



YEARLY STATUS REPORT - 2021-2022

Part A	
Data of the Institution	
1.Name of the Institution	ARMY COLLEGE OF DENTAL SCIENCES
• Name of the Head of the institution	Dr S Subramanya Sharma
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Phone No. of the Principal	04029708384
• Alternate phone No.	897875429
• Mobile No. (Principal)	9444018930
• Registered e-mail ID (Principal)	army_c@rediffmail.com
• Alternate Email ID	acds.est@gmail.com
• Address	Army College of Dental Sciences, Chennapur - CRPF Road, JAi JAwarhar Nagar (post) Secundera bad 500087
• City/Town	Secunderabad
• State/UT	Telangana
• Pin Code	500087
2.Institutional status	
• Affiliated / Constitution Colleges	Affiliated

• Type of Institution	Co-education				
• Location	Urban				
• Financial Status	Private				
• Name of the Affiliating University	Kaloji Narayana Rao University of Health Sciences				
• Name of the IQAC Co-ordinator/Director	Dr. Harshavardhan Jois				
• Phone No.	9966142215				
• Alternate phone No.(IQAC)	8074271052				
• Mobile No:	8978575429				
• IQAC e-mail ID	iqacacds@gmail.com				
• Alternate e-mail address (IQAC)	army_c@rediffmail.com				
3.Website address (Web link of the AQAR (Previous Academic Year)	https://www.acds.co.in/pdf/AQAR%202020-21.pdf				
4.Was the Academic Calendar prepared for that year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	https://www.acds.co.in/wp-content/uploads/2022/02/Academic-Calendar-2021-22.pdf				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 2	A	3.22	2022	30/11/2022	28/11/2027
6.Date of Establishment of IQAC		06/10/2014			
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
ACDS	GRANT IN AID	AWES	01/06/2021	19.34	
8.Whether composition of IQAC as per latest NAAC guidelines		Yes			
• Upload latest notification of formation of IQAC		View File			
9.No. of IQAC meetings held during the year		4			
• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?		Yes			

• (Please upload, minutes of meetings and action taken report)	View File
10. Whether IQAC received funding from any of the funding agency to support its activities during the year?	No
• If yes, mention the amount	
11. Significant contributions made by IQAC during the current year (maximum five bullets)	
Campus placement of some of the students in collaboration with clove dental pvt. ltd. • Submission of IIQA & SSR and conduction of NAAC second cycle assessment • Conduction of teachers training program • Conducting various CDE programs and workshops on various specialties pertaining to dentistry	
12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).	
Plan of Action	Achievements/Outcomes
Campus placement of some of the students in collaboration with clove dental pvt. ltd.	Significant number students have been placed
Submission of IIQA & SSR and conduction of NAAC second cycle assessment	Successfully completed the second cycle and achieved a
Conducting of teachers training program	Conducted
Conducting various CDE programs and workshops on various specialties pertaining to dentistry	Conducted
13. Whether the AQAR was placed before statutory body?	Yes
• Name of the statutory body	
Name	Date of meeting(s)
Institute Management Committee	30/08/2022
14. Does the Institution have Management Information System?	Yes
• If yes, give a brief description and a list of modules currently operational	
The Institution has inventory management software in place which overlooks the inventory. Library Management software and patient management software are under pursual for procurement and implementation. ERP management system: Dantha Sakthi on the ACDS website which handles all management information with regards to Payroll, HR management, Accounts, etc. LMS: (Learning Management System - Dantha Vidya to manage all institution's academic activities.	
15. Multidisciplinary / interdisciplinary	
16. Academic bank of credits (ABC):	
17. Skill development:	
18. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)	
19. Focus on Outcome based education (OBE): Focus on Outcome based education (OBE):	

Strategies for implementation of OBE:

Training of the faculty: Faculty are trained in framing and mapping the learning outcomes with appropriate teaching-learning methods and assessments.

Teaching-Learning [T-L] Process: The attainment of Knowledge, Skills, Attitudes (KSA) is based on Miller's pyramid & Bloom's taxonomy wherein the Awareness, Understanding & Proficiency (AUP) are mapped using the Must/Desirable/Nice to Know (MDN) format of T-L. This helps in continual improvement in KSA from the lower to higher-order competencies achieved.

Methods of assessments:

- Formative assessment [FA]: Through assignments, seminars, group discussions, viva-voce, OSCE/OSPE, projects, library, logbook, lab skills, PBL/EBL, E-poster, MCQ, open-book exams, and table clinic.
- Continuous Internal Evaluation [CIE]: Through periodical monitoring of students' attendance, behavior, attitudes, skills, and participation in extracurricular activities.
- Summative assessment [SA]: Through the conduct of three internal exams
- University examination assessment [UEA]: Conducted at the end of each year.

1. Evidence of success

OBE enables continual improvement of students in all curricular and co-curricular activities. Pass percentage in university examination for MDS program is 100% & BDS program has improved from 76% to 91%, tardy & average performers benefited by 20% improvement in their performances.

The average percentage of imparted training:

- Competitive examinations and career advancement - 27%.
- Higher education - 25-38%.
- State/ National/ International level examinations -23-35%.

1. Problems Encountered and Resources Required

- Need for constant, continual upskilling & knowledge updates
- Documentation & authentication of data

20.Distance education/online education:**Extended Profile****1.Student**

2.1 Total number of students during the year:	233
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File Description	Documents
Data Template	View File

2.2 Number of outgoing / final year students during the year:	50
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File Description	Documents
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Data Template	View File
2.3 Number of first year students admitted during the year	47
File Description	Documents
Data Template	View File
2. Institution	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	284.53
File Description	Documents
Data Template	View File
3. Teacher	
5.1 Number of full-time teachers during the year:	75
File Description	Documents
Data Template	View File
5.2 Number of sanctioned posts for the year:	75
File Description	Documents
Data Template	View File

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

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

The Army College of Dental Sciences, Secunderabad, follows a curriculum mandated by the Dental Council of India, with oversight from the Board of Studies and Institutional Academic Committee. The program focuses on molding students into competent dental practitioners through clear educational goals and core competencies. Teaching methods prioritize contemporary approaches such as critical thinking and self-paced learning, aided by ICT resources like presentations and videos. Faculty encourage student participation in conferences and workshops to enhance learning. Assessment methods include theory examinations, practical evaluations, and formative assessments based on attendance and attitude. The Institutional Academic Cell gathers stakeholder feedback for continuous improvement, ensuring the program evolves to meet educational objectives dynamically. The curriculum aims for a holistic learning experience encompassing theoretical knowledge, practical skills, and professional attitudes necessary for a dental career. Through industry internships, creative projects, and advanced training, students receive value-added multidisciplinary education. Overall, the program at Army College of Dental Sciences emphasizes comprehensive education to produce skilled and conscientious dental professionals

File Description	Documents
Minutes of the meeting of the college curriculum committee	https://www.acds.co.in/naac/AQAR/2021_22/C1/1.1.1.1.pdf
Any other relevant information.	https://www.acds.co.in/naac/AQAR/2021_22/C1/1.1.1.2.pdf

1.1.2 - Number of fulltime teachers participating in BoS /Academic Council of Universities during the year. (Restrict data to BoS /Academic Council only)

01

File Description	Documents
Details of participation of teachers in various bodies(Data Template)	View File
Scanned copies of the letters supporting the participation of teachers	View File
Any other relevant information	View File

1.2 - Academic Flexibility

1.2.1 - Number of inter-disciplinary / inter-departmental courses /training across all the Programmes offered by the College during the year

1.2.1.1 - Number of courses offered across all programmes during the year

23

File Description	Documents
List of Interdisciplinary /interdepartmental courses /training across all the programmes offered by the College during the year	View File
Minutes of relevant Academic Council/BoS meetings	View File
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	View File

1.2.2 - Number of students enrolled in subject-related Certificate/ Diploma / Add-on courses as against the total number of students during the year

377

File Description	Documents
Details of the students enrolled in subject-related	View File
Certificate/Diploma/Add-on courses	View File
Any other relevant information	View File

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

The ACDS community promotes gender equity through a balanced male-to-female ratio among staff and students, integrating sexuality and gender topics into both curricular and extracurricular activities. Regular gender sensitization training and annual workshops on female empowerment, particularly on International Women's Day, underscore their commitment. Environmentally, an evolving curriculum addresses social and ecological concerns while engaging students in platforms like SWACHH BHARATH ABHIYAN and tree planting for a greener campus. Upholding human values, dentistry camps foster empathy and professionalism, complemented by stress-relief practices like mindfulness and yoga. The college also fosters spiritual well-being through temple events and offers sports facilities for physical health. As a non-discriminatory institution, ACDS ensures equitable access to top-tier dental care for all, including economically disadvantaged, elderly, and special needs patients. Professional ethics are instilled through orientation programs and embedded in the BDS curriculum, promoting personal development and social responsibility through observance of national and international commemorative days.

File Description	Documents
List of courses with their descriptions	https://www.acds.co.in/naac/AQAR/2021_22/C1/1.3.1.1.pdf
Any other relevant information	https://www.acds.co.in/naac/AQAR/2021_22/C1/1.3.1.2.pdf

1.3.2 - Number of value-added courses offered during the year that impart transferable and life skills

21

File Description	Documents
Number of value-added courses offered during the year that impart transferable and life sk	View File
List of-value added courses (Data template)	View File
Any other relevant information	View File

1.3.3 - Number of students enrolled in the value-added courses during the year

1404

File Description	Documents
List of students enrolled in value-added courses (Data template)	View File
Any other relevant information	View File

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

91

File Description	Documents
Any other relevant information	View File
List of programmes and number of students undertaking field visits/internships/research projects/industry visits/community postings (Data template)	View File
Total number of students in the Institution	View File

1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining structured feedback on curricula/syllabi from various stakeholders Students Teachers Employers Alumni Professionals

A. All 4 of the above

File Description	Documents
Stakeholder feedback reports as stated in the minutes of meetings of the College Council /IQAC/ Curriculum Committee	View File
URL for feedback report	https://www.acds.co.in/naac/AQAR/2021_22/C1/1.4.1.1.pdf
Data template	View File
Any other relevant information	View File

1.4.2 - Feedback on curricula and syllabi obtained from stakeholders is processed in terms of: Options (Opt any one that is applicable): Feedback collected, analyzed and action taken on feedback besides such documents made available on the institutional website
 Feedback collected, analyzed and action has been taken
 Feedback collected unanalyzed
 Feedback collected E. Feedback not collected

C. Any 2 of the Above

File Description	Documents
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URL for stakeholder feedback report	https://www.acds.co.in/naac/AQAR/2021_22/C1/1.4.1.1.pdf
Action taken report of the Institution on the feedback report as stated in the minutes of meetings of the College Council/IQAC	View File
Any other relevant information	View File

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.

2.1.1.1 - Number of seats filled against seats reserved for various categories as per applicable reservation policy during the year

33

File Description	Documents
Copy of letter issued by State Govt. or and Central Government (which-ever applicable) Indicating there served categories to be considered as per the GO rule (translated in English)	View File
Final admission list published by the HEI	View File
Admission extract submitted to the state OBC, SC and ST cell every year.	View File
Annual Report/ BOM report/ Admission report duly certified by the Head of the Institution	View File
Information as per data template	View File
Any other relevant information	No File Uploaded

2.1.2 - Number of seats filled in for the various programmes as against the approved intake

File Description	Documents
Relevant 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	No File Uploaded
Any other relevant information	No File Uploaded
Data template	View File

2.1.3 - Number of Students enrolled demonstrates a national spread and includes students from other states

2.1.3.1 - Number of students from other states; during the year

37

File Description	Documents
Total number of students enrolled in th	View File
E-copies of admission letters of the students enrolled from other states	View File
Institutional data in prescribed format (Data template)	View File
Any other relevant information	No File Uploaded

2.2 - Catering to Student Diversity

2.2.1 - The Institution assesses the learning levels of the students, after admission and organizes special Programmes for advanced learners and slow performers The Institution: Follows measurable criteria to identify slow performers Follows measurable criteria to

A. All of the Above

Identify advanced learners Organizes special programmes for slow performers Follows protocol to measure student achievement

File Description	Documents
Any other relevant information	View File
Data Template	View File
Details of special programmes for slow performers and advanced Learners	View File
Student participation details and outcome records	View File
Criteria to identify slow performers and advanced learners and assessment methodology	View File

2.2.2 - Student - Fulltime teacher ratio (data for the academic year)

Number of Students	Number of Full Time Teachers
47	76

File Description	Documents
List of students enrolled in the preceding academic year	View File
List of full time teachers in the preceding academic year in the college	View File
Institutional data in prescribed format (data templates)	View File
Any other relevant information	View File

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)

Students at Army College of Dental Sciences benefit from a variety of stress-busting programs and events in the forms of cultural events, sports, and monthly festival events where students can exhibit their abilities. Participation in intercollegiate and intercollegiate sports and cultural events like NIRVANA, AAGHAZ, and TARANG is encouraged for all students along with their co-curricular interests, skills, and talents. In addition to bringing out their inner talents and creativity and helping to discover different perspectives in life and to practice team spirit, this process helps them build character and value systems by imbibing values such as camaraderie, community participation, equality of religion, kinship, and respect toward co-human beings and their belief systems. Every year, the interns organize a weeklong celebration. This celebration includes nail art, posters, photography, quizzes, singing, dancing, and fashion shows. There are a variety of cultural events held in the SHUSHRUTA auditorium. In addition to enhancing the competitive spirit of the students. Parallel to the cultural events, the interns also organize a sports week where they participate in team games, indoor games, and athletics. The development of a student as a whole is one of the fundamental goals of the institution. Through academics, extracurricular activities, sports.

File Description	Documents
Appropriate documentary evidence	https://www.acds.co.in/naac/AQAR/2021_22/C7/7.1.8.1.pdf
Any other relevant information	Nil

2.3 - Teaching- Learning Process

2.3.1 - Student-centric methods are used for enhancing learning experiences by: Experiential learning Integrated/inter disciplinary learning Participatory learning Problem solving methodologies Self-directed learning Patient-Centric and Evidence-Based Learning Learning in the Humanities Project-based learning Role play

1) Experiential Learning

A well-known model of education is experiential learning. The institution adheres to Kolbe's concept of experiential learning. It is part of our everyday curriculum to get students acquainted with a wide variety of cases. The Institution also conducts outreach programs to underserved areas, as well as motivates them to take on cases aside from those related to routine dental treatment.

2) Integrated /Interdisciplinary Learning

It has become imperative for healthcare professionals, including dentists, to work in interprofessional teams given the increased awareness of oral-systemic relationships. ACDS always strives to provide holistic treatment to patients by consulting all departments about the case.

3) Participatory Learning

The Institution attempts to engage learners as actively as possible in the learning process. An intentional sequence of activities such as healthy debates and journal clubs helps the learner achieve the specified objective or desired result.

4) Problem-Solving Methodologies

Learners are presented with real-time clinical situations and episodes of live patient care. They are then asked to analyze and apply appropriate solutions. Facilitators can optimize different approaches for case scenarios, so that learners can devise an appropriate treatment plan instead of receiving direct instruction, thus making them better clinicians.

File Description	Documents
Learning environment facilities with geo tagged photographs	View File
Any other relevant information	View File

2.3.2 - Institution facilitates the use of Clinical Skills Laboratory / Simulation Based Learning The Institution: Has Basic Clinical Skills / Simulation Training Models and Trainers for skills in the relevant disciplines. Has advanced simulators for simulation-based training Has structured programs for training and assessment of students in Clinical Skills Lab / Simulation based learning. Conducts training programs for the faculty in the use of clinical skills lab and simulation methods of teaching-learning

A. All of the Above

File Description	Documents
List of clinical skills models	View File
Geo tagged photographs of clinical skills lab and simulation centre	View File
List of training programmes conducted in the facilities during the year	View File
Any other relevant information	View File

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

The Institution is committed to enhancing the teaching-learning experience by providing ICT enables tools and facilities wherever required.

Lecture halls of the institution are equipped with computers, wireless internet access, and overhead projectors. Smart-boards are also available in classrooms. The College subscribes to Zoom, through which online classes were conducted for students during COVID-19 related lockdowns. The students were able to view the presentation on their laptops/iPads.

The faculty and students at the institution are well-versed in handling IT gadgets, which allows them to keep up with the latest advances in technology.

IT professionals provide faculty members with training on how to use basic Microsoft tools. Moreover, the center offers the latest technological innovations that assist in diagnosing dental conditions such as radiovisiography, digital orthopantomography, and cone-beam computed tomography (CBCT).

Google Classroom is used to share PDFs, notes, and student assignments so that both students and professors can access them.

In Google Classrooms, students were assessed based on their clinical knowledge through image-based assignments.

An e-library has been set up in our institute, making it easier for students to access all medical and dental books using their iPad or laptop. KNIMBUS' E-library (subscription) includes all the latest journals.

File Description	Documents
Details of ICT-enabled tools used for teaching and learning	https://www.acds.co.in/naac/ssr/criteria2/2.3/2.3.3/2_2.3.3.%20Details%20of%20ICT%20enabled%20Tools.pdf
List of teachers using ICT-enabled tools (including LMS)	https://www.acds.co.in/naac/ssr/criteria2/2.3/2.3.3/1_2.3.3.%20List%20of%20faculty%20using%20ICT-enable%20Tools.pdf
Webpage describing the "LMS/ Academic Management System"	Nil
Any other relevant information	https://www.acds.co.in/naac/ssr/criteria2/2.3/2.3.3/4_2.3.3.%20Geotagged%20Photos%20to%20have%20Content.pdf

2.3.4 - Student :Mentor Ratio (preceding academic year)

Number of Mentors	Number of Students
32	198

File Description	Documents
Details of fulltime teachers/other recognized mentors and students	View File
Any other relevant information	View File

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

ACDS firmly believes in active learning and offers a student-centric learning environment. In this concept, the Institution considers factors such as cognitive style, learning style, and intelligence. The principles of Adult Learning (Andragogy), Self-paced Learning, Critical Thinking, Self-assessment of knowledge, and Skills Acquisition are incorporated. To meet the changing needs of students and keep up with the changing times, teaching methodologies have become a priority. In line with our college's active learning practices, studies have been conducted introducing methodologies such as explore, create, and offer. A dental education unit is responsible for training faculty in these modern methods. The unit also creates awareness and understanding among stakeholders and ensures Continuous Professional Development and Student Progression towards the pinnacle of the dental profession. Students are motivated as well as guided to think and study independently. A variety of instruction methods are used in the institution, including demonstrations, small group discussions, seminars, and clinical work. Each student has access to a class library with all the necessary facilities to read and study. Faculty and students can use the library after college hours as well.

File Description	Documents
Appropriate documentary evidence	https://www.acds.co.in/naac/ssr/criteria2/2.3/2.3.5/2_2.3.5.%20Photographs.pdf
Any other relevant information	https://www.acds.co.in/naac/ssr/criteria2/2.3/2.3.5/1_2.3.5.%20List%20of%20Teaching%20Learning%20Processes%20Followed.pdf

2.4 - Teacher Profile and Quality

2.4.1 - Number of fulltime teachers against sanctioned posts during the year

75

File Description	Documents
Any other relevant information	No File Uploaded
List of fulltime teachers and sanctioned posts for year certified by the Head of the Institution (Data template)	View File

Sanction letters indicating number of posts (including Management sanctioned posts) by competent authority (in English/ translated in English)	View File
2.4.2 - 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 during the year	
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 in Health Sciences (like MD/ MS/ MDS etc.,) for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils. During the year data to be entered	
8	
File Description	Documents
List of fulltime teachers with Ph.D/D.Sc./D.Lit./DM/M Ch/DNB in super specialities / other PG degrees 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 and the number of fulltime teachers for the year	View File
Copies of Guide-ship letters or authorization of research guide provided by the university	No File Uploaded
Any other relevant information	View File
2.4.3 - Total Teaching experience of fulltime teachers in number of years (data for the academic year)	
670.3	
File Description	Documents
List of teachers including their designation, qualifications, department and number of years of teaching experience (Data Template)	View File
Any other relevant information	No File Uploaded
2.4.4 - Number of teachers trained for development and delivery of e-content / e-courses during the year	
75	
File Description	Documents
Reports of the e-training programmes	View File
e-contents / e-courses developed	View File
Year -wise list of full time teachers trained during the year	View File
Certificate of completion of training for development of and delivery of econtents / e-courses / Video lectures / demonstrations	View File
Web-link to the contents delivered by the faculty hosted in the HEI's website	No File Uploaded
Any other relevant information	No File Uploaded
2.4.5 - Number 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 year	
5	
File Description	Documents
Institutional data in the prescribed format/ Data template	View File
e-copies of award letters (scanned or softcopy)	View File
Any other relevant information	View File
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

All of the events that occur in an academic year are listed in an academic calendar. In addition to the start and end of each term, the list includes dates for internal examinations, Terminal examinations, a list of all government holidays, and a list of meetings and events for the academic year.

The academic calendar is planned during the Board of Academics meeting, which is held at the start of every academic year. The meeting includes the Principal, Registrar, Academic cell committee, and Department Heads. The academic cell committee prepares the academic calendar and presents it to the board, which makes the necessary adjustments during the meeting. The Finalized copy of the Academic calendar is circulated to all the departments, kept on the notice board and also posted on the college's official website at the beginning of each academic year for students and faculty for easy access.

The internal assessment for each academic year consists of three internal examinations the dates of which are published in the academic calendar and distributed to students at the outset of every academic year. This allows students ample time to plan and prepare for the exams.

File Description	Documents
Academic calendar	https://www.acds.co.in/wp-content/uploads/2022/02/Academic-Calendar-2021-22.pdf
Dates of conduct of internal assessment examinations	https://www.acds.co.in/naac/AQAR/2022_23/C2/2.5.4.pdf
Any other relevant information	Nil

2.5.2 - Mechanism to deal with examination-related grievances is transparent, time-bound and efficient. Provide a description on Grievance redressal mechanism with reference to continuous internal evaluation, matters relating to University examination for submission of appeals, providing access to answer scripts, provision of re-totaling and provision for reassessment within 100 - 200 words

All examination-related issues are rectified by the institution. The final exams are conducted by the affiliating University, which provides the marks card and degree certificate. The institution manages these tasks diligently. The exam cell of the Institution is responsible for ensuring that the internal marks are sent to the university through the university's web portal. This copy is retained as a record for future reference. Before the final university examinations, students obtain work completion certificates for all departments. These certificates are submitted to batch coordinators who report to the institution's head and the governing council. After obtaining a no-due form, students pay the exam fee, fill out the forms, and then submit them on a given date. Exam fees, application forms, and hall tickets are all handled online and monitored by the administrative office staff and batch coordinators. The academic and administrative Heads (Principal and Vice-Principal, respectively) monitor/supervise this process and report to the Controller of Exams, KNRUHS. The exam cell oversees the conduct of exams at the institution. The entire process is meticulously administered and conducted in a disciplined manner by faculty members. To obtain marks and marks cards, and to obtain degree certificates, the college appoints a staff.

File Description	Documents
Details of University examinations / Continuous Internal Evaluations (CIE) conducted during the last year	View File
Number of grievances regarding University examinations/ Internal Evaluation	View File
Any other relevant information	View File

2.5.3 - Reforms in the process and procedure in the conduct of evaluation/examination; including the automation of the examination system. Describe the reforms implemented in internal evaluation/ examinations with reference to the following within 100 - 200 words Examination procedures Processes integrating IT Continuous internal assessment system Competency-based assessment Workplace-based assessment Self assessment OSCE/OSPE

The college releases its academic calendar for the year which includes the schedule of internal exams. Marks are calculated through the college's IT facilities and are tallied for all three internal assessment examinations.

University exams are also administered in the same manner. Exam schedules and fees are posted on the university's website.

Exams are held in the Examination Hall, in the basement of the 'Sushruta' auditorium, which is under continuous CCTV camera surveillance during examinations. The video footage recorded during the examinations is sent to the university along with the answer papers by Speed Post. The evaluation of answer sheets and declaration of results are all fully automated and centralized by the University.

File Description	Documents
Information on examination reforms	https://www.acds.co.in/naac/ssr/criteria2/2.5/2.5.3/1_2.5.3.%20Examination%20Reforms-Now%20and%20then%20Status.pdf
Any other relevant information	https://www.acds.co.in/naac/ssr/criteria2/2.5/2.5.3/2_2.5.3.%20IT%20Reforms.pdf

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: Timely administration of CIE On time assessment and feedback Makeup assignments /tests Remedial teaching/ support

A. All of the Above

File Description	Documents
List of opportunities provided for the students for midcourse improvement of performance in the examinations	View File
Information as per Data template	View File
Policy document of midcourse improvement of performance of students	View File
Re-test and Answer sheets	View File
Any other relevant information	No File Uploaded

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

Army College of Dental Sciences sticks to the Program outcomes, program performance outcomes, and course performance outcomes laid by the University and the Dental Council of India:

General Skills

Apply knowledge & skills in day to day practice, apply principles of ethics, analyse the outcome of treatment, evaluate the scientific literature and information to decide the treatment, participate and involve in professional bodies, self-assessment & willingness to update the knowledge & skills from time to time, involvement in simple research projects, minimum computer proficiency to enhance knowledge and skills, refer patients for specialized treatment, basic study of forensic odontology and geriatric dental problems.

Practice Management

Evaluate practice location, population dynamics & reimbursement mechanism, Coordinate & supervise the activities of allied dental health personnel, maintain all records, implement & monitor, infection control and environmental safety programs, Practice within the scope of one's competence.

Communication & Community Resources

Assess patient's goals, values and concerns to establish rapport and guide patient care, be able to communicate freely, orally and in writing with all concerned, participate in improving the oral health of the individuals through community activities.

Patient Care

Diagnosis: Obtaining patient's history in a methodical way, performing a thorough clinical examination, selection and interpretation of clinical, radiological and other diagnostic information, obtaining appropriate consultation, arriving at provisional, differential and final diagnosis.

Treatment Planning: Integrate multiple disciplines into an individual comprehensive sequence, treatment plan using diagnostic and prognostic information, able to order appropriate investigations.

File Description	Documents
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Relevant documents pertaining to learning outcomes and graduate attributes	https://www.acds.co.in/naac/ssr/criteria2/2.6/2.6.1/2_2.6.1.%20Learning%20Outcomes%20and%20Graduate%20Attributes.pdf
Methods of the assessment of learning outcomes and graduate attributes	https://www.acds.co.in/naac/ssr/criteria2/2.6/2.6.1/3_2.6.1.%20Methods%20of%20Assessment.pdf
Upload Course Outcomes for all courses (exemplars from Glossary)	https://www.acds.co.in/naac/ssr/criteria2/2.6/2.6.1/1_2.6.1.%20Course%20Outcome%20of%20all%20courses.pdf
Any other relevant information	https://www.acds.co.in/naac/ssr/criteria2/2.6/2.6.1/4_2.6.1.%20Dissemination%20of%20Graduate%20attributes.pdf

2.6.2 - Incremental performance in Pass percentage of final year students in the year

File Description	Documents
List of Programmes and the number of students passed and appeared in the final year examination for the year	View File
Link for the annual report of examination results as placed before BoM/ Syndicate/ Governing Council for the year.	View File
Reports from Controller of Exam (COE) office/ Registrar evaluation mentioning the relevant details and the result analysis performed by the institution duly attested by the Head of the Institution	View File
Trend analysis for the last year in graphical form	View File
Data template	View File
Any other relevant information	View File

2.6.3 - The teaching learning and assessment processes of the Institution are aligned with the stated learning outcomes. Provide details on how teaching learning and assessment processes are mapped to achieve the generic and program-specific learning outcomes (for each program) within 100 - 200 words

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

Response:

The college forms and adheres to the curriculum to meet the learning outcomes for BDS and MDS programs defined by the affiliating university. These outcomes are explained to the students during the week-long orientation program. They are also enlisted on the college's official website to communicate to teachers and parents.

https://www.acds.co.in/naac/ssr/criteria2/2.6/2.6.3/QLM_2.6.3.pdf

File Description	Documents
Programme-specific learning outcomes	https://www.acds.co.in/naac/ssr/criteria2/2.6/2.6.3/1_2.6.3.%20Table-learning%20Outcome,%20Teaching%20-Learning%20Assessment.pdf
Any other relevant information	https://www.acds.co.in/naac/ssr/criteria2/2.6/2.6.3/2_2.6.3.%20Rubrics%20used%20for%20Assessment.pdf

2.6.4 - Presence and periodicity of parent-teachers meetings, remedial measures undertaken and outcome analysis. Describe structured mechanism for parent-teachers meetings, follow-up action taken and outcome analysis within 100 - 200 words

Every year three internal assessment examinations are organized. The average marks obtained based on these three assessments is calculated for individual subjects. A parent-teacher meet is conducted every year during which, the faculty member in charge explains to the parents the attendance report and students' internal assessment marks. Upon receiving the reports, the staff-in-charge and the concerned parent discuss and determine the required remedial action. Through structure assessment and mentoring tools, mentors also assist students in clarifying the ways and means of self-improvement and affirming their abilities to face challenges and overcome them.

After each meeting, a comprehensive report of the meeting is sent for review. In this report, the committee discusses the actions to be taken to improve the performance of average students.

Grievances of average-performing students are collected by the faculty in charge, and the names of those students are sent to the PTA committee. After consulting with the Principal, the appropriate action is taken by the concerned departments. At the faculty PTA report discussion, parents are also asked to fill out a feedback form, and the points of feedback are discussed. Committee members discuss grievances raised by parents, and recommendations are adopted for corrective and preventive action. In special cases, individual counseling & remedial measures are done.

File Description	Documents
Proceedings of parent -teachers meetings held during the year	https://www.acds.co.in/naac/AQAR/2021_22/2.pdf
Follow up reports on the action taken and outcome analysis.	https://www.acds.co.in/naac/AQAR/2021_22/3.pdf
Any other relevant information	https://www.acds.co.in/naac/AQAR/2021_22/4.pdf

2.7 - Student Satisfaction Survey

2.7.1 - Online student satisfaction survey regarding teaching learning process

Nil

File Description	Documents
Any other relevant information	No File Uploaded

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Resource Mobilization for Research

3.1.1 - Number of teachers recognized as PG/ Ph.D research guides by the respective University during the year

27

File Description	Documents
Copies of Guide-ship letters or authorization of research guide provide by the university	View File
Information as per Data template	View File
Any other relevant information	View File
List of full time teachers recognized as PG/ Ph.D guides during the year.	View File
List of full time teacher during the year.	View File

3.1.2 - Number of teachers awarded national /international fellowships / financial support for advanced studies/collaborative research and participation in conferences during the year

111

File Description	Documents
Fellowship award letter / grant letter from the funding agency	View File
List of teachers and their national/international fellowship details (Data templates)	View File

E-copies of the award letters of the teachers	View File
Any other relevant information	View File

3.1.3 - Number of research projects/clinical trials funded by government, industries and non-governmental agencies during the year

Number of Research Projects	Amount / Funds Received
1	50000

File Description	Documents
List of research projects and funding details during the year (Data template)	View File
List of research projects and funding details during the year (Data template)	View File
Link for funding agencies websites	https://www.acds.co.in/naac/AQAR/2021_22/C3/3.1.3.pdf
Any other relevant information	View File

3.2 - Innovation Ecosystem

3.2.1 - The Institution has created an ecosystem for innovations including Incubation Centre and other initiatives for creation and transfer of knowledge. Describe the available Incubation Centre and evidence of its functioning (activities) within 100 - 200 words

The institution offers a supportive atmosphere for technological breakthroughs and research. It is accomplished by sparking creativity helped by research, and the institution offers all the assistance needed to generate new ideas. Instead of taking a passive position, the teaching and training approach is created in a way that inspires students to think critically and engage in independent study. The institute has provided faculty and students with a variety of brainstorming sessions like precision medicine, Artificial Intelligence and future of personalized healthcare which was organized at BITS PILANI, Hyderabad. The institute also organized a lecture on Innovation management in Dental practice to foster and disseminate knowledge, innovation, and lateral thinking.

File Description	Documents
Details of the facilities and innovations made	https://www.acds.co.in/naac/AQAR/2021_22/C3/3.2.1.1.pdf
Any other relevant information	https://www.acds.co.in/naac/AQAR/2021_22/C3/3.2.1.2.pdf

3.2.2 - 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 year

21

File Description	Documents
List of workshops/seminars during the year(Data template)	View File
Reports of the events	View File
Any other relevant information	View File

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

B. Any 3 of the Above

File Description	Documents
Institutional Code of Ethics document	View File
Minutes of meetings of the committees with reference to the code of ethics	View File
Any other relevant information	View File

3.3.2 - Number of Ph.D/ DM/ M Ch/ PG Degree in the respective disciplines received per recognized PG teachers* of the Institution during the year

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 year

13

File Description	Documents
Any other relevant information	View File
List of Ph.D.s /DM/MCh/PG degrees in the respective disciplines received during the year	View File
List of teachers recognized as guides during the year	View File
Information as per Data template	View File
Letter of PG guide recognition from competent authority	View File

3.3.3 - 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 year

3.3.3.1 - Number of research papers published per teacher in the Journals notified on UGC website/Scopus/ Web of Science/ PubMed during the year

44

File Description	Documents
Number of research papers published per teacher in the Journals notified on UGC website/Scopus/ Web of Science/ PubMed during t	View File
Web-link provided by institution in the template which redirects to the journal webpage published in UGC notified list	View File
Information as per Data template	View File
Any other relevant information	View File

3.3.4 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings indexed in UGCCARE list on the UGC website/ Scopus/ Web of Science/ PubMed/ during the year

1

File Description	Documents
List of books and chapters in edited volumes/books published with ISBN and ISSN number and papers in national/ international conference proceedings during the year	View File
Information as per Data template	View File
Any other relevant information	View File

3.4 - Extension Activities

3.4.1 - Number of extension and outreach activities carried out in collaboration with National and International agencies, Industry, the community, Government and NonGovernment organized bodies through NSS/NCC during the year

31

File Description	Documents
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List of extension and outreach activities during the year (Data Template)	View File
List of students in NSS/NCC involved in the extension and outreach activities during the year	View File
Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated	View File
Any other relevant information	View File

3.4.2 - Number of students participating in extension and outreach activities during the year

366

File Description	Documents
Reports of the events organized	View File
List of extension and outreach activities conducted with industry, community etc for the last year (Data template)	View File
List of students who participated in extension activities during the year	View File
Geotagged photographs of extension activities	View File

3.4.3 - Number of awards and recognitions received for extension and outreach activities from Government / other recognised bodies during the year. Describe the nature and basis of awards /recognitions received for extension and outreach activities of the Institutions from Government /other recognised bodies during the year within 100 - 200 words

The Army Dental College is a prestigious dental institute that provides knowledge and clinical training to Army garrisons and serves the dental needs of all segments of society within and around the facility. The Department of Public Health Dentistry is actively engaged in organizing dissemination and outreach activities in the form of dental camps. This includes all social classes of the population surrounding the facility. Outreach activities carried out include free oral health screening and treatment camps to assist the needy and destitute in urban slums, rural areas, public schools, schools for visually impaired children, nursing homes, etc. This includes dental treatment at community camps. At our in-school oral health screening camps, camp teams ensure early detection of cavities in children and promote cavity prevention in primary and mixed dentition. Dental camps are also conducted for children with intellectual disabilities, where caregivers are trained in proper brushing techniques and early check-ups. A recommendation document will be issued for further management at ACDS. This population will be treated under the supervision of a pediatric dentist after obtaining consent from the physician and parent/caregiver.

File Description	Documents
List of awards for extension activities in the year	https://www.acds.co.in/naac/AQAR/2021_22/C3/3.4.3.2.pdf
e-copies of the award letters	https://www.acds.co.in/naac/AQAR/2021_22/C3/3.4.3.1.pdf
Any other relevant information	https://www.acds.co.in/naac/AQAR/2021_22/C3/3.4.3.3.pdf

3.4.4 - Institutional social responsibility activities in the neighbourhood community in terms of education, environmental issues like Swachh Bharath, health and hygiene awareness and socio-economic development issues carried out by the students and staff during the year. Describe the impact of extension activities in sensitizing students to social issues and holistic development within 100 - 200 words

The college aims to educate students about their rights, responsibilities, and values, as well as environmental concerns. They provide access to relevant literature and internet resources and organize lectures and workshops by experts to develop students' personalities. The campus is environmentally friendly, with trees, plants, and a medicinal/herbal garden. Students participate in tree planting and maintenance as part of a government initiative. The campus also utilizes solar energy and water recycling systems. Students are encouraged to participate in extracurricular activities such as cultural clubs and sports to improve teamwork and emotional intelligence. There is an annual cultural fest where students from different batches participate in sports and cultural activities. The college engages in extramural activities to raise awareness about social issues and encourages community involvement. They focus on improving the health and well-being of underprivileged individuals through outreach initiatives and collaborate with organizations for blood donation drives and cultural awareness. They also provide dental screenings and treatments through a mobile dental treatment van. The college's goal is to train students to become compassionate professionals who serve society's needs.

File Description	Documents
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Details of Institutional social responsibility activities in the neighbourhood community during the year	https://www.acds.co.in/naac/AQAR/2021_22/C3/3.4.4.1.pdf
Any other relevant information	https://www.acds.co.in/naac/AQAR/2021_22/C3/3.4.4.2.pdf

3.5 - Collaboration

3.5.1 - Number of Collaborative activities for research, faculty exchange, student exchange/ Industry-internship etc. per year for the year

18

File Description	Documents
Certified copies of collaboration documents and exchange visits	View File
Any other relevant information	No File Uploaded
List of collaborative activities for research, faculty/student exchange etc. (Data template)	View File
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	View File

3.5.2 - Total number of Functional MoUs 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. during the year

4

File Description	Documents
List of functional MoUs for the year (Data Template)	View File
E-copies of the MoU's with institution/ industry/corporate house, Indicating the start date and completion date	View File
List of partnering Institutions/ Industries /research labs with contact details	View File
Any other relevant information	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The Institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc. Describe the adequacy of facilities for teaching-learning viz., classrooms, ICT-enabled classrooms, seminar halls, facilities for clinical learning, learning in the community, Teleconferences, AYUSH-related learning cum therapy centre, well-equipped laboratories, skills labs etc. as stipulated by the appropriate Regulatory bodies within 100 - 200words

Updated modern teaching-learning facilities as required by the affiliated university and the statutory body are provided by the college as part of its vision. For the AY 2021-22, a budget of roughly Rs 46 lakhs was set aside for infrastructure improvements. Modern ICT-enabled facilities are available in every classroom and seminar hall to give students the best possible learning environments. With its well-equipped facilities, the institution can concentrate on developing both basic and advanced skills. Realistic simulation experiences are offered by the primary simulation facilities, which include the cadaver dissection laboratory, the histology and pathology labs, the preclinical prosthodontics lab, the preclinical conservative dentistry lab, and the surgical skill lab, and the basic life support training facility. The ACDS regularly updates its clinical training facilities to guarantee that the most recent dental care techniques are used. The most recent digital dental radiography equipment, including CBCT, is available. For improved student learning and efficient patient care, additional cutting-edge tools like an intraoral scanner, dental operating microscopes, soft-tissue lasers, the newest implant kits, and a conscious sedation unit are available. ACDS offers a learning module system and high-speed dedicated broadband internet with Wi-Fi enabled throughout the campus.

File Description	Documents
List of available teaching-learning facilities such as Class rooms, Laboratories, ICT enabled facilities including Teleconference facilities etc., mentioned above	https://www.acds.co.in/naac/AQAR/2021_22/C4/4.1.1.1.pdf

Geo tagged photographs	https://www.acds.co.in/naac/AQAR/2021_22/C4/4.1.1.2.pdf
Any other relevant information	https://www.acds.co.in/naac/AQAR/2021_22/C4/4.1.1.3.pdf

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. Describe the adequacy of facilities for sports, games and cultural activities including specification about area/size, year of establishment and user rate within 100 - 200 words

ACDS strikes a healthy balance for the students' physical and mental well-being by placing equal emphasis on academics and physical and cultural activity participation. Various outdoor sports facilities, including a night soccer ground, volleyball courts, basketball courts, lawn tennis courts, throw-ball courts, and a dedicated cricket ground, are integrated at different locations throughout the campus to maximize student use. Students can also participate in athletic events such as discus throw, shot put, javelin throw, long jump, and high jump. There are chess, badminton courts, table tennis, and croquet tables available in both the boys' and girls' hostels. Both staff and students have access to a dedicated gymnasium that is furnished with the newest fitness equipment, such as smith's machine, barbells with weights, treadmills, cross-trainers, etc. The state-of-the-art indoor auditorium at ACDS can accommodate up to 500 people comfortably and is fully air-conditioned. The auditorium is used to host a range of cultural events that highlight the students' diverse skill sets. Students can practice and receive instruction in open-air yoga in the spacious area next to the auditorium.

File Description	Documents
List of available sports and cultural facilities	https://www.acds.co.in/naac/AQAR/2021_22/C4/4.1.2.1.pdf
Geo tagged photographs	https://www.acds.co.in/naac/AQAR/2021_22/C4/4.1.2.2.pdf
Any other relevant information	Nil

4.1.3 - Availability and adequacy of general campus facilities and overall ambience: Describe the availability and adequacy of campus facilities such as hostels, medical facilities, toilets, canteen, post office, bank, roads and signage, greenery, alternate sources of energy, STP, water purification plant, etc. (within 100 - 200 words)

The 20-acre campus of ACDS is vast and features a variety of facilities.

Accommodations: On campus, separate hostels are available for boys and girls. There are 172 rooms in the girls' hostel and 152 in the boys' hostel. Forty distinct quarters for teaching and non-teaching staff are also located on the campus. A guesthouse with ten fully furnished rooms is available.

Facilities for messing: Canteen and hostel mess availability

Medical Facilities: A five-bed inpatient ward for men and women in the OMFS department, as well as ambulance service available around-the-clock

Additional Resources:

Energy: There are two backup generators available. Twenty K.V. worth of solar panels have been installed.

Water: There is a 1500 liter Reverse Osmosis drinking water plant available.

Availability of accessible laundromats.

Banking amenities: There is an SBI ATM center on campus.

Sanitation facilities/toilets: Divyangan-friendly restrooms with signage boards for improved accessibility are available.

The girl's hostel has sanitary pad incinerators installed.

Roads, signage, and parking services: The campus is equipped with a lot of parking spaces, well-kept tar road lanes, signage boards, and walkways that are friendly to pedestrians.

Temple: A complex of temples with a tranquil atmosphere.

Greenery: A picturesque setting with immaculate parks and gardens.

File Description	Documents
Photographs/ Geo tagging of Campus facilities	https://www.acds.co.in/naac/AQAR/2021_22/C4/4.1.3.1.pdf
Any other relevant information	https://www.acds.co.in/naac/AQAR/2021_22/C4/4.1.3.2.pdf

4.1.4 - Number of expenditure incurred, excluding salary, for infrastructure development and augmentation during the year

1030000

File Description	Documents
Audited utilization statements (highlight relevant items)	View File
Details of budget allocation, excluding salary during the year (Data template)	View File
Any other relevant information	No File Uploaded

4.2 - Clinical, Equipment and Laboratory Learning Resources

4.2.1 - Teaching Hospital, equipment, clinical teaching-learning and laboratory facilities as stipulated by the respective Regulatory Bodies. Describe the adequacy of the Teaching Hospital, equipment, clinical teaching-learning and laboratory facilities as stipulated by the respective Regulatory Bodies within 100 - 200 words

In compliance with the DCI, the statutory body, ACDS has the facilities, tools, and clinical teaching materials needed to provide students with an effective education. Teaching Hospital: We offer small group instruction, four lecture galleries with LCD projectors, smart boards, audiovisual aids, and high-speed Wi-Fi broadband internet connectivity to help students learn more effectively. Hospital Equipment for Teaching: The institute is equipped with some of the newest dental technology. Some of the equipment available as value additions for the better comprehension and best patient care in the institute include the CBCT machine, digital OPG machine, research microscope with phase-contrast and dark-field attachments, endodontic microscopes, Optrasculpt, Vista scan device, intraoral scanner, flexible denture fabricating machine, piezo surgical unit, soft tissue lasers & implant kits, etc. Clinical Education and Learning: The institution has an outpatient dental treatment facility with multifunctional electronic dental chairs for each of its clinical specialty departments. General anesthesia surgical procedures can be performed as inpatient procedures. For post-operative care, the OMFS department features a major and minor surgical theater in addition to a 10-bed general ward with separate wings for men and women. Laboratory Facilities: Undergraduate and graduate training is offered in 24 pre-clinical laboratories.

File Description	Documents
The facilities as per the stipulations of the respective Regulatory Bodies with Geo tagging	https://www.acds.co.in/naac/AQAR/2021_22/C4/4.2.1.1.pdf
The list of facilities available for patient care, teaching-learning and research	https://www.acds.co.in/naac/AQAR/2021_22/C4/4.2.1.2.pdf
Any other relevant information	https://www.acds.co.in/naac/AQAR/2021_22/C4/4.2.1.3.pdf

4.2.2 - Number of patients per year treated as outpatients and inpatients in the teaching hospital for the year

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

43291

File Description	Documents
Any other relevant information	View File
Details of the teaching hospitals (attached hospital or shared hospitals after due approval by the Regulatory Council/ University) where the students receive their clinical training.	View File
Outpatient and inpatient statistics for the year	View File
Link to hospital records/ Hospital Management Information System	https://www.acds.co.in/naac/AQAR/2021_22/C4/4.2.2.3.pdf

4.2.3 - Number of students exposed to learning resource such as Laboratories, Animal House & Herbal Garden (in house OR hired) during the year**4.2.3.1 - Number of UG students exposed to learning resource such as Laboratories, Animal House & Herbal Garden (in house OR hired) during the year**

188

File Description	Documents
Detailed report of activities and list of students benefitted due to exposure to learning resource	View File
Details of the Laboratories, Animal House & Herbal Garden	View File
Number of UG, PG students exposed to Laboratories, Animal House & Herbal Garden (in house OR hired) per year based on time-table and attendance	View File
Any other relevant information	View File

4.2.4 - Availability of infrastructure for community based learning. Institution has: Attached Satellite Primary Health Center/s Attached Rural Health Center/s other than College teaching hospital available for training of students Residential facility for students / trainees at the above peripheral health centers /hospitals Mobile clinical service facilities to reach remote rural locations

A. All of the Above

File Description	Documents
Description of community-based Teaching Learning activities (Data Template)	View File
Details of Rural and Urban Health Centers involved in Teaching Learning activities and student participation in such activities	View File
Government Order on allotment/assignment of PHC to the institution	View File
Any other relevant information	No File Uploaded

4.3 - Library as a Learning Resource**4.3.1 - Library is automated using Integrated Library Management System (ILMS). Describe the Management System of the Library within 100 - 200 words**

With the help of ACDS's Library System Software (LIBSYS), libraries can produce more material, operate more efficiently, and provide their users with better access to resources. Among its attributes are:

1. Database: A library's entire collection of information is kept there.
2. Cataloguing Module: Aids in the database's addition of books, journals, etc.
3. Circulation Module: Maintains inventory records and logs the whereabouts and conditions of the library's materials.
4. Patron Management: This lets you manage, add, and remove customers.
5. Staff Interface: A librarian and his assigned assistants can control the software using this interface.
6. OPAC: An online portal where users can look up books, manage their accounts, see their past loan history, pay fines and other fees, etc.
7. Reports: The capacity to generate a range of reports on the movement of items and customer activity.

Name and features of Library System Software: LSease, Gurugram, Haryana (India).

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

Year of commencement and completion of automation -2013

Through Knimbus, a digital paid library platform that ACDS has subscribed to, users can access digital resources on any device, at any time, and from any location.

File Description	Documents
Geo tagged photographs of library facilities	https://www.acds.co.in/naac/AQAR/2021_22/C4/4.3.1.1.pdf
Any other relevant information	https://www.acds.co.in/naac/AQAR/2021_22/C4/4.3.1.2.pdf

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

ACDS has a library known as the Sardar Vallabhbhai Patel Knowledge Center. A sufficient quantity of 1332 titles are available in 3403 textbooks, which include reference books. Heads of departments recommend and approve rare or special books. Only for reference, these books are maintained under close observation. Additionally, for a good cause, a few senior faculty members gave the library their rare books. To collect books that are either unavailable or scarcely available in India, the institution maintains a dedicated digital library. Both international (24 in number) and national (7 in number) dental journals are available at the institute for specialized studies and postgraduate training, along with individual specializations. Four newspapers and seven magazines are also subscribed to by the library. There are back issues of journals dating back more than eight or ten years. The institute has a subscription to Knimbus, which gives teaching staff and students access to electronic journals. Its benefits include features like multimedia, text search, annotation, linking, portability, and 24-hour access. Through the Knimbus app, users can access 399 medical and dental journals that the institution currently subscribes to.

File Description	Documents
Data on acquisition of books / journals /Manuscripts /ancient books etc., in the library	https://www.acds.co.in/naac/AQAR/2021_22/C4/4.3.2.1.pdf
Geotagged photographs of library ambiance	https://www.acds.co.in/naac/AQAR/2021_22/C4/4.3.2.2.pdf
Any other relevant information	Nil

4.3.3 - Does the Institution have an e-Library with membership / registration for the following: 1 e - journals / e-books consortia E-Shodh Sindhu Shodh ganga SWAYAM Discipline-specific Databases

B. Any 3 of the Above

File Description	Documents
Details of subscriptions like e-journals, e-Shodh Sindhu, Shodh ganga Membership etc. (Data template)	View File
E-copy of subscription letter/member ship letter or related document with the mention of year to be submitted	View File
Any other relevant information	View File

4.3.4 - Annual expenditure for the purchase of books and journals including e- journals during the year (INR in Lakhs)

1063000

File Description	Documents
Audited Statement highlighting the expenditure for purchase of books and journal / library resources	View File
Details of annual expenditure for the purchase of books and journals including e-journals during the year (Data template)	View File
Any other relevant information	No File Uploaded

4.3.5 - In-person and remote access usage of library and the learner sessions/library usage programmes organized for the teachers and students (data for the academic year) Describe in-person and remote access usage of library and the learner sessions/library usage programmes organized for the teachers and students data for the preceding academic year within 100 - 200 words

Students are encouraged by ACDS to develop the habit of using library time for learning purposes. Footfall counts in physical registers and on the Knimbus app are used to determine access to library and e-library facilities, respectively. Every week, about 100 people visit the library—which has both physical and virtual spaces—including faculty and students. It is encouraged that academic and non-academic online and offline

library resources be used by faculty and students for research, publications, and general personality development. The master schedule includes a weekly library hour for every program. Teachers in ACDS are welcome to engage in self-directed online learning about electronic library resources and how to use them. Every year, the library committee organizes and leads an orientation program to help undergraduate students become more familiar with using the resources available to them. To improve their disciplinary skills, library employees are encouraged to enroll in online courses. The institution has been putting in a lot of effort to make the library more student-friendly, extend its hours to 24 hours a day, and reduce its hours of 08:15 to 22:30.

File Description	Documents
Details of library usage by teachers and students	https://www.acds.co.in/naac/AQAR/2021_22/C4/4.3.5.1.pdf
Details of library usage by teachers and students	https://www.acds.co.in/naac/AQAR/2021_22/C4/4.3.5.2.pdf
Any other relevant information	Nil

4.3.6 - E-content resources used by teachers: MOOCs platforms SWAYAM Institutional LMS e-PG-Pathshala Any other

C. Any 3 of the Above

File Description	Documents
Links to documents of e-contents used	View File
Data template	View File
Any other relevant information	No File Uploaded

4.4 - IT Infrastructure

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

10

File Description	Documents
Number of classrooms and seminar halls and demonstration rooms linked with internet /Wi-Fi-enabled ICT facilities (Data Template)	View File
Geo-tagged photos of the facilities	View File
Any other relevant information	View File

4.4.2 - Institution frequently updates its IT facilities and computer availability for students including Wi-Fi . Describe computer availability for students and IT facilities including Wi-Fi with the date(s) and nature of updation within 100 - 200 words

To improve the educational experience for students, ACDS has an IT infrastructure that is linked and well-equipped. The institution has Wi-Fi with fast internet access. Smart boards, LCD projectors, and audio-visual aids are just a few of the ICT-enabled tools that are optimally utilized in lecture halls to facilitate and enhance the teaching-learning process. Every lab and seminar hall has a high-speed wifi internet connection, and some labs also have TV monitor displays. For the purpose of connecting to broadband high-speed internet and efficiently operating the hospital management, ERP, Tally, and LMS software, the institute has 66 desktop computers, 5 laptops, 1 server, and 20 thin clients. The organization is equipped with cutting-edge IT resources, such as a robust firewall that safeguards our high-speed internet connections and servers that support the aforementioned essential infrastructure. The Qucikheal antivirus software has been installed in licensed versions. All Institute employees and students are required to have biometric attendance. The dynamic, user-friendly website www.acds.co.in from ACDS offers comprehensive information about upcoming events, links to various departments, and other relevant details. It is regularly updated and maintained.

File Description	Documents
Documents related to updation of IT and Wi-Fi facilities	https://www.acds.co.in/naac/AQAR/2021_22/C4/4.4.2.1-AQAR.pdf
Any other relevant information	https://www.acds.co.in/naac/AQAR/2021_22/C4/4.4.2.2-AQAR.pdf

4.4.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:		B. 500 MBPS - 1GBPS
File Description	Documents	
Details of available bandwidth of internet connection in the Institution(Data Template)	View File	
Bills for any one month of the last completed academic year indicating internet connection plan, speed and bandwidth	View File	
Any other relevant information	View File	
4.5 - Maintenance of Campus Infrastructure		
4.5.1 - Expenditure incurred on maintenance of physical and academic support facilities, excluding salary component, during the year (INR in lakhs)		
33444000		
File Description	Documents	
Audited statements of accounts on maintenance of physical facilities and academic support facilities duly certified by Chartered Accountant / Finance Officer	View File	
Details about approved budget and expenditure on physical and academic support facilities (Data templates)	View File	
Any other relevant information	No File Uploaded	
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. Describe policy details of systems and procedures for maintaining and utilizing physical and academic support facilities within a maximum of 100 -200 words.		
<p>In order to ensure the smooth operation of all the machines and equipment in the college as well as the rest of the campus, preventive maintenance as well as breakdown maintenance are actively practiced. The college has trained personnel to handle the civil, electrical, plumbing, computer, and dental equipment maintenance as well as sports facilities sections. The Officer-in-charge oversees the activities of all the sections and inputs from the various departments are directed to the respective maintenance sections. During the 2020-21 academic year, roughly Rs 11.5 lakhs were spent on maintaining the academic facilities, and roughly Rs 1 crore and 8 lakhs were spent on maintaining the physical facilities on campus and in the college. The Institute has a clear policy in place for facility maintenance. Every year, a number of AMCs are renewed for significant machinery, equipment, and software that support a range of patient and academic interfaces.</p>		
File Description	Documents	
Minutes of the meetings of the Maintenance Committee	https://www.acds.co.in/naac/AQAR/2021_22/C4/4.5.2.1.pdf	
Log book or other records regarding maintenance works	https://www.acds.co.in/naac/AQAR/2021_22/C4/4.5.2.2.pdf	
Any other relevant information	https://www.acds.co.in/naac/AQAR/2021_22/C4/4.5.2.3.pdf	
STUDENT SUPPORT AND PROGRESSION		
5.1 - Student Support		
5.1.1 - Number of students benefited by scholarships/ freeships / fee-waivers by Government / Non-Governmental agencies / Institution during the year		
89		
File Description	Documents	
Attested copies of the sanction letters from the sanctioning authorities	View File	
List of students who received scholarships/ free ships/fee-waivers	View File	
Any other relevant information	View File	
Data template	View File	

5.1.2 - Capability enhancement and development schemes employed by the Institution for students: Soft skill development Language and communication skill development Yoga and wellness Analytical skill development Human value development Personality and professional development Employability skill development	A. All of the Aboe
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File Description	Documents
Any other relevant information	View File
Link to Institutional website	https://www.acds.co.in/skill_enhancement_and_development_schemes.aspx
Details of capability enhancement and development schemes(Data Template)	View File

5.1.3 - Number of students provided training and guidance for competitive examinations and career counseling offered by the Institution during the year

233

File Description	Documents
List of students benefited by guidance for competitive examinations and career counselling during the year (Data template)	View File
Institutional website. Web-link to particular program/scheme mentioned in the metric	https://www.acds.co.in/career_guidance_cell.aspx
Copy of circular/ brochure/report of the event/ activity report Annual report of Pre-Examination Coaching centres	View File
list of students attending each of these schemes signed by competent authority	View File
Any other relevant information	View File

5.1.4 - The Institution has an active international student cell to facilitate study in India program etc., Describe the international student cell activities within 100 - 200 words

Army College of Dental Sciences has been established under the aegis of Army Welfare Education society (AWES) as a centre of excellence for Dental education. ACDS is part of welfare educational society for children of regular Army personnel, Army pensioners and war widows.ACDS has an active international student cell to spread awareness among the students about various career opportunities abroad for dentists. The international student cell organizes/conducts activities that are related to pursuing higher education abroad, opportunities for dentists abroad etc. in association with the career guidance cell of the institution.

Alumni of this college pursue higher education in India & abroad every year. The following lectures have been organized by the cell to encourage students to pursue higher education abroad.

(a) A lecture was delivered by alumni of this college Dr. Adithya Marwa DDS on the topic "USA: after BDS and MDS on 24th July 2021. Nearly 70 participants attended the program. The program was a success, with the active participation of faculty, students and interns.

Moreover, senior faculty of the institution help the students to select options for career enrichment through diploma courses, fellowship programs, post graduation in dental specialities, allied healthcare fields of career like MBA - Hospital Management, Clinical Research and Doctoral programs.

File Description	Documents
For international student cell	https://www.acds.co.in/naac/AQAR/2021_22/C5/5.1.4.pdf
Any other relevant information	Nil

5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances / prevention of sexual harassment and prevention of ragging Adoption of guidelines of Regulatory Bodies Presence of the committee and mechanism of receiving student grievances (online/ offline) Periodic meetings of the committee with minutes Record of action taken

A. All of the Above

File Description	Documents
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Minutes of the meetings of student Grievance Redressal Committee and Anti-Ragging Committee/Cell	View File
Circular/web-link/ committee report justifying the objective of the metric	https://www.acds.co.in/naac/AQAR/2021_22/C5/5.1.5.pdf
Details of student grievances and action taken (Data template)	View File
Any other relevant information	No File Uploaded

5.2 - Student Progression

5.2.1 - Number of students qualifying in state/ national/ international level examinations during the year (eg:NET/SLET/GATE/GMAT/CAT/ GRE/TOEFL/Civil Services/State government examinations)

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

17

File Description	Documents
List of students qualifying in state/ national/ international level examinations during the year (Data template)	View File
Pass Certificates of the examination	View File
Copies of the qualifying letters of the candidate	View File
Any other relevant information	View File

5.2.2 - Number of outgoing students who got placed / self-employed during the year

50

File Description	Documents
Annual reports of Placement Cell	View File
Self-attested list of students placed /self-employed	View File
Details of student placement / self-employment during the year (Data template)	View File
Any other relevant information	View File

5.2.3 - Number of the graduated students of the preceding year, who have progressed to higher education

12

File Description	Documents
Supporting data for students/alumni as per data template	View File
Details of student progression to higher education (Data template)	View File
Any other relevant information	View File

5.3 - Student Participation and Activities

5.3.1 - Number of awards/medals for outstanding performance in sports and/or cultural activities at inter-university / state /national / international events (award for a team event should be counted as one) during the year

Nil

File Description	Documents
Duly certified e-copies of award letters and certificates	No File Uploaded

Any other relevant information	No File Uploaded
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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. Describe the Student Council, its activities related to student welfare and student representation in academic & administrative bodies /committees of the Institution within 100 - 200words

At ACDS, the student council is actively involved in academic activities, extracurricular activities, and general college administration. Student councils serve as the voice of the students to administrations and vice versa. Students from the council bring a variety of perspectives and opinions about how to bridge the gap between administration and students.

Student participation in Academic & Non-academic Activities:

This year the student council was elected by the college administration which included the post of a President, General secretary, Cultural and sports Secretary, Mess Secretary and boys and girls hostel secretary. The council has played a vital role in organising various activities round the year. From Republic day celebrations, Holi, Ganesh Chaturthi, Janamashtami, Sports and Cultural fest, Diwali, Christmas and DJ Nite on New years for the students to organising orientation programmes for 1st year students. Students have been encouraged to take part in all activities.

The students provided feedback on various aspects such as canteen, hostel, mess, sports infrastructure, etc which helped the college in improving the facilities.

They are involved in various committees like Hostel and Mess Committee, Disciplinary and Grievance committee, Library committee, POSH Committee to present their views on the development of the college.

File Description	Documents
Reports on the student council activities	https://www.acds.co.in/naac/AQAR/2021_22/C5/5.3.2.pdf
Any other relevant information	Nil

5.3.3 - Number of sports and cultural activities/competitions organised by the Institution during the year

12

File Description	Documents
List of sports and cultural activities / competitions organized during the year (Data Template)	View File
Report of the events with photographs	View File
Any other relevant information	View File

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 year. Describe the contributions of the Alumni Association to the Institution during the year within 100 - 200 words

The Alumni committee has been functioning with a resounding success. The last year featured the nomination of new office bearers and discussions on various agenda points, followed by an engaging cultural program. Activities such as singing competition, quiz, rangoli, face painting, cooking, and dance were met with active participation. A Tambola night added a touch of fun and frolic to the evening.

Informal interactions between students and faculty have been fostered through various sports and games, including basketball, football, volleyball, athletics, table tennis, badminton, chess, and carrom. The veterans and students engaged in friendly competition, enhancing the sense of camaraderie. Food stalls outside the Sushruta auditorium added to the festive atmosphere.

This year notably, the alumni of ACDS displayed great generosity, contributing a total of Rs 76,000 /- to the college. Some alumni also made valuable donations to the college library, to the Sardar Vallabhai Patel Knowledge Centre, by contributing books that will greatly benefit the students. The overall enthusiasm displayed by everyone involved made the alumni meet a memorable and successful event.

File Description	Documents
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Registration of Alumni association	https://www.acds.co.in/naac/AQAR/2021_22/C5/5.4.1.3.pdf
Details of Alumni Association activities	https://www.acds.co.in/naac/AQAR/2021_22/C5/5.4.1.1.pdf
Frequency of meetings of Alumni Association with minutes	https://www.acds.co.in/naac/AQAR/2021_22/C5/5.4.1.2.pdf
Quantum of financial contribution	https://www.acds.co.in/naac/AQAR/2021_22/C5/5.4.1.4.pdf
Audited statement of accounts of the Alumni Association	https://www.acds.co.in/naac/AQAR/2021_22/C5/5.4.1.5.pdf

5.4.2 - Provide the areas of contribution by the Alumni Association / chapters during the year Financial /kind Donation of books /Journals/volumes Students placement Student exchanges Institutional endowments

C. Any 2 or 3 of the Above

File Description	Documents
List of Alumni contributions made during the year	View File
Extract of Audited statements of highlighting Alumni Association contribution	View File
Certified statement of the contributions by the head of the Institution	View File
Any other relevant information	No File Uploaded

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The Institution has clearly stated Vision and Mission which are reflected in its academic and administrative governance. Describe the Vision and Mission of the Institution, nature of governance, perspective plans and stakeholders' participation in the decision-making bodies highlighting the activities leading to Institutional excellence.

The Army Welfare and Education Trust (AWES) founded the Army College of Dental Sciences. It currently occupies a 20-acre site that is quite expansive. In addition to being accredited by the Dental Council of India and the Ministry of Health & Family Welfare, Government of India, ACDS is affiliated to Kaloji Narayana Rao University of Health Sciences (KNRUHS), located in Warangal, Telangana, and offers BDS and MDS programs.

Vision: Be at the forefront of Dental education, by providing quality education at affordable costs; Be able to reach out to each and every citizen of the community by preventive and effective treatment strategies.

Mission: To provide opportunities in professional dental education for the wards of Army personnel, Ex-servicemen, and war widows; To take care of oral health needs of the community by providing high quality value-based education to its graduates.

The stakeholders provide comprehensive professional development and competence by actively participating and delivering results in a time-bound, structured way, all in accordance with the values. The numerous non-statutory committees and stakeholder interactions across disciplines guarantee this. The institution's administrative core, led by the Registrar and team, makes sure everything runs smoothly and effectively.

File Description	Documents
Vision and Mission documents approved by the College bodies	https://www.acds.co.in/naac/AQAR/2021_22/C6/6.1.1.1.pdf
Achievements which led to Institutional excellence	https://www.acds.co.in/naac/AQAR/2021_22/C6/6.1.1.2.pdf
Any other relevant information	NIL

6.1.2 - Effective leadership is reflected in various Institutional practices such as decentralization and participative management. Describe the organogram of the college management structure and its functioning system highlighting decentralized and participatory management and its outcomes in the Institutional governance within 100 - 200 words

The management committee of the institute assists in evaluating the institution's growth, direction, and strategy. The principal, with assistance from the Registrar, formulates and implements institutional policy decisions, which are overseen and guided by the chairman. The institution has organized a number of non-statutory committees to facilitate its smooth operation. These committees are an essential component of the organization and carry out a variety of tasks to ensure the institute runs smoothly. Various levels of governance are involved in the

decision-making process. These levels are evaluated, implemented, and their results are reviewed on a regular basis. The faculty of each department oversees the execution of the academic, research, and clinical programs for graduate and undergraduate students in their respective departments at the departmental level.

The smooth operation of the departments is actively supported by the technicians, dental hygienists, nurses, and other staff members. The corresponding department heads keep an eye on these as well. The administrative team competently supports the Registrar and Principal in the day-to-day activities and projects of the organization. This combined effect of active, participative, and decentralized management has made it possible for the institution to accomplish its goals and objectives.

File Description	Documents
Relevant information / documents	https://www.acds.co.in/naac/AQAR/2021_22/C6/6.1.2.1.pdf
Any other relevant information	https://www.acds.co.in/naac/AQAR/2021_22/C6/6.1.2.2.pdf

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. Provide the write-up within 100 - 200 words

The Institution has a three-tiered command and control structure under the following: 1. The Board of Governors at Army Headquarters 2. Headquarters Command's Board of Administration. 3. The Institute's Managing Committee is located at the station (IMC). The Board of Governors and the Board of Administration assist in determining the institute's vision and objectives as well as in creating, carrying out, and overseeing the policies. The institutional policies and service regulations are routinely reviewed by the Board of Governors, who then makes any necessary adjustments and notifies all parties involved through the Blue Book. At IMC and BOA meetings, the strategic plan is observed and the results are evaluated. There are 26 non-stationary cells that report to the IMC that are created at the institutional level and that develop, implement, and accomplish particular goals at the departmental and organizational levels.

The Institution Management Committee (IMC) is in charge of keeping an institutional eye on the college's development. IMC meets once a quarter to review and approve college-proposed administrative and academic projects, as well as to discuss and assess academic progress. The ACDS Quality Procedure Manual governs and mandates the Standard Operations Protocol for committees and college operations.

File Description	Documents
Minutes of the College Council/ other relevant bodies for deployment/ deliverables of the strategic plan	https://www.acds.co.in/naac/AQAR/2021_22/C6/6.2.1.4.pdf
Any other relevant information	https://www.acds.co.in/naac/AQAR/2021_22/C6/6.2.1.5.pdf
Organisational structure	https://www.acds.co.in/naac/AQAR/2021_22/C6/6.1.2.1.pdf
Strategic Plan document(s)	https://www.acds.co.in/naac/AQAR/2021_22/C6/6.2.1.1.pdf

6.2.2 - Implementation of e-governance in areas of operation Academic Planning and Development Administration Finance and Accounts Student Admission and Support Examination

A. All of the Above

File Description	Documents
Data template	View File
Institutional budget statements allocated for the heads of E_governance implementation	View File
e-Governance architecture document	View File
Screen shots of user interfaces	View File
Policy documents	View File
Any other relevant information	View File

6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has effective welfare measures for teaching and non-teaching staff and avenues for their career development/ progression

The Institution has effective welfare measures in place, for teaching and non-teaching staff and are listed below: Welfare Measures for teaching staff: * Group Personnel Accident Policy * Festival Incentive * Annual Increment * Payment of DA & HRA * Incentive on acquisition of MPhil & PhD qualification * Payment of NPA to Principals of ACDS * Stagnation Increment * Leave Entitlement * Subsidized Rental Quarters * Payment of Interim Relief * Ambulance services * Subsidized food charges * Age Relaxation for extended service * Subsidized treatment charges
Welfare Measures for Non-teaching staff: • Group Personnel Accident Policy * Festival Incentive * Annual Increment * ESIC * EPE * Loan * Funeral Allowance & Ex-Gratia * Leave Entitlement: The following types of leave will be entitled in a calendar year

(a). Casual (b) Medical (c) Vacation (d). Earned (e) Maternity (f). Paternity Leave

(g) child adoptation leave

(h) extra ordinary leave

* Encashment of Leave

* Subsidized Rental Quarters * Age Relaxation * Service Gratuity

Ambulance services

Subsidized food charges

Subsidized treatment charges

Welfare measures for students: * Group Personnel Accident Policy * Career guidance and Placement cell * Old students alumni association
Psychologist counseling Co-curricular activities * Merit cum mean scholarships * Medical facilities * Award of Excellence

File Description	Documents
Policy document on the welfare measures	https://www.acds.co.in/naac/AQAR/2021_22/C6/6.3.1.1.pdf
List of beneficiaries of welfare measures	https://www.acds.co.in/naac/AQAR/2021_22/C6/6.3.1.2.pdf
Any other relevant document	https://www.acds.co.in/naac/AQAR/2021_22/C6/6.3.1.3.pdf

6.3.2 - Number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

9

File Description	Documents
Details of teachers provided with financial support to attend conferences, workshops etc. during the year (Data Template)	View File
Policy document on providing financial support to teachers	View File
List of teachers provided membership fee for professional bodies	View File
Receipts to be submitted	View File
Any other relevant information	View File

6.3.3 - Number of professional development / administrative training programmes organized by the University for teaching and non-teaching/technical staff during the year (Continuing education programmes, entrepreneurship development programmes, Professional skill development programmes, Training programmes for administrative staff etc.,)

16

File Description	Documents
List of professional development / administrative training programmes organized by the Institution during the year and the lists of participants who attended them (Data	View File

template)	
Reports of Academic Staff College or similar centers Verification of schedules of training programs	View File
Copy of circular/ brochure/ report of training program self conducted program may also be considered	View File
Any other relevant information	No File Uploaded

6.3.4 - Number of teachers undergoing Faculty Development Programmes (FDP) including online programmes during the year (Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)

111

File Description	Documents
Days limits of program/course as prescribed by UGC/ AICTE or Preferably Minimum one day programme conducted by recognised body/academic institution	View File
Any other relevant information	View File
Details of teachers who have attended FDPs during the year (Data template)	View File
E-copy of the certificate of the program attended by teacher	View File

6.3.5 - Institution has Performance Appraisal System for teaching and non- teaching staff. Describe the functioning of the Performance Appraisal System for teaching and nonteaching staff within 100 - 200 words

Army College of dental sciences performs a 360-degree performance appraisal system through a process of which feedback from Self, Superior's, Subordinate's. Peer appraisal are collected and even from students, which are intended to assist the teaching/nonteaching faculty members in developing and maintaining a yearly self-appraisal of her/his efforts at college. An annual appraisal review is done at the end of the year, all the staffs are given targeted Key performance indicators (KPIs). The outcome and performance of each staff is evaluated by the appraisal review committee, with a hierarchy of assessment from appraiser (Head of the Dept.) to reviewer (Head of the institution.) and a senior reviewing officer(chairman) individual assesse he/she is graded to the following expressions (outstanding/very good/ good/average/below average).The staff till the level of Professors are appraised by Head of the institution (Principal), and beyond that for the senior staff like principal and registrar it is appraised by chairman of the institution ACDS.

The following key performance indicator (KPI's) parameters are assessed under following areas:

Teaching, learning and evaluation related activities

Co-cirricular, extension and profession related activities

Research and related contributions

resourcefulness

amenability to discipline

responsibility to patients

time management

measurement of performance outcomes

File Description	Documents
Performance Appraisal System	https://www.acds.co.in/naac/AQAR/2021_22/C6/6.3.5.1.pdf
Any other relevant information	NIL

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Various Strategies used: -

1. Expenditure to be kept within the income generated.
2. To give top priority for Patient Management and academic Facilities by subsidizing fees & nominal patient charges.
3. Asset Replacement fund for newer equipment and infrastructure.
4. Significant amount set aside through fixed deposits in banks for future upgrades.
5. Optimization of funds through preventive maintenance & optimal usage at all levels.

Optimum Utilisation of Resources: Optimum utilisation of resources is ensured by planning and coordination and preparation of Budget. IMC assess the requirement of expenditure and given approval during Budget Stage. The financial power delegated from Registrar to Board of Officers and financial sanction is obtained before procurement. Financial prudence is ensured into all members of college from time to time. Regular maintenance of equipment is also carried out to prolong the life of equipment and buildings.

File Description	Documents
Resource mobilization policy document duly approved by College Council/other administrative bodies	https://www.acds.co.in/naac/AQAR/2021_22/C4/Institutional
Procedures for optimal resource utilization	https://www.acds.co.in/naac/AQAR/2021_22/C4/Optimum
Any other relevant information	Nil

6.4.2 - Institution conducts internal and external financial audits regularly. Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling any audit objections within 100 -200 words

The college employs a meticulous financial management system, utilizing an integrated Hospital Management System and Accounting software for digital record-keeping. Internal and external audits, predominantly via cheques, ensure transaction transparency, with procurement through tenders and quotations.

Tally ERP 9 is the chosen accounting package, providing a robust financial system. Finances come from AWES management, HQ TASA, HQ DB Area, HQ Southern Command, Army structures, and Corporate Social Responsibility funds, with annual audits conducted by officers from HQ TASA or HQ BD Area.

Internal audits, overseen by the Audit Committee quarterly and conducted regularly by an internal team, follow established norms. The tender process involves boards of officers for quotations, vendor selection, and final approval, ensuring compliance. External audits, annually conducted by certified auditors selected through tender, yield reports discussed with the IMC for compliance. No adverse comments have been made, and reports, along with financials, are filed with the Income Tax department. The auditor manages TDS submissions and proper PF and EPF deductions for eligible faculty, reflecting the college's commitment to financial accountability and guideline adherence.

File Description	Documents
Documents pertaining to internal and external audits for the last year	https://www.acds.co.in/naac/AQAR/2021_22/C4/complete
Any other relevant information	Nil

6.4.3 - Total Grants received from government/non-government bodies, individuals, philanthropists during the year (INR in Lakhs)

Funds/grants received from government bodies (INR in Lakhs)	Funds/grants received from nongovernment bodies (INR in Lakhs)
00	00

File Description	Documents
Audited statements of accounts for the year	View File

Copy of letter indicating the grants/ funds received by respective agency as stated in metric	No File Uploaded
Provide the budget extract of audited statement towards Grants received from Government / non-government bodies, individuals, philanthropist duly certified by chartered accountant/ Finance Officer	No File Uploaded
Information as per Data template	No File Uploaded
Any other relevant information	No File Uploaded

6.5 - Internal Quality Assurance System

6.5.1 - Institution has a streamlined Internal Quality Assurance Mechanism. Describe the Internal Quality Assurance Mechanism in the Institution and the activities of IQAC within 100 - 200 words

Quality assurance in ACDS is monitored under 23 different committees which are aligned and collaborated by the IQAC. The committees include the Institutional academic board, scientificacademic forum, Dental Education Unit, Hospital management committee, etc. These committees meet regularly and discuss all aspects covering the overall quality maintenance and infrastructure augmentation and inform the IQAC about the same. IQAC comprises 15 members comprising the Principal, Registrar, 8 faculty members and 5 other external members. The members serve a tenure of 2 years. The IQAC conducts meetings every quarterly to ensure maintenance and improvement of the standards of education, hospital management and other administrative aspects of college. Inputs from the various committees are taken by the IQAC to the higher management of the college for further action. The follow-up action to be taken by various committees is informed for implementation. To ensure strict compliance with the quality parameters the college has been successfully certified with ISO certification 9001: 2015 for complying with the international standard for a quality management system (QMS) as well as ISO 14001: 2015 for complying with the internationally agreed standard for an environmental management systems.

File Description	Documents
The structure and mechanism for Internal Quality Assurance	https://www.acds.co.in/naac/AQAR/2021_22/C6/6.5.1.1.pdf
Minutes of the IQAC meetings	https://www.acds.co.in/naac/AQAR/2021_22/C6/IQAC Meeting 2021-22.pdf
Any other relevant information	NIL

6.5.2 - Number of teachers attending programs/ workshops/ seminars specific to quality improvement in the year (Please exclude participations in Faculty Development Programmes (FDP) mentioned in metric 6.3.4)

File Description	Documents
Details of programmes/ workshops/ seminars specific to quality improvement attended by teachers during the year	View File
List of teachers who attended programmes/ workshops/ seminars specific to quality improvement during the year	View File
Certificate of completion/participation in programs/ workshops/ seminars specific to quality improvement	View File
Information as per Data template	View File
Any other relevant information	No File Uploaded

6.5.3 - The Institution adopts several Quality Assurance initiatives. The Institution has implemented the following QA initiatives: Regular meeting of Internal Quality Assurance Cell (IQAC) Feedback from stakeholder collected, analysed and report submitted to college management for improvements Organization of workshops, seminars, orientation on quality initiatives for teachers and administrative staff. Preparation of documents for accreditation bodies (NAAC, NBA, ISO, NIRF, NABH, NABL etc.,)

A. All of the Above

File Description	Documents
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Information as per Data template	View File
Annual report of the College	View File
Minutes of the IQAC meetings	View File
Copies of AQAR	https://www.acds.co.in/naac/AQAR/2021_22/C6/AQAR_20-21.pdf
Report of the feedback from the stakeholders duly attested by the Board of Management	View File
Report of the workshops, seminars and orientation program	View File
Copies of the documents for accreditation	View File
Any other relevant information	View File

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 year

04

File Description	Documents
List of gender equity sensitization programmes organized by the Institution (Data template)	View File
Copy of circular/brochure/ Report of the program	View File
Extract of Annual report	View File
Geo tagged photographs of the events	View File

7.1.2 - Measures initiated by the Institution for the promotion of gender equity during the year. Describe gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus within 100 - 200 words

The mission of the Army College of Dental Sciences is to provide a dignified, courteous, and safe work environment for all. At the Institution, women have varying degrees of decision-making authority. The college runs programs to promote gender equity, such as educating teenagers about nutrition and health, talking about the importance of women in the home and society, and teaching all genders to respect and value all people. Every year International Women's Day honors the achievements of its female faculty and staff. Maternity leave for female employees is paid for six months. The Internal Complaints Committee and the Women's Empowerment Cell run proactive programs to raise awareness of the different facets of gender harassment in the workplace. To guarantee security, CCTV surveillance systems have been installed all over the campus. Every floor has a separate female restroom. The Institution provided sanitary napkin incinerators on every floor for hygienic and safe sanitation. The faculty, staff, and students have access to a secure transportation facility. The Institution offers medical care around the clock. Professional clinical psychologists handle issues with students and staff. A crèche is available for staff members and patients who might require childcare during business hours.

File Description	Documents
Annual gender sensitization action plan	https://www.acds.co.in/naac/AQAR/2021_22/C7/7.1.2.1.pdf
Specific facilities provided for women in terms of a. Safety and security b. Counselling c. Common Rooms d. Day care centre for young children	https://www.acds.co.in/naac/AQAR/2021_22/C7/7.1.2.2.pdf
Any other relevant information	https://www.acds.co.in/naac/AQAR/2021_22/C7/7.1.2.3.pdf

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

B. Any 3 or 4 of the Above

File Description	Documents
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Geotagged Photos	https://www.acds.co.in/naac/AQAR/2021_22/C7/7.1.3.1.pdf
Installation receipts	View File
Facilities for alternate sources of energy and energy conservation measures	View File
Any other relevant information	View File

7.1.4 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 100 - 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

The 3Rs- reduction, reuse, and recycling are followed by the Army College of Dental Sciences for on-campus waste management to ensure proper disposal of large amounts of solid, liquid, and electronic waste that the college produces. The college uses its generated liquid waste for gardening on campus. Biomedical waste produced in diagnostic, therapeutic, and laboratory procedures is gathered in a variety of containers with color coding including red, yellow, blue, green, and white. The vehicle/waste collectors of G J Multiclave Pvt. Ltd assists in the collection, sorting, and disposal of solid waste. Electronic waste is auctioned off to relevant authorized dealers for appropriate recycling and disposal. The amalgam waste produced during the restorative procedure is placed in a closed jar with a wide mouth that holds a radiographic fixer solution.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	https://www.acds.co.in/naac/AQAR/2021_22/C7/7.1.4.1.pdf
Geotagged photographs of the facilities	https://www.acds.co.in/naac/AQAR/2021_22/C7/7.1.4.2.pdf
Any other relevant information	https://www.acds.co.in/naac/AQAR/2021_22/C7/7.1.4.3.pdf

7.1.5 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus

A. Any 4 or all of the above

File Description	Documents
Geotagged photos / videos of the facilities	https://www.acds.co.in/naac/AQAR/2021_22/C7/7.1.5.1.pdf
Installation or maintenance reports of Water conservation facilities available in the Institution	View File
Any other relevant information	View File

7.1.6 - Green campus initiatives of the Institution include: Restricted entry of automobiles Battery-powered vehicles Pedestrian-friendly pathways Ban on use of plastics Landscaping with trees and plants

A. All of the Above

File Description	Documents
Geotagged photos / videos of the facilities if available	https://www.acds.co.in/naac/AQAR/2021_22/C7/7.1.6.1.pdf
Geotagged photo Code of conduct or visitor instruction displayed in the institution	View File
Any other relevant information	View File
Reports to be uploaded (Data Template)	View File

7.1.7 - The Institution has Divyangjan friendly, barrier-free environment Built environment with ramps/lifts for easy access to classrooms. Divyangjan friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for Divyangjan to access NAAC for Quality and Excellence in Higher Education AQAR format for Health Sciences Universities Page 68 website, screen-reading software, mechanized equipment Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading

A. All of the Above

File Description	Documents
Geo tagged photos of the facilities as per the claim of the institution	View File
Any other relevant information	View File
Data template	View File
Relevant documents	View File

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).

Children of military personnel are accepted nationwide at the Army College of Dental Sciences. The institution wants to foster a welcoming atmosphere that respects socioeconomic, linguistic, ethnic, and other distinctions.. For the students' stress relief, it organizes festivals, athletics, and cultural events. The Institution organizes a variety of intra- and inter-college sporting and cultural events to inspire all students to showcase their extracurricular interests, abilities, and talents. Students create connections across religious and geographic boundaries by participating in all the festivals and adhering to local customs. The NSS unit's ACDS volunteers engage in a range of community projects. These include Swatch Bharat and sanitation programs in nearby slums and adopted villages. The Institution conducts dental screenings and treatment camps for individuals with mental disabilities. The Institution treats elderly patients, children with special needs, and deserving children for little to nothing. At ACDS, there is no distinction made between the rich and the poor, the young and the elderly, or the child and the adult. It considers religious equality and accepts harmony as a religion.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	https://www.acds.co.in/naac/AQAR/2021_22/C7/7.1.8.1.pdf
Any other relevant information/documents	https://www.acds.co.in/naac/AQAR/2021_22/C7/7.1.8.2.pdf

7.1.9 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organized professional ethics programmes for students, teachers, administrators and other staff during the year Annual awareness programmes on Code of Conduct were organized during the year

A. All of the Above

File Description	Documents
Information about the committee composition, number of programmes organized etc., in support of the claims	View File
Web link of the code of conduct	https://www.acds.co.in/naac/ssr/criteria7/7.1/7.1.9/1_7.1.9%20code%20of%20conduct.pdf
Details of the monitoring committee of the code of conduct	View File
Details of Programs on professional ethics and awareness programs	View File
Any other relevant information	View File
Institutional data in Prescribed format (Data Template)	View File

7.1.10 - The Institution celebrates/ organizes national and international commemorative days, events and festivals. Describe the efforts of the Institution in celebrating /organizing National and International commemorative days and events and festivals within 100 - 200 words

The festivals are a testimony to our diverse traditions and culture. Celebrating festivals in institutions has become an integral part of learning and building a strong belief that encourages students to learn their traditions and culture.

Many international days that spread awareness of oral health are celebrated like World Oral Health Day, World Tobacco Day, World Oral Hygiene Day, International Oral and Maxillofacial Surgery Day, and Cons and Endo Day. Students are encouraged to sample the trees on World

Environmental Day and tend to learn spiritual discipline on International Yoga Day.

Keeping the values intact national honourable days that are been celebrated are Republic Day, Independence Day, and Teachers Day. In ACDS students take the initiative to organize festivals through which they create bonds and understand the different customs in the diverse county. Festivals like Ganesh Chaturthi, Ugadi, Holi, Dussehra, Diwali, Christmas, and others are celebrated with joy and happiness. Students are given a platform where they learn to take responsibility and understand the country's traditions.

7.2 - Best Practices

7.2.1 - Describe two Institutional Best Practices as per the NAAC format provided in the Manual (Respond within 100 - 200 words)

1. Title of the practice: Outcome-Based Education - Student-Centric Learning at ACDS
 2. Objectives of the Practice: Attainment of the Professional attributes of the graduates
 3. The context: The need to transition to OBE from Traditional Teaching Learning
 4. The Practice: Effective curriculum planning, delivery, and evaluation as prescribed by the Dental Council of India
 5. Evidence of success: The pass percentage in the university examination for the MDS program is 100% & BDS program has improved from 76% to 91%, tardy and average performers benefited by 20% improvement in their performances.
 6. Problems Encountered and Resources Required: Need for constant knowledge update
1. Title of the Practice: Student Mentoring: Achieving their Best through Personal Enrichment Program
 2. Objectives of the Practice: To address the problems of the students, regarding personal, academic, social, and psychological issues
 3. The Context: A robust mentoring system depends on strategic planning and implementation of group dynamics to strengthen interpersonal relationships.
 4. The Practice:
Types of Mentoring: 1) Faculty to Students, 2) Peer Mentors 3) Proctorship
 5. Evidence of success: Improvement in academics, and holistic development of mind and body
 6. Problems Encountered and Resources Required: Students are hesitant to disclose their problems

File Description	Documents
Best practices page in the Institutional website	https://www.acds.co.in/pdf/best_practices.pdf
Any other relevant information	https://www.acds.co.in/naac/AQAR/2021_22/C7/7.2/7.2.pdf

7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution during the year in one area distinctive to its priority and thrust within 100 - 200 words

The primary objective of the Army College of Dental Sciences is to assist military personnel, war widows, veterans, and their children in achieving their dreams of becoming dentists and making a positive impact on their communities. The Army Welfare Education Society helps citizens of the country who are serving in the armed forces by offering professional education at subsidized prices. The ACDS provides two programs, BDS and MDS, with preference going to dependents of Army personnel who want to pursue dental education at a higher level. Per government guidelines, the ACDS has a seat-sharing matrix. Each year, 40 UG students from Telangana/KNR UHS and 15 PG students in six specializations are accepted into ACDS's MDS programs. To fulfil their commitment to offering significant subsidies, such as medical coverage, group life insurance policies, tuition, dormitory and mess fees, and other costs, ACDS management works hard to give its service personnel significant financial support. Staff members who are teachers or non-teaching receive a 50% discount, and their families receive a 25% discount. Students are not required to pay. To incentivize and foster excellence in all student endeavors, AWES, and ACDS have established awards and prizes for both academic and extracurricular achievements.

File Description	Documents
Appropriate web page in the institutional website	https://www.acds.co.in/pdf/7.3%20%20summary%20500%20words.pdf
Any other relevant information	https://www.acds.co.in/naac/AQAR/2021_22/C7/7.3.pdf

DENTAL PART**8.1 - Dental Indicator****8.1.1 - NEET percentile scores of students enrolled for the MBBS programme for the preceding academic year**

Number of students enrolled for the MBBS programme during the preceding academic year	Range of NEET percentile scores SDNEET percentile score	Mean NEET percentile score	SDNEET percentile score
32	54.04-94.00	79.5	11.06

File Description	Documents
List of students enrolled for the BDS programme for the preceding academic year	View File
NEET percentile scores of students enrolled for the BDS programme during the preceding academic year.	View File
Any other relevant information	View File

8.1.2 - The Institution ensures adequate training for students in pre-clinical skills. Describe the steps taken to improve pre-clinical skills along with details of facilities available for students such as pre-clinical skill labs

All students of BDS & MDS programs are trained in various laboratories to make them proficient in preclinical skills. The students work on models to simulate the oral structures which helps them in attaining proficiency before treating patients in their respective clinics.

There are 24 well-equipped labs in ACDS. These include:

Sr No

Year of Study

Subject

Name of Laboratory

1.

BDS 1st year

Anatomy

1 Cadaver Dissection

2 Histology

3.Osteology

4.Anatomical Specimen

Physiology

5.Physiology

Biochemistry

6.Biochemistry

Dental Anatomy

7.Dental Anatomy

Dental Material

8.Dental Materials Lab

2.

BDS 2nd Year

Pharmacology

9.Pharmacology Lab

General Pathology

10.General Pathology Lab

Microbiology

11.Microbiology Lab

Pre-Clinical Prosthodontics

12.Pre- Clinical Prosthodontics Phantom Head Lab

Pre-Clinical Conservative Dentistry

13.Pre-Clinical Conservative Phantom Head Lab

3.

BDS 3rd Year

Oral Pathology and Microbiology

14.Oral Pathology and Microbiology Lab

4.

BDS 4th Year

Prosthodontics

15.Crown and Bridge Lab

16.Ceramic & Cast partial Lab

17. Acrylic Lab

Conservative and Endodontics

18.Conservative and Endodontics Lab

Orthodontics

19.Orthodontics Preclinical Lab

Pedodontics

20.Pedodontics Preclinical Lab

Oral and Maxillofacial Surgery

21.Oral and Maxillofacial Surgery Lab**22.Advanced Simulation Surgical skills Lab****23. Basic Life Support lab**

Periodontics

24. Periodontics Preclinical Lab

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

8.1.3 - Institution follows infection control protocols during clinical teaching during preceding academic year Central Sterile Supplies Department (CSSD) (records) Provides Personal Protective Equipment (PPE) while working in the clinic Patient safety manual Periodic disinfection of all clinical areas (Register) Immunization of all the care-givers (Registers maintained) Needle stick injury record

A. All of the Above

File Description	Documents
Central Sterile Supplies Department (CSSD) Register (Random Verification by DVV)	View File
Disinfection register (Random Verification by DVV)	View File
Immunization Register of preceding academic year	View File
Relevant records / documents for all 6 parameters	View File
Institutional Data in Prescribed Format (Data Template)	View File

8.1.4 - Orientation / Foundation courses practiced in the institution for students entering the college / clinics / internship. Describe in less than 100-200 words about Orientation for fresh students White coat ceremony Workshops on patient care (community skills, infection control, biomedical waste management, professional ethics) Internship orientation Any other

Orientation ceremony:

A brief introduction to DCI Curriculum, syllabus, Outcome-based Education at ACDS, Academic calendar, Schedules & Assessments are enumerated during the orientation program. The Mentorship program, its dimensions and benefits are outlined. Special talks by Police personnel, Lawyers, Clinical Psychologist, DCI member is held to emphasize the need for strictly adhering to the laws & statutes of Ragging, Human Ethics, Code of Conduct at ACDS, Jurisprudence, Gender equality, soft skill and behavioral sciences etc.

Whitecoat ceremony:

A white coat ceremony is organised 10 days after induction programme every year where students take Hippocratic oath and they are taught about clinical ethics, conducts in clinics, teaching and learning including chairs side etiquettes, discipline and do's and don'ts of the clinics.

Workshop on patient care:

Workshops are conducted on regular basis to teach students patient care. The purpose of teaching community skills at ACDS is to empower youth to learn and develop their own skills and have positive prospects in the future.

Internship orientation:

This is conducted week before they are posted in the respective departments where they are taught anamnesis, chair side learning strategies, chairside etiquette, treatment planning, and prioritization of phases of treatment and implementation of treatment goals.

File Description	Documents
Orientation circulars	https://www.acds.co.in/naac/AQAR/2021_22/C8/8.1.4/2.pdf
Programme report	https://www.acds.co.in/naac/AQAR/2021_22/C8/8.1.4/1.pdf https://www.acds.co.in/naac/AQAR/2021_22/C8/8.1.4/3.pdf

8.1.5 - The students are trained for using High End Equipment for Diagnostic and therapeutic purposes in the Institution. Cone Beam Computed Tomogram (CBCT) CAD/CAM facility Imaging and morphometric softwares Endodontic microscope Dental LASER Unit Extended application of light based microscopy (phase contrast microscopy/polarized microscopy/fluorescent microscopy) Immunohistochemical (IHC) set up

B. Any 5 or 6 of the Above

File Description	Documents
Invoice of Purchase	View File
Usage registers	View File
Geotagged photos of the facilities, and list of studentstrained in the opted facilities	View File
Institutional Data in Prescribed Format (Data Template)	View File

8.1.6 - Institution provides student training in specialized clinics and facilities for care and treatment such as: Comprehensive / integrated clinic Implant clinic Geriatric clinic Special health care needs clinic Tobacco cessation clinic Esthetic clinic

A. All of the Above

File Description	Documents
Certificate from the principal/competent authority	View File
Geotagged photos of the facilities, and list of students trained in the opted facilities	View File
Any other relevant information	View File
Institutional Data in Prescribed Format (Data Template)	View File

8.1.7 - Number 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 the year

5

File Description	Documents
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 year	View File
Attest ed e-copies of certificates of postgraduate Degrees, Diplomas or Fellowships	View File
Any other relevant information	View File
Institutional Data in Prescribed Format (Data Template)	View File

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.

COMPETENCIES

At the completion of the undergraduate program the graduates shall be competent in:

General Skills

Practice Management

Communication & Community Resources

ATTAINMENT OF COMPETENCIES

The institution mainly focuses on training the student's preclinical skills during the initial years of study (1st and 2nd yr). In these years, students are trained in Carving of Tooth, Manipulation of Dental materials, Preparation of tooth models in Plaster and preparation of cavities and restoration with modeling wax, handling phantom models inclusive of preparation and restoration of the cavity in tooth, occlusion rims, teeth setting and processing of complete dentures.

During the 3rd and 4th year, students are posted in medical sciences (General Surgery and General Medicine) and clinical dental departments. They are evaluated in General Medicine and General Surgery by means of Practical examination to check if they are able to assess and arrive at a diagnosis of the patient.

Postings in dental clinical departments focus on training in Case history recording and interpretation of radiographs, restoration of decayed teeth, oral prophylaxis, replacement of missing tooth by complete/partial denture, tooth preparation for fixed partial denture, to perform root canal treatment in anterior teeth, ability to deliver local anesthesia and perform tooth extraction.

File Description	Documents
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 year	https://www.acds.co.in/naac/AQAR/2021_22/C8/8.1.8/1.pdf https://www.acds.co.in/naac/AQAR/2021_22/C8/8.1.8/5.pdf
Geotagged photographs of the objective methods used like OSCE/OSPE	https://www.acds.co.in/naac/AQAR/2021_22/C8/8.1.8/4.pdf
List of competencies	https://www.acds.co.in/naac/AQAR/2021_22/C8/8.1.8/2.pdf
Any other relevant information	https://www.acds.co.in/naac/AQAR/2021_22/C8/8.1.8/3.pdf

8.1.9 - Number of first year students, provided with prophylactic immunization against communicable diseases like Hepatitis-B during their clinical work during the year.

Number of students admitted in the first year of the teaching programmes during the year	Number of First year students administered immunization /prophylaxis
47	47

File Description	Documents
Policies documents regarding preventive immunization of students, teachers and hospital staff likely to be exposed to communicable diseases during their clinical work	View File
List of students, teachers and hospital staff, who received such immunization during the preceding academic year	View File
Any other relevant information.	View File
Institutional Data in Prescribed Format (Data Template)	View File

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.

Dental graduate attributes inculcated at ACDS include professionalism, Scientific, clinical, applied and integrated knowledge, communication skill, interpersonal skill and leadership quality, critical thinking and clinical decision making, stewardship and leadership, clinical

competence, research acumen, social responsibility, practice management, ethics and jurisprudence, pain management, oral health education and holistic development.

Steps Taken To Implement And Assess Dental Graduate Attributes:

The following are the steps taken by the college to attain and evaluate the attributes of dental graduates.

Academic schedules provided by the institution ensure a higher level of learning outcomes. Development of skills in clinical portion of the curriculum is fulfilled through respective clinical postings. During the postings, demonstrations are given for each procedure and cases discussed appropriately. Individual clinical evaluation is carried out at the end of the postings. Formative and summative evaluations are done.

Student passing out from this prestigious college acquire adequate knowledge, necessary skills and attitudes which are required for carrying out all the activities appropriate for general dental practice involving the prevention, diagnosis and treatment of anomalies and diseases of the teeth, mouth and jaws. This is taken care of by attending preclinical work and clinical postings.

File Description	Documents
Dental graduate attributes as described in the website of the College.	https://www.acds.co.in/naac/AQAR/2021_22/C8/8.1.10/1.pdf https://www.acds.co.in/naac/AQAR/2021_22/C8/8.1.10/3.pdf
Any other relevant information.	https://www.acds.co.in/naac/AQAR/2021_22/C8/8.1.10/2.pdf

8.1.11 - Per capita expenditure on Dental materials and other consumables used for student training during the year. [Amount in INR (Lakhs)]

0.17 lakhs

File Description	Documents
Audited statements of accounts.	View File
Any other relevant information	View File
Institutional Data in Prescribed Format (Data Template)	View File

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.

Dental Education Unit (DEU):

The Dental Education Department was established by the college on 6th Sep, 2021 for the range and quality of Faculty Development Programmes in emerging trends in Dental Education Technology.

Objectives of Dental Education Unit:

Key objectives of the dental education unit are outlined below.

- Ensure continuous quality improvement in teaching-learning and assessment in professional education
- Facilitate educational research through projects and research publication
- Update the faculty on the current trends in dental education by conducting workshops and conferences
- Contribute towards institutional activities of the feedback system, communication skills.

Vision of DEU:

Strive to impart excellence in Dental Education and Practice

Mission of DEU:

To enhance the quality of teaching, learning and assessment of students at various levels of educational initiatives and to transform teachers into competent dental educators

Academic calendar of DEU:

It includes Guest lectures by eminent entrepreneurs, National and international conferences/workshops in coordination with the Department and other statutory bodies, Programs on development of related needs including soft skills development, Gender sensitization, personality development, bioethics and principles, professional ethics, and handling of non-compliant students.

File Description	Documents
List of seminars/conferences/workshops on emerging trends in Dental Educational Technology organized by the DEU year- wise during the year.	https://www.acds.co.in/naac/AQAR/2021_22/C8/8.1.12/2.pdf
List of teachers who participated in the seminars/conferences/ workshops on emerging trends in Medical Educational technology organized by the DEU of the College during the year	https://www.acds.co.in/naac/AQAR/2021_22/C8/8.1.12/1.pdf https://www.acds.co.in/naac/AQAR/2021_22/C8/8.1.12/4.pdf
Any other relevant information	https://www.acds.co.in/naac/AQAR/2021_22/C8/8.1.12/3.pdf https://www.acds.co.in/naac/AQAR/2021_22/C8/8.1.12/5.pdf