



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

## **MAR BASELIOS DENTAL COLLEGE**

**MAR BASELIOS DENTAL COLLEGE KOTHAMANGALAM ERNAKULAM**

**KERALA INDIA**

**686691**

**[www.mbdc.edu.in](http://www.mbdc.edu.in)**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**February 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Established in 2002, Mar Baselios Dental College (MBDC) is a pioneering institution in Kerala's self-financing dental sector. Founded by the MBMM Association, a charitable organisation with a dedicated mission to deliver top-notch dental education, the college draws strength from the support of the laity of Mar Thoma Cheriapally in Kothamangalam. The institution's vision is deeply rooted in the blessings of the revered patron saint, Eldo Mar Baselios, symbolising its fundamental principles.

The campus is surrounded by a tranquil rural atmosphere amidst the captivating and verdant landscapes of Thankalam, near Kothamangalam in Ernakulam, Kerala state. The closest railway station to the college is Aluva, situated 30 kilometres to the west, while the nearest airport is Cochin International Airport, located 30 kilometres to the northwest.

Having transitioned from its first affiliated University, Mahatma Gandhi University, Kottayam, to the present Kerala University of Health Sciences, Thrissur, in 2010, MBDC has made rapid educational strides. The college has earned a prestigious reputation, becoming a highly sought-after institution for undergraduate and postgraduate programs. MBDC's dedication to providing quality education and dental care remains unwavering.

Our institution has excellent infrastructure equipped with state-of-the-art facilities tailored for seamless teaching, enriching learning experiences, and enhanced patient diagnosis and management. ICT-enabled air-conditioned classrooms, well-equipped laboratories and clinical departments, and a well-stocked Central Library with more than 6000 volumes of books and about 150 research journals, including 57 e-journals, provide ample opportunities for quality learning and research. It has its associated hospital at Kothamangalam – Mar Baselios Medical Mission Hospital-with 300 beds and two satellite centres in the neighbourhood. There are two women's and one men's hostel on campus, and accommodations are available for faculty members in staff quarters.

MBDC believes the journey to excellence is never-ending, with wisdom gained from each milestone and determination as the guiding force. In our pursuit of excellence, we recognise that it is not merely an endpoint but an ongoing growth and improvement process. We embrace challenges as opportunities to learn, adapt, and innovate, always striving to exceed expectations and set new standards.

### **Vision**

- To become an institute of excellence in imparting quality dental education, fostering innovative research, and facilitating equitable state-of-the-art dental care to promote optimal oral health in society.

### **Mission**

- Establishing standards of dental education through didactic and experiential learning.
- To achieve proficiency in procedural skills related to clinical and preclinical aspects of dental surgery.
- To impart quality dental education through advanced clinical exposure.
- To encourage evidence-based practices and research to improve general and oral health.
- To inculcate ethical values, a sense of effective patient care, scientific temper, and life-long learning skills.

## **1.2 Strength, Weakness, Opportunity and Challenges(SWOC)**

### **Institutional Strength**

1. The first dental college in Kerala to be established in the self-financing sector.
2. Managed by a charitable trust with nearly nine decades of experience in the educational sector and four decades of experience in healthcare.
3. Our highly proficient and seasoned faculty guarantees quality education and training, showcasing over ten years of collective experience.
4. State-of-the-art facilities and technology foster advanced learning and patient care.
5. Ample clinical exposure and practical training opportunities for students as there is an increasing demand for dental treatment among the population.
6. Own a 300-bed medical hospital to impart training in medical subjects and facilitate dental care in a hospital setting.
7. Emphasis on ethics and professionalism, producing well-rounded dental professionals.
8. Comprehensive student support services, promoting overall development and success.
9. Continuing education opportunities for practising professionals to enhance skills.
10. Interdisciplinary approach promoting holistic patient care and teamwork.
11. Active community engagement initiatives, improving oral health in the local population.
12. Strong alumni network providing mentorship and career guidance.
13. Emphasis on continuous quality improvement, enhancing the educational experience.

### **Institutional Weakness**

1. Rural location with limited public transportation facilities.
2. Government regulations limit access to students from other states.
3. Limited role in expanding the curriculum as it is an affiliated college.
4. Inadequate mobilisation of funds from governmental and non-governmental agencies.

## **Institutional Opportunity**

1. Scope to enhance PG programs to accommodate the increasing patient inflow.
2. Potential for dental tourism due to the strategic location near Munnar.
3. Utilization of government health schemes to benefit patients in rural areas.
4. Possibility of receiving more collaborative and funded research projects.
5. Expansion of outreach programs and tobacco cessation campaigns.
6. Adoption of a village to promote oral health and community well-being.
7. Effective use of social media for dental education dissemination.
8. Application of government grants and projects to benefit students and faculty.

## **Institutional Challenge**

1. Decreased demand for dental programs due to increased dental graduate numbers.
2. Growing competition among dental institutions for students and faculty.
3. High tuition fees in private dental colleges potentially deter deserving students.
4. To dispel common misconceptions about dental health among the public and promote oral health awareness.
5. Keeping up with rapidly advancing dental technology.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

Mar Baselios Dental College (MBDC) is committed to an effective curriculum strategy that aligns closely with the Dental Council of India (DCI) and the Kerala University of Health Sciences (KUHS) guidelines. Under the supervision of the Academic Monitoring Cell, our Institutional Curriculum Committee has meticulously established a comprehensive curriculum planning and evaluation process following KUHS

directives from 2018. Various departments prepare detailed course lesson plans and schedules for each academic year, incorporating multiple teaching methods like lectures, seminars, hands-on learning, charts, PowerPoint, and videos to engage students effectively.

The Institutional Examination Cell conducts three internal examinations per academic year before the University Examination. These internal exams identify slow and advanced learners, prompting targeted interventions like additional tutoring, counselling, or alternative learning strategies. The Grievance Cell receives complaints from the students regarding the exams and takes steps to resolve these promptly.

The Institution monitors equal opportunities for academic and extracurricular participation in the Quality Assurance Cell (IQAC). MBDC goes beyond the KUHS curriculum by offering diverse add-on and value-added courses and encourages student involvement in research activities mentored by faculty.

Our institution maintains an effective feedback system, collecting input from students, teachers, alumni, employers, and professionals to enhance the curriculum continually. Additionally, MBDC integrates cross-cutting issues, including gender, environment, sustainability, human values, health determinants, Right to Health, emerging demographic issues, and professional ethics, aligning with University and regulatory council requirements.

MBDC provides a comprehensive and socially responsible education through these initiatives, equipping healthcare professionals to address complex challenges and responsibilities effectively

## **Teaching-learning and Evaluation**

Mar Baselios Dental College is one of the pioneer institutions for patient care and dental education in dentistry, offering an undergraduate BDS program and seven postgraduate MDS programs. The admission process to these programs is entirely transparent through the NEET exams conducted by the Government of India. The institute takes care of the admission of the reservation categories and other backward sections of society based on the guidelines provided by KUHS and the state government.

Academics are the main focus of the institution; at the same time, due importance is given to extramural activities. The institute follows a definite policy for identifying slow and advanced learners according to the students' interactions in theory classes and clinical tutorials and also based on their internal examinations, which consist of two sessional exams and one model exam conducted every year before university exams.

Slow learners are given extra focus by conducting remedial vivas, discussions, and, if required, personal counselling with the in-house psychologist. Advanced learners and interested students are encouraged to participate in intercollegiate essay and quiz competitions and scientific presentations.

MBDC promotes experiential student-centric learning in various disciplines of medicine and dentistry through preclinical exercises and hands-on patient care during clinical postings. Integrated interdisciplinary learning is a crucial aspect of our program.

Our institution has a highly experienced staff with an average teaching experience of more than ten years. The Mentor-Mentee system helps students get guidance regarding personal and study-related issues. Our staff are trained with the latest ICT-enabled tools for delivering quality education and conducting hands-on programs.

MBDC adheres to specific learning outcomes based on the guidelines set up by KUHS and DCI to assess students' performance. Parents are updated on their ward's progress during the parent-teacher meetings, and their feedback is used for the overall development of the institution.

Our institution has consistently aimed to lead in dental education and patient care, aspiring to produce high-quality dental professionals for the betterment of society.

## **Research, Innovations and Extension**

Mar Baselios Dental College strongly emphasises research, innovation, and extension activities. The institution has a fully functional Institutional Ethics and Research Committee. This committee plays a crucial role in scrutinising and monitoring all research projects, ensuring strict adherence to ethical standards, and maintaining the quality of research. In collaboration with the Internal Quality Assurance Cell (IQAC), the institution regularly conducts seminars on research methodology and related topics. These seminars benefit all research scholars and contribute to their academic development.

Additionally, a well-established Oral Biology research laboratory serves as a guiding centre for scholars' projects and extends its support to neighbouring colleges. This lab enhances the research capabilities of both the institution and the broader academic community.

The institution is deeply engaged in community service through diverse outreach programs, including awareness campaigns and treatment camps to benefit the community. These initiatives, often in collaboration with different departments and institutional clubs, showcase the institution's commitment to community welfare. The institution also operates peripheral and school dental clinics, demonstrating its dedication to dental healthcare accessibility and education.

The management strongly encourages and supports faculty and student participation in national and international conferences. This support facilitates knowledge exchange and networking opportunities. Faculty members have made notable academic contributions through numerous publications in indexed journals and authored books, reflecting their expertise and research accomplishments.

## **Infrastructure and Learning Resources**

The institution has ample infrastructure and learning resources, featuring state-of-the-art facilities such as ICT-enhanced classrooms, seminar halls, and fully equipped medical, preclinical, and clinical laboratories. Mar Baselios Dental College faculty members actively utilize various tools, including **desktops, laptops, LCD projectors, smart boards, digital cameras, printers, and more**. These tools enhance the teaching experience, making sessions engaging and interactive. The college leverages e-learning resources, animations, and clinical videos for teaching clinical procedures. Students benefit from extensive opportunities to observe and actively participate in managing clinical cases across a spectrum of dental specialities. Furthermore, the institution is well-equipped with advanced diagnostic and treatment facilities and a wide range of equipment, elevating standards in patient care. This comprehensive setup benefits patients and provides students with opportunities to develop extensive knowledge and expertise across various areas of dentistry.

The campus offers a range of facilities to ensure students' physical and mental well-being, including secure hostels, a canteen, and a library. The institution also fosters sports and cultural activities, with an auditorium accommodating nearly 1,000 people and access to yoga training and gym facilities.

The library is efficiently managed through automated software, OCSCA, simplifying book checkout and return procedures. It grants access to various e-content, including Moodle (LMS), G Suite, and EBSCO. Staff and students can participate in open online courses on the SWAYAM portal. The college maintains a library advisory committee to assess and address evolving needs.

MBDC maintains a robust IT infrastructure that undergoes regular updates. During the COVID-19 pandemic, when traditional learning was disrupted, the college adapted by introducing audio-video recording facilities for live online classes. Furthermore, the multipurpose A-V Hall hosts webinars and virtual meetings.

To ensure the upkeep of all infrastructure facilities, encompassing physical, academic, and IT resources, MBDC has a well-established maintenance system. Comprehensive maintenance registers, both department-specific and general, serve as documentation tools, with a dedicated maintenance committee overseeing the process.

## **Student Support and Progression**

The institution plays a crucial role in student support and progression by providing a structured environment and resources to help students succeed academically. The institution allows students access to financial aid, scholarships, and grants from the government and other organisations. It provides fee waivers for the needful candidates to alleviate the financial burden of education. This support ensures that students can afford tuition, books, and other expenses.

The institution creates a conducive environment for the personal growth and development of the student by employing programs for soft skill development, human value development, language and communication skill development, yoga and wellness, and analytical skill development. The institute also provides training for competitive examinations and offers career counselling.

The institution has a transparent mechanism for the timely redressal of student grievances, sexual harassment, and prevention of ragging. The institution's academic excellence is mirrored in the number of graduates entering higher education in different national and international colleges. The clinical expertise of the students makes it easy to enter into their clinical practices and collaborate with other practitioners and institutions.

The students of this institution have always excelled in various regional, zonal, and national arts and sports competitions. The college union is always unique from other institutions by conducting annual All Kerala level interdental arts and sports competitions (INTERDENTZ). The union is always enthusiastic about celebrating various days and programs for the well-being of the students and society.

The institute has an alumni association, which is very active and regularly meets every three years. The alumni provide networking opportunities and career guidance to current students, helping them successfully transition into the professional world. Each batch of alumni makes their contributions to the institution. Thus, the institution plays a multifaceted role in student support and progression, encompassing academic, personal, and career development.

The institute's student support system is designed to help students succeed academically, professionally, and personally. It is committed to providing its students with the resources they need to reach their full potential.

## **Governance, Leadership and Management**

The vision and mission statements of the institution, as formulated and approved by the management council of the college, have been put up. All the factors that led to the institutional excellence were noted and compiled.

As decided by the management council, the organisational structure has been charted as the functioning system, decentralisation of work patterns, and the specific job of each assigned participant. This has been published on the website as well. Each of the statutory bodies of the institution has strict, relevant rules and norms for their functioning. As per this, the strategic plan has been formulated for five years.

All the institution's functioning areas were implemented with the e-governance system. E-governance was incorporated into academic planning, development, administration, finance and accounts, student admission, and examination.

Welfare measures for teaching and non-teaching staff, which have been followed in the past years, have been noted. This has encouraged the staff members to attend more workshops, conferences, and faculty development programs. There has been an increase in the same in the past five years. The institution has a self-appraisal system for providing promotions and salary hikes, which has been followed meticulously. A well-defined finance management, fund mobilisation, income, and expenditure are tabulated by the chartered accountant and maintained by the institution.

## **Institutional Values and Best Practices**

Over the last five years, our college has embarked on a transformative journey towards fostering a more

inclusive and sustainable educational environment.

A cornerstone of our institutional values has been the promotion of gender equity. Recognising the importance of equal opportunities, we have implemented policies and programs to empower all genders, ensuring a safe and supportive atmosphere for every college community member. This commitment has resulted in a more diverse and inclusive learning environment, nurturing the talents and potential of all our students.

We have championed environmental sustainability along with our dedication to social equity. Solar energy initiatives, with the installation of solar panels, have been at the forefront of our efforts. These panels have reduced our carbon footprint and served as a valuable educational resource, inspiring students to explore renewable energy solutions.

Furthermore, our college has actively implemented water conservation methods, recognising the importance of responsible resource management. Efficient Wastewater management has been installed to reduce water wastage and conservation, contributing to our eco-friendly campus.

Our institution has embraced environmentally conscious practices, from preserving green to providing students with a serene learning atmosphere.

Among our best practices initiatives are the immersive STOMA hands-on program and the innovative SUSHMITHAM project. These endeavours showcase our commitment to hands-on learning and social obligations.

Our institute's distinctiveness lies in our Research Consultancy Cell, offering invaluable research support to students and external investigators.

## **Dental Part**

Mar Baselios Dental College admits 60 students annually per the Dental Council of India (DCI) norms. Prospective students must achieve a minimum score in the NEET examination, as specified in Sub-regulation 5 of Regulation II of the DCI 2007 regulations. Our institutional percentile score was 84.012.

The college offers comprehensive preclinical training in specialised laboratories and maintains stringent assessment procedures to ensure the highest educational standards. The institution is dedicated to the safety of patients and hospital staff. We adhere to a comprehensive Safety Manual and strictly follow infection control protocols. Centralised sterilisation services are provided to each department, and meticulous records are maintained. Regular disinfection of clinical spaces is conducted and documented. Every healthcare provider in our clinic is equipped with the necessary personal protective equipment (PPE) to ensure their safety and that of our patients. The college provides comprehensive immunisation against Hepatitis B and COVID-19 for all hospital staff and students. We have established a committee to address needle stick injuries, ensuring prompt reporting and immediate first-aid measures for healthcare providers.

Before entering clinical settings, the college conducts orientation sessions for first-year, third-year, and postgraduate students. Additionally, an internship orientation program is organised. During these sessions, students receive guidance on essential topics, including community skills, infection control, biomedical waste management, and professional ethics.

Our institution provides comprehensive training in using advanced equipment, including CBCT, Imaging and Morphometric software, dental operating microscopes, centrifuges, physio-dispensers, electric cautery, and research microscopes. We have specialised clinics with cutting-edge tools, including conscious sedation units. Our institution has developed Dental graduate attributes and has taken steps to implement and assess their attainment. The college has also set aside an amount to purchase dental materials and other consumables for training students.

Our college also has a Dental Education Unit for further training and skill enhancement of the faculty with periodic academic club meetings and discussions.



## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	MAR BASELIOS DENTAL COLLEGE
Address	Mar Baselios Dental College Kothamangalam Ernakulam Kerala India
City	Kothamangalam
State	Kerala
Pin	686691
Website	<a href="http://www.mbdc.edu.in">www.mbdc.edu.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Byju Paul Kurian	0485-2817525	9447160349	0485-282874 5	principal@mbdc.edu.in
IQAC / CIQA coordinator	Jayan Jacob Mathew	0485-2817500	7907411441	0485-282874 5	jayanjacobmathew@mbdc.edu.in

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

Type of Institution	
By Gender	Co-education
By Shift	Regular

<b>Recognized Minority institution</b>	
If it is a recognized minority institution	Yes <a href="#">MBDC MINORITY CERTIFICATE FINAL.pdf</a>
If Yes, Specify minority status	
Religious	Christian
Linguistic	
Any Other	

<b>Establishment Details</b>	
Date of establishment of the college	02-12-2002

<b>University to which the college is affiliated/ or which governs the college (if it is a constituent college)</b>		
State	University name	Document
Kerala	Kerala University of Health Sciences	<a href="#">View Document</a>

<b>Details of UGC recognition</b>		
Under Section	Date	View Document
2f of UGC		
12B of UGC		

<b>Details of recognition / approval by statutory / regulatory bodies other than UGC (MCI, DCI, PCI, INC, RCI, AYUSH, AICTE etc.)</b>				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
DCI	<a href="#">View Document</a>	05-03-2018	72	

<b>Recognitions</b>	
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

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	Mar Baselios Dental College Kothamangalam Ernakulam Kerala India	Rural	6.67	22513.4

## **2.2 ACADEMIC INFORMATION**

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BDS,Bachelor Of Dental Surgery,	60	Higher secondary school	English	60	60
PG	MDS,Oral And Maxillofacial Surgery,	36	BDS	English	2	2
PG	MDS,Prosthodontics And Crown And Bridge,	36	BDS	English	2	2
PG	MDS,Conservative Dentistry And Endodontics,	36	BDS	English	3	3
PG	MDS,Orthodontics And Dentofacial Orthopedics,	36	BDS	English	3	3
PG	MDS,Periodontology,	36	BDS	English	3	3
PG	MDS,Oral Medicine And Radiology,	36	BDS	English	3	3
PG	MDS,Pedodontics And Preventive Dentistry,	36	BDS	English	3	3
Doctoral (Ph.D)	PhD or DPhil,Oral Pathology And Microbiology,PhD	60	MDS	English	2	2

### **Position Details of Faculty & Staff in the College**

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	25				24				16			
Recruited	18	7	0	25	13	11	0	24	2	14	0	16
Yet to Recruit	0				0				0			
	<b>Lecturer</b>				<b>Tutor / Clinical Instructor</b>				<b>Senior Resident</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	13				7				0			
Recruited	5	8	0	13	1	6	0	7	0	0	0	0
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
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				90
Recruited	27	63	0	90
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
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				10
Recruited	4	6	0	10
Yet to Recruit				0

### **Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	3	1	0	2	0	0	0	0	0	6
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	15	6	0	11	11	0	2	14	0	59
UG	0	0	0	0	0	0	0	0	0	0
<b>Highest Qualification</b>	<b>Lecturer</b>			<b>Tutor / Clinical Instructor</b>			<b>Senior Resident</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	5	8	0	1	6	0	0	0	0	20

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

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

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

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

<b>Programme</b>		<b>From the State Where College is Located</b>	<b>From Other States of India</b>	<b>NRI Students</b>	<b>Foreign Students</b>	<b>Total</b>
UG	Male	7	0	0	0	7
	Female	53	0	0	0	53
	Others	0	0	0	0	0
PG	Male	2	0	0	0	2
	Female	15	0	0	0	15
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	2	0	0	0	2
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	2	0	0	1
	Female	2	3	3	2
	Others	0	0	0	0
ST	Male	0	0	0	1
	Female	0	1	1	0
	Others	0	0	0	0
OBC	Male	0	0	11	3
	Female	10	13	1	16
	Others	0	0	0	0
General	Male	5	5	8	11
	Female	41	38	36	26
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		60	60	60	60

**General Facilities**

**Campus Type: Mar Baselios Dental College Kothamangalam Ernakulam Kerala India**

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

<b>• Health Centre</b>	
* First aid facility	<b>Yes</b>
* Outpatient facility	<b>Yes</b>
* Inpatient facility	<b>Yes</b>
* Ambulance facility	<b>Yes</b>
* Emergency care facility	<b>Yes</b>
<b>• Health centre staff</b>	
* Qualified Doctor (Full time)	<b>1</b>
* Qualified Doctor (Part time)	<b>1</b>
* Qualified Nurse (Full time)	<b>1</b>
* Qualified Nurse (Part time)	<b>1</b>
• Facilities like banking, post office, book shops, etc.	<b>Yes</b>
• Transport facilities to cater to the needs of the students and staff	<b>Yes</b>
• Facilities for persons with disabilities	<b>Yes</b>
• Animal house	<b>No</b>
• Power house	<b>Yes</b>
• Fire safety measures	<b>Yes</b>
• Waste management facility, particularly bio-hazardous waste	<b>Yes</b>
• Potable water and water treatment	<b>Yes</b>
• Renewable / Alternative sources of energy	<b>Yes</b>
• Any other facility	<b>NA</b>

<b>Hostel Details</b>		
<b>Hostel Type</b>	<b>No Of Hostels</b>	<b>No Of Inmates</b>
* Boys' hostel	1	55
* Girls's hostel	2	316
* Overseas students hostel	0	0
* Hostel for interns	0	0
* PG Hostel	0	0

## Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Education with multidisciplinary components represents an approach to academic and pedagogical development that nurtures various capacities across intellectual, aesthetic, social, physical, emotional, and moral domains both within and beyond the classroom. It involves integrating formal and informal learning opportunities, fostering teaching, research, and community engagements, and encouraging cross-disciplinary and interdisciplinary perspectives in academic practice. As per the NEP 2020, colleges will gradually phase out the system of 'affiliated colleges' over fifteen years, culminating by 2035. This transition will be facilitated by the mentoring of affiliated colleges by their respective affiliating universities. In our institution, we are actively exploring the implementation of this transition, taking steps such as benchmarking multidisciplinary courses with standards set by various institutions. However, we are committed to adhering to the norms and regulations outlined by the Kerala University of Health Sciences throughout this process.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>As per the UGC Notification on University Grants Commission Notification (28th July 2021), "Academic Bank Account" means an individual account with the Academic Bank of Credits opened and operated by a student, to which all academic credits earned by the student from the course(s) of study are deposited, recognized, maintained, accumulated, transferred, validated, or redeemed for the award of degree/diploma/certificates, etc. by an awarding institution. Academic Bank of Credits shall be established on the lines of the National Academic Depository, which shall have a dynamic website providing all details of the Academic Bank of Credits and its operational mechanism for the use of all higher education stakeholders. Academic Bank of Credits is a credit-based, highly flexible, student-centric facility. The college faculties are encouraged to design their curricular and pedagogical approaches within the approved framework, including textbooks, reading material selections, assignments, and assessments.</p>

<p>3. Skill development:</p>	<p>Integrating vocational education with general education is the most promising way to provide for the holistic development of students, equipping them with knowledge, skills, and competencies that would prepare them for life and work. We have identified collaborating with industries for internships to expose the students to the work environment and get the experience of hands-on practice. Various value-added courses have been conducted to prepare the students to be future-ready, especially in soft skills.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The NEP 2020 represents a visionary approach aimed at fostering a deeper appreciation and promotion of Indian languages, arts, and culture. It recognizes the rich cultural and knowledge heritage of India, emphasizing the profound influence of Indian philosophy on global discourse. Embracing the country's multilingual and multicultural background, the policy underscores the imperative of revitalizing these dimensions for the collective advancement of both the nation and the world. This strategic initiative marks a departure from the status quo in education, signalling a paradigm shift towards reinvigorating ancestral values. Institutions are proactively designing curricular, co-curricular, and extra-curricular activities to imbue students with a holistic understanding of Indian culture. Through initiatives facilitated by the college union, such as literary competitions in regional languages, students are encouraged to engage with contemporary issues reflective of India's diverse cultural tapestry. While the medium of instruction remains English, the integration of Malayalam as needed serves to enhance comprehension and simplify intricate concepts, ensuring inclusivity and accessibility for all learners. This holistic approach not only preserves the essence of India's rich cultural tapestry but also equips future generations with the knowledge and appreciation necessary to navigate an increasingly interconnected world.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The Course and Programme outcomes are mentioned in the syllabus. Faculty members get trained in the learning outcomes through the Faculty Development Programs. Faculty explains the outcomes by mapping Course and Programme outcomes to the students. The learning outcome is assessed through the evaluation methods adopted. Based on the Formative assessments, additional support is given for slow</p>

	learners. Also, Advanced learners are given opportunities to enhance their knowledge by participating in beyond-the-classroom activities like Conferences, seminars and so on. With the formation of the Dental Education Unit intensive approach is given OBE concepts in the curriculum, syllabus, and evaluation.
6. Distance education/online education:	There's a noticeable shift in teaching and learning methodologies globally, moving away from solely classroom-based approaches to a blend of in-person and online methods. This trend is evident in the increasing popularity of online education platforms like MOOCs worldwide. India is actively embracing this evolving paradigm, encouraging both students and faculty to participate in online courses and exams through initiatives like SWAYAM-NPTEL. Our institution is committed to facilitating this transition by leveraging various online tools and platforms. We utilize a Moodle-based learning management system along with Google Classroom to ensure effective delivery of online education. By embracing these technologies, we aim to provide our students and faculty with enhanced flexibility and accessibility to educational

### **Institutional Initiatives for Electoral Literacy**

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes
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
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	The institution organises seminars and awareness initiatives to educate students about their voting rights and responsibilities. Before elections, we provide students with insights into the election process and the operation of Electronic Voting Machines (EVM).

citizens, etc.	
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The institution motivates the students to engage in awareness campaigns and actively participate in competitions related to elections.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The club offers orientation sessions for students, urging those 18 years or older and not yet registered on the voter's list to join the electoral roll. This helps them grasp their rights and duties as citizens.</p>

# Extended Profile

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## 1 Students

### 1.1

#### Number of students year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
429	416	417	423	416
File Description		Document		
Institutional data in prescribed format(Data templ		<a href="#">View Document</a>		

### 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
78	70	71	81	67
File Description		Document		
Institutional data in prescribed format(Data templ		<a href="#">View Document</a>		

### 1.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
77	78	76	77	79
File Description		Document		
Institutional data in prescribed format(Data templ		<a href="#">View Document</a>		

## 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
85	82	82	82	82
File Description		Document		
Institutional data in prescribed format(Data templ		<a href="#">View Document</a>		

## 2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
85	82	82	82	82
File Description		Document		
Institutional data in prescribed format(Data templ		<a href="#">View Document</a>		

## 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
376.88	275.10	216.12	319.73	302.18
File Description		Document		
Institutional data in prescribed format(Data templ		<a href="#">View Document</a>		

## 4. Quality Indicator Framework(QIF)

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### Criterion 1 - Curricular Aspects

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#### 1.1 Curricular Planning and Implementation

##### 1.1.1

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

**Response:**

The institution strongly emphasizes effective curriculum planning, delivery, and evaluation, aligning itself closely with the guidelines set by the **Dental Council of India and the Kerala University of Health Sciences (KUHS), Thrissur**. By the directives from KUHS in 2018, our institution has established a comprehensive and meticulous curriculum planning and evaluation process by the **Institutional Curriculum Committee** under the aegis of the **Academic Monitoring Cell**.

#### **CURRICULUM COMMITTEE**

The **Institutional Curriculum Committee** is responsible for overseeing the KUHS curriculum. This committee convenes regularly, meeting twice a year to develop and refine the timetable for course delivery, which follows the master calendar set by KUHS.

#### **Curriculum delivery**

A detailed course lesson plan and lesson schedule are prepared for each course by the respective departments before the beginning of each academic year to ensure effective curriculum delivery using multiple teaching methodologies. The institution employs a comprehensive approach to teaching, integrating theory and practice through various methods like lectures, seminars, and hands-on learning. Teaching aids such as smart boards, charts, PowerPoint, and videos engage students effectively. The institution has enrolled faculty and students on "MOODLE LMS," the online learning platform suggested by KUHS, and arranged ICT-enabled classrooms for delivering lecture classes.

#### **Curriculum enrichment**

Undergraduates and Postgraduates are encouraged to attend CDE programs, workshops, and conferences. This enhances further knowledge other than the routinely scheduled classes and clinical training programs, and they can present scientific papers and posters, enhancing further knowledge. Students are encouraged to attend research methodology and biostatistics classes to develop their research aptitude, thereby helping them to undertake student projects and publish journals.

#### **Curriculum Evaluation**

The **Institutional Examination Cell** enhances the effectiveness of curriculum delivery and evaluation. This cell is pivotal in maintaining the quality and rigour of the curriculum. The examination cell conducts at least three internal examinations throughout the academic year. These assessments are time-

bound to gauge students' understanding of the material, track their progress, and identify areas requiring additional attention.

One of the key outcomes of these internal examinations is identifying both **slow and advanced learners**. This process is vital in ensuring that students are included and those who excel are appropriately challenged. For slow learners, targeted interventions are put in place, which have additional tutoring, counselling, or alternative learning strategies. Conversely, advanced learners are provided with opportunities for enrichment and further exploration of the subject matter.

In recognition of the need for a well-rounded education, our institution has gone beyond the confines of the KUHS curriculum. It has incorporated diverse **add-on and value-added courses** to enrich our students' learning experiences. These supplementary courses serve as a valuable complement to the core curriculum, addressing potential gaps and equipping our students with a broader skill set and knowledge base.

File Description	Document
Link for Minutes of the meeting of the college curriculum committee	<a href="#">View Document</a>

### 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:** 1.21

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
1	1	1	1	1

File Description	Document
Provide scanned copy of nomination letter such BoS and Academic Council From University/ Autonomous college	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Link for details of participation of teachers in various bodies	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

<p><b>1.2.1</b></p> <p><b>Percentage of inter-disciplinary / inter-departmental courses /training across all the Programmes offered by the College during the last five years</b></p> <p><b>Response: 92.31</b></p>
<p>1.2.1.1 Number of inter-disciplinary /inter-departmental courses /training offered during the last five years</p> <p>Response: 204</p>
<p>1.2.1.2 Number of courses offered by the institution across all programs during the last five years</p> <p>Response: 221</p>

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

### 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:** 96.55

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
429	416	345	423	416

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Details of the students enrolled in subject-related Certificate/Diploma/Add-on courses	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 1.3 Curriculum Enrichment

### 1.3.1

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

## Response:

### INTRODUCTION

The Institution strategically integrates cross-cutting issues into its curriculum, addressing gender, environment and sustainability, human values, health determinants, Right to Health, emerging demographic issues, and professional ethics. Aligned with University guidelines, this approach seeks to provide students, particularly in healthcare, with a socially responsible education to navigate the complex challenges of their future roles.

Focusing on gender, the **Women Cell** assumes a pivotal role by addressing gender-related issues through counselling services for all genders. Regular programs on **gender sensitization and reproductive health** contribute to creating a supportive and inclusive campus community.

Collaborating with the Kerala Police, the Women Cell provides essential **Self Defence Skills training**, fostering not only a secure environment but also empowering students with life skills. The institution goes further to ensure a women-friendly campus by establishing feeding rooms and conducting gender audits to assess the adherence of college activities to its gender policy. It guarantees equal opportunities in Students Union Elections and various committees, promoting gender equity in both curriculum and extracurricular activities.

The **Prevention of Sexual Harassment Committee (POSH)**, also known as the **Internal Complaint Committee (ICC)**, ensures swift and appropriate action for reported cases of sexual harassment against students or staff. This commitment underscores the institution's dedication to maintaining a safe and respectful campus environment.

Concerning environment and sustainability, the institution actively engages in tree plantation programs and frequent cleaning drives. It is an integral part of the "**Haritha Keralam Mission**," contributing to waste management, organic farming, and water resources management. The campus proudly embraces a plastic-free environment, with measures in place to curb plastic usage. A **herbal garden** featuring various medicinal plants showcases the institution's commitment to natural remedies.

Notably, during the pandemic, the institution displayed resilience by converting hostels into **quarantine facilities** for those returning from abroad and serving as a **first-line treatment center**.

**Human values** are paramount in the institution's ethos, evidenced by various social activities like **dental check-up camps and awareness programs** in surrounding villages. These initiatives not only provide healthcare services to economically disadvantaged individuals but also reflect the institution's dedication to community service.

The campus further addresses **health determinants** by introducing a **bicycle bay** for fuel conservation and decreased environmental pollution. As for emerging demographic issues, the college meticulously follows government rules for the **disposal of biomedical waste, implementing colour coding** for segregation before disposal. Additionally, **wastewater recycling** within the campus is practised, treating and reusing water for gardening and other purposes.

**Professional ethics** are ingrained in the curriculum, with regular programs emphasizing the importance of dental records in relation to the law and professional standards.

### Conclusion:

This comprehensive and multi-faceted approach contributes to a well-rounded education, preparing students not only for their professional roles but also instilling in them a sense of social responsibility and ethical conduct. liabilities to instill a sense of responsibility and accountability in its students.

File Description	Document
Link for list of courses with their descriptions	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

### 1.3.2

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

**Response:** 28

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

Response: 28

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

### 1.3.3

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

**Response:** 89.93

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

2022-23	2021-22	2020-21	2019-20	2018-19
428	296	417	334	415

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Attendance copy of the students enrolled for the course	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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:** 79.25

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

Response: 340

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>
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	<a href="#">View Document</a>

## 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**

<b>Response:</b> A. All of the above	
<b>File Description</b>	<b>Document</b>
Stakeholder feedback reports as stated in the minutes of meetings of the College Council /IQAC/ Curriculum Committee	<a href="#">View Document</a>
Sample filled in Structured Feedback to be provided by the institution for each category claimed in SSR	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

<b>1.4.2</b>	
<b>Feedback on curricula and syllabi obtained from stakeholders is processed in terms of:</b>	
<b>Response:</b> C. Feedback collected and analysed	
<b>File Description</b>	<b>Document</b>
Stakeholder feedback report	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Action taken report of the Institution on feedback report as minuted by the Governing Council, Syndicate, Board of Management	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 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:** 87.43

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
19	19	18	19	22

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
23	22	22	22	22

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Final admission list published by the HEI	<a href="#">View Document</a>
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)	<a href="#">View Document</a>
Annual Report/ BOM report/ Admission report duly certified by the Head of the Institution	<a href="#">View Document</a>
Admission extract submitted to the state OBC, SC and ST cell every year.	<a href="#">View Document</a>
Link for Any other relevant informatio	<a href="#">View Document</a>

## 2.1.2

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

**Response:** 97.97

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
77	78	76	77	79

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
79	79	79	79	79

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	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

## 2.1.3

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

**Response:** 0

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

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

<b>File Description</b>	<b>Document</b>
List of students enrolled from other states year-wise during the last 5 years	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 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

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

### 2.2.2

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

**Response:** 5.05

File Description	Document
List of students enrolled in the preceding academic year	<a href="#">View Document</a>
List of full time teachers in the preceding academic year in the University	<a href="#">View Document</a>
Institutional data in prescribed format (data Templates)	<a href="#">View Document</a>

### 2.2.3

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

#### **Response:**

#### **INTRODUCTION**

At the institution, extracurricular activities play a vital role in the campus life of students, offering opportunities beyond the classroom to develop skills, explore interests, build relationships, and prepare for future careers. The Student's Union, elected annually, along with an array of college clubs, is a significant part of these extracurricular activities, contributing to a well-rounded and enriching college experience in several ways. It plays a significant role in shaping campus life, fostering leadership, and creating a sense of community among students. Every year, the elected Students Union and the various clubs under it are responsible for conducting diverse activities in the college.

1. **Skill Development:** Extracurricular activities provide students with a platform to learn and hone various skills that may not be covered in their academic curriculum. These skills are valuable for personal growth and future employment.
2. **Networking:** Clubs in the institution allow students to connect with like-minded peers who share similar interests. These connections can lead to lasting friendships and professional relationships. Networking through clubs can also provide valuable insights into potential career paths and job opportunities.
3. **Leadership Opportunities:** The Student's Union and clubs follow a clear organizational setup, offering leadership roles to students such as Chairman, General Secretary, Club-in-charges, event coordinators, etc., helping students develop leadership, teamwork, and organizational skills.
4. **Physical and Mental Well-Being:** Participation in extracurricular activities can serve as a healthy outlet for stress amidst academic work and a way to maintain physical and emotional well-being. The institution has always been at the forefront of encouraging students' athletic capabilities, and numerous laurels at the University level stand testimony to this fact.

An inter-collegiate arts and sports fest "INTERDENTZ", a flagship program of the institution, is conducted yearly with much zeal and vigour, with active participation from students in various dental

colleges in Kerala. The Arts Club conducts the annual Arts and Cultural Week and various cultural programs to commemorate important festivals like Onam, Diwali, Christmas, etc. The Sports Club under the college Union organizes “Sports Week” annually, in which all students and faculty are encouraged to participate whole-heartedly. The institution has indoor and outdoor sports facilities like a well-maintained football ground with floodlights and auditoriums, which can be accessed freely to practice and develop extracurricular skills.

A well-functioning Literary Club and an active Quiz club under the Union encourage creative reading, speaking, and writing skills, along with enhancing knowledge in diverse subjects. Additionally, the Photography Club in the institution is a creative community that brings together students who share a passion for photography. A well-coordinated nature club focused on environmental awareness and conservation, and a vibrant music club, dedicated to fostering musical talents and appreciation, contribute to the diverse extracurricular landscape of the institution.

Thus, besides providing the best teaching-learning environment, the institution offers ample opportunities in extramural activities, fostering overall development and making students well-rounded individuals, better prepared for their future careers and life in general.

File Description	Document
Link for Appropriate documentary evidence	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

## 2.3 Teaching- Learning Process

### 2.3.1

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

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

**Response:**

The institution uses the following student-centric methods for enhancing the learning experience:-

#### **EXPERIENTIAL LEARNING**

In the institution, the University Curriculum is ardently followed where students acquire adequate skills, knowledge, and a platform to prepare them before dealing with patients. The institution promotes experiential learning in various disciplines of dentistry through preclinical works extending over wire bending exercises in orthodontics, typodont cavity preparation exercises in conservative dentistry, tooth setting, crown cutting, denture making in prosthodontics and suturing exercises in simulation models in periodontics.

### **INTEGRATED INTERDISCIPLINARY LEARNING**

In the institution, interdisciplinary sessions that include different specialities are routinely conducted, for example, Ortho-Perio, Oral Pathology-OMFS-OMR- "OOO" MEETINGS, etc. The session usually involves postgraduate students, interns, and faculty members of the respective departments discussing patient cases. This enables the students to diagnose, manage, and treat patients in a comprehensive and holistic manner.

### **PARTICIPATORY LEARNING**

As a part of the participatory learning approach in the institution, students conduct seminars, projects, and workshops at undergraduate and postgraduate levels. Lectures, case studies, group discussions, and interactive sessions foster communication skills, critical thinking, and ethical decision-making. The institution encourages collaborative research projects that involve dental students working with researchers and students from other disciplines. Programs like poster presentations, collages, and quizzes related to events like Conservative-Endo Day, Prosthodontics Day, etc., are routinely done.

### **PROBLEM-SOLVING METHODOLOGIES**

The OSCE/OSPE methods followed in the institution evaluate areas most critical to the performance of healthcare professionals, such as the ability to obtain/interpret data, problem-solve, teach, communicate, and handle various case scenarios. The students receive a problem or a condition to be solved; they define it, structure it, and formulate the diagnosis and treatment plan through group discussions under the guidance of faculties in each speciality.

### **SELF-DIRECTED LEARNING**

Being a professional college, the institution motivates the students to take the initiative and responsibility for their learning process. This approach empowers them to become independent, lifelong learners. The institution promotes this approach by encouraging students to prepare seminars, projects, and presentations independently and participate in various webinars, online courses, and CDE programs in subjects of their interest.

### **PATIENT-CENTRIC AND EVIDENCE-BASED LEARNING**

In addition to lecture-based learning, a patient-based approach in the institution incorporates real patient experiences through clinical rotations, case studies, and simulations, thereby exposing learners to the complexities and nuances of patient care.

### **LEARNING HUMANITIES**

The institution aims to instill moral and ethical values in its students by promoting engagement in community outreach programs like dental camps and NSS activities, thereby providing comprehensive care to underserved populations.

**PROJECT-BASED LEARNING**

As part of project-based learning, students are encouraged to do study models, posters, and charts with their concepts and ideas to better understand the subject's knowledge and skills.

**ROLEPLAY**

The institution encourages the students to prepare and enact social messages through oral health awareness classes, street plays, and rural camps to impart knowledge to society.

File Description	Document
Link for learning environment facilities with geotagging	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

**2.3.2**

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

**The Institution:**

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

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Report on training programmes in Clinical skill lab/simulator Centre	<a href="#">View Document</a>
Proof of patient simulators for simulation-based training	<a href="#">View Document</a>
Proof of Establishment of Clinical Skill Laboratories	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Geotagged Photos of the Clinical Skills Laboratory	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 2.3.3

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

##### **Response:**

The institution emphasizes the integration of Information and Communication Technology (ICT), including online resources, to enhance the teaching and learning process. Faculty members undergo regular training on ICT tools, and the college provides e-learning platforms like EBSCO and Moodle. The infrastructure includes LAN ports in classrooms, ensuring convenient access for teachers and students.

The following ICT-enabled tools have been used for effective teaching and learning processes-

**Smart Classrooms:** Utilizing various learning modes such as blackboards, whiteboards, PowerPoint presentations, and 3D models, the college employs computers, the internet, and audio-visual aids in seminar and lecture halls. Clinical procedures are taught through e-learning sources, including animated and clinical videos. Live streaming of surgical procedures enables students to stay updated on recent advances. Interactive Smart Boards and LCD Projectors further enhance teaching efficiency.

**Wi-Fi Connectivity:** Dedicated Wi-Fi connectivity equipped with antivirus and web page blocking software prevents access to non-academic websites and enhances online learning opportunities for faculty and students.

**Digital Cameras:** Used for capturing clinical cases and photomicrographs.

**Desktops and Laptops:** Faculty members utilise various ICT tools, including desktops, laptops, printers, photocopiers, pen drives, scanners, microphones, CDs, and flash discs to enhance teaching.

**Online Library Resources:** The Central Library, automated with OCSCA, provides access to the EBSCO DOSS database for digital learning. The Online Public Access Catalogue (OPAC) facilitates easy access to vast resources.

**Reprographic Centre:** Used for copying, printing, scanning, archiving, and document management.

**D-Space:** The institutional repository includes digital archives, making teaching, learning, and research more accessible.

**Plagiarism Checker:** The library uses 'PlagiarismCheckerX' software to ensure research papers and theses are plagiarism-free.

**Online Teaching:** The institution uses Moodle for a more comprehensive Learning Management System (LMS) after using Google Classrooms. Each department has unique IDs for students, allowing access to lecture notes, tests, and feedback through Moodle.

**Radiovisiography (RVG) and Cone Beam Computer Tomography (CBCT):** The institution possesses the latest technological innovations that assist in diagnosing dental conditions like CBCT, RVG, IntraOral Camera, and endodontic microscope. These computer-assisted aids help in instant diagnosis, effective treatment planning, and data storage and retrieval. Integration into dental software and electronic health records facilitates communication and interdisciplinary collaboration.

**KUHS Online Evaluation Centre:** In collaboration with the university (KUHS), the institution has a dedicated Digital Valuation Centre where scanned copies of university exam answer sheets will be evaluated by evaluators appointed by the university. The evaluation centre is under 24-hour CCTV surveillance.

**Information Technology Wing:** A dedicated Information Technology Wing capable of providing hardware and software support is available whenever needed. This wing gives required training to the faculties in using basic Microsoft tools, enables digital administrative facilities, and gives technical support in the conduct of exams. The college also utilizes "DMS" a multipurpose software solution for academic and administrative management.

Mar Baselios Dental College's commitment to ICT integration ensures a technologically advanced and effective learning environment for faculty and students.

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

### 2.3.4

#### **Student :Mentor Ratio (preceding academic year)**

**Response:** 9.33

#### 2.3.4.1 Total number of mentors in the preceding academic year

Response: 46

<b>File Description</b>	<b>Document</b>
Log Book of mentor	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Copy of circular pertaining the details of mentor and their allotted mentees	<a href="#">View Document</a>
Approved Mentor list as announced by the HEI Allotment order of mentor to mentee	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for any other information	<a href="#">View Document</a>

### 2.3.5

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

**Response:**

Fostering creativity, analytical skills, and innovation among students is crucial for their holistic development and preparation for the challenges of the modern world. In the institution, the teaching-learning process is designed to impart essential clinical and theoretical knowledge to the students and foster creativity, analytical skills, and innovation among students.

## **Nurturing Creativity**

Exercises in wax carving of shapes and tooth models, H&E drawing, preparation of cavities and teeth in plaster models, setting of teeth using articulated casts, etc., are given to students in departments of Dental Anatomy, Conservative Dentistry and Prosthodontics to improve their creativity. Various assessment methods are regularly used to measure knowledge, creativity, and analytical skills, including project presentations, seminars, and creative problem-solving assessments. Student clubs are formed to promote activities like quiz programs, debates, group discussions, and framing, and answering multiple-choice questions helps the students develop their creative skills. Celebration and observance of essential days give the students ample opportunities to nurture their creativity and innovation. Students are encouraged to have interdisciplinary collaborations with other healthcare professionals. This exposure broadens students' perspectives, fostering creativity in developing comprehensive healthcare solutions. Periodic visits to old-age homes and orphanages help the students be empathetic and develop the right attitude.

## **Analytical skills**

The institution believes in providing early and progressive clinical exposure to students. This hands-on experience allows them to apply theoretical knowledge, fosters creativity in treatment planning, and enhances analytical skills in patient care. Chair-side discussions of patient cases are done, wherein students are encouraged to analyze the case history and symptoms of the patients themselves. Case history discussions are done, wherein students are expected to analyse the recorded case history, suggest investigations, reach a diagnosis by eliminating other provisional diagnoses and formulate an appropriate treatment plan. Students analyze radiographs, microscopic slides, photomicrographs, gross pathological samples, forensic odontology exercises, etc., which enables them to foster analytical skills and critical thinking. The students are offered experiential learning opportunities like internships, field studies, community outreach programs, and industry collaborations. The OSCE/OSPE methods evaluate those areas most critical to the performance of health care professionals, such as the ability to obtain/interpret data, problem-solve, teach, communicate, and handle case scenarios.

## **Research and Innovation**

The institution actively encourages students to engage in research projects. The Institutional Ethics Committee, under the College Research Cell, scrutinizes all projects conducted in the institution and gives suggestions and guidance about their research. Apart from the thesis work prescribed in the curriculum, PGs are encouraged and motivated to conduct short studies and publish them in journals with a high impact factor. The easy access to standard international journals, video lectures, and the institutional repository – D space- available in the college library helps the students update their knowledge. Students are encouraged to participate in state, national, and international conferences and present research papers and posters. Apart from these, the institution facilitates access to continuing education programs, workshops, and conferences to update students' skills following recent innovations in dentistry.

File Description	Document
Link for any other relevant information	<a href="#">View Document</a>
Link for appropriate documentary evidence	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response:** 100

File Description	Document
Sanction letters indicating number of posts (including Management sanctioned posts) by competent authority (in English/translated in English)	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Links for additional information	<a href="#">View Document</a>

### 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:** 32.65

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
32	32	26	25	20

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Copies of Guideship letters or authorization of research guide provide by the the university	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 2.4.3

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

**Response:** 10.02

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

Response: 851.31

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Consolidated Experience certificate duly certified by the Head of the insitution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 2.4.4

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

**Response:** 5.1

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
3	3	7	4	4

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

## 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:** 0.97

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

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

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-Copies of award letters (scanned or soft copy) for achievements	<a href="#">View Document</a>

## 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:**

The institution's Academic Calendar serves as a structured timeline that outlines important dates, events, and academic activities throughout the academic year. It provides a framework for organizing courses, examinations, and other essential educational program components.

The calendar includes all the dates for internal examinations, tentative dates for university examinations, committee meetings, parent-teacher meetings, workshops, add-on courses, important days, holidays, and extracurricular college events. The calendar is framed by the chairperson of the Academic Cell and Exam Cell in consultation with the Principal, other members of the cell, and Heads of all the Departments. Meetings are conducted with members of the Exam Committee and IQAC to plan out the dates of various examinations and college events.

**Concurrence with the University Calendar**

The affiliated university (KUHS) has given the evaluation rubrics strictly adhered to. A minimum of three internal assessments, the final being a model exam, are conducted for each course in an academic year. The schedule of the exams is incorporated into the college's academic calendar before the commencement of the academic year. It is intimated well in advance to the students concerned. It is ensured that the internal examination schedule is aligned with the university academic calendar. Examination syllabi are published well ahead of the scheduled dates of the exams. The internal assessment exams are conducted in a centralized manner under the supervision of the institution's examination cell. After the examinations are conducted, the timely valuation of the answer scripts is also ensured. The process is repeated for the subsequent assessment exams.

For the MDS program, regular written tests are conducted at the department level for all years of study with a feedback and reinforcement system. A centralized internal examination (periodic test) is also conducted for first-year, second-year, and third-year post-graduate students, like those conducted for undergraduates. Also, model exams are conducted for the final-year MDS students before they appear for their university exams. Their practical and clinical work progress is assessed daily based on the guidelines prescribed in the corresponding MDS curriculum of DCI and KUHS.

**Adherence to Academic Calendar**

Copies of the Academic Calendar are distributed to all the concerned departments, and they plan the preclinical/ clinical examinations (Internal practical examinations) accordingly. The concerned subject HOD/ staff ensures the strict following of the academic calendar by all the departments. The final version of the academic calendar will be updated on the institutional website and made available for the students and faculty to access at the start of the academic year. If unavoidable circumstances warrant a change in the calendar, permissions must be obtained from the Principal, management, and the concerned body, viz. Academic Monitoring Cell or Examination Committee. The details of any event not included in the calendar will be notified to all staff and students through circulars to all departments, classrooms, and notice boards.

File Description	Document
Link for any other relevant information	<a href="#">View Document</a>
Link for dates of conduct of internal assessment examinations	<a href="#">View Document</a>
Link for academic calendar	<a href="#">View Document</a>

## 2.5.2

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

#### **Response:**

The Examination Cell of the institution plays a crucial role in managing and coordinating all examination-related aspects. Its primary responsibility is to ensure the examination process is conducted smoothly and fairly and follows the institution's guidelines and policies. Under the Examination Cell, an Exam Grievance Redressal committee is responsible for receiving, documenting, and forwarding grievances to the relevant authorities and enabling appropriate resolution.

#### **COLLEGE EXAM GRIEVANCE REDRESSAL**

##### **Three-Tier Grievance Redressal Mechanism**

The college has a three-tier grievance Redressal Mechanism with two levels at the college and the highest level at the University for addressing any issues related to examinations. A student has to approach the upper level only if the grievance is not addressed at the lower levels.

The *Department level Committee* is chaired by the Head of Department and the Teacher in charge as members.

For the exams, mark distribution is clearly outlined in the question papers, and in addition to this, the answer key is prepared to ensure uniformity in the valuation. Evaluated answer sheets are distributed to students, who can verify the answers and address any grievances regarding totalling or missed questions directly to the subject faculty in charge, which is instantly addressed. This ensures transparency and reliability of the internal evaluation process with their teachers. The marks are then forwarded to the Head of the department for approval and then to the Examination Board. A file is maintained in each department to record the internal grievances related to the exams. Retests are conducted for the students who could not attend the exams for genuine reasons. The students verify the average attendance for the internal exams before sending it to the university. Any grievances are addressed to the chairman or vice-chairman of the Examination Board.

The grievances not resolved at level 1 are redressed by a college-level committee with the Principal as chairman, the Head of the concerned department, and a senior teacher nominated by the college council as members. The grievances not resolved at the college level are directed to the *University's Examination Grievance cell*. All the guidelines stipulated by the University for the Conduct of the examinations are strictly followed and abided by the college.

## UNIVERSITY EXAMINATION GRIEVANCE REDRESSAL

Any grievance concerning university exam marks is entered in the register. The application for re-totalling and photocopying the answer scripts and score sheets will be submitted online on the KUHS website through the college principal within three months. The Principal collects fees for re-totalling, copies of the answer book, and score sheets from all the candidates and remits the consolidated amount to the university in a single transaction. The hard copy of the application for re-totalling and photocopy of the answer book and score sheet, along with a copy of proof for the online remittance of the consolidated amount to the university, will be forwarded to the Controller of Examinations, KUHS, by the Principal.

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

### 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:**

Mar Baselios Dental College has an effective continuous evaluation system in place through which the students are assessed based on their performance. The curriculum places equal importance on determining a student's theoretical knowledge and practical and clinical skills. Programme-specific learning outcomes are outlined, and a continuous evaluation is done rather than a one-time assessment. The affiliating university conducts the final exams.

##### **Examination procedures**

A minimum of three internal assessments, the final being a model exam, are conducted for each course in an academic year. Question papers are prepared and submitted to the exam cell. The internal exam answer sheet evaluation is done following the answer key prepared along with the question paper. Other than regular internal assessments, monthly tests and end-posting exams are conducted.

The university announces the examination schedules and the prescribed fees on its website. All the students appearing for the university examinations register online with the particulars of the subjects they are appearing in and the details of examination fees paid. The university uploads the Hall Tickets to its web portal, and the same is downloaded at the college. The university uploads question papers in the institution login, and the college downloads the same thirty minutes before the commencement of the

examination in the presence of the Exam superintendent and the university-appointed Observer.

### Processes integrating IT:

The exam hall has the latest cameras and high-speed internet connections. The whole procedure is recorded using HD CCTV Surveillance, which is present in the examination hall, and the video coverage of the conduct of examinations is sent to the university along with the answer papers on the same day. A computer and printer are also available in the hall to take copies of relevant documents and question papers. A robust IT team supports the conduct of university examinations free from any IT difficulties. A digital evaluation centre approved and certified by the university was set up on the college premises.

### Reforms:

The reforms in university examinations include video recording of examination halls, mobile phone signal jammers, dummy numbering, and scanning of answer scripts. A digital evaluation centre approved and certified by the university was set up on the college premises. The digital evaluation of the university exam answer scripts was introduced for postgraduates in June 2021. From January 2022, the digital evaluation of answer scripts was also extended to all undergraduate university exams.

### OSPE/OSCE

The students are exposed to OSPE/OSCE-based evaluations. Moreover, outcome-based evaluation encourages the students to learn the subjects in a more structured and analytical methodology. In addition, web-based learning and case scenario-based analysis, practical exams with the help of virtual cases, and analysis of the models are presently done to improve students' skills.

File Description	Document
Link for Information on examination reforms	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

Other Upload Files	
1	<a href="#">View Document</a>
2	<a href="#">View Document</a>
3	<a href="#">View Document</a>

#### 2.5.4

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

**Opportunities provided to students for midcourse improvement of performance through:**

##### **1. Timely administration of CIE**

- 2. On time assessment and feedback
- 3. Makeup assignments/tests
- 4. Remedial teaching/support

**Response:** A. All of the above

File Description	Document
Re-test and Answer sheets	<a href="#">View Document</a>
Policy document of the options claimed by the institution duly signed by the Head of the Institution	<a href="#">View Document</a>
Policy document of midcourse improvement of performance of students	<a href="#">View Document</a>
List of opportunities provided for the students for midcourse improvement of performance in the examinations	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Links for additional information	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

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

**Response:**

The Kerala University of Health Sciences defines the learning outcomes of both BDS and MDS programs, and the college takes the necessary steps to implement the same in the curriculum. This is summarised as

**Learning Outcomes.**

1. Attain knowledge of scientific foundations on which dentistry is based and integration of basic sciences with clinical and laboratory skills.
2. Ability to diagnose and manage various common dental problems encountered in general dental practice, keeping in mind the expectations and the right of society to receive the best available treatment wherever possible.
3. Possess the skill to carry out required investigative procedures and the ability to interpret laboratory findings.
4. Sufficient practical skills, including patient management skills for the treatment of patients of all ages, with special reference to paediatric, geriatric, and medically compromised and disabled

- patients.
5. Competent in control of pain and anxiety during dental treatment
  6. Acquire skills to prevent and manage complications encountered while carrying out various dental surgical procedures.
  7. Ability to work collaboratively with other healthcare professionals to provide comprehensive patient care and function effectively as a dental team member.
  8. Motivation for interdisciplinary research activities and emphasis on evidence-based dentistry
  9. Participation in Continual Dental Educational programs to update knowledge and skills with an emphasis on evidence-based dentistry
  10. To practice infection control and participate in environmental safety programs.

### **Graduate Attributes**

1. Acquire proficiency in performing various dental procedures, including examinations, diagnoses, and treatments, and develop competence in using dental instruments and technology.
2. Acquire an understanding of the interactions (pharmacological, physical, nutritional, behavioural, and psychological) and management of important oral and medically related conditions.
3. Effectively communicate with the patient, manage patient records, including medical history, treatment plans, and follow-up care, and provide patient education on oral health and preventive measures.
4. Understand the roles and responsibilities of the dentist in society, adhering to ethical and legal principles and professional standards, especially focusing on underprivileged communities.
5. Ability to adapt to changing situations and solve clinical challenges by analysing and evaluating information for effective decision-making
6. To work effectively within a multidisciplinary team and collaborate with other healthcare professionals for comprehensive patient care
7. Self-centric learning for advancing knowledge and maintaining competence in the current scenario maintains intellectual curiosity throughout life.
8. Design, encourage, and conduct scientific research for advancements in oral health care.
9. Develop cultural competency by respecting and understanding patients' diverse backgrounds and adapting communication and treatment approaches for cultural sensitivity.
10. Develop professionalism by upholding empathy and respect for patients' rights and confidentiality and have a patient-centred care approach.

Graduate attributes about individual specialities are incorporated into the MDS curriculum. The information about outcomes is communicated to the students and teachers through the college website and in the orientation program.

<b>File Description</b>	<b>Document</b>
Link for methods of the assessment of learning outcomes and graduate attributes	<a href="#">View Document</a>
Link for upload Course Outcomes for all courses (exemplars from Glossary)	<a href="#">View Document</a>
Link for relevant documents pertaining to learning outcomes and graduate attributes	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

## 2.6.2

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

**Response:** 97

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
56	56	50	53	48

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
61	57	53	59	48

<b>File Description</b>	<b>Document</b>
Trend analysis for the last five years in graphical form	<a href="#">View Document</a>
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	<a href="#">View Document</a>
List of Programmes and the number of students passed and appeared in the final year examination each year for the last five years	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Links for additional information	<a href="#">View Document</a>

### 2.6.3

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

**Response:**

The institution aims to achieve the stated learning outcomes to ensure that its graduates are well-prepared to enter the dental profession, providing high-quality oral healthcare with a strong emphasis on professionalism, patient-centred care, and ongoing learning aptitude.

**Curriculum Design and Teaching Strategies**

The college conducts undergraduate and postgraduate programs in dentistry for which students are selected as per government norms. The Institutional Curriculum Committee ensures that the curriculum is well structured to reflect the identified learning outcomes following the norms of the University. Teaching modules are designed with strict adherence to the Academic Calendar to cover the breadth and depth of knowledge required for clinical competence, diagnostic skills, and other specified outcomes. Lectures, case studies, group discussions, and interactive sessions foster critical thinking, diagnostic skills, and ethical decision-making. For clinical competence, hands-on training and simulation exercises are being emphasized.

The learning outcome of the students is measured systematically at various intervals using reliable assessment tools:

- **Formative evaluation:** The institution has a dynamic learning environment where progressive changes can be made in real-time to enhance the learning experience for dental students. During their first and second years, the BDS students attain preclinical training and knowledge in basic sciences before treating patients in clinics during their final years of the course. Constructive feedback is provided during clinical sessions to improve their technical skills and clinical judgment. Regular viva, assignments, presentations, and short assessments are done to gauge

students' understanding of recently covered topics. These help identify areas where students may be struggling, allowing for timely intervention. Individual meetings with students to discuss their progress, address concerns, and provide personalized guidance are done routinely through an active mentor-mentee system. Most importantly, as prescribed by the University (KUHS), a minimum of three internal assessments, the final one being a model exam, are conducted for each course in an academic year, including practical and theoretical assessments. The examination process strictly adheres to the protocol prescribed by the university.

- As for the MDS program, individual specialities follow a well-defined curriculum prescribed by the affiliating University. Apart from clinical cases, the academic activities include a primary dissertation, library dissertations, seminars, journal clubs, case presentations, and participation in various national conferences and mandatory publications in indexed journals. These activities generate the necessary program outcomes.
- **Summative Evaluation:** The final learning outcome is derived from the students' university exam performances, containing theory and practicals conducted at the end of the academic year. A holistic evaluation of the student's understanding and application of dental concepts is ensured through foolproof evaluation methods in theory exams and clinical competency assessments done in the presence of an External Examiner in the University Practical Exams.

File Description	Document
Link for programme-specific learning outcomes	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

#### 2.6.4

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

##### **Response:**

The Parent Teacher Association (PTA) of MBDC is active and vibrant.

##### **Structure of the Parent-Teacher Association-**

The PTA Committee comprises the Principal as the President and a parent serving as the Vice President, a senior faculty member as the Secretary, responsible for coordinating the committee's functioning, and eight elected parents representing two from each year of study to advocate for the parent group's interests. Additionally, academic coordinators from each year also serve as members of the PTA Committee.

##### **PTA Meetings-**

Regular parent-teacher meetings (PTMs) occur twice a year after the completion of the first internal assessment for all the BDS batches from 1st year to the final year. At the annual parent-teacher meeting, each department dealing with that year's BDS batch would send a faculty member to discuss each

student's academic performance, progress, and attendance with their parents in person.

In the first meeting of the PTA of the 1st BDS, the parents will be informed about the policies of the institution and the rules and regulations of the college, applicable to students, including academic, co-curricular, and other activities. Students will be reminded of the college's zero-tolerance policy for ragging and encouraged to report any incidents of ragging to the Anti-Ragging Cell. Parents will be briefed on the rules and regulations of the internal assessment and university examinations, particularly about the minimum attendance required and the internal marks required to be eligible to appear for the university exams. Also, the details of the annual academic plan are informed to the parents.

The institution actively seeks feedback from parents regarding students' academic performance and general matters, taking appropriate measures to resolve any feasible problems highlighted this way. Their feedback will be sent to the principal and the management if required. A student counsellor is also present in the college to address the students' general concerns.

**Remedial measures undertaken:**

- Grievances of parents (if any) are addressed and actions are taken up by the committee for further perusal. Feedback from the parents on the previous PTA meetings is analysed and discussed in subsequent meetings.
- Remedial classes are arranged for students who are poor performers. Special classes are conducted for slow learners.

**Outcomes:**

- **Improved academic performance:** The direct communication established among students, parents, and mentors has led to an improved student-teacher relationship, consequently enhancing academic performance.
- **Increased confidence and morale:** The support system provided by the PTA helps boost students' confidence and morale, eventually impacting their academic achievements positively.
- **Enhanced student-teacher relationship:** The PTA fosters the development of stronger student-teacher relationships, thereby improving communication and understanding between the two.
- **Augmented parental involvement:** The support system encourages greater parental involvement in their child's education, leading to improved academic outcomes.

MBDC's proactive Parent Teacher Association (PTA) fosters a collaborative environment between parents, teachers, and students. Through regular meetings, remedial measures, and increased parental involvement, the PTA significantly enhances academic performance and student well-being, ensuring a thriving educational community.

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

## 2.7 Student Satisfaction Survey

### 2.7.1

**Online student satisfaction survey regarding teaching learning process**

**Response: 3.37**

## 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:** 20.1

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
18	18	15	16	16

#### 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:** 0.71

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
3	0	0	0	0

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Fellowship award letter / grant letter from the funding agency	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 3.1.3

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

**Response:** 10

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
3	0	2	1	4

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
E-copies of the grant award letters for research projects sponsored by Government, industries and non-government sources such as industries, corporate houses etc	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## 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:**

Mar Baselios Dental College has established a thriving ecosystem for innovations and knowledge creation, significantly contributing to dental research and innovations, especially since the inception of the PG program. The major initiatives are listed below:

### **Promotion of Entrepreneurship:**

Our college has started the *Institutional Innovation Cell (IIC)* under the aegis of the Ministry of Education and the *Innovation and Entrepreneurship Development Cell (IEDC)* under the Kerala Start-up Mission (KSUM) to leverage their expertise in creativity and product implementation for the benefit of students. The aim is to create an innovation culture among Innovators by introducing them to State-of-the-art technologies and positioning the Institution as a Learning and Innovation Platform by delivering technically competent and skilled Entrepreneurs.

### **Promotion of Research Activities**

There is a well-defined Research Policy for the college. The Research Cell, consisting of an Institutional Review Board (IRB) and an Institutional Ethical Committee (IEC), monitors the research-related activities.

The primary function of IRB and IEC is to monitor all biomedical research initiated in the college. All research proposals and findings are to be reviewed and approved by the IRB to ensure the authenticity and feasibility of the study and to protect the rights and welfare of humans participating as subjects in the research. All research works are guided and supported by IRB & IEC.

Orientation programs on research methodology and biostatistics are conducted annually for postgraduates and staff members. The Institution encourages BDS students to participate in the prestigious short-term studentship program of ICMR, which offers valuable research opportunities.

### **RECON- Research Consultancy Cell**

RECON cell comprises a distinguished panel of faculty members, each with expertise in specific health research domains. This establishment aims to offer various vital research services like sample size calculation, data analysis utilising multiple software, and organising and mentoring research methodology workshops.

### **State-of-the-Art Infrastructure and Research Facility:**

The various departments have high-end research equipment like research microscopes, Cone Beam Computed Tomography (CBCT) machines, and Photo Stimulable Phosphor plate (PSB), etc, aid the student in diagnosis and research. This infrastructure ensures that the Institution remains at the forefront of dental research and innovation.

### **Oral Biology Research Lab:**

The Institution has a well-equipped central oral biology research lab, helping students and faculty members carry out original research works and innovations. The lab's services are accessible to internal stakeholders and external researchers, highlighting the commitment to sustainability and the provision of this service through a nominal fee.

### **Invited speakers:**

To facilitate multidisciplinary and interdisciplinary Research & Development, the college invites eminent

speakers for expert lectures, demonstrations, and workshop courses. The faculty of our Institution shares its expertise in its area of interest at the regional, state, and national levels.

Fast learners and interested students are also encouraged to present papers in seminars, symposiums, and speciality conferences to broaden their horizons of knowledge.

File Description	Document
Link for details of the facilities and innovations made	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

### 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: 16**

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
6	4	2	2	2

File Description	Document
Report of the workshops/seminars with photos	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 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

<b>File Description</b>	<b>Document</b>
Share the code of ethics of research clearly stating the claims of the institution duly signed by the Head of the Institution	<a href="#">View Document</a>
Institutional data in prescribed forma	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

#### 3.3.2

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

**Response:** 1.08

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

Response: 90

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

Response: 83

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

### 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:** 0.86

File Description	Document
Institutional data in prescribed forma	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>
Web-link provided by institution in the template which redirects to the journal webpage published in UGC notified list	<a href="#">View Document</a>

### 3.3.4

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

**Response:** 0.01

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Link for additional Information	<a href="#">View Document</a>

## 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:** 201

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.

2022-23	2021-22	2020-21	2019-20	2018-19
56	28	7	49	61

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

**3.4.2**

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

**Response:** 50.09

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

2022-23	2021-22	2020-21	2019-20	2018-19
235	214	97	225	282

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed forma	<a href="#">View Document</a>
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	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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:**

Mar Baselios Dental College is in a picturesque rural setting, with most of the population having average health awareness and fair socioeconomic status. The institution conducts free dental, medical, and school camps, awareness programs, educational programs, oral cancer screening programs, health campaigns, rallies, etc.

- The institution was listed among the top dental colleges in the country in The Week- HANSA Survey for the last 3 consecutive years. (2021-2023). The college was also listed in the 10th position in the “Higher Education Review” magazine. (2021)
- Camps are often conducted in and around the college with permission from local authorities and government agencies. The institution has received many appreciation letters from the outreach program agencies.
- When the target is a vast population range devoid of age limits, initial examinations, diagnosis, and minor treatments were provided to patients in their localities. They were referred to the college for specific treatment, wherein further procedures were carried out at a nominal cost for the patient. Extension of treatments ranges from gross scaling to complete denture fabrication.
- Mar Baselios Dental College has made a memorandum of understanding with different schools and colleges in and around the area to screen their students and provide the needed treatment regularly.
- Collaborating with interns and postgraduate students, the college has conducted multiple dental screening and treatment camps since its inception. The camps are conducted in and around the Ernakulam District and many high-range locations.
- A special camp was set up to treat and detect oral diseases in migrant laborers at Perumbavoor. This camp also provided awareness of the ill effects of paan and ghutka chewing.
- Interactive sessions have also been held with specially abled children at St. Johns Special School to create awareness about World Disability Day.
- Most of our camps have been held in and around Kothamangalam in alliance with many other

local bodies like Y's Men's, Ente Nadu, NCC, and many other high schools.

- Our college students, non-teaching staff, and faculty have also displayed tremendous efforts during the 2018 floods. Clothes and food materials were collected and distributed among the affected people.
- In these camps, interns and postgraduate students are taught and mentored to the highest standards. They are backed up by highly professional staff who are there to guide and mentor the students in every way.
- The main goal of conducting awareness programs, rallies, and campaigns is to increase the community's knowledge of the institutions' dental programs and services.

Awareness has been provided by setting up

- 1.referral programs
- 2.running social media contests
- 3.supplying leaflets
- 4.Infographics and much more

Awareness was also generated by setting up campaigns in rural areas, providing them with free dental checkups, screening for oral diseases, preventive measures, and teaching basic tooth brushing techniques.

File Description	Document
Link for list of awards for extension activities in the last 5 year	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>
Link for e-copies of the award letters	<a href="#">View Document</a>

### 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:**

Mar Baselios Dental College faculty and students actively participate in many social outreach programs in collaboration with government and non-governmental institutions. Most programs focus on training interns and post-graduate students while providing patients with the best and most efficient care under strict professional guidance. Interns are also posted on a rotational basis in satellite centers as a part of rural and urban health postings for the Compulsory Rotatory Internship.

Some of the noteworthy contributions of Mar Baselios Dental College to institutional social responsibilities are:

### **Participation in Government healthcare programs:**

- Swachh Bharath Pakwada
- Oral Hygiene Camps
- Flood Relief Camp
- Oral Cancer Screening Camp
- Screening Camp for Migrant Labors

### **Training programs**

- Training for Basic Life Support

### **Awareness Programme**

- World Cancer Day
- Children's Dental Awareness Month
- World Health Day
- No Tobacco Day
- Environment Day
- World Aids Day
- World Mental Health Day
- World Oral Health Day
- Public Property Protection Day
- International Day of People with Disability
- Oral Hygiene Day
- Hepatitis immunization program

### **Social camps and surveillance**

- Multiple Dental Screening Camps and Oral Diseases Detection Camps
- Visit to the Water Purification Plant
- Dental exhibition at St. Mary's School, Karukadom
- Dental camps at schools and disability centers

The institution promotes the participation of the students and faculty in extension activities, including participation in NSS and other National/ International programs.

- For example: Dental Treatment Camp has been conducted at multiple NSS institutions, which provided essential dental screening, preventive restorations, oral prophylaxis, and detection of oral diseases.
- Our non-profit charitable trust is dedicated to enhancing societal well-being. Patients who have participated in our college camps enjoy an extra 10% discount on all treatment costs, fostering accessibility to healthcare across diverse social backgrounds.

Community services through Disaster Relief Camps during the 2018 floods.

- The flood submerged a vast land mass, putting the victims' families in a crisis to meet their basic needs such as food, shelter, and medical facilities. Volunteers from the college participated in

various rescue camps, cleaning activities, and food collection for the flood-affected people in different districts like Ernakulam, Idukki, etc.

To promote university–neighborhood network and student commitment through various cleanliness programs

- Swachh Bharath Mission and other cleanliness drives under the NSS to create a clean and healthy environment. Faculty, interns, and students were dispatched to all these activities to inculcate the spirit of exuberance.
- The Department of Public Health also assembled a cleanliness drive on World Environment Day to clean the streets of Kuttampuzha Grama Panchayat.

To promote social awareness and social responsibility among youngsters’ various camps in collaboration with different special schools were conducted:

- An interactive session was held at St. Johns Special School on World Disability Day to create student awareness. It was a fun, immersive experience where the kids showcased their talents and were given gifts and encouragement.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for details of Institutional social responsibility activities in the neighbourhood community during the last 5 years	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

### 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:** 26.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
35	27	15	22	35

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Documentary evidence/agreement in support of collaboration	<a href="#">View Document</a>
Certified copies of collaboration documents and exchange visits	<a href="#">View Document</a>

### 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:** 28

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

Response: 28

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
E-copies of the MoU's with institution/ industry/ corporate house, Indicating the start date and completion date	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

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### 4.1 Physical Facilities

#### 4.1.1

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

#### **Response:**

Mar Baselios Dental College (MBDC) prioritizes integrating technology in its teaching, learning, and evaluation procedures. **The Institution meets all the infrastructure requirements prescribed by the Dental Council of India (DCI).** MBDC ensures that its infrastructure supports a robust teaching and learning environment. Lecture halls have computers, internet access, and audio-visual aids to optimize the learning experience. **LAN ports are available in all classrooms and seminar halls for convenient plug-and-play access.**

#### **Information And Communication Technology (ICT) FACILITIES:**

Mar Baselios Dental College faculty members actively utilize various tools, including **desktops, laptops, LCD projectors, smart boards, digital cameras, printers, and more.** These tools enhance the teaching experience, making sessions engaging and interactive. The college leverages e-learning resources, animations, and clinical videos for teaching clinical procedures.

#### **CLASSROOMS AND SEMINAR HALLS:**

The institution boasts **four lecture halls and two smart classrooms**, all air-conditioned and equipped with **integrated audio-visual teaching aids.** **Nine seminar halls** dedicated to dental specialities are well-equipped for seminars and workshops. Lectures are presented using PowerPoint presentations, which the students can use as study materials later.

#### **AUDIO VISUAL (AV) HALL AND AUDITORIUM:**

The AV Hall, with a seating capacity **of 100**, serves various programs, including Continuing Dental Education (CDE) programs, group discussions, and skill development initiatives. The state-of-the-art auditorium offers an ideal venue for conferences and other events.

#### **LIBRARY:**

The central library, covering a spacious area of 5,565 sq. ft, accommodates 184 students at a time and is fully automated with OCSCA, a web-enabled Integrated Library Management Software. The library houses an extensive collection of textbooks, reference books, international/national journals, and electronic resources. The college subscribes to **EBSCO DOSS** for access to multiple online journals. Additionally, the institution provides **e-library facilities, internet access, and a reprographics centre** for printing and photocopying essential documents.

#### **CLINICS:**

**All dental clinics have state-of-the-art dental chairs and equipment for all advanced dental procedures.** Furthermore, the college offers **specialized clinics like Minor OT, Implant Clinic, and Anti-tobacco/Cessation Clinic**, expanding expertise in trauma treatment and oral rehabilitation procedures. Each department is equipped with computers and high-speed internet to aid in preparing educational materials and patient monitoring and management. The patient management system is seamlessly incorporated into the **comprehensive software system, DENTONE.**

Digital dental radiography enhances student learning through three-dimensional imaging, including IOPA, OPG, and CBCT. The cephalometric software simplifies the diagnosis and treatment outcome analysis of various orthodontic and orthognathic cases.

**LABORATORIES:**

Laboratories of all departments adhere to DCI regulations, providing practical learning experiences for students. Advanced diagnostic facilities, including the **Histopathology and medical subject laboratories**, support essential clinical and practical training. The Oral Biology Research lab has facilities like a research microscope, Penta head microscope, and Laminar flow hood for advanced research.

**SATELLITE CLINIC AND SCHOOL DENTAL CLINIC:**

The institution expands through satellite centres, a **school dental clinic**, an affiliated **medical facility** with specialized dental services, annual life support training, and a **fully equipped mobile van** for reaching unreached communities.

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

**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:**

Engaging in physical and recreational activities promotes holistic well-being, enhancing both physical health and mental resilience for students and staff alike. These activities provide essential breaks from academic or work-related stress, fostering relaxation and rejuvenation to support overall productivity and

satisfaction.

With this in consideration, MBDC provides an array of facilities to foster and encourage physical and recreational activities for staff and students.

### **OUTDOOR GAMES:**

The sports facilities include a sprawling ground catering to cricket and football and separate volleyball and basketball courts. These outdoor sports promote physical fitness and foster teamwork and camaraderie among participants.

### **INDOOR GAMES:**

Indoor games are offered in both men's and women's hostels, including shuttle badminton, table tennis, and other enjoyable games like carroms and chess. Such provisions encourage students to participate in indoor sports, especially during inclement weather or evenings, ensuring they have ample options to stay active and entertained.

### **BICYCLE BAY:**

The college also provides a dedicated bicycle bay within the campus from which students can avail of cycles for short external commutes. This encourages physical activity and environment-friendly transportation.

### **AUDITORIUM:**

The college boasts a state-of-the-art Auditorium covering an impressive 10,800 square feet and accommodating approximately 1200 individuals for hosting major events like College Day and Graduation Day. Apart from this, the college atrium is a versatile hub for various events, including seminars, workshops, group discussions, cultural celebrations such as Onam and Christmas, and orientation programs for BDS and MDS students.

### **AV HALL:**

Furthermore, a mini auditorium, the AV Hall, equipped to seat 100 people, facilitates several Continuing Dental Education (CDE) programs and workshops, promoting continuous learning and professional growth among faculty, students and various cultural events.

### **OPEN GYMNASIUM:**

In line with the college's commitment to promoting physical health, an open gym is available, featuring a variety of exercise equipment such as multi-gym setups and weights for strengthening exercises. This facility enables students and staff to work on their fitness goals, encouraging an active and healthy lifestyle.

### **SPORTS AND CULTURAL ACTIVITIES:**

The college acknowledges the significance of extracurricular activities in promoting social interaction

and creativity. As such, the Students Union takes the initiative to organize annual sports and arts festivals. These events serve as platforms for students to showcase their talents, fostering a vibrant campus culture.

In recognition of the college's excellent facilities and commitment to fostering a well-rounded campus life, MBDC has hosted inter-college meets under the name Interdentz for various sports and cultural events since 2005.

By providing avenues for both physical and mental well-being, the college fosters better coordination, teamwork, and improvement in the overall health of its students and staff. These facilities and encouraging regular physical activity contribute significantly to creating a healthy campus and enriching the educational experience at our institution.

File Description	Document
Link for list of available sports and cultural facilities	<a href="#">View Document</a>
Link for geotagged photographs	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

### 4.1.3

#### Availability and adequacy of general campus facilities and overall ambience

##### Response:

The institution is dedicated to consistently enhancing and expanding our infrastructure to align with academic achievements and overall institutional growth. On a vast seven-acre campus, the institution includes separate preclinical and clinical blocks and dedicated hostels for male and female students, staff quarters, and a staff mess. The college is recognized by the Dental Council of India (DCI). It offers comprehensive programs in BDS and MDS, equipped with state-of-the-art facilities to provide our community with the best dental care services.

##### HOSTELS:

The campus proudly boasts well-ventilated and spacious hostels, one for boys and two for girls, with various essential amenities. Uninterrupted power supply, hot water facilities, water purifiers, laundry services, and round-the-clock security with CCTV surveillance ensure our students' safe and comfortable stay. The separate hostel messes offer hygienic and well-balanced meals, providing students with a sense of "home away from home" during their time on campus.

##### CANTEEN:

Additionally, we have a cafeteria catering to various delectable delicacies for students, doctors, patients, and visitors alike.

**WATER TREATMENT PLANT:**

The campus is also equipped with a water treatment plant with a capacity of 30,000 litres per hour to ensure the supply of clean and safe drinking water.

**WASTE DISPOSAL AND SEWAGE TREATMENT PLANT:**

To promote eco-friendliness, the college has an efficient effluent waste disposal system. Sanitary and waste disposal facilities are conveniently located across the campus. Also, a sewage water treatment plant with a capacity of 50,000 litres has been installed.

**ROADS WITHIN CAMPUS WITH SIGNAGE:**

LED street lights illuminate the roads, accompanied by footpath signs for proper guidance. The college takes pride in maintaining a plastic-free and eco-friendly environment.

**WASHROOMS:**

Washrooms are thoughtfully provided on each floor, clearly marked with signboards. Furthermore, separate washrooms are allocated for staff and students in each department. The college also offers separate standard rooms with attached toilets for male and female students.

**CAR PARKING:**

Ample car parking areas, with well-marked road lanes and signboards, are available for staff, students, patients, and visitors alike.

**WI-FI FACILITY:**

A Wi-Fi facility is accessible throughout the campus, providing staff and students with internet access.

**HERBAL AND VEGETABLE GARDEN:**

While paying attention to the environment, MBDC embraces green initiatives, including a plethora of trees, lush landscaping, a herbal garden, and a vegetable garden, which collectively contribute to the serenity and natural beauty of the campus.

**CENTRAL STERILIZATION ROOM:**

A centrally located sterilization room is part of our commitment to maintaining high sterilization and disinfection standards.

**BANK FACILITY:**

A Canara Bank ATM is conveniently situated just outside the college's main gate, catering to the financial needs of students and visitors.

**DENTAL PHARMACY:**

A Dental Pharmacy on the ground floor ensures easy access to patient medication.

The institution is committed to nurturing an environment that promotes growth and tranquillity, nurturing each individual's development as a skilled professional and a compassionate healer in harmony with nature.

File Description	Document
Link for photographs/ Geotagging of Campus facilities	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

#### 4.1.4

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

**Response:** 16.84

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
12.78	36.01	12.19	111.03	82.70

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.	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Audited utilization statements (highlight relevant items)	<a href="#">View Document</a>

## 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:**

Mar Baselios Dental College (MBDC) has emerged as a distinguished institution, offering comprehensive dental education and healthcare services. Affiliated with the Kerala University of Health Sciences, Thrissur, MBDC boasts a well-equipped Dental Teaching Hospital and a 300-bed Medical Hospital within a 2km radius.

### **Teaching Dental Hospital:**

The Teaching Dental Hospital at MBDC stands out for its state-of-the-art facilities, designed to meet the Dental Council of India (DCI) requirements. With 210 modern electric dental chair units and an array of instruments, the hospital provides students with an immersive learning experience. Spacious lecture halls, smart classrooms with integrated audio-visual aids, and specially designed preclinical labs equipped with patient simulators contribute to a conducive learning environment. The Prosthodontics department features advanced equipment such as chrome-cobalt machinery, ceramic lab equipment, induction casting machines, and more. The Conservative Dentistry department is equipped with cutting-edge tools for restorative dentistry, including operating microscopes, bleaching machine, apex locators, and pulp testers. The Oral Medicine and Radiology department employs the latest diagnostic instruments, including digital dental radiography with CBCT, IOPA, and OPG techniques. The Orthodontics Department boasts fixed orthodontic kits, pressure molding units, and state-of-the-art orthodontic implants. The Periodontics Department is well-equipped with periotomes, bone trephines, and soft tissue lasers, while the Oral Biology Lab facilitates advanced studies and research activities. In addition, the Department of Oral Pathology provides advanced diagnostic services, including a histopathology lab with a research microscope. A fully equipped Mobile Dental Clinic with two dental chairs supports community outreach camps, and two satellite centres extend opportunities for diverse clinical experiences. The Central Library, spanning 5,565 sq.m, enriches academic resources, houses international journals, and facilitates E-learning through computer-equipped browsing rooms.

### **Teaching Medical Hospital:**

Within a 2km radius, MBDC has its own Mar Baselios Medical Mission Hospital, a 300-bed facility with modern amenities. Under the expert guidance of Dr. Varghese Mani, a nationally acclaimed maxillofacial surgeon, UG and PG students actively engage in medical and surgical training, conducting approximately 150 surgeries in orthognathic and major maxillofacial trauma cases. The collaboration between the Department of Oral Medicine, Oral Maxillofacial Surgery, Oral Maxillofacial Pathology, and Public Health Dentistry with Karkinos Health Care further enhances the hospital's capabilities, particularly in oral cancer treatment.

### **Clinical Teaching and Learning:**

In the third year of BDS, students gain valuable clinical exposure across various dental and medical

departments, including General Medicine and General Surgery, within the medical hospital. This hands-on experience enhances their clinical diagnosis and treatment skills. Students continue refining and applying their skills in real-world settings during their internship.

**Laboratory Facilities:**

Both the dental and medical hospitals at MBDC and MBMM Hospital are equipped with advanced laboratory services, ensuring swift and accurate diagnoses for the benefit of patients and the continual advancement of medical and dental education.

Mar Baselios Dental College stands as a beacon of excellence in dental education and healthcare, consistently striving to provide cutting-edge facilities, comprehensive clinical exposure, and a dynamic learning environment for its students.

File Description	Document
Link for any other relevant information	<a href="#">View Document</a>
Link for the list of facilities available for patient care, teaching-learning and research	<a href="#">View Document</a>
Link for the facilities as per the stipulations of the respective Regulatory Bodies with Geotagging	<a href="#">View Document</a>

**4.2.2**

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

**Response:** 119149.6

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
145676	110346	69742	117897	133774

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
3769	3627	3247	4334	3336

File Description	Document
Year-wise outpatient and inpatient statistics for the last 5 years	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Extract of patient details duly attested by the Head of the institution	<a href="#">View Document</a>
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	<a href="#">View Document</a>
Link to hospital records / Hospital Management Information System	<a href="#">View Document</a>

### 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:** 557.8

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
514	507	497	505	500

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
51	51	52	54	58

<b>File Description</b>	<b>Document</b>
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	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Details of the Laboratories, Animal House and Herbal Garden	<a href="#">View Document</a>
Detailed report of activities and list of students benefitted due to exposure to learning resource	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 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

<b>File Description</b>	<b>Document</b>
Institutional prescribed format	<a href="#">View Document</a>
Government Order on allotment/assignment of PHC to the institution	<a href="#">View Document</a>
Geotagged photos of health centres	<a href="#">View Document</a>
Documents of resident facility	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 4.3 Library as a Learning Resource

#### 4.3.1

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

## Response:

Mar Baselios Dental College has a Central Library has been a beacon of knowledge since its establishment. Nestled strategically within the campus, the library ensures convenient access for students and staff, embodying a physical infrastructure that spans an impressive 5,565 sq. ft. and accommodates 184 students comfortably.

The Integrated Library Management Software (ILMS) - OCSCA 2.0 (Online Customized Software for College Automation) is at the heart of this library's efficiency. **This fully automated system, which was introduced in 2011 and automation was completed in 2012, has been a transformative addition.**

- OCSCA software is proprietary software and more user-friendly.
- The OCSCA 2.0 version is used in our Library.
- OCSCA is web-enabled software, and its website address is [www.mbdcollege.co.in](http://www.mbdcollege.co.in).
- Various types of reports can be taken using OCSCA software.
- There is direct access from OCSCA software to the college website.
- Provides OPAC (Online Public Access Catalogue) facility through OCSCA, and its address is [http://mbdcollege.co.in/ocsca\\_Member\\_Searchbooks.aspx](http://mbdcollege.co.in/ocsca_Member_Searchbooks.aspx)
- Provides member photo support facility.

**The OCSCA software has several main features, which includes-**

- Circulation management: to track the movement of books.
- Cataloguing: to digitally keep track of what is available in the library.
- OPAC(Online Public Access Catalogue)
- Bar-coding: to give specific identification to each book
- Fee management: keeping track of fines owed to the library
- Simple, straightforward search interface for all users
- Export records to Excel
- Easy way to enter new books
- Keeps record of different categories
- Multi-user support

The Online Public Access Catalogue (OPAC) feature is harnessed through OCSCA, allowing users to explore the library's extensive collection online via [http://mbdcollege.co.in/ocsca\\_Member\\_Searchbooks.aspx](http://mbdcollege.co.in/ocsca_Member_Searchbooks.aspx).

**Foresight Software Solutions, Coimbatore, designed and developed** the OCSCA software, ensuring a robust and efficient system. This web-enabled proprietary software seamlessly integrates with the college's digital landscape, enhancing accessibility and functionality.

The system also supports the Dewey Decimal Classification (DDC) system, contributing to the systematic organization of the library's extensive collection.

Our institution has an **Institutional Repository known as DSpace**. Here, an array of digital archives, including books, theses, question papers, dissertations, lecture notes, and circulars, is meticulously maintained, ensuring the preservation and accessibility of valuable academic resources.

To uphold the integrity of research, the library, along with postgraduate departments, employs 'PlagiarismCheckerX' software. This ensures that all research papers and theses are free from plagiarism, maintaining the highest standards of academic excellence.

Beyond conventional library services, Mar Baselios Dental College's library is a comprehensive hub offering reprographic/scanning services, colour printing, e-resource access, question bank facilities, internet access, audio-visual resources, and browsing facilities. This diversification ensures that the library is not just a repository of books but a dynamic space supporting various academic needs.

Mar Baselios Dental College's library stands as a paragon of knowledge, embracing both traditional and modern approaches to cater to the evolving needs of students and faculty. With its extensive collection, state-of-the-art infrastructure, and commitment to academic excellence, the library fosters a rich academic environment conducive to learning, teaching, and research endeavours.

File Description	Document
Link for geotagged photographs of library facilities	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

### 4.3.2

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

**Response:**

The institution houses a Central Library with a built-up area of 5565 sq ft and a seating capacity 184. The reading area is well-ventilated and illuminated, providing a pleasant ambience. The library is supported with UPS and generator backup, and surveillance cameras are installed for security. Specific reading areas are earmarked for undergraduates, post-graduates, and faculty. New arrivals and speciality journals are displayed in separate regions. A video conferencing facility is also available. The library times are scheduled so students can access reading and reference materials conveniently. Extended working hours are provided during examination time.

**Total Number of Volumes:** The library's primary goal is to keep the academic community abreast of scientific literature. Accordingly, the Library Advisory Committee strives to keep the library up-to-date and user-friendly for the staff and students. The list of required books and journals is provided by individual departments annually and is purchased according to the recommendations of the library advisory committee. The central library is serene and has a vast collection of academic and non-academic books, journals, and other resources. 6674 national and international volumes of textbooks are available in our central library.

**Reference Books:** Recent editions of 1768 textbooks are available as reference books. Recently revised and edited titles from all specialities by reputed national and international publishers like Elsevier, Wiley, Quintessence, BC Decker, Informa Healthcare, ASM Press, Springer, McGraw Hill, Jaypee, Paras, CBS,

etc are regularly added to the collection. A sufficient number of books with different titles for all specialities are available.

**Journals:** 70 journals, 51 international journals, and 19 national journals with back volumes are available in the Central Library. Speciality dental journals from national and international publishers like Elsevier, Wiley, Quintessence, Springer, Taylor and Francis, Jaypee, etc., were in the library.

**Rare Books:** 193 rare books related to Dentistry are available in the Central Library, with a separate area allotted for rare book collections comprising mostly foreign books.

**E-Journals:** Many online journals of different specialties are available through EBSCO (DOSS: Dentistry & Oral Sciences Source) subscription. The library is integrated with a browsing room with 13 computers to facilitate e-learning.

**Dissertations:** 186 completed post-graduate dissertations are available in the Central Library for research reference.

**Non-Academic Books:** More than 700 non-academic books (Fiction, Yearbook, Autobiography, General knowledge, etc.) are available in the Central Library.

**CD/DVD:** Basic subjects and dentistry-related 200 CD/DVD are present in the library.

**News Papers and Periodicals:** English and Malayalam newspapers are available in the library for daily reading. The library also subscribes to reputed periodicals that portray current affairs, sports, and entertainment.

The necessary information, such as names of the books, publishers, authors, number of copies, and publication years, is made available in Integrated Library Management Software (ILMS)

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

### 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:** B. Any four of the above

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed sormat	<a href="#">View Document</a>
E-copy of subscription letter/member ship letter or related document with the mention of year	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 4.3.4

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

**Response:** 23.91

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
21.62	24.47	0.04	33.93	39.48

<b>File Description</b>	<b>Document</b>
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	<a href="#">View Document</a>
Proceedings of library Committee meeting for allocation of fund and utilization of fund for purchase of books and journals	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Audit statement highlighting the expenditure for purchase of books and journal library resources	<a href="#">View Document</a>
Links for additional information	<a href="#">View Document</a>

#### 4.3.5

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

## Response:

The Central Library is an integral part of Mar Baselios Dental College. It is the cornerstone of academic excellence, providing students and faculty with a wealth of resources and knowledge.

The main objectives of the library are

- To provide the curriculum books and to promote educational, research, cultural, recreational, and informational requirements of students, teachers, and researchers.
- To promote reading habits among students.
- To promote effective use of the library, user education, and orientation of students.
- Collect and organize relevant documents recorded in various print and non-print media.
- To provide complete information support to the teaching-learning process in the college.

The library is situated in a vast building providing accommodation to 184 students simultaneously. All information may not be available online and not for free. Many students may need to realize that some sources they access online need more appropriate resources, not open access or not factual. And that is where a library comes into the picture, for all data provided is authentic, up to date, and revised. Mar Baselios Dental College insists the students inculcate the habit of spending quality and productive hours in the library to upgrade themselves to newer trends in dentistry. There are separate sections for students and staff inside the library, and the library has a calm and peaceful study environment. The “New Arrivals” desk is beneficial to our readers.

The students and staff can use the Library Management System to access the library regarding the availability of books, journals, and other reading materials at any time, saving precious time and the tedious task of searching through every book available. Library access to our users is from 8 am to 9 pm every day except on holidays. Remote access is also open to refer to e-journals from *EBSCO* databases.

The EBSCO training section is hands-on done by the EBSCO expert team for first MDS students every year. The library advisory committee suggested conducting a user education/library orientation program for first-year PG and UG students, and it was done by the MBDC library every year. According to the library advisory committee, EBSCO webinar sections are conducted for staff and students to help them better use e-resources. The *OPAC* and *DSpace* (Institutional Digital Repository) facilities also help the members increase their library use more effectively. The plagiarism-checking software *Plagiarism CheckerX* is beneficial for our members.

The Central Library of Mar Baselios Dental College organized a webinar on “Virtual Classroom-Enhance Teaching through Learning Management System (LMS)” for our Faculty members through EBSCO. The session explains the challenges in online teaching, the Importance of Learning Management Tools, Understanding the use of LMS- Moodle & Google Classroom, etc. As per the recommendation of the library advisory committee, a book exhibition was conducted, which provides a platform for students and faculty to see the latest editions and detailed catalogues.

A Biometric Punching System is the method of documenting per-day library usage.

File Description	Document
Link for details of learner sessions / Library user programmes organized	<a href="#">View Document</a>
Link for details of library usage by teachers and students	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

#### 4.3.6

##### E-content resources used by teachers:

1. NMEICT / NPTEL

2. other MOOCs platforms

3.SWAYAM

4. Institutional LMS

5. e-PG-Pathshala

**Response:** Any Three of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Links to additional information	<a href="#">View Document</a>

## 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:** 41.67

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

Response: 5

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

Response: 12

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Geo-tagged photos	<a href="#">View Document</a>
Consolidated list duly certified by the Head of the institution	<a href="#">View Document</a>
Links to additional information	<a href="#">View Document</a>

#### 4.4.2

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

##### **Response:**

Mar Baselios Dental College exemplifies a steadfast commitment to technological evolution in education. It consistently updates its IT facilities and computer resources. This is to meet the ever-changing needs of students and faculty. The institution's Information Technology Department has created an environment to enhance learning. The college provides round-the-clock internet access across the entire campus, including hostels. A robust LAN infrastructure is the backbone for realising a paperless administration and supports an efficient patient management system.

Mar Baselios Dental College embraces the philosophy of continuous improvement in IT infrastructure. The college's Mainframe Server operates on Windows Server 2019 Standard Edition. It has 32 GB of RAM and two terabytes of storage. The server hosts the patient management software, centralised Antivirus software (Seqrite), DSpace, and Moodle. This technology also seamlessly connects departments, the office, the library, and the evaluation centre. A dedicated fibre optic cable ensures efficient data transfer. It has a bandwidth of 100 Mbps (1:1) per second. LAN and stand-alone desktop computers connect various college sections to this high-speed network.

The institution has 81 PCs, 9 Tablet phones for patient management data entry, two laptops, a digital library, and a digital evaluation centre. The digital online evaluation centre has 12 high-end computers connected to fast internet, which complies with Kerala University of Health Science norms and ensures a streamlined evaluation process.

The security of students at Mar Baselios Dental College is a top priority. The college has a comprehensive 24/7 surveillance system. It has 120 CCTV cameras and a vigilant security team. This commitment extends to a full-fledged IT department. They are responsible for ensuring the safety of women students and employees and also monitor movements within and around the dental college. The college's security measures show a proactive approach. They help maintain a secure campus environment. They include the retention of CCTV footage.

The institution integrates offline UPS systems and generators to address power interruptions. This ensures uninterrupted access to essential resources. Smart classrooms have multimedia projectors, smart boards, and wireless routers. They facilitate a dynamic learning experience.

Each department at Mar Baselios Dental College has Wi-Fi routers to enhance connectivity. The routers feature fast Ethernet ports and high-gain antennas. They offer wireless internet access at frequencies of 2.4 and 5GHz. The college is committed to advanced teaching methods. This commitment is further underscored by integrating smartboards with interactive software in lecture halls.

The library has stand-alone desktop computers for use by students and faculty. It provides access to 30 international paid subscriptions via EBSCO. This enriches academic research and exploration. Faculty and students use these online resources, including e-journals and e-books.

Mar Baselios Dental College's commitment to advancing its IT infrastructure helps deliver a contemporary, secure, and technologically enhanced educational environment for students and faculty where learning and teaching thrive.

File Description	Document
Link for documents related to updation of IT and Wi-Fi facilities	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

#### 4.4.3

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

**Response:** 50 MBPS-250 MBPS

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Details of available bandwidth of internet connection in the Institution	<a href="#">View Document</a>
Bills for any one month of the last completed academic year indicating internet connection plan, speed and bandwidth	<a href="#">View Document</a>

## 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:** 18.43

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
35.13	39.32	40.76	55.67	97.57

File Description	Document
Provide extract of expenditure incurred on maintenance of physical facilities and academic support facilities duly certified by Chartered Accountant and the Head of the institution	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for any additional information	<a href="#">View Document</a>

#### 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:**

Mar Baselios Dental College has been established with a dedicated centralized maintenance department for campus infrastructure. The maintenance committee of our college comprises selected members of all academic and allied departments. Maintenance committee members meet every year or in case of any exceptional circumstances to discuss the concerns raised, follow up, and discuss upgrading existing infrastructure and machines.

#### **Infrastructure Maintenance**

The College Maintenance Committee oversees and manages maintenance activities across various departments. Tasks are assigned to designated individuals, and upon completion, the supervisor or committee members assess the quality of the work.

#### **Classroom**

All classrooms are air-conditioned and well-equipped with a high-quality sound system and the latest technology. Our IT staff (system administrator) and supervisors maintain and monitor these frequently. The upgradation of existing technology is done frequently by the members of the maintenance committee, and the management of the college finalizes the decision.

## **Library**

The college boasts a state-of-the-art library equipped with automation. Librarians are responsible for the upkeep of all books and journals, noting any losses during daily shelf checks and recording them in the register. A comprehensive stock verification is conducted annually.

The librarians identify outdated books for removal to enhance the collection, and new books and journals are seamlessly integrated. Adequate provisions are made in the budget to replace these items. The librarian collaborates with relevant departments to renew journal subscriptions periodically.

## **Biomedical Equipment and Machineries**

Our college takes an Annual Maintenance contract(AMC) for regular maintenance and monitoring of expensive equipment like CBCT, OPG, X-ray units, etc. In case of any fault or damage to machinery, the concerned supervisor reports the case to the service providers.

All dental chairs of the college are monitored and maintained weekly by the assigned technician. Laboratory technicians are in charge of the maintenance of equipment in the lab.

## **IT**

IT experts ensure the best performance of the computers and all the other accessories. In case of any default in connectivity of any high-resolution cameras, website network, or computers, the concerned department raises the problem to the IT expert. In case of any damage to the existing computers or any requirement for more systems for usage, the management is informed through the maintenance committee, and the request regarding the same is finalized after the budget.

## **Electrical Maintenance**

Routine electrical maintenance is done by the college electrician in charge of uninterrupted power supply. The institution has taken AMC for transformer generators and UPS. All maintenance processes are followed as per the standard maintenance schedule.

## **Sports Facility**

Our campus has a well-planned outdoor sports facility, which includes gear cycles, a basketball court, an open gymnasium, a football ground, a badminton court, etc. The building supervisors monitor the maintenance and functional assessment of all equipment and ensure the complete accessibility of all equipment.

<b>File Description</b>	<b>Document</b>
Link for minutes of the meetings of the Maintenance Committee	<a href="#">View Document</a>
Link for log book or other records regarding maintenance works	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

## 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:** 16.45

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)

2022-23	2021-22	2020-21	2019-20	2018-19
92	79	71	54	50

#### File Description

#### Document

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

[View Document](#)

Institutional data in prescribed format

[View Document](#)

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

[View Document](#)

Attested copies of the sanction letters from the  
sanctioning authorities

[View Document](#)

#### 5.1.2

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

**1. Soft skill development**

**2. Language and communication skill development**

**3. Yoga and wellness**

**4. Analytical skill development**

**5. Human value development**

## 6. Personality and professional development

## 7. Employability skill development

**Response:** A. All of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Detailed report of the Capacity enhancement programs and other skill development schemes	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>
Link to Institutional website	<a href="#">View Document</a>

### 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:** 47.35

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

2022-23	2021-22	2020-21	2019-20	2018-19
202	196	207	216	174

File Description	Document
Year-wise list of students attending each of these schemes signed by competent authority	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Copy of circular/ brochure/report of the event/ activity report Annual report of Pre-Examination Coaching centers	<a href="#">View Document</a>

### 5.1.4

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

**Response:**

Mar Baselios Dental College has taken a significant step towards fostering an inclusive and supportive environment for its international student community by establishing the International Students' Cell. This exclusive committee addresses the unique needs of Non-Resident Indian (NRI) students who have chosen to pursue various programs within the campus. The primary objectives of this committee revolve around providing essential support, guidance, and counselling to ensure a seamless transition and enriching experience for the NRI students.

One of the key focal points of the International Students' Cell is to offer comprehensive assistance to NRI students admitted to Mar Baselios Dental College. Recognizing the challenges students face far from their home countries, the committee is committed to helping them acclimate to the college ambience. The cell features a dedicated student counsellor, ensuring that NRI students receive the necessary mental and emotional support to navigate the academic and cultural landscape effectively.

Moreover, the committee takes an innovative approach to enhance the overall experience of international students. It actively coordinates programs that involve alumni pursuing higher education in international universities. These alumni, who have successfully navigated similar journeys, are encouraged to conduct motivational lectures for junior students. This initiative creates a sense of community and connection and provides inspiration for junior students, providing valuable insights into the challenges and opportunities of studying abroad.

Alumni involvement in motivational lectures adds a personal touch to the support system. These sessions go beyond academic guidance, offering practical advice and first-hand experiences. Alumni who have faced similar situations can share anecdotes, tips, and strategies that resonate with the current students, making their journey more relatable and achievable. This mentorship approach creates a bridge between experienced individuals and those embarking on their educational endeavours, fostering a sense of camaraderie and shared goals.

The committee's proactive efforts align with Mar Baselios Dental College's broader mission to educate and nurture well-rounded individuals. By focusing on the specific needs of NRI students, the International Students' Cell ensures they feel supported throughout their academic journey. This support extends beyond the classroom, acknowledging the holistic development of individuals and recognizing the importance of a positive and encouraging environment.

In conclusion, establishing the International Students' Cell at Mar Baselios Dental College underscores the institution's commitment to creating an inclusive and supportive community for NRI students. Through targeted counselling, support services, and innovative programs involving alumni, the committee aims to enhance the overall experience of international students and contribute to their academic and personal growth within the campus setting.

File Description	Document
Link for international student cell	<a href="#">View Document</a>
Link for Any other relevant information	<a href="#">View Document</a>

### 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

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

## 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:** 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	29	15	19	18

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
12	29	15	19	18

File Description	Document
Scanned copy of pass Certificates of the examination	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 5.2.2

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

**Response:** 48.94

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

2022-23	2021-22	2020-21	2019-20	2018-19
47	33	28	43	30

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

### 5.2.3

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

**Response:** 19.23

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

Response: 15

<b>File Description</b>	<b>Document</b>
Supporting data for students/alumni as per data template	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any proof of admission to higher education	<a href="#">View Document</a>

### 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:** 62

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
33	2	0	14	13

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Duly certified e-copies of award letters and certificates	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

#### 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:**

Mar Baselios Dental College has a dynamic and lively Students' Union (Student Council), which is the primary student body on the campus. The Students' Union provides the ideal platform for bringing together the students in various co-curricular and extracurricular activities in the cultural and sports domains. Additionally, students actively participate in various college committees, ensuring their involvement in the decision-making processes and contributing to the overall functioning of the Institution.

The **structure of the Students' Union** is as follows-

- The Union Panel comprises the Chairman, Vice Chairpersons, General Secretary, Joint Secretary and In-charges for Arts, Sports, Magazine editor, Treasurer, University Union Councillor, and Staff Advisor, as well as student representatives from each class of undergraduates and a PG representative.
- Every year, the Union members are selected through election in a parliamentary mode per the guidelines of the Kerala University of Health Sciences.
- A Staff Advisor, nominated by the Principal from among the faculty members, guides the Union members in their daily activities.
- The term of office of the Union follows the calendar of the University prescribed for Union activities

The **Student's Union activities** are as follows-

- The Student's Union organizes diverse programs, encompassing sports, cultural, social, and academic events. It coordinates MBDC's flagship event, **Interdentz**, the oldest inter-collegiate competition among the private dental colleges in Kerala. It is an occasion that highlights and celebrates the talents of dental communities across different colleges, fostering a sense of camaraderie among students from various institutions.
- The Student's Union energetically engages in planning and executing celebrations for various occasions such as World Health Day, Environmental Day, Republic Day, Independence Day, Gandhi Jayanthi, and cultural festivals like Onam, Christmas, Eid, Holi, Diwali, and more.
- Under the aegis of the Union, various clubs such as Arts Club, Sports Club, Literary Club, Quiz Club, and Photography Club function on the campus to facilitate student participation and foster their innate talents in the respective domains.
- The Union takes an active role in generating funds for social events and community initiatives and providing support to those in need

The institution ensures adequate representation of students in various statutory bodies like the Management Council, Internal Quality Assurance Cell, Anti-ragging Committee, and Grievance Redressal Committee for Students. These representations empower students to gain leadership qualities, understand rules and regulations, and develop executive skills. In this way, students are given roles in the harmonious functioning of the Institution. The institution also lends a free hand to the students in

conducting the aforementioned activities, including the financial aspects, to nurture their organizational skills.

Altogether, the Students' Union of Mar Baselios Dental College fosters an environment conducive to an individual's educational and personal development, including long-lasting friendships and empathy among fellow students.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for reports on the student council activities	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

### 5.3.3

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

**Response:** 16.6

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
29	18	6	16	14

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

## 5.4 Alumni Engagement

### 5.4.1

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

## **Response:**

### **INTRODUCTION**

Mar Baselios Dental College Alumni Association (MBDCAA) was formed to create, foster, and maintain a sense of unity, friendship, and fellowship among the former students of Mar Baselios Dental College, Kothamangalam.

### **OBJECTIVES**

The association's objective is to maintain the links between the former students and the said college and to perpetuate the interest in the alma mater. Starting in 2017, the college conducts a grand alumni reunion every three years, with the active participation of past alumni members and providing inspiration and guidance to the college students through the experiences and achievements of the past students.

### **ACTIVITIES**

Guidance and motivational speakers from the alumni and past NEET toppers come to the college and take classes, thus helping the students crack the NEET MDS entrance examination. Mar Baselios Dental College alumni association hit its proudest moment when Faraj Muhammad 2005 batch alumni scored the first rank in the India NEET MDS examination in 2017. In collaboration with the academic forum, the alumni association conducts coaching classes for the Interns to train them for appearing in examinations.

In the 2018 Kerala floods, the alumni association members donated rupees 1.5 lacs for gas stoves and food items to 81 families affected by the flood in the Areekal Nilambur, Mampaad, and Malappuram districts. Mohammed Aslam, a 2005 batch alumni, was responsible for the campaign.

As a socially obliged community, the MBDCAA members organize free dental camps and oral cancer screenings once every year in association with public health dentistry in nearby rural villages of Kothamangalam.

MBDCAA was also successful in conducting a fundraising campaign for the treatment of Ms Athulya T S, who had been diagnosed with autoimmune encephalitis. Dr Feby Kuriakose coordinated the fundraising program. We received an overwhelming response from the MBDC alumni family and collected Rs 46650. MBDCAA also collaborates with the dialysis care program, an initiative undertaken by our Mar Baselios Medical Mission Trust under Marthoma CheriaPally, Kothamangalam. To support this noble cause, the alumni association collected Rs 20,000, which was given to the MBMM Medical Mission trust on 20-2-2021.

Our third grand alumni meet was held on 18-12-2023 to commemorate the college's 20th anniversary, including alumni interaction programs and cultural events. A general body meeting was held, and new office bearers were appointed to lead the alumni in coming years.

The association also successfully set up an Alumni Centre on May 30, 2023, at Mar Baselios Dental College and donated a colour printer and books to the central library.

As a growing community, MBDCAA continuously works for the progress of the alumni members and

the institution to uphold the values and morals that bring together the former and current students, providing a window of opportunity to expand the professional network.

<b>File Description</b>	<b>Document</b>
Link for frequency of meetings of Alumni Association with minutes	<a href="#">View Document</a>
Link for details of Alumni Association activities	<a href="#">View Document</a>
Link for audited statement of accounts of the Alumni Association	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>
Lin for quantum of financial contribution	<a href="#">View Document</a>

#### 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

<b>File Description</b>	<b>Document</b>
Certified statement of the contributions by the head of the Institution	<a href="#">View Document</a>
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	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

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### 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:**

Mar Baselios Dental College (MBDC) is committed to being an institution of excellence in dental education, explicitly stated in its vision and mission statements.

#### **Vision**

- To become an institute of excellence in imparting quality dental education, fostering innovative research, and facilitating equitable state-of-the-art dental care for promoting optimal oral health in society.

#### **Mission**

- Establish standards of dental education in didactic and experiential learning.
- To achieve proficiency in procedural skills related to clinical and preclinical aspects of dental surgery.
- To impart quality dental education through advanced clinical exposure
- To encourage evidence-based practices and research to improve general and oral health
- To inculcate ethical values, sense of effective patient care, scientific temper, and life-long learning skills

#### **Nature of governance**

The institution believes in the participation of every member in its governance. A democratically elected management body manages the institution under the Marthoma Cheriapally. The Principal carries out the day-to-day administration of the college, aided by administrative, academic, non-teaching, and other supporting staff.

#### **Perspective plans**

From its inception, the institution has been functioning with clearly defined short-term and long-term goals, revised according to the prevalent needs. This is evident from the steady progression of the college from an undergraduate institution in 2002 to a post-graduate institution in 2009 and an approved Ph.D Research Centre in 2017. A corresponding enhancement in infrastructure was also accomplished during this period.

#### **Stakeholders' Participation**

MBDC gives due consideration to the feedback of stakeholders, including students, parents, and

professionals, in every decision-making process, which is evident in the composition of important decision-making bodies like the Managing Council, College Council, Internal Quality Assurance Cell, Grievance Redressal Cell, etc, in which stakeholder representatives are members.

### **Institutional Excellence**

In its two decades, MBDC has been bestowed with numerous accolades and achievements testifying to the effectiveness of its academic and administrative governance policies, as given below.

- 1.MBDC is the first undergraduate and post-graduate institution to be established in the self-financing sector in Kerala and is one of the first choice institutions for BDS and MDS aspirants
- 2.The institution has an excellent staff retention rate, indicating the impact of employee-friendly policies.
- 3.MBDC students have secured top ranks in the examinations conducted by the Kerala University of Health Sciences (KUHS). The institution achieved a 100% pass in the KUHS I BDS Exams in April 2023.
- 4.The all-India First Rank in the first NEET MDS exam (2017) was secured by Dr Faraj Mohammed, an alumnus of the college.
- 5.The first interdental meet among private dental colleges, 'INTERDENTZ' has been annually hosted by the college since 2005.
- 6.'STOMA', a best practice of the college, is one of the state's most sought-after continuing dental education programs.
- 7.MBDC has been listed among the top dental colleges in India in The Week HANSA Research Survey for three consecutive years since 2021.

MBDC is dedicated to providing students, staff, and patients with exemplary educational and healthcare experiences.

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
Link for achievements which led to Institutional excellence	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>
Link for Vision and Mission documents approved by the College bodies	<a href="#">View Document</a>

### **6.1.2**

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

### **Response:**

Mar Baselios Dental College (MBDC) is an institution established by the Mar Baselios Medical Mission (MBMM) Association under the auspices of Marthoma Cheriapally, Kothamangalam. A board of directors headed by the Vice President, Secretary, and Treasurer manages the college on behalf of the MBMM Association—the Principal, as the head of the institution, oversees the functioning of the college. The day-to-day college activities fall under the academic, administrative, research, and co-curricular domains that function decentralized.

### **Academics**

The academic management of the college is carried out by the various departments under the respective heads of the departments, and the dedicated non-teaching staff ably assists faculty members. An academic coordinator selected from among the faculty members looks after the students' affairs in every year of study in coordination with the individual departments. The examination-related activities are supervised by a dedicated examination cell comprising senior faculty members supported by examination cell assistants. The library committee coordinates the functioning of the central library.

### **Administration**

An efficient office under the Administrative Officer assists the Principal in smoothly administering the institution. There are dedicated personnel in the administrative wing who are entrusted with duties related to student admissions, human relations, finance, purchase, campus maintenance, transport, and security. The boys' and girls' hostels are supervised by faculty wardens ably supported by full-time resident wardens.

### **Research**

The institution has identified research as one of the thrust areas, and to facilitate this, a dedicated research cell has been established. This cell constituted with faculty members coordinating various research bodies such as the Institutional Review Board, Ethical Committee, and Research Consultancy.

### **Co-curricular Activities**

MBDC gives equal importance to co-curricular activities as academics for the holistic development of the students. A democratically elected Students' Union coordinates the various co-curricular activities of the college through multiple clubs. Faculty members, including a Staff Advisor, provide the necessary guidance to the students in these activities. A registered NSS unit functions on the campus under a Programme Officer to foster social and environmental sensitivity among students.

### **Parent Teachers Association (PTA)**

MBDC recognizes the crucial role parents play in students' professional growth, and keeping this in mind, a well-constituted PTA function in the college comprises parent and faculty representatives. Regular PTA meetings are carried out to discuss all aspects related to academics as well as the personal development of the students.

### **Committees and Cells**

Being a professional institution with a packed work schedule, it is to be ensured that the college complies with the guidelines laid down by statutory bodies like the Dental Council of India and the Kerala University of Health Sciences. This is ensured by the various committees and cells constituted of faculty and students.

### **Internal Quality Assurance Cell (IQAC)**

The IQAC, comprising all stakeholder representatives, functions as a quality framework that encourages deliberate, coherent, and transformative initiatives to enhance the academic and administrative efficacy of the college.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>
Link for relevant information / documents	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1

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

**Response:**

The organisational structure of Mar Baselios Dental College is clearly defined in the organogram of the institution in which a stratified, inclusive, and participatory system of functioning is envisaged. The key decisions about the institution are implemented after thorough deliberations in various bodies, as shown below.

- **College Council**

The College Council, comprising the Principal, HODs, and academic coordinators, is the primary body for discussing the various programs and requirements of the institution. The recommendations of the Council are forwarded to the IQAC for further consideration.

- **IQAC**

The Internal Quality Assurance Cell, consisting of internal and external stakeholders, reviews the recommendations of the College Council. As per the need-based assessment, these are forwarded to the Management Council for decision and implementation.

- **Managing Council**

The Managing Council is the decision-making body comprised of the management representatives, Principal, administrative officer, student representative, external representative, and nominated members. All important decisions are finalised in the Managing Council Meetings. Major policy decisions are forwarded to the Board of Directors of the MBMM Association.

The institution adheres to the regulations and guidelines laid down from time to time by the government, the Dental Council of India, and the Kerala University of Health Sciences. Various cells and committees in the college ensure compliance with these guidelines.

- Anti-Ragging Committee: This committee ensures that MBDC is maintained as a ragging-free campus
- Women’s Cell: The cell coordinates all activities directed at the well-being of the female staff and students of the college and ensures gender equity in the campus
- Grievance Redressal Cell for Students: Constituted as per the direction of KUHS, this committee addresses all student grievances in time.
- Disciplinary Committee: The disciplinary issues on the campus are dealt with by this committee
- Dental Education Unit: All continuing dental education and faculty development programmes are coordinated by this unit.
- Institutional Academic Committee: This is the reporting body to the Academic Monitoring Cell of KUHS that ensures the scheduling and implementation of all academic activities specified by the University.
- Internal Complaint Committee: This committee addresses issues related to sexual harassment and ensures prompt action by authorities.
- Minority Cell, SC/ST Cell, and OBC Cell: Together, these cells aim to safeguard the rights of students and staff belonging to marginalised and underprivileged communities and groups of society and work for their welfare.

### Strategic Plan

From the beginning, MBDC has been managed by visionary management at the helm of its activities. This has made it an institution of repute in dental education in Kerala. This is made possible by the effective strategic planning aimed at accomplishing the stated vision and mission of the college. The primary goals in sight include:

- MDS seat enhancement in all specialities.
- A full-fledged PhD research centre with externally funded research projects.
- Collaboration with international universities.
- Fully solar-powered campus.
- Implementing 100% paperless administration.

File Description	Document
Link for additional information	<a href="#">View Document</a>
Link for minutes of the College Council/ other relevant bodies for deployment/ deliverables of the strategic plan	<a href="#">View Document</a>
Link for strategic Plan document(s)	<a href="#">View Document</a>
Link for organisational structure	<a href="#">View Document</a>

### 6.2.2

## Implementation of e-governance in areas of operation

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

**Response:** A. All of the above

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

## 6.3 Faculty Empowerment Strategies

### 6.3.1

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

**Response:**

Response:

At Mar Baselios Dental College (MBDC), priority is given to the well-being and satisfaction of the staff members. The Staff Welfare Policy reflects the institution's commitment to creating a supportive and enriching work environment. MBDC offers the following welfare measures to the employees.

**Leave Benefits:**

MBDC recognizes the importance of work-life balance. Hence, leave benefits are provided on par with government institutions, ensuring that the staff can address personal and family needs without compromising their professional responsibilities.

**Holidays and Festivals:**

Closed holidays are granted on religious and cultural festivals, in addition to government-declared holidays allowing the staff to celebrate and observe these occasions with their families. Compensatory holidays can be availed by those staff members who work for extended hours and on Sundays and holidays.

**Accommodation:**

A four-storied staff quarters is available on the campus where family accommodation is provided at subsidized rates.

**Dining Facilities:**

The staff mess and other dining facilities on campus offer delicious and nutritious meals at subsidized rates, fostering a sense of community during meal times.

**Parking and Electric Vehicles:**

Dedicated parking spaces are provided on the campus for teaching and non-teaching staff. Institution encourages sustainable transportation by offering charging facilities for electric two-wheelers.

**Internet Facilities:**

Free access to high-speed internet, including free WiFi, is provided; ensuring that staff members can stay connected and has efficient access to online resources.

**Incentives for Professional Development:**

Continuous learning and professional growth is encouraged by offering incentives for attending conferences and publishing research, fostering a culture of academic excellence.

**Reprographic Facility:**

Staff members can avail reprographic services at reduced rates, facilitating easy access to printing and copying facilities.

**Library Facilities:**

The well-equipped library includes academic books, journals, and general books, along with access to plagiarism software, supporting research and learning endeavors.

**Recreation Facilities:**

Staff can unwind and engage in recreational activities through sports, games, cultural events, and organized trips, promoting a healthy work-life balance.

**Festival Allowance:**

A festival allowance is provided to all staff members during the annual Church festival recognizing and

celebrating cultural diversity.

**Medical Benefits:**

Comprehensive medical benefits include free COVID and Hepatitis B vaccinations and titre checks, priority consultations at Mar Baselios Medical Mission Hospital.

**Transportation Facility**

Staffs are provided free transportation for attending to all official duties.

**Financial Security for Non-teaching Staff:**

Non-teaching staff members are entitled to Employee State Insurance (ESI), Provident Fund (PF), and gratuity, ensuring financial security and stability.

Altogether, MBDC believes that happy and healthy staffs contribute to a vibrant and thriving academic community. The staff welfare policy is a testament to the commitment to creating an environment where staff can excel both personally and professionally.

File Description	Document
Link for list of beneficiaries of welfare measures	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>
Link for policy document on the welfare measures	<a href="#">View Document</a>

**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:** 7.93

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
14	6	8	4	1

<b>File Description</b>	<b>Document</b>
Policy document from institutions providing financial support to teachers, if applicable E-copy of letter indicating financial assistance to teachers	<a href="#">View Document</a>
Office order of financial support	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

### 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:** 18.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
21	26	16	17	12

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

#### 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:** 32.41

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
32	28	18	28	28

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
E-copy of the certificate of the program attended by teacher	<a href="#">View Document</a>
Days limits of program/course as prescribed by UGC/AICTE or Preferably Minimum one day programme conducted by recognised body/academic institution	<a href="#">View Document</a>

### 6.3.5

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

##### **Response:**

Mar Baselios Dental College recognizes the importance of a systematic performance appraisal process to ensure its employees' continuous growth and development. The appraisal system evaluates teaching and non-teaching staff, fostering a culture of accountability, excellence, and collaboration.

##### Teaching Staff Appraisal

- Student Feedback:

Teaching staff will be assessed based on students' feedback on various aspects, including clarity, language, communication skills, subject knowledge, punctuality, and student support. Feedback will be collected at the end of each academic year through structured surveys, ensuring a comprehensive understanding of the teaching methods and effectiveness.

- Self-Appraisal:

Teachers are required to submit an annual self-appraisal covering key areas such as teaching, research, examination results, additional duties, and professional activities. This self-reflection allows educators to assess their performance critically and set personal development goals.

- Departmental Evaluation:

Heads of Departments (HODs) will play a crucial role in the appraisal process. They will review and consolidate the student feedback and self-appraisal reports, adding their insights and observations. The HODs will forward the consolidated report to the Principal, providing a holistic view of each teacher's performance.

##### Non-Teaching Staff Appraisal:

The respective HODs or section-in-charges will prepare a comprehensive evaluation of the non-teaching staff annually and shall forward it to the Principal for subsequent action.

- Job Knowledge and Quality of Work:

Non-teaching staff will be evaluated on their job knowledge, quality of work, and adherence to established standards and procedures.

- Output of Work:

The quantity and quality of the work produced will be considered, ensuring that employees contribute effectively to the institution's overall goals.

- Teamwork and Dependability:

Collaboration and teamwork are essential criteria. Non-teaching staff will be assessed on their ability to work harmoniously with colleagues and dependability in fulfilling responsibilities.

- Punctuality and Attitude:

Punctuality and a positive attitude towards work are critical factors. Regular attendance and a proactive approach to tasks will be considered during appraisals.

- Communication Skills:

Effective communication is vital for non-teaching staff. Clear and concise communication within the team and with other departments will be evaluated.

- Appraisal Review and Feedback:

The appraisal results will be communicated to each employee, fostering transparency and accountability. Feedback sessions will be conducted to discuss strengths and areas for improvement and establish a collaborative plan for growth. Based on the appraisal outcomes, personalized professional development plans will be established to address areas that need improvement. Training programs, workshops, and mentorship opportunities will be provided to support continuous growth.

By implementing this comprehensive performance appraisal system, Mar Baselios Dental College aims to create a culture of continuous improvement, ensuring that both teaching and non-teaching staff contribute effectively to the institution's mission and objectives. Regular assessments will recognize and reward excellence and provide valuable insights for professional development.

File Description	Document
Link for performance Appraisal System	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

#### **Institutional strategies for mobilisation of funds and the optimal utilisation of resources**

##### **Response:**

Mar Baselios Dental College is a self-financing affiliated institution under the Mar Baselios Medical Mission Association. It has a clear-cut mechanism to monitor the effective and efficient use of available financial resources. The institution's management ensures a proper system of financial planning. It holds a well-planned process for mobilising funds and resources and its optimum utilisation for the most effective functioning of the institution.

The institution recognises the importance of financial sustainability while ensuring accessibility to

quality education. The college will periodically review and revise fee structures abiding with government regulations, considering the students' economic backgrounds and the need to cover operational costs. Transparent communication with students and stakeholders will be made regarding any changes in fee structures. The dental college leverages its clinical expertise to generate income through patient treatments and consultancy services. A dedicated team will be established to explore opportunities for expanding these services, ensuring a steady flow of revenue. Quality assurance measures will be implemented to maintain high patient care and consultancy services standards. MBDC actively seeks external funding for research projects, infrastructure development, and academic initiatives. The college will establish a dedicated research and development cell to identify potential funding sources, prepare grant proposals, and manage funded projects efficiently. Collaboration with industry partners and government agencies will be pursued to enhance the scope of funded projects.

The institution values its intellectual resources, primarily the faculty and students, as the cornerstone of academic achievement. The college is committed to fostering an environment that attracts, retains, and nurtures competent faculty. Initiatives such as continuous professional development, research incentives, and recognition programs will be implemented to promote faculty excellence. Students contribute significantly to the academic vibrancy of the institution. The college will encourage student participation in research, conferences, and other academic activities. Scholarships, merit-based incentives, and mentorship programs will be established to cultivate a culture of academic excellence among the student body.

MBDC also recognises that effective resource management involves optimising the utilisation of manpower and physical facilities. A comprehensive review of staffing patterns, workload assessments, and facility usage will be conducted regularly to ensure efficiency. Recruitment and training programs will be tailored to address specific needs, ensuring every staff member can contribute effectively to the institution's goals.

As a dental college, clinical materials and infrastructure are critical components of physical resources. Regular clinical material requirements and equipment maintenance assessments will be conducted to guarantee the highest quality of healthcare services. Capital investments will be strategically planned to upgrade and expand infrastructure, aligning with advancements in dental technology and patient care.

In short, the institution recognises the crucial role of resources, including intellectual, physical, and financial dimensions, in achieving its vision of academic and healthcare excellence. This is implemented through a strategic framework to harness and optimise these resources, ensuring sustainable growth, innovation, and continuous improvement in all aspects of the institution.

File Description	Document
Link for resource mobilization policy document duly approved by College Council/other administrative bodies	<a href="#">View Document</a>
Link for procedures for optimal resource utilization	<a href="#">View Document</a>

## 6.4.2

## **Institution conducts internal and external financial audits regularly**

### **Response:**

#### **INTRODUCTION:**

The Institution has a well-functioning monitoring system for financial resource mobilisation and utilisation. Yearly internal and external audits help the management control the expenses, utilise the funds optimally, and ensure that sufficient funds are available for further development of the Institution. The management appoints an Accounts Officer for the internal audit analysis and to advise corrective measures for balancing the income and expenses. The Accounts Officer presents the financial statements of the past financial year in each management council meeting. Financial documents are managed using Tally software. All financial transactions will be entered into the software, and the administrative staff dealing with financial records will be provided credentials for accessing the finance and accounts page of the institutional software.

#### **BUDGET**

Budgetary control is used to mobilise and utilise the funds efficiently. The Institute will make a five-year strategic plan to plan broad academic activities related to administrative, logistic and developmental activities. Accordingly, the budget estimates and funds requirements are made. This will be broken into yearly activities, and mobilisations of resources are planned. The income and expenditure of the college are per the annual budget.

**Expenses:** The various costs incurred by the Institute are the salary of the teaching and non-teaching staff, infrastructure development, academic support facilities, library facilities, Maintenance, etc.

#### **INTERNAL AUDIT:**

The purpose of the internal audit is to ensure the optimal utilisation of income and to check the complete record of yearly revenue. The Accounts Officer, appointed by the management council, performs an internal audit.

All expenses are scrutinised in the internal audit, such as software systems in place concerning books of account and past year records like I.T. returns and financial statements.

Maintenance of proper financial records

Opening Balance of-

- Cash Book
- Bank Book
- General Ledger
- Other subsidiary ledgers, with closing balances of the previous year
- Vouching Journal
- Vouching Salaries/ Wages/ Honorarium
- Statutory deductions for Provident fund
- Income tax

- Any other items
- Building Repairs
- Machine Repairs
- Other Repairs

Tax Matters- TDS returns are filed quarterly and obtain the A/C number of any pending tax litigations

Internal audit is a crucial tool for evaluating resource utilization and governance practices. It offers valuable insights to help the institution achieve its objectives and goals through sound and ethical decision-making.

**EXTERNAL AUDIT:**

The external audit is done at the end of the financial year-end. The management council identifies the external auditing agency. Presently, the auditors are M/s Venugopal & Co., Ernakulam. The external auditors employ various auditing methods, scrutinise all the year's financial transactions, and submit a detailed analysis report to the governing body for financial resource management.

File Description	Document
Link for documents pertaining to internal and external audits year-wise for the last five years	<a href="#">View Document</a>

**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	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Copy of letter indicating the grants/funds received by respective agency as stated in metric	<a href="#">View Document</a>
Annual statements of accounts	<a href="#">View Document</a>

## 6.5 Internal Quality Assurance System

### 6.5.1

#### **Instituion has a streamlined Internal Quality Assurance Mechanism**

#### **Response:**

Mar Baselios Dental College (MBDC) has demonstrated a commitment to maintaining and enhancing the quality of education through the active functioning of its Internal Quality Assurance Cell (IQAC) since 2019. The IQAC serves as a pivotal body, ensuring continuous improvement in various aspects of the institution by involving internal and external stakeholders in its processes.

#### Composition and Stakeholder Representation:

The IQAC is meticulously crafted to include adequate representation from internal and external stakeholders. This ensures a diverse perspective and comprehensive insights into the institution's functioning. The composition of IQAC underscores the institution's dedication to maintaining long-term quality standards.

#### Regular Meetings and Planning:

The IQAC conducts regular meetings to deliberate and plan various activities to enhance the quality of education in the college. These meetings serve as a platform for discussing strategies, sharing best practices, and aligning institutional goals with quality assurance measures.

#### Initiated Activities by IQAC:

- ICT-Based Teaching-Learning Process:

The IQAC has spearheaded the implementation of Information and Communication Technology (ICT) in the teaching-learning process. This ensures a modern and technologically advanced educational experience for students.

- Faculty Development Programs:

Faculty development programs have been initiated to elevate teaching standards. These programs enhance the teaching staff's pedagogical skills, research capabilities, and overall professional growth.

- Constitution of Cells and Committees:

IQAC has recommended the establishment of various cells and committees to ensure effective coordination of curricular and co-curricular activities. This enhances organizational efficiency and aligns with the institution's overall objectives.

- Vision and Mission Expansion:

The IQAC has played a pivotal role in expanding the vision and mission of the institution. This reflects a dynamic approach to evolving educational needs and societal demands.

- Stakeholder Feedback Mechanism:

Regular feedback from various stakeholders is collected, providing valuable insights into the strengths and areas of improvement. This feedback-driven approach ensures a student-centric and responsive educational environment.

- Implementation of NEP 2020:

The IQAC has taken proactive steps towards implementing the National Education Policy (NEP) 2020, aligning the institution with contemporary educational frameworks and methodologies.

- Introduction of E-Governance:

Recognizing the importance of efficient administration, IQAC has recommended the introduction of e-governance processes. This enhances administrative transparency, reduces paperwork, and streamlines operational efficiency.

- NAAC Accreditation Process:

The initiation of the NAAC accreditation process underscores the institution's commitment to benchmarking against national quality standards. This process serves as an external validation of the institution's quality measures.

- Ranking Documentation:

IQAC has proactively prepared documents for various rankings, including the National Institutional

Ranking Framework (NIRF) and other educational surveys. This showcases the institution's readiness for external assessments and its commitment to excellence.

MBDC's Internal Quality Assurance Mechanism, facilitated by the IQAC, reflects a holistic approach to quality enhancement. Through strategic planning, stakeholder engagement, and the initiation of various impactful activities, the institution is poised to meet the evolving challenges and demands of the education landscape.

File Description	Document
Link for any other relevant information	<a href="#">View Document</a>
Link for the structure and mechanism for Internal Quality Assurance	<a href="#">View Document</a>
Link for minutes of the IQAC meetings	<a href="#">View Document</a>

## 6.5.2

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

**Response:** 6.06

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
04	05	05	06	05

<b>File Description</b>	<b>Document</b>
List of teachers who attended programmes/workshops/seminars specific to quality improvement year-wise during the last five years	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Details of programmes/workshops/seminars specific to quality improvement attended by teachers year-wise during the last five years	<a href="#">View Document</a>
Certificate of completion/participation in programs/workshops/seminars specific to quality improvement	<a href="#">View Document</a>

### 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

<b>File Description</b>	<b>Document</b>
Report of the workshops, seminars and orientation program	<a href="#">View Document</a>
Report of the feedback from the stakeholders duly attested by the Board of Management	<a href="#">View Document</a>
Minutes of the meetings of IQAC	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Annual report of the College	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## 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:** 0

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
0	0	0	0	0

#### File Description

#### Document

Report gender equity sensitization programmes

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Geotagged photographs of the events

[View Document](#)

Extract of Annual report

[View Document](#)

Copy of circular/brochure/ Report of the program

[View Document](#)

#### 7.1.2

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

**Response:**

#### INTRODUCTION

Gender equity is a fundamental principle ensuring fairness between men and women, crucial for creating an environment where all individuals can thrive equally. To achieve this, our institution has implemented various measures and policies over the past five years.

#### Measures initiated by the institution.

Our gender policy upholds the values of equality, prohibiting any form of discrimination based on gender. It ensures equal opportunities for all genders and encourages the free expression of opinions. Additionally, we have established a grievance redressal cell, ensuring accessibility, impartiality, and confidentiality in addressing gender-related concerns.

Ensuring the safety and security of all students is paramount. We have stringent security measures in place, including restricted entry and identification verification for visitors, monitored by high-resolution CCTV cameras round the clock. Our well-lit campus and vigilant security personnel provide a safe environment, especially for women, with dedicated supervision at girls' hostel entrances.

To combat gender discrimination and promote empowerment, our institution actively organizes programs on International Women's Day, featuring lectures by eminent, speakers. Some of the Programs conducted in the current academic year are:

- Trends in Research Innovation,
- Gender Equity,
- Language and Communication Skill Development,
- Mastering Yoga,
- Neuroscience in Yoga, -
- Food and lifestyle diseases, and
- Anti-drug awareness program.

The Internal Complaint Committee (ICC) at Mar Baselios Dental College plays a crucial role in addressing grievances related to sexual harassment and promoting a safe, respectful, and inclusive campus environment. Also, counselling sessions are arranged for students going through physiological or psychological difficulties with our student counsellor.

Furthermore, our commitment to student welfare is evident through our student grievances cell and Anti-Ragging cell, ensuring prompt action against offenders. We maintain a balanced ratio of male and female faculty members and encourage equal participation in leadership roles, exemplified by having both male and female class representatives.

In addition to academic pursuits, we prioritize holistic development through cultural and sports programs, dedicating two weeks annually to these activities. Moreover, our support extends beyond campus boundaries, with supervised leisure trips organized by female faculty members to ensure the safety of female students.

By fostering an inclusive and supportive environment, we strive to empower all individuals to realize their full potential, contributing to a society founded on principles of equality and respect for all genders.

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

### 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	<a href="#">View Document</a>
Installation receipts	<a href="#">View Document</a>
Geo tagged photos	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 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:**

The institution follows the 3 R's: **Reduce, Reuse, and Recycle** for managing waste within the campus. Mar Baselios Dental College aims to extract the maximum practical benefits from waste products and to operate with minimal waste. Waste management includes storage, collection, transport, handling, recycling, disposal, and monitoring.

(i). **Solid waste management:** The biomedical waste generated during the diagnosis, treatment, and laboratory procedures are collected in appropriate colour-coded containers, e.g. black for general waste, yellow for potentially infectious healthcare waste, and used sharps boxes. Biodegradable waste like vegetables, food, garbage, leaves, and other degradable waste are disposed of using manure pits. In five to six months, the compost is converted into manure, which can be used to maintain garden plants. An incinerator plant has been installed in the ladies' hostel for the safe disposal of sanitary pads hygienically.

(ii) **Biomedical waste management:** The biomedical waste is given to the Kerala Enviro Infrastructure Limited (KEIL) agency for management and disposal. Our institution and KEIL have signed an MoU for the same.

(ii). **Liquid waste management:** The main aim of liquid management is to remove or modify the pollutants present in the liquid waste before its discharge into the environment. The liquid waste containing biological and chemical pollutants is treated by a physical method comprising primary, secondary, and tertiary steps. The wastewater is primarily subjected to screening of massive solid materials, and then the liquid waste is transferred through pipelines and stored in the settling tank. The sediment is pumped away in the clarifiers, and the fats and oils floating on the tank's top are skimmed off. Pipelines transfer the primary sludge from the sedimentation tank to the oxidation ponds, which are deep and entirely anaerobic. The sludge settles, and algal growth is encouraged, which uses the Co<sub>2</sub> and produces O<sub>2</sub>, promoting aerobic activity in the liquid waste. No chemicals are used in this wastewater management practice, so surplus water is utilised for irrigation.

(iii). **Electronic waste management:** Electrical waste like telecommunication waste, electrical waste, metal waste, circuit boards, socket connectors, PVC, insulated copper wires, and aluminium cables are sent to the authorised recycling unit for proper disposal.

Mar Baselios Dental College's waste management practices exemplify a holistic approach to sustainability. By embracing the 3 R's and implementing innovative solutions across solid, liquid, and electronic waste streams, the college not only fulfills its commitment to environmental stewardship but also sets a standard for responsible waste management within educational institutions.

File Description	Document
Link for relevant documents like agreements/MoUs with Government and other approved agencies	<a href="#">View Document</a>
Link for geotagged photographs of the facilities	<a href="#">View Document</a>

### 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	<a href="#">View Document</a>
Installation or maintenance reports of Water conservation facilities available in the Institution	<a href="#">View Document</a>
Geo tagged photos of the facilities as the claim of the institution	<a href="#">View Document</a>
Geo tagged photo Code of conduct or visitor instruction displayed in the institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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	<a href="#">View Document</a>
Geotagged photos / videos of the facilities if available	<a href="#">View Document</a>
Geotagged photo Code of conduct or visitor instruction displayed in the institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 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	<a href="#">View Document</a>
Geo tagged photos of the facilities as per the claim of the institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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:**

Mar Baselios Dental College actively fosters an inclusive environment for stakeholder well-being, embracing cultural, regional, linguistic, and socio-economic diversity. The institution has leveraged its location well for the service of the community.

**Cultural celebrations-** The Institute celebrates commemorative days of national importance, birth anniversaries, festivals, and cultural activities to spread awareness regarding social issues. To cultivate cultural understanding, we commemorate all religious and cultural festivals on campus, encouraging the full participation of the students. Our "Gateway of High Range" location allows for unique experiences like the iconic "Kanni 20 Perunnal," which all celebrate and foster religious harmony. Festivals like Christmas, Ramzan, Holi, and Diwali are celebrated by everyone, emphasizing inclusivity. This helps students and staff of all faiths unite and celebrate oneness in diversity and teaches mutual respect and tolerance. Onam, the harvest festival of Kerala, is celebrated elaborately with the participation of all students and staff. Floral decoration competitions, Thirvathira dance competitions, Vadamvali (Tug of War), etc, are some of the competitions held to celebrate the spirit of Onam. Students also actively participate in university and inter-institutional cultural activities, showcasing our college through the annual "Interdentz" meet.

**Community Service-** As part of the community services of the institute, students are encouraged to take an active role in programs like street plays, deaddiction rallies, oral cancer detection camps, school dental health camps, and complete denture camps for residents of assisted living homes and inaccessible areas. This helps to expose the students to various sections of society and diverse customs and instills a sense of social responsibility.

**Civic responsibility-** As a civic-minded institution, we have adopted an orphanage, provided dental care, and leveraged our unique location to benefit the nearby communities. Partnerships with the state government in "Oru Kai Mannu" (Handful of Earth) and "plastic-free campus" initiatives demonstrate our commitment to social responsibility. We organize annual yoga and women empowerment events for faculty and students' spiritual and mental well-being.

**Women empowerment-** The empowerment and autonomy of women and the improvement of their political, social, economic, and health status is a significant end in itself. The college is committed to fostering an environment that ensures equal opportunities for staff and students. Through various inclusive policies and initiatives, we aim to create a diverse and supportive community where everyone can thrive and succeed, irrespective of their background, gender, or any other distinguishing factors. This commitment is deeply embedded in our mission to cultivate a learning and working environment that celebrates diversity and promotes fairness for all.

**Tackling Socio-economic Issues:** Our non-profit charitable trust is dedicated to enhancing societal well-being. As a part of our ongoing efforts, we maintain affordable fees for dental treatments. Additionally, individuals who have participated in our college camps enjoy an extra 10% discount on all treatment costs, fostering accessibility to healthcare across diverse social backgrounds.

By exposing students to diverse traditions, religious celebrations, and social responsibilities through these initiatives, we equip them to serve as empathetic and socially committed citizens, ready to contribute positively to society and the nation.

File Description	Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View Document</a>

<p><b>7.1.9</b></p> <p><b>Code of conduct handbook exists for students, teachers and academic and administrative staff including the Dean / Principal /Officials and support staff.</b></p> <ol style="list-style-type: none"> <li><b>1. The Code of conduct is displayed on the website</b></li> <li><b>2. There is a committee to monitor adherence to the code of conduct</b></li> <li><b>3. Institution organizes professional ethics programmes for students, teachers and the academic and administrative staff</b></li> <li><b>4. Annual awareness programmes on the code of conduct are organized</b></li> </ol> <p><b>Response:</b> A. All of the above</p>	
File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Information about the committee composition number of programmes organized etc in support of the claims	<a href="#">View Document</a>
Details of the monitoring committee of the code of conduct	<a href="#">View Document</a>
Details of Programs on professional ethics and awareness programs	<a href="#">View Document</a>
Web link of the code of conduct	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

<p><b>7.1.10</b></p> <p><b>The Institution celebrates / organizes national and international commemorative days, events and festivals</b></p>
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## Response:

Mar Baselios Dental College organises and celebrates national and international commemorative days, events, and festivals. The institution emphasises cultural vibrancy and co-curricular activities to foster holistic development in academics and personality for our staff and students.

In adherence to this, we annually observe **Republic Day** and **Independence Day** with a flag-hoisting ceremony attended actively by the faculty and students. The staff and students pledge to work for the betterment of the country.

The eagerly awaited **Onam** is celebrated vibrantly, featuring traditional attire, 'Pookalam' competitions, and activities like 'Pulikali.' Festivities like **Holi** and **Diwali** are celebrated grandly by our students. **Christmas** is another celebration marked by departmental decorations in greens, reds, and whites, along with Christmas tree and carol singing competitions. The union celebrates **Eid ul Fitr** by organising an evening feast for the staff and students.

The annual **arts festival** is a 2-week program where batch-wise off-stage and on-stage competitions provide a platform for the students to showcase their talent. To keep up the healthy camaraderie among students, a slew of activities includes the annual **sports meet**, usually held in February, spanning one week. The **INTERDENTZ** is a three-day intercollegiate arts and sports extravaganza that started in 2005 and is conducted around November annually.

The **Convocation** of our outgoing students is another grand ceremony graced by eminent personalities with accompanying entertainment programs, which concludes with a dinner. The **Annual Day**, usually conducted the following day, is an evening full of entertainment with stage shows and student performances.

**Alumni get-togethers** are also organised by the college so that ex-students can always connect with their alma mater.

Besides these, MBDC believes in teaching students a strong sense of social responsibility. In alignment with this was the **Swachh Bharat Mission**, where the staff and students undertook a mass cleanliness drive on the college campus, followed by interactive sessions and a Swachh Bharat Mission pledge. **World Cancer Day** is observed on February 4th every year, and students of MBDC help spread awareness through street plays, flash mobs, and rallies. Awareness talks and pamphlets are distributed to the audience as a part of this. **World Health Day** is observed by staff and other qualified personnel conducting oral screening and health awareness talks. On May 31st, **No Tobacco Day** is observed with awareness talks and cartoon competitions. Awareness bike rallies are conducted with this, and pamphlets are given out. To promote environmental preservation, **Environment Day** is observed on June 5th, featuring awareness talks and the planting of saplings. **International Women's Day** is held every year with talks and activities for women. Students on **World AIDS Day** conduct rallies to build awareness amongst the general public regarding AIDS.

To reduce pressure from academics and give due importance to the mental well-being of our students, mental health awareness talks are given to the students and interns as a part of **World Mental Health Day**. Also, to achieve peak mental and physical fitness, trained yoga instructors conduct yoga classes on **International Yoga Day**.

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 7.2 Best Practices

### 7.2.1

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

**Response:**

#### **BEST PRACTICE-1**

**Title of the Practice:**

**STOMA –Minor Surgery Training in Oral and Maxillofacial Advances**

**Objectives**

1. To provide general dentists and other dental specialists with basic hands-on training in minor oral surgical procedures.
2. To encourage interns of the institution to take up minor surgical procedures and inspire them to acquire better clinical skills in handling these cases and postoperative complications.
3. To impart working knowledge regarding case selection, proper history taking, treatment planning, and surgical procedure for routine cases in dental OPD
4. To identify candidates with interest and clinical skills to train them in minor surgical procedures further

**The context**

The majority of the population depends on general dentists for their routine dental needs, the treatment of which frequently involves minor surgical procedures. Exodontia used to be the most common dental procedure performed in many practices. Considering the above, it is more than essential that general practitioners and specialists other than oral surgeons acquire sufficient competency in handling routine minor surgical procedures that can be performed on the dental chair.

The program was started in 2008 under the leadership of Dr. Varghese Mani, renowned oral surgeon and

the then Principal of the college. Since then, it has been one of the annual flagship programs of Mar Baselios Dental College, organised by the Department of Oral and Maxillofacial Surgery.

### **The Practice**

STOMA comprises extensive lecturing on basic exodontia, surgical removal of impacted third molars, apicoectomy, cysts and tumours, sterilisation and infection control, medical emergencies, and management of medically compromised patients and basic implantology. The unique facility for hands-on training on patients offered for the participants in third molar impaction and implant placement makes STOMA distinct from other programs. The hands-on sessions are carried out under the guidance and supervision of the experienced faculty members of Mar Baselios Dental College. Along with the faculty of the college, renowned international and national speakers have shared their expertise at STOMA over the years. Unlike many short-term certificate courses, STOMA is a non-profit capacity-building program.

### **Evidence of Success**

The most significant success of STOMA has been the widespread participation of dental surgeons, including general practitioners and specialists, including oral surgeons, who view it as a precious opportunity to hone their surgical skills. Many participants regularly attend the program yearly, pointing to its positive outcomes. The local branch of the Indian Dental Association periodically associates with the program, showcasing its acceptability among the larger dental community.

### **Problems encountered and resources required**

Although the program is intended to be conducted annually, the COVID restrictions in 2020 and 2021 precluded the event for external participants. Since the program aims to familiarise the participants with different minor surgical case scenarios, the availability of sufficient clinical material poses challenges on rare occasions.

### **Notes**

STOMA has inspired other institutions to initiate similar programs in recent years, with our faculty members being invited as resource persons.

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## **BEST PRACTICE-2**

### **Title of the Practice**

**SUSMITHAM – A free denture community outreach program**

### **Objectives**

1. Provide Accessible Dental Care: To offer free dentures and related oral health services to individuals who cannot afford or access quality dental care, ensuring that oral health disparities are reduced and marginalized populations receive the necessary treatment.
2. Raise Awareness: To increase awareness within the community about the importance of oral health and proper dental care practices through educational sessions and demonstrations, empowering participants to take control of their oral well-being.
3. Foster Community Engagement: To foster a sense of community involvement and engagement by collaborating with social organizations, professional societies, volunteers, and sponsors, thereby creating a supportive network that extends beyond the outreach camp.
4. Establish Best Practices: To demonstrate the effectiveness of a well-organized denture camp as a best practice in community engagement and oral health promotion, serving as a model for other institutions and organizations to replicate.
5. Provide Oral Health Education: To offer educational sessions on proper oral hygiene practices, denture care, and preventive measures, ensuring that participants are equipped with the knowledge to maintain their oral health beyond the camp.

### **The Context**

Despite the emergence of new dental colleges and clinics, accessibility and affordability of basic dental care is a massive challenge to a large section of the rural population in the region. Additionally, total edentulousness is a condition that severely compromises the oral health-related quality of life. The free denture project is being organized as part of the institution's commitment to improving the oral health of marginalized populations, ensuring that individuals with limited resources can access essential dental care.

### **The Practice**

Under the initiative of the Department of Prosthodontics, the institution collaborates with social organizations like the Rotary Club and Y's Men's Club to identify deserving beneficiaries of the free denture project in rural areas. Outreach camps are conducted at various locations where screening and treatment procedures until denture trials are completed. The camp team includes teaching faculty, dental technicians, post-graduate students, interns, and final-year BDS students. The final dentures are delivered at the Prosthodontics department of the institution. Every year the programme aims to deliver 10-15 complete dentures.

### **Evidence of Success**

More than 90 dentures have been delivered to deserving patients through the SUSMITHAM project, satisfying their long-standing need for oral rehabilitation. The collaborating bodies like the Indian Prosthodontic Society, the Rotary Club of Adimali, the Rotary Club of Koothattukulam, and Y's Men's Club highly appreciate the program and have given excellent feedback. The institution has signed a memorandum of understanding with the Rotary Club of Koothattukulam to continue this collaborative project.

### **Problems Encountered**

Completing the extensive laboratory procedures is one of the main challenges faced during the program's implementation. Coordinating the logistic aspects and the required personnel also is demanding. The

project was halted during 2020-21 due to the COVID restrictions.

### Notes

The program receives comprehensive coverage in various print and visual media.

File Description	Document
Link for best practices page in the Institutional web site	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

## 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:**

**ReCon - Research Consultancy Cell of Mar Baselios Dental College**

#### **Introduction**

Mar Baselios Dental College (MBDC) has placed research at the forefront of its priority areas, as stated in the vision and mission of the institution. In alignment with this, a research consultancy called ReCon, under the auspices of the Department of Public Health Dentistry, supports the institution's research activities. ReCon envisages facilitating cutting-edge research and promoting evidence-based practices for enhancing society's oral health-related quality of life.

#### **Evolution**

MBDC has consistently demonstrated unwavering dedication to meeting the academic, clinical, and public health requirements set by the Dental Council of India and the Kerala University of Health Sciences. Starting with the commencement of the postgraduate program, a dedicated team at MBDC has been actively involved in supporting the research activities of the doctoral students. As the team started receiving requests from external research scholars seeking specialised research-related support, the institution officially established the Research Consultancy Service Cell, ReCon, a unique and pioneering

initiative among dental colleges in Kerala.

### Services Offered

ReCon comprises a distinguished panel of faculty members with expertise in specific health research domains. They offer various research services, encompassing sample size calculations and data analysis utilising multiple software programs and organising and mentoring research methodology workshops. Services also include manuscript review, editing, research report preparation, and assistance in the publication process. These services are offered freely to internal researchers. They are extended to external researchers at a nominal fee, highlighting the commitment to sustainability and continued provision of these indispensable services.

### Impact and Outreach

To date, ReCon has effectively facilitated over 150 research services, catering to the needs of both internal and external research scholars. This extensive support has significantly contributed to advancing research initiatives and cultivating a culture of academic excellence within the institution and beyond. The impact of ReCon extends beyond the confines of MBDC, illustrating a strong commitment to empowering the larger academic and research community. The establishment of ReCon has not only elevated the institution's standing but has also inspired other educational establishments, emphasising the necessity for similar research consultancy services within the academic domain.

### Conclusion

The Research Consultancy Cell of Mar Baselios Dental College signifies a pioneering approach to providing comprehensive research support to internal and external researchers. Through its innovative and inclusive services, ReCon has enriched the research landscape at MBDC and established a model for research consultancy services in dental colleges, setting a benchmark for academic excellence and collaboration in health research. The institution's vision and mission are intrinsically woven into the fabric of ReCon, propelling the institution forward in its pursuit of excellence in dental education, groundbreaking research, and equitable, advanced dental care.

File Description	Document
Link for any other relevant information	<a href="#">View Document</a>
Link for appropriate web page in the institutional website	<a href="#">View Document</a>

## 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:** 84.01

8.1.1.1 Institutional mean NEET percentile score

Response: 84.012

File Description	Document
NEET percentile scores of students enrolled for the MBBS programme during the preceding academic year	<a href="#">View Document</a>
List of students enrolled for the BDS programme for the preceding academic year	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

#### 8.1.2

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

**Response:**

The institution places a strong emphasis on providing comprehensive training in pre-clinical skills to ensure that students in dentistry acquire the necessary expertise for their future roles as dental professionals. Recognizing the unique nature of dentistry, where specific skill sets such as hand dexterity are crucial, the institution has developed a robust curriculum and infrastructure to facilitate effective preclinical training.

Starting from the first academic year, students engage in a variety of preclinical exercises distributed across different departments in adherence to regulations set by the Dental Council of India (DCI) and Kerala University of Health Sciences (KUHS). The journey begins in the Department of Anatomy, where students learn to locate various structures through models and specimens, laying the foundation for future surgical procedures.

The Department of Physiology and Biochemistry focuses on training students to conduct and interpret experimental data, distinguishing between normal and abnormal values. This distinction is vital for making informed decisions before engaging in any surgical procedures in future. In the Department of Dental Anatomy and Oral Histology, students refine their skills by carving crowns and roots in wax and visualizing microscopic structures, providing a histological basis for dental treatment procedures.

Microbiology and General Pathology contribute to the preclinical training by teaching students to select, collect, and transport clinical specimens, while also using slides under a compound microscope to

understand pathologic changes in general human conditions. In the Department of Pharmacology, students evaluate drug formulations and acquire practical drug knowledge applicable to clinical practices. Specialized preclinical labs further enhance training in various dental specialities. The Prosthodontics and Crown and Bridge Lab cover the fabrication of special trays, complete dentures, and removable partial dentures. The Ceramic Lab extends this training to postgraduate students, teaching them the fabrication of aesthetic crowns, fixed partial dentures, and maxillofacial prostheses.

The Orthodontics and Dentofacial Orthopedics Lab focuses on wire bending, straightening, and exercises to enhance physical hand skills. Students also learn the fabrication of various appliances. In the Conservative Dentistry and Endodontics Lab, students prepare cavities on plaster blocks, gaining insights into different tooth surfaces, line angles, point angles, and the use of hand-cutting instruments. They are also trained in cavity preparation, base application, and restorations on typhodont models.

All these preclinical exercises are aligned with the guidelines provided by statutory bodies such as the Kerala University of Health Sciences and the Dental Council of India. The institution's commitment to thorough preclinical training ensures that students are well-prepared and equipped with the necessary skills before progressing to clinical practice, ultimately shaping them into competent and complete dental professionals.

File Description	Document
Geo tagged Photographs of the pre clinical laboratories	<a href="#">View Document</a>

### 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	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Immunization Register of preceding academic year	<a href="#">View Document</a>
Disinfection register (Random Verification by DVV)	<a href="#">View Document</a>
Central Sterile Supplies Department (CSSD) Register (Random Verification by DVV)	<a href="#">View Document</a>

#### 8.1.4

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

**Response:**

**The institution conducts Orientation / Foundation courses for students entering the college/clinics/internship:**

**Orientation Program:**

The institution conducts a comprehensive orientation program for newly admitted students, acquainting them with the BDS program, its requirements, and opportunities. It includes interactions with the Principal and department heads, sensitization on academic curriculum and institution rules, and anti-ragging measures. Information on institutional workings, academic calendar, infrastructure, and extracurricular activities is provided, fostering a conducive learning environment. Motivational lectures encourage research interest. Additionally, postgraduate students undergo an induction program to familiarize them with protocols, discipline, and academic demands. These initiatives aim to alleviate anxiety and promote holistic development among students.

**White Coat Ceremony:** The white coat ceremony is considered an important journey towards a health care career. It helps in symbolization the conversion of a layperson into a member of the health care profession. This ceremony helps the students to take oath before starting their first year. Some of the important responsibilities of the medical profession with which our students are familiarised are Professional Ethics, Treating all patients equally, and satisfying all patients' treatment needs and expectations.

**Workshop on Patient Care:** (Community Skills, Infection Control, Biomedical Waste Management, Professional Ethics) The student is given an elaborate lecture on biosafety and bio-medical waste disposal measures by the Institutional Biosafety Committee. They are taught the proper hand-washing technique and asked to perform the steps in the clinics. Interactive sessions on sterilization protocols and procedures and their utmost importance are imposed on the students. The workshops on infection control help the students to familiarise themselves with the infection control protocols which become a key aspect of patient care and thus prevent/minimize any possibility of cross infections among caregivers and patients.

**Library Orientation:** Newly joined Students are introduced to the central library. The librarian tours the students and explains different sections of the library for reading, studies, journals books, scientific journals, e-library, and reference books. All the postgraduate students and staff are given special training on the usage of e-library by the technical team and EBSCO service providers

**Internship Orientation:** The very next day after the release of the final year result, the CRI posting schedule for the students based on the affiliating university norms is prepared and circulated to all departments. The internship coordinator will give an orientation to the interns regarding the rules,

regulations, and norms including their roles and responsibilities that are to be followed during the internship cycle. They are exposed to various career guidance programs and provided with ideas to attend foreign university examinations. They are also given entrance exam coaching by giving them MCQ tests.

**Parent Orientation:** Parent orientation sessions are conducted concurrently with the orientation for first-year students, aiming to provide parents with insight into the institution's day-to-day functioning

File Description	Document
Programme report	<a href="#">View Document</a>
Orientation circulars	<a href="#">View Document</a>

### 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	<a href="#">View Document</a>
Invoice of Purchase	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Geotagged Photographs	<a href="#">View Document</a>

### 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	<a href="#">View Document</a>
Geotagged Photographs of facilities	<a href="#">View Document</a>
Certificate from the principal/competent authority	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 8.1.7

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

**Response:** 2.42

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
2	1	0	0	7

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	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Attested e-copies of certificates of postgraduate Degrees, Diplomas or Fellowships	<a href="#">View Document</a>

### 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 college has adopted specific objective methods to evaluate and certify the attainment of specific clinical competencies of BDS students:

### **Continuous Formative Assessment:**

- Conducts ongoing internal examinations throughout the academic year.
- Regular feedback helps students identify areas for improvement and allows faculty to track their progress in clinical competencies.

### **Practical Examinations:**

- Conduct practical examinations where students perform specific clinical procedures under controlled conditions.
- Assessors use predefined criteria to evaluate students' proficiency in clinical competencies objectively.

### **Objective Structured Clinical Examinations (OSCEs):**

- OSCEs involve multiple stations where students rotate through different scenarios, each assessing specific clinical competencies.
- Objective and standardized, OSCEs comprehensively evaluate students' clinical skills.

### **Clinical Skills Assessment Checklists:**

- Use standardized checklists or rubrics to assess students during clinical rotations.
- Checklists outline specific clinical competencies, allowing instructors to evaluate students' performance objectively.

### **Logbooks:**

- Require students to maintain logbooks documenting their clinical experiences and achievements.
- Logbooks provide a structured way to track and assess students' progress in acquiring clinical competencies.

### **Objective Criteria for Internship Rotations:**

- Define specific criteria for clinical rotations during the internship, aligning with the Dental Council of India's curriculum.
- Evaluate interns based on their ability to demonstrate clinical competencies in real-world patient care settings.

### **Structured Case Presentations:**

- Require students to present clinical cases following a structured format.

- Assessors evaluate clinical knowledge's clarity, content, and application in the case presentations.

### Objective Evaluation of Patient Care:

- Assess students' interactions with actual patients during clinical rotations.
- Utilize predefined criteria to objectively evaluate communication skills, treatment planning, and overall patient care.

### Research Activities

- Students and interns can engage in research endeavors spanning basic sciences and clinical subjects. The process involves executing diverse projects, meticulously monitored and documented in collaboration with faculty members. These mentors guide students in publishing their research findings in esteemed journals. Beginning from the first year, students receive an orientation on various research possibilities and opportunities across various dentistry subjects, guiding their research pursuits.

### Camp Outreach

- Camp outreach programs help the students experience real-world social scenarios, equipping them for ethical and competent professional practice upon graduation.

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	<a href="#">View Document</a>
List of competencies	<a href="#">View Document</a>
Geotagged photographs of the objective methods used like OSCE/OSPE	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 8.1.9

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

**Response:** 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
77	78	76	77	79

8.1.9.2 Number of first year Students admitted in last five years

2022-23	2021-22	2020-21	2019-20	2018-19
77	78	76	77	79

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.	<a href="#">View Document</a>
List of students, teachers and hospital staff, who received such immunization during the preceding academic year	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any other relevant information.	<a href="#">View Document</a>

Other Upload Files	
1	<a href="#">View Document</a>

**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:**

Upon graduation, a dental graduate is expected to demonstrate specific competencies. Our college trains the students in the following attributes.

**Clinical Competence:**

Students acquire proficiency in diagnosis and treatment planning and develop the correct skills in various dental procedures and techniques through training the students to undergo rigorous hands-on clinical training and regular exposure to diverse patient cases. Furthermore, the faculty conducts regular

and continuous professional development programs to expose students to the latest techniques and technology in the dental field.

### **Communication Skills:**

Students are expected to communicate with patients, colleagues, and staff effectively. And he should be a good listener and have empathy for the patient. To achieve this, the faculty regularly conducts clinical discussions and case presentations. Various role-playing scenarios to practice patient interactions and communication courses are held regularly.

### **Ethical and Professional Behavior:**

A student must adhere to ethical principles and professional standards, maintaining patient confidentiality and respecting autonomy. In clinics, instructors regularly teach students through ethical case discussions, workshops, and the incorporation of ethics into clinical decision-making exercises. Additionally, students are exposed to real-world ethical dilemmas through case studies.

### **Critical Thinking and Problem Solving:**

It is always good when a student analyses and evaluates information for effective decision-making. They are also expected to adapt to changing situations and solve clinical challenges. They are achieved by giving problem-based learning exercises, case-based discussions to encourage critical thinking, and research opportunities to enhance analytical skills.

### **Teamwork and Collaboration:**

We expect the students to work effectively within a multidisciplinary team and collaborate with other healthcare professionals for comprehensive patient care. Interprofessional education experiences, group projects, and case discussions involving various healthcare disciplines to achieve these goals.

### **Lifelong Learning:**

A student is supposed to demonstrate a commitment to continuous learning and professional development and stay updated with the latest advancements in dentistry. The college encourages participation in workshops, conferences, and seminars and promotes engagement with dental literature and research.

### **Cultural Competence:**

Mar Baselios Dental College provides cultural competency training. It exposes students to a diverse patient population during various camp visits, addressing the critical but often neglected factor of respecting and understanding patients' diverse cultural backgrounds and adapting communication and treatment approaches for cultural sensitivity.

### **Research capabilities:**

Capitalize on interdisciplinary collaborations, cutting-edge technologies, and community engagement to design and execute impactful, long-term research initiatives in oral healthcare. Emphasize global

partnerships and dissemination of findings through publications and conferences to contribute significantly to the advancement of the field.

**Patient-Centered Care:**

Above all, a graduate should focus on the holistic well-being of the patient and involve patients in treatment decisions and plans. This is achieved by patient-centred care workshops and emphasizes the importance of patient feedback and satisfaction.

Our college prepares graduates who are clinically competent and well-rounded professionals capable of meeting the diverse needs of their patients and collaborating effectively with colleagues by integrating these attributes into the dental curriculum and offering opportunities for practical application.

File Description	Document
Dental graduate attributes as described in the website of the College.	<a href="#">View Document</a>

**8.1.11**

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

**Response:** 0.2

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
99.30	83.09	46.09	95.55	91.49

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Audited statements of accounts.	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**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:**

Our college Dental Education Unit (DEU), stands as a beacon of academic excellence and professional growth, envisioned to propel our faculty members toward the zenith of pedagogical and clinical prowess. Formed with a steadfast commitment to upholding the highest dental education standards, the DEU is the nucleus of innovative teaching methodologies, technological integration, and holistic faculty development.

Originally launched under the guise of the Academic Forum, these activities transformed and were subsequently rebranded as the Dental Education Unit, with a singular focus on fostering smooth communication and collaboration among stakeholders. DEU serves to disseminate information and academic guidance, and the forum fosters an environment conducive to the holistic development of students and faculty.

At its core, the DEU was established to address the evolving landscape of dental education, recognizing the imperative need to equip faculty members with the requisite tools and knowledge to navigate the complexities of modern dentistry.

**OBJECTIVES: -**

1. Introduce innovative instructional technologies, academic aids, and assessment methods for the faculty.
2. Foster a student- and patient-centric learning environment by equipping educators with the necessary skills and resources.
3. Ensure the maintenance of high-quality teaching standards across all faculty members.
4. Implement and leverage cutting-edge technologies to enhance teaching methodologies.
5. Facilitate continuous teaching, learning, and assessment improvement through robust faculty and student capability enhancement initiatives.

Through a variety of workshops, seminars, and hands-on training sessions, our faculty members are empowered to harness the transformative potential of cutting-edge technologies, ensuring that they remain at the vanguard of dental education.

Furthermore, to highlight the technological advancements, topics relating to CBCT, current trends in forensic odontology, and ultrasonic-aided lateral compaction have been held. To further the digital skills of the faculty, Excelling in MS Excel was taught under the aegis of DEU. To cater to the holistic development of the teaching staff various sessions like Befriending Stress, Art of Balancing Life, etc were conducted.

Monthly academic club meetings serve as forums for interdisciplinary discourse, where faculty members engage in enriching case discussions and collaborative clinical skill development programs.

Aligned with its overarching objectives, the DEU spearheads initiatives to foster a culture of innovation and excellence in dental education. From introducing novel instructional technologies to implementing robust assessment methodologies, the unit remains steadfast in creating a student-centric learning environment grounded in evidence-based practices.

As we chart a course toward academic excellence and professional growth, the DEU stands as a

testament to our unwavering commitment to pursuing knowledge and the relentless quest for excellence in dental education. Through its multifaceted initiatives and steadfast dedication, the unit catalyzes transformation, propelling our faculty members towards greater heights of academic and professional achievement.

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

## 5. CONCLUSION

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### **Additional Information :**

Mar Baselios Dental College (MBDC) is a distinguished institution in the realm of dental education in Kerala. This has been made possible by the concerted efforts of visionary management, dedicated teaching and non-teaching faculty, and the diligent student community. From its inception, the institution has maintained high academic standards that are reflected in the examination results of the Kerala University of Health Sciences. MBDC students have adorned top positions in the university undergraduate and postgraduate rank lists on multiple occasions. Adding to this legacy, one of our alumni secured the all-India first rank in the very first NEET MDS exam in 2017. To facilitate curriculum enrichment, the institution offers a plethora of add-on and value-added courses along with regular CDE programmes, including 'STOMA', a one-of-a-kind surgical training programme. MBDC caters to many outpatients daily, which addresses the crucial aspect of the availability of clinical material for practical exposure.

Furthermore, this is one of the very few stand-alone dental colleges with a medical hospital of their own. Apart from the regular statutory requirements, the institution offers state-of-the-art infrastructure and cutting-edge technology in clinical training, such as CBCT, dental lasers, piezosurgery, operating microscopes, etc, to keep the students up-to-date with the latest innovations. The Oral Biology Research Lab and the unique research consultancy initiative ReCon highlight the research area. The institution fulfills its social commitments through 'SUSMITHAM', a free denture programme in association with professional societies and social organizations, apart from community dental care delivered through satellite clinics, school dental clinics, mobile dental services, and regular outreach programs. To facilitate the students' holistic development, co-curricular activities are prominent on campus, exemplified by 'INTERDENTZ,' the first and most popular annual interdental meet among private dental colleges. The alumni presence of the institution portrays a global spread in academics, clinical practice, and administration and has even transcended dentistry into diverse arenas. As a crowning glory, MBDC frequently gets listed among the top dental colleges in the country in various reputed educational surveys.

### **Concluding Remarks :**

Mar Baselios Dental College (MBDC) was established in 2002 as the first dental college in the self-financing sector in Kerala. It is managed by a non-profit-oriented charitable trust with nearly a century of experience in education and healthcare. In its two decades, MBDC has carved a niche by embracing innovative initiatives and setting benchmarks in dental education. At a time when the entire dental profession is facing an existential crisis, it is worth mentioning that the institution continues to attract young aspirants to dental surgery, as evidenced by the annual NEET admission statistics. The admission process, structured around the National Eligibility cum Entrance Test (NEET), ensures that only eligible candidates are admitted, creating a diverse and talented pool of students. Committed faculty with an average teaching experience exceeding ten years ensures the effective delivery of the curriculum. Innovative teaching-learning methods augmented by ICT-enabled tools cater to the educational demands of the new generation of learners. The faculty keeps updated by attending continuing dental education and development programmes.

MBDC students enjoy unparalleled clinical exposure with a remarkable patient turnover rate. They can also experience state-of-the-art dental technology in practical labs and clinics. Besides this, collaboration with the dental industry helps keep the students up-to-date with the latest technological developments. Thrust is also given to teach and promote a research culture on the campus using funded research projects and frequent

research meetings. Community-based dental programmes like free denture projects, dental camps, school dental health programmes, etc., facilitate fulfilling the institution's social responsibility. The co-curricular activities, including sports, arts, literary events, National Service Scheme (NSS), herbal gardening, etc., target the students' holistic development. Special attention is given to ensuring physical fitness, mental health, and gender equity among the staff and students. Through the above, MBDC strives to achieve its vision of becoming an institute of excellence in imparting quality dental education, fostering innovative research and facilitating equitable state-of-the-art dental care for promoting optimal oral health in society.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.4.2	<p>Feedback on curricula and syllabi obtained from stakeholders is processed in terms of:</p> <p>Answer before DVV Verification : A. Feedback collected, analysed and action taken on feedback besides such documents made available on the institutional website</p> <p>Answer After DVV Verification: C. Feedback collected and analysed</p> <p>Remark : DVV has made changes as per the report shared by HEI.</p>																				
2.4.4	<p>Average percentage of teachers trained for development and delivery of e-content / e-courses during the last 5 years</p> <p>2.4.4.1. Number of teachers trained for development and delivery of e-contents / e-courses year-wise during the last five years.</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>85</td> <td>82</td> <td>82</td> <td>82</td> <td>82</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>3</td> <td>7</td> <td>4</td> <td>4</td> </tr> </tbody> </table> <p>Remark : DVV has necessary changes as per supporting's shared by HEI as per below link <a href="https://naac.mbdc.edu.in/2022-23-dvv/item/1198?items////certificate-of-completion-of-training-for-development-of-and-delivery-of-e-contents-e-courses-video-lectures-demonstrations">https://naac.mbdc.edu.in/2022-23-dvv/item/1198?items////certificate-of-completion-of-training-for-development-of-and-delivery-of-e-contents-e-courses-video-lectures-demonstrations</a></p>	2022-23	2021-22	2020-21	2019-20	2018-19	85	82	82	82	82	2022-23	2021-22	2020-21	2019-20	2018-19	3	3	7	4	4
2022-23	2021-22	2020-21	2019-20	2018-19																	
85	82	82	82	82																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
3	3	7	4	4																	
2.4.5	<p>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</p> <p>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 / <i>academies</i> during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>21</td> <td>15</td> <td>5</td> <td>18</td> <td>19</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	21	15	5	18	19	2022-23	2021-22	2020-21	2019-20	2018-19					
2022-23	2021-22	2020-21	2019-20	2018-19																	
21	15	5	18	19																	
2022-23	2021-22	2020-21	2019-20	2018-19																	

1	1	0	0	2
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Remark : DVV has made necessary changes as per prescribed format shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
14	6	8	4	1

Answer After DVV Verification :

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

Remark : DVV has made necessary changes.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
45	24	7	43	54

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
56	28	7	49	61

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
42	42	42	42	42

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
35	27	15	22	35

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
145676	11046	69742	117897	133774

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
145676	110346	69742	117897	133774

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
3769	3627	3247	4334	3336

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3769	3627	3247	4334	3336

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

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.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
540	507	497	505	500

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
514	507	497	505	500

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
51	51	52	54	58

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
51	51	52	54	58

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
22.57	24.28	21.01	37.33	39.50

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
21.62	24.47	0.04	33.93	39.48

Remark : DVV has made necessary changes as per audit report shared by HEI and have excluded expenses of periodicals

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)

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

Answer before DVV Verification : 15

Answer after DVV Verification: 5

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

Answer before DVV Verification : 15

Answer after DVV Verification: 12

Remark : DVV has made necessary changes as per supportings shared by HEI

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
72.9	50.1	70.24	75.4	120.75

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
35.13	39.32	40.76	55.67	97.57

Remark : DVV has made necessary changes as per supporting's shared by HEI as per blow link <https://naac.mbd.edu.in/2022-23-dvv/item/1106?items////balance-sheet-highlighting-the-items-of-expenditure-incurred-on-maintenance-of-physical-facilities>

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1.78	0.97	0.97	0.97	1.86

Answer After DVV Verification :

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

Remark : DVV has made necessary changes as per supporting's shared by HEI and have excluded alumni association fund and endowment fund

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
74	55	69	67	72

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
04	05	05	06	05

Remark : DVV has made necessary changes as per certification of teachers attending the program shared by HEI as per below link <https://naac.mbdc.edu.in/2022-23-dvv/item/1171?items////certificate-of-completionparticipatio-n-in-programs-workshopsseminars-specific-to-quality-improvement>

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
8	7	1	3	3

Answer After DVV Verification :

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

Remark : DVV has made necessary changes and has considered input value as "0" as we have not received appropriate supporting's for the same

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
10	8	6	6	6

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2	1	0	0	7

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

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.2	<p>Number of outgoing / final year students year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"><thead><tr><th>2022-23</th><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th></tr></thead><tbody><tr><td>79</td><td>70</td><td>71</td><td>81</td><td>67</td></tr></tbody></table> <p>Answer After DVV Verification:</p> <table border="1"><thead><tr><th>2022-23</th><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th></tr></thead><tbody><tr><td>78</td><td>70</td><td>71</td><td>81</td><td>67</td></tr></tbody></table>	2022-23	2021-22	2020-21	2019-20	2018-19	79	70	71	81	67	2022-23	2021-22	2020-21	2019-20	2018-19	78	70	71	81	67
2022-23	2021-22	2020-21	2019-20	2018-19																	
79	70	71	81	67																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
78	70	71	81	67																	