
- Facilitates the college's infrastructure development process.
- Collect feedback on curriculum and other institutional activities from the faculties, students, professionals, parents and the patients, analyse the obtained feedback and implement necessary remedial measures.
- Develop and implement quality benchmarks for academic, research and administrative activities of the faculty and the institution.
- Organize workshops, seminars, conferences on quality related themes and promotion of quality.
- Conduct Academic and administrative audits regularly, and ensure the follow up of the results.
- Creation and submission of the Annual Quality Assurance Report (AQAR) in accordance with NAAC's requirements and specifications.

The IQAC gathers biannually to assess the results of all past events, meetings, audits, OPD operations, extension efforts, etc., and to discuss the action plan for all upcoming ones. Every year, a schedule of activities is prepared and posted on the college website. The progress of the college's accreditation efforts and other; efforts to improve quality are discussed. A report on the execution of the plans, along with the minutes of periodic meetings, are accessible with the various HODs, and the intradepartmental action plan for each department is created annually with the help of IQAC. Overall, IQAC strives to improve the overall quality of dental education and patient care ensuring the coordination and smooth functioning of various aspects of the institution.

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

Other Upload Files	
1	[View Document](#)

6.5.2

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

Response: 84.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
85	84	83	74	71

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](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

6.5.3

The Institution adopts several Quality Assurance initiatives

The Institution has implemented the following QA initiatives :

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

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

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

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

Response: A. All of the above

File Description	Document
Report of the workshops, seminars and orientation program	[View Document](#)
Report of the feedback from the stakeholders duly attested by the Board of Management	[View Document](#)
Minutes of the meetings of IQAC	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Institutional data in prescribed format	[View Document](#)
AQAR submitted to NAAC and other applicable certification from accreditation bodies	[View Document](#)
Any additional information	[View Document](#)
Annual report of the College	[View Document](#)
Link for Additional Information	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response: 25

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	5	5	4	6

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

7.1.2

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

Response:

Madha Dental College and hospital follows a strong ethical culture in terms of gender equity. The institution is very keen on prohibiting gender bias, and ensures a safe and productive healthy environment for both students and faculties. To promote gender equality within the premises, annual gender sensitization action plans are being generated at the beginning of each academic year. Internal complaints committee (ICC) ensures active implementation of gender sensitization action plans, and regularly monitors and evaluates them. The institute conducts regular gender equity promotion programs. Guest speakers from prominent field are invited to speak on the topic related to gender sensitization which highlights the importance and contribution of women in the society. Along with this, gender

equity sensitization sessions are held in conjunction with the induction programme every year for undergraduate first-year admitted students, in order to instil gender equity from the first day of the students' college life. Equal opportunities are provided to all the individuals irrespective of gender, race, caste, colour, creed, language, religion, political or other opinion, national or social origin, property, birth or other status. Women are given equal opportunity in attaining higher positions both at academic and administration level. Women are encouraged to participate in all the extra- and co-curricular activities at both inter- and intra-college academic, cultural and sports program. Safety and security round the clock, 24/7 is ensured for all the individuals in and around the campus including hostel with appropriate security manpower system. Separate hostels for men and women with dedicated wardens are present in the institution. Wardens ensure strict compliance to anti-ragging, anti-smoking and anti-drug activities within the hostel premises. Night patrols are carried out by security guards in and around the campus and hostel, to ensure safety and security to the hostel inmates. CCTV cameras are installed at the entrance of both boys' and girls' hostel to ensure active surveillance of entry and exit of individuals into and out of the hostel. In addition, regular meetings are conducted by the mentors allotted to specific UG and PG students to address, counsel and solve gender related issues with appropriate necessary steps. Furthermore, the institution often holds counselling classes for students to help them deal with day-to-day challenges in their life. Separate common rooms are provided for boys and girls to rest, relax, study, have informal discussions in free time available. Common rooms are equipped with adequate number of tables, chairs, cots, beds, pillows, lockers and first aid box. To support the working parents and to improve their productivity, day care centre for young children are established in the institution and it is open for use to all employees' children between 3 months to 6 years of age. Day care centre have a separate playing area, sleeping rooms and restrooms to ensure a better home friendly environment for children. On the whole, the institution takes every essential step to ensure a better gender bias free environment for both students and faculties.

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

7.1.3

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

1. Solar energy

2. Wheeling to the Grid

3. Sensor based energy conservation

4. Biogas plant

5. Use of LED bulbs/ power efficient equipment

Response: B. Any four of the above

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

7.1.4

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

- **Solid waste management**

- **Liquid waste management**

- **Biomedical waste management**

- **E-waste management**

- **Waste recycling system**

- **Hazardous chemicals and radioactive waste management**

Response:

Madha Dental College and Hospital follows 3R's- Reduce, Reuse and Recycle for the management of waste generated within the campus. The Institution has signed an agreement with *G.J.Multiclave* (*India*) *Pvt. Ltd*., Adyar, Chennai for the effective management of biomedical waste. The institution strives to produce relatively minimum amount of waste while maximising the practical benefits extracted from waste products. Waste management includes storage, collection, transport, handling, recycling, disposal and monitoring of waste management.

(i). Solid waste management:

Solid waste generated in the Institution comprises of both organic and inorganic waste materials produced by various activities in the Institution. Biodegradable solid waste includes waste generated out of food, paper, plants and trees; whereas non-biodegradable waste mainly comprises of waste from plastic, metals, solid dental materials and glass. The Institution has adopted various strategies to effectively manage solid waste as follows:

- Paper and metal waste were disposed of by selling it to waste paper and metal scrap dealers.
- Biodegradable (dried leaves, waste food etc.,) and glass waste will be handed over to the corporation on daily basis.
- Single use plastic is banned in the Institution. Ban on plastic signages are displayed on prominent places of the Institution to encourage the stakeholders to restrict single use plastics within the premises. Moreover, plastic waste like milk covers, damaged plastic materials, cans and plastic covers are segregated at the source and are disposed of by selling it to the vendors who are involved in recycling the plastic covers.

ii) Liquid waste management

Sewage and all forms of liquid waste management is done by separating solids from liquids, usually by settlement in the initial step. Then it is subjected to Effluent Treatment Plant (ETP) and Sewage Treatment plant (STP) of the Institution. The waste water received from different areas catered by STP was collected into the inlet chamber. Potential pollutants from liquid waste are eliminated in the settling chamber by physical, chemical, and biological processes, resulting in treated wastewater that is suitable for discharge into the environment. Liquid waste management improves the quality of water discharged into water bodies which are then used for gardening purpose.

iii) Biomedical waste management

The Institution rigorously follows *Bio-medical Waste Management rules (*2016) to manage the biomedical waste generated during the diagnosis, treatment, immunization, and laboratory procedures. Colour coded bins/ containers specific to each waste category are used for segregating and collecting the biomedical waste from each department. Standard operating procedure adopted by the Institution for waste management is as follows:

To ensure proper management of biomedical waste in the Institution- residents, teaching, non-teaching staff, students and other stakeholders are regularly trained on waste management by live webinars and workshops.

iv) E-waste management

The Institution aims at reducing E-waste by proper and periodic maintenance of the electrical devices. Electrical waste like telecommunication waste, electrical waste, metal waste, circuit boards, socket connectors, PVC, insulated copper wires, and aluminium cable etc are sent to the authorised recycling unit for proper disposal.

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

7.1.5

Water conservation facilities available in the Institution:

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

Response: All of the above

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

7.1.6

Green campus initiatives of the Institution include

1. Restricted entry of automobiles

2. Battery-powered vehicles

3. Pedestrian-friendly pathways

4. Ban on use of plastics

5. Landscaping with trees and plants

Response: A. All of the above

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

7.1.7

The Institution has disabled-friendly, barrier-free environment

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

Response: A. All of the above

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

7.1.8

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance

and harmony towards cultural, regional, linguistic, communal socio-economic and other diversities. Add a note on how the Institution has leveraged its location for the services of the community (within 500 words).

Response:

The Institution strives hard in all its possible ways to attain the motto "Unity in Diversity" across all the stakeholders. Despite being a minority institution, it treats all the stakeholders- students, teaching, non-teaching faculties, administrative staffs and other employees in a uniform manner. It provides an inclusive environment for all the students by encouraging them to participate and celebrate all the regional and religious days like Pongal, Tamil New year, Ugadi, Ayudha pooja, Ramzan, Onam, Diwali, Christmas, etc., with equal importance across the year. It encourages all the students and faculties to participate in all intra- and inter-college competitions to make them inclusive in all the events irrespective of their caste, culture, race, religion, ethnicity etc., Multiple events like international women's day, World cancer day, World No tobacco day, Independence Day, Republic Day etc., are being regularly conducted by the institution, as a mode of opportunity for the students and faculties to work as a team irrespective of their differences. The Institution encourages admission of students from other states and all backgrounds of the society by adopting All India and State quota seat matrix admission system. Library in the institution is loaded with books and resources on diverse genres and subjects to encourage the students to get exposed to norms, culture, values and customs of diverse ethnicity, race and religion. Language barriers among the students are dealt by allocating separate mentors for each student, wherein they get trained in local languages to deal with patients during their clinical postings. Along with this, language related competitions like Tamil mandram, poetry writing, essay writing, speech competitions etc., are held periodically in the institution to encourage the students to actively participate and attain linguistic skills. Grievance redressal committee, Anti-ragging committee, Disciplinary committee etc., in the Institutions works flawlessly and deals with all complaints with uniformity without any discrimination. The Institution has laid down code of conduct policy separately for students, faculties, administrative and supporting staffs which must be adhered by all the personnel, regardless of their cultural, geographical, language, communal, socioeconomic and other differences. Inclusive environment is provided for all strata of students to ease their learning in the institution. Students from underprivileged sections are provided government scholarships from Adi Dravidar Welfare Scheme and first graduate scholarships. The institution carries out exemplary services to serve the under privileged and under-served population of low-socioeconomic group by regularly conducting free screening and treatment camps around the radius of 30 kilometres. Awareness on oral health care is created among all socio-economic group in the community by regularly conducting awareness campaign and camps at regular intervals. Dental camps cater to oral health needs of different strata of the society wherein screening, diagnosis, treatment, counselling etc., are offered to the population with equal justice without any discrimination in regard to caste, creed, colour, sex or socioeconomic background. This enables the students to learn and understand the mindset of people from different backgrounds. Overall, the institution provides an inclusive environment for all stakeholders, regardless of their diversity.

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

7.1.9

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

1. The Code of conduct is displayed on the website

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

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

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

Response: A. All of the above

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

7.1.10

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

Response:

The Institution takes great pride in its commitment to promote cultural diversity, fostering a spirit of celebration, and nurturing a sense of inclusive environment among the students, faculties, and staffs by actively organizing and conducting various national and international commemorative days, events and festivals throughout the academic year. Celebration of significant national events that hold historical, cultural or social relevance provides a platform to commemorate the sacrifices and contributions of our national leaders, acknowledge the rich cultural heritage of our country, and instil a sense of patriotism among the stakeholders of the Institution. By making them actively participate and organize such events, the Institution promotes a sense of unity, appreciation, cultural inclusiveness, respect and creates global awareness among the students, faculty, staff, and the wider community.

The institution takes pride in commemorating the Republic day and Independence day to foster a sense of patriotism among the students, and to appreciate the democratic values, principles, fundamental rights and duties in the Constitution. The Institution also encourages the students to participate in activities that promote national integration, cultural diversity and social progress. The Institution honours and recognizes significant contributions of Dental faculties in the Institution through celebration of National dentist day on 6th March of every year which fosters a sense of pride and inspiration among dental students to become a skilled and compassionate dentist in the future. Through regular celebrations of the International Women's Day, the Institution acknowledges and celebrates women faculties and students' achievements, and serves as a platform to raise awareness about gender equality, women empowerment and promote inclusivity among the female students, faculties and staffs.

Commemorating World Oral Health Day on 20th March every year provides an opportunity to educate and engage dental students in oral health promotion activities, preventive dental care and spread awareness about the impact of oral health on overall well-being. Awareness campaigns are conducted on World No Tobacco Day on 31st May every year to train the students to educate the society on harmful effects of tobacco usage and significance of tobacco cessation at earlier stage. The World Environment Day adopted by the institution creates a platform for students to learn about environmental conservation, participate in eco-friendly initiatives and promote a greener and sustainable campus. International Yoga Day celebrations provides an opportunity for students to experience the benefits of yoga in stress reduction, improving concentration, enhancing physical flexibility, strength and overall well-being. National toothbrush day is observed on 7th November every year to create an opportunity for students to educate people, especially children, about the significance of oral hygiene habits in preventing dental diseases, maintaining healthy teeth, gums and overall well-being. World AIDS day is observed by actively engaging the students in community outreach activities related to HIV/AIDS, promoting empathy, compassion and social responsibility among the younger generation in fostering a supportive environment for the affected individuals. Apart from these festivals like Pongal, Christmas, Audha Pooja are celebrated with great zeal to promote cultural and religious harmony in the campus.

File Description	Document
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

Other Upload Files	
1	[View Document](#)

7.2 Best Practices

7.2.1

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

Response:

Title - Modern Dentistry Practice school for Undergraduate students

Objectives

- To expose undergraduate dental students to contemporary state-of-the-art equipment and advanced techniques to uplift and strengthen their career opportunities
- To upgrade students' knowledge and understanding of advanced clinical practice and enhance their clinical skills through comprehensive training

Context

Madha Dental College and Hospital strives hard to make its students distinct in their clinical skills by equipping the Institution with modern equipment and adequate infrastructure, ensuring that students gain extensive exposure and training with state-of-the-art equipment.

The Practice

The program on "Modern Dentistry Practice school for Undergraduate students" was initiated for CRRI/ CRI (Intern) students from November 2021 to uplift their Clinical skills and Knowledge in advanced dentistry. Students being posted in concerned Department gets trained in modern Dentistry during their posting period where lectures followed by hands-on demonstration are given by faculties in dummy and patients. The following state-of-the-techniques are taught to students by concerned speciality departments:

Department of Periodontics:

a. LASER techniques - Train in soft tissue Laser therapy (gingivectomy, flap surgery etc.), Laser-Assisted Periodontal Therapy (eg., Photo biomodulation therapy) and Minimally Invasive Procedures.

b. Microsurgery - Train to perform periodontal microsurgical procedures, where students are exposed to-

and trained in magnification devices and advanced equipment's like Dental loupes, microsurgical blades, needles, and sutures (size: 6-0 to 9-0) for precise manipulation of tissues.

Department of Oral & maxillofacial surgery:

c. Piezo-surgery – Training in piezo-electric surgical techniques which enables students to perform sinus lift procedure, wisdom tooth removal, implant site preparation, alveolar ridge splitting, bone graft harvesting and orthognathic surgery with confidence using piezoelectric unit.

 Department of Conservative Dentistry and Endodontics:

d. **Micro Restorations & Endodontics – Train t**o perform micro-restorations and endodontic procedures using Dental Operating Microscope under 25x magnification.

Department of Prosthodontics:

e. Digital workflow in Prosthodontics – Training in methods of using Intra-oral scanner (IOS), technique behind digital impression and digital workflow which equips them to pre-visualize the area of interest in 3D (oral cavity) and to deliver high quality prosthesis to patients at high accuracy digital cast with less distortion in reduced working time.

Evidence of success

Student's knowledge on advanced clinical skills improved from 38% (pre-training) to 87% (post-training), which implies that hands-on training improves student's level of understanding on state-of-the-art equipment's and techniques. Skills of the students in performing advanced clinical skills were evaluated at the end of training using pre-formed evaluation sheet. Nearly 82% of student's skills were above average in performing the procedures. Around 96.2% students found the training program to be very useful in uplifting their career opportunities and clinical skills.

Challenges faced

Financial constraint

Advanced equipment requires huge financial investment which impedes the procurement of multiple units. Consequently, students are required to wait for their turn to practice with the equipment which makes the training process more time consuming.

Training and Expertise

Initially some students took time to adapt the modern equipment and techniques but through continuous guidance, they gradually improved their proficiency and successfully met their goals and targets.

Resources required

à Equipment maintenance

àResource persons (manpower)

àAdditional Time

Serving the Underserved: Oral Health Care for Special Populations

Objectives of the practice:

- To instill a sense of social responsibility in students to actively engage in community activities that address societal needs.
- To provide comprehensive training to develop specialized skills and sensitivity required to deliver high quality care and support to individuals with special needs, fostering an inclusive and compassionate approach to healthcare.
- To provide equitable access to oral healthcare services by removing barriers and improve the well-being of underserved populations like Irular community, trans genders, differently abled children / adults, inmates of de-addiction centers and old age home dwellers (incapacitated) in accessing dental care.

The Context:

1. Inclusive Approach: The program adopts an inclusive approach by specifically targeting the special needs populations who face barriers in accessing dental care.
2. On-Site Services: Recognizing the challenges of visiting dental hospitals, the program brings dental services directly to the institutions, ensuring convenience and accessibility for the targeted populations.
3. Specialized Training: Dental professionals receive specialized training to understand and address the unique needs and sensitivities of the target groups, providing appropriate and compassionate oral healthcare.
4. Collaborative Network: The program collaborates with relevant stakeholders to establish a supportive network, leveraging expertise and resources to deliver comprehensive dental care.
5. Holistic Approach: In addition to treatment, the program emphasizes oral health education, preventive measures, and regular check-ups, aiming to empower the special populations with knowledge and tools for maintaining good oral health.

The Practice:

Before conducting the camp for the special population, a needs assessment is carried out, followed by stakeholder engagement, planning the outreach, pre-camp preparation, patient registration, on-site dental care, oral health education, follow-up care, monitoring and evaluation. On-site dental care in a comfortable environment is provided by trained professionals. Oral health education includes workshops and accessible materials. Follow-up care and referrals ensure ongoing treatment, and evaluation and feedback help improve future camps and services.

Evidence of success:

Between June 2018 to June 2023, the department of Public health dentistry in collaboration with the other specialties has conducted **85 camps** under the program **"Serving the Underserved: Oral Health Care for Special Populations" in the** old age homes, de-addiction centers, rehabilitation centers and other homes or centers being run by trusts or NGOs for the special and needy populations. **A total of 4116 patients** were screened for oral diseases and a tailored oral health education according to their level of cognition and comprehension was provided to all patients. The various dental procedures carried out were oral prophylaxis, restorations, preventive modalities and dental prosthesis. **92 dental professionals and 425 students** were specifically trained for the program and participated in these camps.

Challenges faced in the designing / implementation:

1. Limited Resources: The sustained resources and expertise required to provide specialized dental care to population with special needs is a challenge.
2. Communication and Cooperation: Addressing the unique needs and sensitivities of the special populations requiring clear communication, coordination, and collaboration among different stakeholders, including dental professionals, caregivers, institution staff, and the targeted populations, can be challenging.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

GOAT HEAD SURGERY – SIMULATED LEARNING EXPERIENCE

Madha Dental College and Hospital has taken a distinct initiative to ensure safe dental practice by the students through experience learning by undergoing in-depth training in minor oral surgical procedures using goat heads so as to become confident in performing the same in real time patients.

OBJECTIVES:

The objective of this program is to train the students to perform minor oral surgical procedures in goat head prior to performing these surgical procedures for the first time on humans.

STANDARD OPERATIVE PROCEDURES:

1. The cheeks are cut and opened all thewaybacktoramusofthemandiblewithscalpel. It is **i**mportant to cut all the muscle that keep the mandible attached to the rest of thesheep head, in order to separate the twoparts. The two Jaws are easily pulled apart,and excessive soft tissue and muscles are removed either byscalpelorscissor. Themandibleandmaxillacleaned andready forsurgery.

PROCEDURES PERFORMED BY STUDENTS IN GOAT HEAD:

- Extraction of tooth with elevator and forceps
- Surgical removal of impacted tooth with a sinus perforation:

Biopsy procedures

Suturing exercises in goat head

EVIDENCE OF SUCCESS OF THE PRACTICE:

The sheep maxilla has proven to be a suitable model for practicing and teaching a variety of oral surgical procedures. The model is suitable for trans alveolar techniques, techniques for biopsy, and placement of surgical membranes Because of lack of blood and salivation in the surgical field, the model gives the opportunity to visualize and grasp the significance the sheep cadaver is easily obtainable and inexpensive to purchase. The model based on the sheep maxilla is potentially very useful in teaching undergraduate.

ISSUES /CHALLENGES FACED IN DESIGNING AND IMPLEMENTATION OF THE PRACTICE:

- Difficulty in taking radiographs of the sheep maxilla to get a better view of the anatomy, with emphasis on the maxillary sinus and its relation to the third molar.
- Difficulty in removing the Dense bone tissue and tooth as a whole due to its lengthy roots.
- More thorough examination of the sheep head and dentition is needed to be certain of the anatomy

CONSTRAINTS AND LIMITATIONS FACED DURING THE PRACTICE

The difference in morphology of sheep premolars and molars makes it hard to compare the sheep dentition to the human dentition. Especially, the sheep molar's massive roots differ a great deal from that of human, and this makes them much less realistic when practiced on. Despite the differences, sheep and humans share several similarities which could be useful in pre-clinical courses. For instance, the sheep's deciduous premolar looks similar to human molars, and the soft tissue in the sheep model could be used to practice suturing, different flap procedures, biopsies etc.

RESOURCES REQUIRED FOR IMPLEMENTING THE PRACTICE

- Goat head
- Razor
- Shaving blade
- Surgical blade
- Artery forceps (straight and curved)

- Rat tooth forceps
- Towel clamps
- Surgical needle
- Scissors
- Needle holder
- Probe
- Catgut
- Nylon threads
- Silk threads
- Cotton
- Gauze
- Surgical drapes
- Antiseptic solutions
- Anesthetic agents

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: 58.5

8.1.1.1 Institutional mean NEET percentile score

Response: 58.5

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

Other Upload Files	
1	[View Document](#)
2	[View Document](#)

8.1.2

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

Response:

Madha dental college and hospital is keen in imparting pre-clinical skills to the students posted in various clinical departments to metamorphose students into professionals with excellence.

PEDODONTICS

The main motive behind this curriculum is to make students gain knowledge regarding morphological differences between the primary and permanent teeth, to know the fundamentals of conventional cavity preparation, instrumentation, and manipulation of cementsalso gets practised on how to fabricate a removable appliance for correction of interceptive and preventive malocclusion.

ORTHODONTICS

Students are trained to understand the properties of the appliance components, their methods of activating and adjusting. The indications, design and fabrication of wire components incorporated in the orthodontic appliances are discussed and demonstrated with typodont/study models. Procedures on wire bending for removable appliances and cold-cure acrylization of simple orthodontic appliances are also demonstrated practically.

ORAL& MAXILLOFACIAL SURGERY

Pre-clinical exercises are intended to provide basic surgical skills like suturing and wiring technique. To improve their surgical skill and interest various suturing techniques are demonstrated to the students. Students will have an adequate knowledge of wiring technique, instrumentation and its clinical use, types of suturing materials and techniques with its clinical applications.

PROSTHODONTICS

 Lab sessions for both 1st and 2ndyears, focus on lab protocols, and manipulation of dental materials. The students are trained in laboratory processing of Complete and Removable partial dentures, Relining and rebasing of dentures, hard splints, special trays.

PERIODONTICS

Preclinical exercises in suturing and splinting enhances their confidence in performing the same procedures in vivo. Soft skills in radiographic interpretation helps them to give a correct diagnosis and make a better treatment plan. Interns hone their skills in giving incisions for flaps on models, using lasers on vegetables/meat which simulate skin/soft tissue and learn about fine and precise microsurgical procedures.

ORAL PATHOLOGY

Students are able to use the terminologies and anatomical terms for clinical and patient communications, to identify various types of human teeth based on their morphology, to appreciate the eruption and shedding pattern of human teeth, to differentiate normal from diseased states, to understand the implications of disease process and ageing on normal oral structures to appreciate the influence of age, gender and race on oral and para-oral structures, able to locate the different areas/surfaces of the teeth.

ENDODONTICS

Students are trained to perform cavity preparations in plaster models, typhodont teeth and natural teeth followed by restorative procedures. Phantoms help the students simulate the oral cavity by which their clinical skills are enhanced. Students are trained to manage Complex cavities and mutilated teeth under magnification and isolation protocols.

BASIC MEDICAL SCIENCES:

Students are trained in the basic medical sciences like anatomy, physiology, biochemistry, pathology and pharmacology which enable them apply the knowledge and skills gained in these domains into their clinical practice and excel in their dental profession.

File Description	Document
Geo tagged Photographs of the pre clinical laboratories	[View Document](#)
Any other relevant information	[View Document](#)

8.1.3

Institution follows infection control protocols during clinical teaching

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

Response: A. All of the above

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

8.1.4

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

Response:

The institution practices the tradition of organising Orientation program every year as a part of welcoming the newly joined students and facilitating their transition into dental education.

Orientation Program:

Following induction, the orientation program is mostly scheduled for two days and the I year fresher students are given an understanding on the BDS program, its requirements, program outcomes, scope and opportunities. The DCI and the affiliating university norms relating to the attendance regulations, academic schedule, practical and clinical activities, the code of conduct and anti- ragging activities are explained in detail. The students are also highlighted about the institution's rules and regulations, academic calendar, scientific and co-curricular activities, sports events and other extracurricular activities organized by the institution for the overall development of students. The students are then made to visit all the departments where faculties give a brief insight into the specifics about the specialty. The students are also taken for a campus tour to familiarize them with the infrastructure facilities of the institution.

As a part of the orientation program, first-year BDS students are given a brief insight on professional ethics, the importance of dentist-patient relationship, patient privacy and confidentiality, obtaining informed consent of the patients. Orientation program also gives an opportunity for students to get to know officials and the faculty of the college.

White coat ceremony

The institution organises white coat ceremony for the first-year BDS students every year in continuation to the orientation program. The students are made to take the Hippocratic oath and are emphasised on the code of professional ethics and conduct which are to be honoured, the responsibility that comes along with the white coat as they enter the professional career.

Orientation for Clinical postings

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

Orientation for internship

The institution organises a structured orientation program for the students entering internship focusing on the scope of internship, the internship programmes guidelines and norms of the Dental Council of India. Students are also briefed on the intricacies of the professional conduct, interpersonal skills and preparedness in handling the patients. This ensures that their anxiety and apprehension are allayed and sheer confidence is instilled in the minds of the budding dentists and to also prepare them for the competitive PG program.

Orientation for postgraduates:

Post graduate students upon entry are oriented about the various aspects of post-graduation such as data collection, seminars, journal clubs, clinical training, clinical photography etc. Furthermore, they are also given a month-long training in the use of computers. They are given training in radiology and effective use of magnification 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**

Response: A. Any 5 of the above

File Description	Document
Usage registers	[View Document](#)
Invoice of Purchase	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Geotagged Photographs	[View Document](#)
Any additional information	[View Document](#)
Links for additional information	[View Document](#)

8.1.6

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

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

Response: A. Any 5 of the above

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

8.1.7

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

Response:

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

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

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

Other Upload Files	
1	[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 upholds to train and equip the students with sound theoretical knowledge and adequate clinical skills in all branches of dentistry to emerge as proficient dental practitioners. The main focus is on training the student's preclinical skills during the initial years of study, even before the student can treat/handle a patient. In Anatomy, Physiology, Biochemistry, Microbiology, Pharmacology and General Pathology the practical training includes cadaver dissection, identification of anatomical structures, analysis of blood samples and urine samples obtained from patients, recording the blood pressure, aerobic and anaerobic culture methods, gram staining, prescription writing and mechanisms of clinic. The preclinical conservative dentistry department trains the students in preparation of cavities in plaster models, identification and knowledge, identification and handling of straight and contra-angled rotary hand-piece, knowledge about instruments required for cavity preparation and restoration. The students are trained in Carving of Tooth, Manipulation of Dental Cements / Materials, Preparation of tooth models in Plaster and preparation of cavities and restoration with modelling wax, handling phantom models inclusive of preparation and restoration of cavity in tooth, fabrication of special trays, temporary and permanent denture bases, occlusion rims, alignment of occlusion rims on articulator, teeth setting and processing of complete dentures. The preclinical prosthodontics department teaches and assess students about fabrication of removable and fixed partial dentures well ahead of handling the patients. The students are trained in these aspects throughout the year, sequential evaluation is done in the form of objective structured practical examination (OSPE) / objective structured clinical examination (OSCE) and Viva-Voce.The primary objective of extensive training in various clinical aspects of dental surgery is to ensure that the student as a whole is able to assess/diagnose a patient and treat all the dental problems as a whole. When students are posted in General Medicine, skills that are essential to examine the general health and to diagnose the symptoms of various important diseases of organ systems are instilled in them. The General Surgery department does the work of teaching the students about the examination and diagnosis of common swellings, cysts and tumours of orofacial origin, head and neck. When students are posted in the clinical departments they are trained in different competencies which includes recording of case history, restoration of decayed teeth, taking and processing of Intra Oral Periapical Radiographs (IOPA), performing Root Canal Treatments(RCT), construction of removable and fixed partial dentures, complete dentures, construction of crown and bridges, to learn different techniques of Local Anaesthesia(LA), extraction of tooth, minor oral surgical procedures like abscess drainage, performing alveoloplasty, perform complete oral prophylaxis, minor periodontal surgical procedures, perform biopsy under local anaesthesia. The students are subjected to routine evaluation by conducting internal assessment and model exams, monthly tests which includes both written and practical assessments. Attainments of the clinical competencies are assessed using structured checklists prepared for evaluation of the specified clinical skills.

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

Other Upload Files	
1	**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:

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

2022-23	2021-22	2020-21	2019-20	2018-19
78	84	89	91	43

8.1.9.2 Number of first year Students addmitted in last five years

2022-23	2021-22	2020-21	2019-20	2018-19
88	100	100	100	49

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

Other Upload Files	
1	[View Document](#)

8.1.10

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

Response:

The institution is ascertained in transforming its students into dental graduates with defined attributes that empowers them to competently function as dentists in the community and progressively evolve as global leaders in their relevant specialised fields. The institution has taken adequate measures to arrive at the dental graduate attributes including clinical skills, professionalism, communication, and ethical considerations.

Clinical skills are acquired through respective clinical postings. During the postings demonstrations are given for each procedure and cases are discussed appropriately. Each student has a respective quota of clinical cases to be performed at each year. Individual clinical evaluation is carried out at the end of the postings. Formative and summative evaluations are carried out. The students passing out of this prestigious institution acquire adequate knowledge, necessary skills and such attitudes which are required for carrying out all the activities appropriate to general dental practice involving the prevention, diagnosis and treatment of anomalies and diseases of the teeth, mouth, jaws and associated tissues.

This is taken care of by attending preclinical work and clinical postings in all the dental departments. Record book is maintained and the students are trained for Viva Voce on the subject in order to facilitate deep understanding. The students also learn the concept of community oral health education and become suitable to participate in the rural health care delivery programs. Mentors/ Course in-charge are assigned for every batch who take care of internal assessment, mental wellbeing of the student and shape the students to strengthen the graduate attributes. The institute lays emphasis that the student has acquired competent clinical skills and knowledge as the student appear for the final exam.

The college has implemented various assessment methods to evaluate students' attainment of dental

attributes including written exams, practical assessments, Objective Structured Clinical Examination (OSCE), portfolios and peer evaluations. OSCE provides an overall picture of the student's general knowledge across several disciplines, diagnostic and treatment planning skills, and presentation skills. Instructional strategies are designed to facilitate the acquisition of dental attributes through combination of lectures, hands on clinical training, case studies, and simulations to provide students with a comprehensive learning experience. Feedback is obtained from the students to understand their strength and areas of improvement concerning dental attributes. Faculty members regularly provide constructive feedback on students' performance and students are encouraged to reflect on their experiences and identify strategies for further development. The institution regularly review and evaluate their curriculum and assessment methods to ensure they remain relevant and effective. This involves collecting feedback from students, alumni, and dental practitioners as well as monitoring graduates performance in clinical practice.

Beyond curriculum, the institution also offers continuing education programs to support graduates in further developing the attribute of life -long learning throughout their career. This may include workshops, seminars, and online courses on topics such as technologies, ethical considerations and patient communication.

The undergraduate students are encouraged to do group projects to inculcate research astute and train them to be competent to take up individual research projects during postgraduation.

File Description	Document
Dental graduate attributes as described in the website of the College.	[View Document](#)
Any other relevant information	[View Document](#)

8.1.11

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

Response:

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

2022-23	2021-22	2020-21	2019-20	2018-19
1333910	934543	1568387	1018889	338975

File Description	Document
Institutional data in prescribed format	[View Document](#)
Audited statements of accounts.	[View Document](#)
Any additional information	[View Document](#)
Links for additional information	[View Document](#)

8.1.12

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

Response:

The institution recognizes that Dental Education Unit (DEU) is an essential component of dental schools, fostering the academic growth and practical skills of future dental professionals by serving as a hub for comprehensive education, bringing together experienced faculty members, advanced resources, and innovative teaching methodologies.

The Dental Education Unit (DEU) in Madha dental college and hospital focuses to bridge the gap between theory and practice. The academic events of DEU include programs for academic, clinical and cultural enrichment of students; Faculty Development Programs for the faculty , Guest lectures by eminent entrepreneurs, Programs on professional development and soft skills development in coordination with the IQAC, gender sensitization, personality development, bioethics and principles, professional ethics, and handling of non-compliant students. The DEU warrants that regular curricular reviews, improvement of teaching and learning activities, assessments and staff development are routinely discussed and necessary actions are planned by the institute.

The unit conducts faculty development programs in each academic year for faculty empowerment through interactive sessions and hands-on training in innovative teaching learning methodologies, recent advances in dental sciences, research methodology etc. DEU had organised faculty development programs on advanced learning and technical topics like Student communication and effective interaction, Clinical scenario in maxillofacial surgical practice, Leadership teaching and learning for HODs and Small group teaching activity-based management. DEU had also organised need-based focused workshops on minimally invasive dentistry, Dental education - train the trainer, Management of medical emergencies. Basic workshops on teaching skills, Digital dentistry for immediate functional movement and Sculpting the scholar were also conducted to equip faculty in various aspects for the benefit of the students. Apart from coordinating with the curriculum committee in the preparation of academic calendar, conduct of value added and add-on courses for students, the DEU ensures that simulation-based learning, digital tools for treatment planning, and virtual patient cases are integrated into the curriculum to prepare the students for the dynamic and evolving field of dentistry. DEU also trains faculty in latest digital tools and techniques used in dentistry and e-content development.

E-learning workshops and training to use e-resources are conducted by DEU to train the faculty members to upgrade their computer skills and incorporate suitable ICT tools in their regular teaching learning to

offer blended learning to the students. The quality of the programs organised by the DEU is guaranteed through a combination of expert-led workshops, hands-on training sessions, peer learning opportunities, and continuous feedback mechanisms.

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

Other Upload Files	
1	[View Document](#)

5. CONCLUSION

Additional Information :

Madha Dental College and Hospital is dedicated to catering to the needs of the underprivileged and unreached in the nearby community, while also offering support to anyone in need. This commitment aligns with its vision of delivering comprehensive oral healthcare services and maintaining an outstanding educational system grounded in the fundamental values of ethics, educational quality, patient care, and research. The institution's social responsibility is evident from its philanthropic ventures to the local community.

Concluding Remarks :

Madha Dental College and Hospital strives relentlessly to realize its vision of emerging as a premier authority in dental education, clinical training, patient care, research, and innovations while upholding its core values. Concurrently, the institution is committed to its mission of shaping students into compassionate and skilled dental practitioners and providing accessible, high-quality oral healthcare to the community. Looking ahead, the institution's strategic focus is on advancing research, enriching postgraduate education, establishing international collaborations and expanding hospital services through the establishment of sub-specialties, aiming to rank among the nation's top-tier institutions.