



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

ARMY COLLEGE OF DENTAL SCIENCES

**ARMY COLLEGE OF DENTAL SCIENCES CHENNAPUR-CRPF ROAD JAI
JAWAHAR NAGAR POST SECUNDERABAD - 500087**

500087

www.acds.co.in

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

May 2022

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Founded under the aegis of Army Welfare Education Society, Army College of Dental Sciences is a co-educational institution dedicated to providing quality dental education to children of both serving and retired servicemen and women. As such, it has swiftly distinguished itself as an institute par excellence with a rich and enviable legacy, an educational environment that fosters clinical practice and research, a modern infrastructure, distinguished alumni, a verdant campus, and a vision for the future. This college prides itself on having strong ties with the community, distinguished leadership, and efficient governance.

The college made humble beginnings in the year 2001 with annual intake admission of 40 students, with the aim to be the best dental institution providing education, infrastructure and treatment facilities to students and patients. A postgraduate program was started in 2009 and currently admits 15 students to six specialty courses. Both courses are affiliated with KNR University of Health Science, Telangana, and are recognized by the Dental Council of India. The institution not only rigorously adheres to the guidelines given by both these statutory authorities with regard to the minimum requirement of curriculum and syllabus, but also has incorporated co-curricular activities focused on student-centric outcome-based learning and assessment.

ACDS has a rich academic program developed by the Institutional Academic Committee with committed faculty members, well-organized curriculum planning and annual calendar, and a continuous process of professional learning. Our students have achieved great success at the university level and at scientific conferences and conventions.

The college is a pollution-free green campus and strengthened with state-of-the-art infrastructure and Wi-Fi enabled. It is strategically located with well-planned infrastructure and resources and the campus is surrounded by fully residential spaces, educational institutions, industries and companies.

The ACDS family is steadily working together towards its motto 'Learning to Excel' through its academic rigor and discipline in teaching, learning and rendering high standards of service to the community.

The Self-Study Report has been prepared for the second cycle of NAAC accreditation with great care taken in collecting and collating the information which has significantly enhanced the quality of the college.

Vision

The institute's vision embodies the high-level goals for the future and hopes to successfully fulfill our organizational purpose. ACDS envisions itself at the forefront of dental education, by providing quality education at affordable costs; to be able to reach out to each and every citizen of the community through preventive and effective treatment strategies.

ACDS imparts knowledge to the students in the most pragmatic and transformative manner to enable them to not only practice all dental specialties but also have an empathetic approach towards their patients and to become responsible, empathetic global citizens who contribute toward sustainable dentistry and healthcare in the future.

Mission

Mission statements help navigate the future of the organization by outlining its purpose, goals, and commitments. It demonstrates our organizational values to both our employees and the general public.

The mission of the institute is to

- Provide opportunities in professional dental education for the wards of army personnel, Ex-servicemen and war-widows
- Take care of the oral health needs of the community by providing high-quality value-based education to its graduates.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- A clearly articulated vision, mission, and objectives of the college.
- An unambiguous hierarchy and a well-designed management system within the organization.
- Proactive and visionary approach and aptitude.
- Faculty empowerment and decentralization of administration.
- Quality Dental Education is ensured by committed management, teachers, and staff.
- Wide patient base.
- State-of-the-art infrastructure including CBCT, LASER, endodontic microscope, etc.
- A transparent admission process.
- Exceptional patient service.
- ICT-enhanced teaching and learning processes.
- State-of-the-art library with approximately 3398 specialty and reference books with 1332 titles, 31 hardbound journals and 339 online national and international journals.
- Co-curricular and extra-curricular activities to develop students holistically.
- Highly qualified, experienced, competent, and dedicated faculty dedicated to an efficient teaching-learning process.
- Optimal use and maintenance of infrastructure.
- A gender-friendly environment for students and staff, with periodic programs focusing on gender equality.
- Automated academic, administrative, and library functions.
- Eco-friendly campus.
- Impressive academic ambiance and discipline on the campus.
- Excellent hostel facilities.
- Ragging-free campus.
- Dedicated and quality service to the community and low treatment charges have earned goodwill within society.
- Students participate actively in NSS-sponsored social service activities.
- Students participate in academic and athletic competitions at the state and national levels.
- Among the institutions with which the college collaborates are Birla Institute of Technology Science, Pilani, Hyderabad, Employees' State Insurance Corporation, Prevest Denspro Pvt Ltd, Clove Dental, MDC Secunderabad and MDC Bolarum for the training of students in dental implants, surgical cases,

research and corporate training.

- Student-centric support and mentoring systems.
- Imparting continuous training to students to enhance technical skills and personality development.
- Very good on campus placements.
- Competitive awards for an outstanding student, employee, and faculty performance.
- Global alumni network with impressive career accomplishments.
- Faculty empowerment and decentralization of administration.

Institutional Weakness

- Funded solely by private sources, and not by the government or any other agency.
- Lack of autonomy for curriculum development.
- The college is situated on the outskirts of Hyderabad, making it difficult for patients from different parts of the twin cities to reach it.
- Lack of higher education programs, such as Ph.Ds.

Institutional Opportunity

- Excellence in academics- College has a dedicated Institutional Academic Committee and as it admits students who have qualified NEET entrance, there is a vast opportunity to excel in academics which is reflected through various University ranks achieved by our students every year.
- Expanding Research- ACDS is a postgraduate institute with focus on research activity. All students and faculty are encouraged for the same. Research is provided an impetus through our collaborations and MOUs with BITS, Pilani, ESIC Medical College and Hospital and Prevest pvt ltd.
- Excellent internships and job opportunities for our students.

Institutional Challenge

- Improving employability of students with limited control over the curriculum in light of the changing academic and employment landscape.
- Funding CDE research and programs.
- Recruiting qualified and experienced faculty in emerging fields.
- To convince patients, especially those from poor socio-economic backgrounds to undergo advanced dental treatments.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Since the curriculum of the various programs offered is designed and developed by the affiliating university, the implementation of the college's curriculum involves the full participation of all stakeholders. Among the strategies adopted for curriculum implementation are the preparation of a teaching plan, an effective assessment system, guest lectures, industrial visits, and internships.

The Institution Academic Committee is responsible for the preparation of the Academic Calendar, and schedules for internal assessments and examinations. Faculty in-charges for each year of a program take care of academic implementation and issues of the students. The clinical part of the curriculum is fulfilled by the clinical postings. During the postings, demonstrations are given for each procedure and cases are discussed appropriately. Each student must complete a certain number of clinical cases per year. Student evaluations are conducted at the end of clinical posting through three internal assessments based on KNRUHS guidelines.

Add-on courses are provided to supplement the academic curriculum. The institute also conducts value-added courses every year driven by recent trends that are not covered under the prescribed syllabi. The institute offered 73 value-added courses during the assessment period. ICMR projects, field trips, and internships play a vital role in students' overall development.

The institute offers inter-disciplinary / inter-departmental courses across all programs. Students have the opportunity to take part in interdisciplinary and multidisciplinary courses, which enrich their exposure to different aspects of dentistry. By combining student-centric methods and value-added courses, we are able to help our students not only secure a degree but improve their employability as well.

Feedback from stakeholders and regular review meetings at the departmental and institutional levels ensure the availability of relevant curricula and effective implementation of the curriculum.

Teaching-learning and Evaluation

The Army College of Dental Sciences follows a systematic and transparent admission policy. This policy provides equal opportunity to all wards of serving and retired army personnel as well as war widows. The institute of 100% admissions and more than 85% of students belong to other states.

The institute focuses on academics through regular testing during theory classes, viva voces during practical descriptions, internal examinations and end-of-posting practical examinations. These assessments are used to categorize students into slow and advanced learners. Students are counseled by their mentors regarding their grievances. Slow learners are offered remedial classes and re-tests. Advanced learners are encouraged to attend seminars and clinical society meetings.

The institute conducts a week-long orientation/induction program for both BDS and MDS students at the time of joining, during which program-specific outcomes and course outcomes (as determined by the university) are explained to the new students. Faculty and students are also informed of the learning outcomes through the official website.

The examination cell is responsible for conducting internal and University examinations for undergraduate and postgraduate courses. The institute has a well-defined redressal mechanism to deal with exam-related grievances. The institution also provides opportunity for the students to improve their score in mid-term examinations.

Each year, parent-teacher meetings allow parents to learn about their ward's progress. The institute promotes the use of ICT-enabled facilities for teaching-learning. The ACDS ensures the holistic development of students through co-curricular activities such as sports, cultural activities like music and dance, celebrations of various

festivals, etc.

By recruiting the necessary number of highly qualified and well-experienced faculty members, the institute maintains a proper student-teacher and mentor-mentee ratio. To update their knowledge and skills, the faculty takes part in Faculty Development Programs, state and national conferences.

The curriculum for the BDS and MDS programs is implemented and learning outcomes are evaluated through formative and summative assessments. Teaching-learning at the institution are aligned with the stated learning outcomes.

Research, Innovations and Extension

The institution has well-experienced and exceptional faculty members to cater to the students and enhance the research activities of the institution. The institute has more than 30% of the eligible faculty to guide PG/Ph.D scholars. The Institute has also been encouraging the faculty to participate in conferences by extending financial support.

The Institution has created an ecosystem for innovations. The college has recently established an incubation and innovation center to help students come up with innovative and unconventional solutions. For instance, a patented orthodontic wire seater for self-ligating brackets designed by Dr Chitra Prasad is a pioneering contribution to the field. The institution organized about 73 workshops/seminars on Intellectual Property Rights (IPR) Research methodology, Good Clinical, Laboratory, Pharmacy and Collection practices, writing for Research Grants and Industry-Academia Collaborations.

The institute is one of the few colleges in Telangana with an Ethical committee registered with the Ethics Committee Registration Division of Central Drugs Standard Control Organization under DGHS. It approves research projects undertaken by undergraduates, postgraduates, and faculty members alike.

The faculty members are very active on the publication front, attending national and international conferences to update their skills and present their work and research. These include the extra-mural projects and the Short-Term Student Program of ICMR.

The institution provides services to the community through our public health dentistry department. Through the students, the institution provides dental services in remote areas and villages. Cleanliness drives under Swatch Bharat Abhiyan, Blood donation camps and tree plantation drives are being undertaken regularly. The institution conducted about 98 extension and outreach programs, including oral health screening camps and lectures on oral hygiene and common dental problems, under its NSS unit. The institution many awards for its extension and outreach activities.

Collaborations between academia and industry strengthen the learning process. Medical and dental laboratories with modern equipment like lasers, 3D printers, and CAD CAM machinery enrich the knowledge of students through field trips. With Memorandums of Understanding (MOU's) with institutions such as BITS Pilani, ESIC Medical College, ECHS, and Prevest Denpro, collaborative activities are possible.

Infrastructure and Learning Resources

The campus is spread over 20 acres with a total built up area of 1,14,087 sq ft. The college master plan enables the college to plan and develop its infrastructure in sync with its academic growth. To facilitate student-centric learning, ICT enabled teaching-learning facilities are available such as Smart-boards, LCD projectors, audio-visual aids, etc. For enhancing learning outcomes, the college provides technology-enabled learning spaces, a network resource center, computers with high-speed WIFI internet in classrooms, seminar rooms, laboratories, and the library. The laboratories and clinical spaces are equipped with high-tech equipment, simulators, and software as needed.

The college campus has a large indoor auditorium for holding cultural and extra-curricular activities as well as conferences and workshops. For the optimum use of students, the campus also has a dedicated cricket ground, a volleyball court, and several indoor and outdoor courts.

There are separate hostels for girls, post-graduate girls, and boys on the campus, with well-ventilated and spacious accommodation. A dedicated SBI ATM is available along with accommodation for faculty and non-teaching staff, including a guest house.

Our library has an impressive collection of 3398 specialty and reference books with 1332 titles. There are 31 hardbound journals available. In addition, we have access to 339 online journals through the Knimbus app. Our library activities are aided by partially automated LIBSYS software. These resources can also be accessed through the college systems installed in the respective departments. A library committee is responsible for determining library requirements.

The college has a maintenance policy in place and a separate budget is allocated to regulate the contractual as well as annual maintenance services for the civil, electrical, plumbing, computer and dental equipment, as well as sports maintenance and repair by trained personnel.

A cumulative sum of around 2 crores 80 lakhs is spent every year on infrastructure and information technology enhancement, updated library facilities, and maintenance of various infrastructures within the college.

Student Support and Progression

Governmental and non-governmental organizations provide scholarships/fee waivers to many students each year, such as the Prime Minister Scholarship scheme (PMSS), Post Metric Scholarship (PMS), TATA trust. About 20% of the students receive scholarships for various non-government agencies.

Students are provided with capability enhancement and development schemes by the institution. We conduct career guidance programs like NEET coaching programs every year. The institution has an active international students cell to encourage and spread awareness among students on opportunities available abroad in dentistry.

There is a transparent mechanism in place at the Institution for dealing with student grievances, preventing harassment, and preventing ragging. Each of these regulatory bodies has its own committees and guidelines and meets regularly. Anti-Ragging Committee ensures effective implementation of anti-ragging rules formulated by the central government.

More than 25% of Students qualify for state/national/international Level examinations like NEET/GRE/TOEFL/PLAB/USMLE/UPSC/Civil Services/State Government examinations- AIIMSPGET, JIPMER Entrance Test, PGIMER, NBDE, and IELTS etc. every year. There is an active placement cell in the

institute that assists the students in getting placed in different institutions, private practices, Army Dental Corps and self-employment avenues. Almost 100% of students get either placed or offer professional service through self-employment.

The institute provides a conducive environment for the students to excel in sports and cultural events. The institute organizes about 15 such events every year. Students have also won various prizes by participating in the events organized by other institutions.

The student council established at our college plays a vital role in the academic and extracurricular activities of the student body as well as the administration of the college. The council members also serve on various organizing committees.

Since its inception, the Army College of Dental Sciences Alumni Association has only grown stronger. Alumni meetings are held twice a year and they organize several programs regularly. Topics covered range from career prospects to advanced research. Members of the ACDS alumni association serve the country in a variety of capacities, from private practice to civil service, all over the country and the world.

Governance, Leadership and Management

In its academic and administrative governance, the institution has clearly stated its Vision and Mission. The Institute Management Committee holds quarterly meetings to address the future strategies and development needs of the administration and campus in keeping with the vision, mission, resources and leadership capabilities of the institute. The management of the institution promotes participative management from all stakeholders and decentralization is ensured for the effective functioning of the institution.

The institution has a well-defined organizational structure and has many policies in place. The head of the institution and the IQAC coordinator ensure the proper functioning of statutory and non-statutory cells/committees. The Principal oversees the daily administration of the college, plans and executes all academic policies and programs in consultation with relevant committees. Committee meetings are held periodically to coordinate and improve the functioning of the organization.

The institution has e-Governance in areas such as Academic Planning and Development, Administration, Finance and Accounts, Student Admission and Support, and Examination for effective functioning of the institution. The institution has many welfare measures such as casual leave, maternity leave, incentives for publishing papers, etc. in place. Along similar lines, the institution has welfare measures for non-teaching staff.

The institution extends financial support to the faculty to attend conferences/workshops and towards membership fees of professional bodies. More than 90% of faculty underwent Faculty Development Programs during the assessment period. The institution has a well-established and monitored performance appraisal system in place.

The institution ensures the availability of funds all the time for the smooth functioning of the institution. Internal and external financial audits are also conducted regularly and shortcomings, if any noticed, are corrected with the time-bound schedule. The institution has received more than Rs 200 lakhs from government/non-government bodies, individuals, and philanthropists during the assessment period.

The institution has an active IQAC in place. The institution has been consistently ranked among the top 30

dental institutions in India by NIRF. The institution is ISO 9000:2015 and ISO 14001:2015 certified.

Institutional Values and Best Practices

ACDS provides dental health services at a subsidized rate to army veterans and their dependents. Each year, the ACDS organizes gender equity promotion programs to instill values of equality, inclusion, and diversity among adolescent boys and girls.

In addition to women-friendly facilities, ACDS has highly secure hostels equipped with CCTV surveillance systems. The college also offers transport services and 24-hour medical care. Women employees are entitled to paid maternity leave for 6 months. Its Prevention of any related issues, the Sexual Harassment Cell and Women Grievance Cell work diligently to protect the women at the college. A psychologist counsels and addresses the issues of the students on a regular basis.

A 20-kW solar GRID-Tie system was installed on the roof of the hostel with two 250kV generators installed for backup power. Electricity is conserved by using 3-star air conditioning units. In terms of waste management on campus, the institution follows the 3R's guidelines; Reduce, Reuse, and Recycle. On college campuses, waste is collected, segregated, and disposed off properly. We have contracted GJ Multiclave (India) Pvt Ltd since 2015 for Bio-medical waste management.

This is a disabled-friendly institution, with ramps, wheelchairs, washrooms, human assistance, a Divyagan accessible website, and screen-reader software.

ACDS admits children of army personnel from diverse regions and states of our nation. To improve interaction with patients, the college offers classes in spoken Telugu. Besides classroom learning, cultural and sports activities are offered. Both teaching and non-teaching staff and students adhere to the ACDS Code of Conduct & General Rules of Administration.

A number of international and national commemorative days are celebrated at the college to foster a sense of togetherness, spread awareness, and offer health care facilities.

Among institutional best practices are peer mentoring and outcome-based education. Both practices were introduced to enhance education by knowing individual strengths and weaknesses, tailoring teaching to their needs, and molding each student uniquely towards success. The institution has a distinctiveness of working towards the holistic development of the students.

Dental Part

There were 40 admissions to the BDS course and 15 admissions to the MDS course in the academic year 2020-2021. Orientation and induction ceremonies for new students are held every year. It is designed to inform students about the curriculum, syllabus, and different courses under the program, followed by a white coat ceremony.

For the BDS program, 16 well-equipped laboratories are available to provide simulation-based training. As a

result, they become proficient with the subject matter before treating real patients in respective clinics.

A separate internship orientation program is held prior to postings in departments, in which they are taught about treatment planning, phases of treatment, and sequential implementation of treatment.

ACDS aims to minimize the risk of infection spread in order to provide high-quality healthcare for patients and a safe working environment for healthcare workers.

Our high-end equipment includes CBCT, imaging and morphometric software, endodontic microscope, dental laser, and phase contrast microscope.

The following special clinics are available:

- A) Comprehensive clinic
- B) Implant Clinic
- C) Geriatric clinic
- D) Special Health care needs clinic
- E) Tobacco cessation clinic
- F) Esthetic clinic

About 10% of the faculty has acquired additional postgraduate Degrees/Diplomas/Fellowships beyond the eligibility requirements from recognized centers/universities.

The attributes inculcated in dental graduates are professionalism, scientific, clinical, applied, and integrated knowledge, communication skills, critical thinking and clinical decision making, practice management, ethics, and holistic development. The policies of the institution called for strict adherence to academic schedules, emphasis on the development of clinical skills, and completion of the relevant practical work quota.

Summative and formative assessments are used continuously and periodically throughout the course to evaluate students' progress. An ACDS graduate, therefore, possesses all the skills needed to practice dentistry, such as diagnosing and treating dental problems.

By ensuring continuous quality improvement in teaching, learning, assessment and evaluation, the Dental Education Unit strives to develop an educational system that fosters excellence.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ARMY COLLEGE OF DENTAL SCIENCES
Address	Army College of Dental Sciences Chennapur-CRPF Road Jai Jawahar Nagar Post Secunderabad - 500087
City	Secunderabad
State	Telangana
Pin	500087
Website	www.acds.co.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	S Subramanya Sharma	040-29708384	9444018930	-	army_c@rediffmail.com
IQAC / CIQA coordinator	Harshvardhan S Jois	040-20080243	9966142215	-	drhsjois@gmail.com

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

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details				
Date of establishment of the college		06-09-2000		
University to which the college is affiliated/ or which governs the college (if it is a constituent college)				
State	University name	Document		
Telangana	Kaloji Narayana Rao University Of Health Sciences	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC				
12B of UGC				
Details of recognition / approval by statutory / regulatory bodies other than UGC (MCI, DCI, PCI, INC, RCI, AYUSH, AICTE etc.)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
DCI	View Document	19-04-2021	60	

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the college recognized for its outstanding performance by national or international agencies such as DSIR, DBT, ICMR, UGC-SAP, AYUSH, WHO, UNESCO etc.?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Army College of Dental Sciences Chennapur-CRPF Road Jai Jawahar Nagar Post Secunderabad - 500087	Urban	20	114087

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BDS,Dental	60	Twelveth Class	English	40	40
PG	MDS,Prosthodontics Crown And Bridge	36	BDS	English	3	3
PG	MDS,Oral & Maxillofacial Surgery	36	BDS	English	2	2
PG	MDS,Periodontology	36	BDS	English	3	3
PG	MDS,Conservative Dentistry And Endodontics	36	BDS	English	3	3
PG	MDS,Orthodontics And Dentofacial Orthopedics	36	BDS	English	2	2
PG	MDS,Paediatric And Preventive Dentistry	36	BDS	English	2	2

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	7				17				18			
Recruited	5	2	0	7	11	6	0	17	4	14	0	18
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	7				17				18			
Recruited	5	2	0	7	11	6	0	17	4	14	0	18
Yet to Recruit	0				0				0			
	Lecturer				Tutor / Clinical Instructor				Senior Resident			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	12				0				0			
Recruited	5	7	0	12	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	12				0				0			
Recruited	5	7	0	12	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				85
Recruited	48	37	0	85
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				85
Recruited	48	37	0	85
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				20
Recruited	14	6	0	20
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				20
Recruited	14	6	0	20
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	5	2	0	11	6	0	4	14	0	42
Permanent Teachers										
Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	1	0	0	0	0	0	0	0	1
PG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	3	5	0	0	8
	Female	7	25	0	0	32
	Others	0	0	0	0	0
PG	Male	1	1	0	0	2
	Female	1	12	0	0	13
	Others	0	0	0	0	0

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

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	1	0	0	0
	Female	0	1	1	1
	Others	0	0	0	0
ST	Male	0	1	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	5	3	3	3
	Others	0	0	0	0
General	Male	49	50	51	51
	Female	0	0	0	0
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		55	55	55	55

General Facilities	
Campus Type: Army College of Dental Sciences Chennapur-CRPF Road Jai Jawahar Nagar Post Secunderabad - 500087	
Facility	Status
• Auditorium/seminar complex with infrastructural facilities	Yes
• Sports facilities	
* Outdoor	Yes
* Indoor	Yes
• Residential facilities for faculty and non-teaching staff	Yes
• Cafeteria	Yes
• Health Centre	
* First aid facility	Yes
* Outpatient facility	Yes
* Inpatient facility	Yes
* Ambulance facility	Yes
* Emergency care facility	Yes
• Health centre staff	
* Qualified Doctor (Full time)	0
* Qualified Doctor (Part time)	2
* Qualified Nurse (Full time)	3
* Qualified Nurse (Part time)	0
• Facilities like banking, post office, book shops, etc.	Yes
• Transport facilities to cater to the needs of the students and staff	Yes
• Facilities for persons with disabilities	Yes
• Animal house	No
• Power house	Yes
• Fire safety measures	Yes
• Waste management facility, particularly bio-hazardous waste	Yes
• Potable water and water treatment	Yes

• Renewable / Alternative sources of energy	Yes
• Any other facility	NA

Hostel Details		
Hostel Type	No Of Hostels	No Of Inmates
* Boys' hostel	1	55
* Girls's hostel	1	152
* Overseas students hostel	0	0
* Hostel for interns	0	0
* PG Hostel	1	25

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	ACDS tailors the curriculum to ensure pragmatic and transformative delivery of dental education in various dental specialties enabling holistic and multidisciplinary approach. Behavioral Sciences Unit at ACDS conducts programs of training and research for inculcating empathy and moral discipline among students for treating the patients.
2. Academic bank of credits (ABC):	Being affiliated to a university, the institution is waiting for the further guidelines from the affiliating university.
3. Skill development:	To enhance skill development, the students work on various types of models to simulate the oral structures which helps them in kinesthetic learning & proficiency in various procedures. The basic life support simulation lab helps stakeholders to practice CPR and airway protection to prepare them to deal with lifesaving emergencies. Advanced Simulation Surgical Skill lab is one of its kind where students perform surgical procedures on animal models using high end equipment's before treating the patients.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Being affiliated to a university, the institution is waiting for the further guidelines from the affiliating university.
5. Focus on Outcome based education (OBE):	The pendulum is swinging from teacher centric learning to student centric learning by adopting

	<p>fundamental, reflective, and practical competencies. Problem based learning, simulation, and evidence-based learning, Clinical Decision making & chair side experiential learning, research as a learning tool to prepare & present Critically Appraised Topics are the key features of OBE being followed in this institute. All activities of a course/program are assessed thoroughly through a) Formative, b) Summative, c) Continuous Internal assessments, d) Internal examinations & e) University examinations; thereby ensuring objectivity & transparency in learning outcomes. The areas not covered in the curriculum are incorporated in the continuum curriculum concept and skills such as Life skills, Soft skills, language proficiency & Structured and scheduled Outreach Programs are practiced. This is reinforced through unique mentoring initiatives and the outcomes are assessed thereby boosting the learning competencies of the student.</p>
<p>6. Distance education/online education:</p>	<p>Being affiliated to a university, the institution is waiting for the further guidelines from the affiliating university.</p>

Extended Profile

1 Students

1.1

Number of students year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
245	245	245	245	245
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

1.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
42	45	48	55	37
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

1.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
55	55	55	55	55
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

2 Teachers

2.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
75	75	75	75	75
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
75	75	75	75	75
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

3 Institution

3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
166.55	249.59	235.71	220.80	188.69
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The Dental Council of India, the statutory body, designs the curriculum for the Bachelor's and Master's programs in Dental Sciences. Kaloji Narayan Rao University of Health Sciences, Warangal, Telangana State attests and recommends this as an affiliated dental college under KNRUHS, Army College of Dental Sciences, Secunderabad. The Institutional Academic Committee/Board studies help design and deploy the curriculum, and ensure that all curriculum components are incorporated as curricular and co-curricular activity. Based on requisite attributes of Dental professionals, the outcomes of programs and courses are developed to ensure comprehensive learning experience.

Core competencies and educational objectives of the program are defined and delineated. The four-year coursework and co-curricular activities are planned to achieve these objectives. Course outcomes for each respective year of study include providing necessary knowledge, skills, and attitudes for a comprehensive learning experience through didactic instructions, simulation-based skill acquisition, and demonstration of attitudes to shape the student into a meticulous dental professional.

Program outcomes are mapped to course outcomes, where assessment of: core competencies, knowledge acquisition through theory examinations (summative examinations), and practical skills assimilation through term-by-term evaluation of patient care in a supervised clinical setting.

For formative assessment, time spent by students in various departments, their attitude and attendance are measured through evaluation parameters like documentation of case records, assignments, punctuality, and personality development through chairside communication skills.

During each year of study, theory, internal evaluation (OSCE/OSPE, word bank, sentence bank, quizzes, key cards, spotters, etc) is done in an objective and transparent manner to determine internal assessment. Marks are shared with the University to ensure proficiency is achieved by the dental students in understanding and knowledge in Dental Sciences.

Based on recommendations of DCI, the academic calendar, academic schedule, and timetable for theory and practical classes are prepared by the institutional academic board. The departments then prepare teaching schedules, lesson plans, formats for various assessments.

Assessments are inherently intertwined with content delivery and comprehensive attainment is ensured which is the goal of Outcome-based education, which has been defined at the beginning of the academic program. In addition to the academic curriculum, the students are prepared to attain functional knowledge on nation building, leadership, teamwork, ethics, jurisprudence, equality of religion, gender sensitization, human values, and communication skills through special lectures/workshops/webinars delivered by eminent specialists in the respective fields, ensuring holistic development of students.

Student centric modern teaching techniques like: critical thinking, self-paced and blended learning such as Andragogy, Didactics, and use of ICT tools like PPTX, videos, Smartboards, and MOOCs, participation in Conferences & Workshops, presentation of scientific papers, posters, and table clinics are encouraged by faculty. Value-added, interdisciplinary courses, industrial internships, innovative project works and trainings are conducted in advanced dental procedures for betterment of the students.

Feedback of courses and programs is taken from the stakeholders by the Institutional Academic Cell which is analyzed and proactive steps taken to ensure dynamic evolution of the program for achieving the Institution's education goals.

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

Other Upload Files

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

Response: 1.33

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

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

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

1.2 Academic Flexibility

<p>1.2.1 Percentage of inter-disciplinary / inter-departmental courses /training across all the Programmes offered by the College during the last five years</p> <p>Response: 34.48</p>	
<p>1.2.1.1 Number of inter-disciplinary /inter-departmental courses /training offered during the last five years</p> <p>Response: 50</p>	
<p>1.2.1.2 Number of courses offered by the institution across all programs during the last five years</p> <p>Response: 145</p>	
File Description	Document
Minutes of relevant Academic Council/BoS meetings	View Document
List of Interdisciplinary /interdepartmental courses /training across all the the programmes offered by the University during the last 5 years	View Document
Institutional data in prescribed format	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document
<p>1.2.2 Average percentage of students enrolled in subject-related Certificate/ Diploma / Add-on courses as against the total number of students during the last five years</p> <p>Response: 100</p>	

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

2020-21	2019-20	2018-19	2017-18	2016-17
245	245	245	245	245

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

1.3 Curriculum Enrichment

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

Response:

Gender: ACDS has a conducive environment for gender equity, reflected in the composition of students and staff in Male: Female ratio.

- Curricular/Co-Curricular Activities, topics on gender-related issues and sexuality are included in Curricula.
- Value-added course on Gender Sensitization is regularly conducted.
- Every year, interactive sessions on woman empowerment are organized on International Women's day.

Environment and Sustainability:

- Institute is implementing an environmental studies module comprising of the ecosystem, biodiversity, environmental pollution and social issues.
- The multi-dimension of environment and sustainability as a cross-cutting issue is carefully placed among students. Themes focused are: green technology; environmental laws; pollution; natural resource and waste management; environment sustainability etc. are given to students to present at various platforms.
- College follows the SWACHH BHARATH ABHIYAN as a regular activity, keeping the surroundings clean and spreading the word "clean society and clean community"

- The institution is maintaining the status of being Plastic free zone.
- BIOMEDICAL WASTE management protocol is strictly followed.
- HARITHA HARAM event is celebrated by planting trees by students and faculty to ensure greenery in the campus.

Human values: Students are assigned to conduct dental camps which ensure understanding socioeconomic, environmental and cultural aspects of health care, providing the opportunity to develop empathy, communication skills, holistic approach to health & disease. The basics of professionalism and ethical practice are introduced into the curriculum.

- The curriculum for UGs and PGs inculcates the topics enlightening the students to the various health determinants.
- Mindfulness meditation, yoga, Tai Chi and similar practices are performed to mitigate stressful situations and attain calm and composure in life.
- The college has a temple where festivals are celebrated. Spiritual discourses are regularly organized.
- To promote a healthy lifestyle, the college provides a gym, indoor and outdoor sports facilities.
- Programs on life skills/ soft skills are conducted to inculcate the importance of human value and ethics.

Health Determinants: Biological, physical, behavioural & sociocultural, socioeconomic condition and health services are an integral part of curriculum in community dentistry courses. hospital offers primary to tertiary level health care facilities through Out Patient Departments of Dental Hospital.

Right to Health:

ACDS prides itself in being a totally non-discriminative hospital which ensures equality & universal access to patients. The Institution also ensures geriatric people, special children and economically challenged individuals are provided with access to world class dental treatment.

Professional Ethics:

Professional Ethics is introduced to students in the orientation Program dealing with personal, social skill and employability skill development, human rights, and environmental governance. Ethics in dentistry is included in BDS curriculum, creating awareness about dental ethics. Celebration of International & National commemoration days provide an opportunity to practice ethics.

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

Other Upload Files	
1	View Document

1.3.2 Number of value-added courses offered during the last five years that impart transferable and life skills.**Response:** 73**1.3.2.1 Number of value-added courses offered during the last five years that impart transferable and life skills.**

Response: 73

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

1.3.3 Average percentage of students enrolled in the value-added courses during the last five years**Response:** 80.2**1.3.3.1 Number of students enrolled in value-added courses offered year-wise during the last five years that impart transferable and life skills**

2020-21	2019-20	2018-19	2017-18	2016-17
245	245	245	245	245

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

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

Response: 53.88

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

Response: 132

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

1.4 Feedback System

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

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

Response: A. All of the above

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

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Due consideration is given to equity and inclusiveness by providing reservation of seats to all categories during the admission process. Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 100

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

2020-21	2019-20	2018-19	2017-18	2016-17
3	6	4	4	1

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

2020-21	2019-20	2018-19	2017-18	2016-17
3	6	4	4	1

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

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

Response: 100

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

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

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

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

File Description**Document**

The details certified by the Head of the Institution clearly mentioning the programs that are not covered under CET and the number of applications received for the same

[View Document](#)

Institutional data in prescribed format

[View Document](#)

2.1.3 Average percentage of Students admitted demonstrates a national spread and includes students from other states**Response: 84**

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

2020-21	2019-20	2018-19	2017-18	2016-17
43	48	47	44	49

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

2.2 Catering to Student Diversity

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

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

Response: A. All of the above

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

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

Response: 3:1

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

Other Upload Files	
1	View Document

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

Response:

Response:

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, all of these activities provide a break from their routines. Parallel to the cultural events, the interns also organize a sports week where they participate in team games, indoor games, and athletics.

To keep students fit and have fun on campus, ACDS has a well-equipped gymnasium and separate playgrounds for different sports. The institution provides facilities for games like basketball, football, volleyball, cricket, shot-put, and athletics. The institution also encourages the students to participate in indoor games like Table Tennis, Chess, Carom-board, etc. Trained coaches from local army units train and guide the students in various sports.

Additionally, the institution hosts the cultural and sports festival every five years, in which students from various dental colleges across the state participate and show off their talent. In 2018-2019, AAGHAZ was hosted by ACDS, in which over 15 colleges and over 500 students participated in various cultural and athletic events.

The celebration of different religious events on campus is non-discriminatory and promotes religious

freedom and respect for others' beliefs. Ganesh Chaturthi is observed by students with a week-long program that includes Hawan, Bhandara, and Visarjan. The festival of Onam is also celebrated enthusiastically. The students perform Garba during Dushera Navratri, and crackers are smashed during Diwali. Similar enthusiasm is displayed for celebrating Christmas, Ramadan, Bhaishakhi, Sankranti & Pongal. In nutshell, ACDS never misses a chance to enjoy a festival with enthusiasm & fervor. On-campus, students, and faculty can also pray every day in the multicultural mandir and meditation center. On each Tuesday, a bhajan-mandli is set up for students to sing spiritual songs and distribute prasad.

The development of a student as a whole is one of the fundamental goals of the institution. Through academics, extracurricular activities, sports, and other activities, the students are able to develop personally, socially, intellectually, emotionally, physically, and psychologically.

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

2.3 Teaching- Learning Process

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

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

Response:

Response:

Army College of Dental Sciences – Learn to Excel. With this tagline, the college aims to engage students with a comprehensive curriculum with a strong focus on Professionalism and Fitness to Practice. The college's curriculum is outcome-driven and student-centric. The following student-centric methods are used for enhancing learning experiences.

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.

5) Self Directed Learning

As part of the curriculum, the institute facilitates students to conduct seminars, formulate plans and identify the tools, resources, and strategies they need for learning on their own.

6) Patient-Centric and Evidence-Based Learning

A widely accepted form of clinical practice that is patient-centric and based on evidence has been included in the program using Case-Based Discussion. As a result of these discussions between students and clinical teachers, students gain valuable feedback on inpatient care they are planning or have provided.

7) Project-Based Learning

Project-based learning involves active exploration, investigation, and response to an authentic clinical scenario presented by teachers.

8) Roleplay

Clinical teachers are uniquely placed in real-world professional settings to serve as role models for their students. A small clinical team also allows students to take on various roles.

The ability of students to appreciate the importance of patient-centered care is influenced by peers and clinical teachers.

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

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

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

Response: A. All of the above

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

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

Response:

Responses:

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.

The ACDS had consistently focused on the education of students even during the unprecedented times of COVID-19 via Google Meet and Zoom platforms. Students were given several assignments through Google forms, including both clinical case studies and theoretical concepts. 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 research magazines, dental and medical books from various authors, and journals from various specialties.

The Cliftdent IT Patient Management Software facilitates the recording and maintenance of all patient information. As a result, the student, as well as the faculty member in charge, can access the patient record as needed. Patient records kept manually tend to occupy more space and there is a high possibility of losing them. This software addresses this problem as well.

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

2.3.4 Student :Mentor Ratio (preceding academic year)

Response: 8:1

2.3.4.1 Total number of mentors in the preceding academic year

Response: 32

File Description	Document
Log Book of mentor	View Document
Institutional data in prescribed format	View Document
Copy of circular pertaining the details of mentor and their allotted mentees	View Document
Approved Mentor list as announced by the HEI Allotment order of mentor to mentee	View Document
Any other relevant information	View Document

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

Response:

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. Through the use of audiovisual aids, computer-assisted learning, and the internet, students can plan and learn comprehensive treatment modalities with its recent advancements. Regular educational and clinical training programs are offered to update knowledge and sharpen clinical skills. Students are encouraged to actively participate in debates, group discussions, model making competitions (table-clinics), case discussions and also to assist and learn from the research carried out by the faculty. Future guidance is given to students during the internship program through lectures on career options after completion of BDS, Campus placement interviews and also coaching for NEET-MDS entrance examination.

The goal of ACDS is to develop a well-rounded individual, so extracurricular activities are equally important academics. Activities such as these contribute to the emotional, social, and interpersonal development of students. Through the Behavioral Sciences Unit, Life Skills and Soft Skills are taught and enriched. The in-house clinical psychologist looks after the psychological well-being of individuals.

Integrated and Interdisciplinary learning helps students become more adept at negotiating, communicating, managing conflict, and leading others when they work together. Regular Seminars, Clinical Society Meetings and interdepartmental meets enhance the communication and public speaking skills of the students.

There are various perspectives on learning that have emerged over the past century, including cognitive (learning as a mental operation); and constructivist (knowledge as a constructed element resulting from a learning process). Rather than considering these theories individually, the institution embraces them together as a spectrum of options that can be incorporated into a teaching environment. By always going the extra mile, the Institution constantly improves the teaching-learning methods.

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

2.4 Teacher Profile and Quality

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

Response: 100

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

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

Response: 9.6

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

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

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

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

Response: 7.94

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

Response: 595.3

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

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

Response: 87.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
70	65	62	66	64

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

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

Response: 1.6

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

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

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

2.5 Evaluation Process and Reforms

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

Response:

Response:

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.

All departments strictly follow the evaluation dates stipulated in the academic calendar.

Term-wise timetables form the basis of the preparation of theory and clinical schedules, and the course instructors direct their faculty to prepare lesson plans and assessments (formative, continuous internal, and summative).

The faculty returns the answer papers of any assessment examination to students so they can raise any concerns about the assessment.

Afterward, the final results of each internal assessment are tabulated by each department, and the data is displayed on the department noticeboards and then presented to the parents during the bi-annual meeting of parents and teachers, which is also planned and incorporated.

Mentors are assigned to students who need midcourse corrections based on their performance. When necessary, personal counseling sessions will also be organized to assist them. Re-tests are conducted for low-performers and the improved marks are also displayed on the notice board.

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

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

Response:

Response:

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.

Internal Examination Grievance Redressal

If a student has questions about marking at the University or during internal exams, there is a system in place that addresses those questions. The grievance redressal process starts with the faculty in charge after the internal exams.

The faculty in charge of internal examinations will share answer copies with students after the evaluation of these exams. The students are then given a week to present their grievances to the subject leader. Any changes in the marks are entered in the appropriate records and informed to the faculty and HODs.

Mentors also guide students to improve their results in the examination as they discuss their answers with them.

A key feature of the entire system is that it is easy to use and hassle-free.

University Examination Grievance Redressal

University examinations are scheduled and conducted by KNR University of Health Sciences, Warangal. The Institution ensures that our students are fully aware of the university's rules, regulations, and policies regarding conduct, evaluation, and grievance redressal systems through our website. The University on application and remittance of a stipulated fee to be prescribed by the university shall permit a recounting or opportunity to recount the marks received for various questions in an answer paper/ paper for the theory of all subjects for which the candidate has appeared in the university examination. Suitable marks are awarded if any errors are noticed during recounting.

Students can obtain a photocopy of their answer scripts by paying the prescribed fee. In the event of a grievance regarding their marks, students are asked to submit copies of their answer scripts. There is a fee associated with re-totaling; however, re-evaluation of answers is not permitted for university students. Over the last five years, 8 students from the college have applied for totaling.

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

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

Response:

EXAMINATION PROCEDURES

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.

Some of the examination reforms during the assessment period are outlined below.

S.NO	NOW	THEN
1	CC Cameras for monitoring	Monitoring by the examiners/ Observer the University
2	Cell Phone signal Jammers	Electronic gadgets are not allowed in the hall
3	Downloading Exam Question Paper from University website 15 mins before examination	Sealed covers sent by Speed Post by the the Chief Superintendent
4	Students can download Hall ticket from Website	Students are issued hall ticket by receiving from university
5	Web Evaluation of Answer sheets	Manual Central Evaluation
6	Continuous Internal Evaluation done by both formative and summative assessment	Three Internal examinations term wise
7	Internal Examination marks and attendance are uploaded digitally on the university website	Internal Examination marks and attendance university by speed post.

Other Reforms in Evaluation and Assessment are as follow:**Workplace-based assessment**

Different strata of society are treated at dental camps by the students. At the campsite, clinicians are assessed based on how well they communicate with patients and how well they balance practical skills with soft skills. Clinicians receive graded feedback on the level of their work. Diagnostic skills, treatment planning, and theoretical and practical concepts are evaluated in table discussions about cases with patient histories, as well as a chair-side viva. Thus, students can grow holistically, clinically, and academically, and their self-confidence is boosted.

Continuous internal assessment

Continual assessment is the backbone of all successful competency-based curricula. Each year, three internal exams are held (theory and practical) for assessing academic, diagnostic, comprehensive treatment planning, and clinical skills. In addition to this, students are monitored monthly to ensure the dissemination of knowledge and feedback on their learning. These objectives are reflected in all of the courses, special lectures, and classroom discussions. As a result, results are continually evaluated across all programs and courses.

OSPE/OSCE

Students participate in OSPE/OSCE-based evaluations. Students are given spotters and instructed to write about them. Case history discussions are taken and table viva is conducted. This encourages the students to learn the subjects in a more structured and analytical way. Every subject is taken into consideration such as Anatomy where anatomical samples are taught; Pharmacological samples of medicines, Biochemistry, Dental materials, Microbiology slides, Dental instruments, Case-based discussion via case history, and image-based discussions.

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

Other Upload Files

1

[View Document](#)

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

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

Response: A. All of the above

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

2.6 Student Performance and Learning Outcomes

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

Response:

Response:

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.

Treatment: Performing basic treatment procedures like taking, processing and interpreting various types of intra-oral radiographs, oral prophylaxis, restorations, crown preparation, uncomplicated extraction of teeth, root canal treatment, etc., and referring the patient to the required specialist whenever necessary, recognition and initial management of medical emergencies that may occur during Dental treatment, perform basic cardiac life support management of pain including post-operative administration of all forms of local anesthesia, simple orthodontic appliance therapy, various kinds of restorative procedures using different materials available, simple endodontic procedures, removable and fixed prosthodontics, various kinds of periodontal therapy.

These outcomes are properly explained to the students during the week-long orientation program and are displayed on the website, with copies of the same available for distribution by the IQAC at regular intervals for communicating to the faculty.

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

2.6.2 Incremental performance in Pass percentage of final year students in the last five years**Response:** 90.75

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

2020-21	2019-20	2018-19	2017-18	2016-17
50	44	42	48	43

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

2020-21	2019-20	2018-19	2017-18	2016-17
51	44	49	48	50

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

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

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.

The learning outcomes, teaching methods used to achieve those outcomes and assessment methods are tabulated below:

S.no	Learning outcome	Teaching method	Assessment method
1	Apply appropriate knowledge and skills to manage common dental health problems.	Pedagogy, pre-clinical exercises, kinesthetic learning tools	Theory and practical assessment, real-time feedback, log-books, records, assignments
2	Understand and apply principles of ethics and legal requirements governing the practice of dentistry.	Webinars, talks, syllabi from public health dentistry	Theory exams, viva voce, assignments.
3	Ability to refer patients for specialized treatment.	Integrated and interdisciplinary learning, comprehensive clinics	Chair-side workplace based assessment, log books, electronic health records
4	Evaluate practice location, population dynamics and reimbursement mechanism	Community out-reach programs, field trips to dental clinics, lectures	Short term internships in dental practices
5	Skills to use contemporary technology and minimum computer proficiency for record-keeping and to enhance knowledge and skills	Self- directed learning	Kinesthetic learning tools (haptic feedback on different models, repetitive practice of exercises), log books, active faculty feedback
6	Understand basic principles of practice administration, financial and personnel management to dental practice.	Community out-reach programs, field trips to dental clinics	Short-term internships in dental practices, interaction with trade representatives
7	Implement infection control and appropriate methods of waste disposal.	Pedagogy, talks	Table-clinics, experiential learning tools, theory exams, viva voce, seminars
8	Develop communication skills to establish rapport, assess patient goals and concerns and guide patient care.	Experiential learning, role play, behavioral skills learning & practice through behavioral sciences unit	Chair-side learning/portage, communication skills, anamnesis, electronic health records, informed consent, documentation of case details
9	Evaluate and implement preventive programs at individual and community level.	Community out-reach programs, field trips to dental clinics	Group discussions in community dynamics, sharing learning experiences, communicating health determinants to the community
10	Obtain a methodical patient history, performing thorough clinical examination and arriving at a provisional, differential and final	Evidence based participatory and clinical decision making	Text books, journals, electronic resources, web based databases, evidence based learning & applications, journal clubs, seminars

	diagnosis.		(PG program)
11	Ability to order appropriate investigation.	Experiential learning in clinics	Peer learning
12	Use the knowledge of latest trends and technology in providing dental care.	Self- directed learning, evidence based learning	Collect & collate evidences and authenticating them for application to the present scenario from dental education unit

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

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

Response:

Response:

Parent-teacher association

The ACDS believes that students become successful through working together to guide them on how to use their roots to grow and wings to fly.

Members

- Students
- Faculty members
- Parents

Stepwise procedure

- Progress analysis
- Feedback evaluation

Parent-teacher meeting

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.

Moreover, advanced learners are listed and encouraged to participate in seminars, interdepartmental meetings, and clinical society meetings, as well as becoming peer mentors, thereby enhancing their knowledge and skills.

OUTCOME

The University results are positively affected by the innovative practices described above. The students who were under-performing during the academic year scored high marks in the University examinations and the University pass percentage has also increased progressively.

BDS PASS PERCENTAGE				
YEAR	NO OF STUDENTS APPEARED	NO OF STUDENTS PASSED	PASS PERCENTAGE	
2016	34	26	76.5	
2017	45	40	88.9	
2018	45	44	97.8	
2019	32	29	90.6	
2020	32	32	100.0	
Average for 5 yrs.	90.8			

MDS PASS PERCENTAGE				
YEAR	NO OF STUDENTS APPEARED	NO OF STUDENTS PASSED	PASS PERCENTAGE	
2016	11	11	100	

2017	10	10	100
2018	12	12	100
2019	14	14	100
2020	13	13	100
2021	14	14	100
Average for 5 yrs.	100		

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 32.53

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

2020-21	2019-20	2018-19	2017-18	2016-17
27	22	26	24	23

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

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

Response: 93.07

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

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

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

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

Response: 1

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

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

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

3.2 Innovation Ecosystem

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

Response:

The institution provides a conducive environment for research and technology-driven innovations. It is achieved by igniting research-aided creativity and the Institution provides all forms of support required to discover new ideas. The teaching and training methodology is designed in such a way that the students are motivated to think and indulge in self-study rather than playing a passive role. The following are the

initiatives that are undertaken by the Institution for the creation and transfer of creativity, lateral thinking, and knowledge.

ACDS has signed an MOU with the prestigious BITS PILANI, Hyderabad. Under the guidance of its Innovation and Incubation cell, the Institution plans to ensure that the students are guided to think out of the box for the solving day-to-day problems they may encounter in the clinical setup. Under the umbrella of the innovation and incubation cell, the institute organizes lectures on topics of interest like Intellectual property rights, research methodology, and Pharmaco-vigilance to encourage students to take up research. The students/faculty are guided to form teams and brainstorm with ideas to develop feasible and possible solutions that, if found viable, are taken up at the management/institutional level, and due recognition is given to the individual or the team of students.

One such invention is a patented product designed by one of our faculty members. It is an Orthodontic instrument for easy seating of archwires in self-ligating brackets.

The college ensures the patients don't have to wait in queues concerning the payment process for the treatments undergone at various departments. QR codes are placed at various places throughout the campus ensuring easy payment options through online payment gateways facilitated through the patient management software system.

Special continuous professional development programs are organized by the institution to enhance professional growth in the educational career of the faculty members. Innovative Seminars and Workshops are set up annually to encourage a healthy student-teacher relationship.

Student and Faculty Exchange Programs:

The college has successfully conducted student exchange programs that help students learn different clinical and practical approaches implemented worldwide. These collaborations help students and faculty understand the technologies designed and developed in other professional spheres of technical education and help cross-pollination of ideas that will enhance the standard of care that is delivered to the patients.

Esteemed experts are invited for lectures, workshops, and primary courses which help to facilitate networking and establish collaborations for undertaking multi-disciplinary and interdisciplinary research and install state-of-the-art facilities with advanced equipment and visual aids for skill development of undergraduate and postgraduate students. It helps students master all procedures, invent newer techniques and approaches, and manipulate conventional procedures.

Faculty from BITS PILANI lecturing the students and staff about the Innovation and Incubation centre

Faculty from BITS PILANI lecturing the students and staff about the Innovation and Incubation centre

<http://www.acds.co.in/naac/ssr/criteria3/3.2/3.2.1/3.2.1%20QLM.pdf>

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

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

Response: 73

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

2020-21	2019-20	2018-19	2017-18	2016-17
28	15	12	9	9

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

3.3 Research Publications and Awards

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

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

4. Norms and guidelines for research ethics and publication guidelines are followed**Response:** B. Any 3 of the above

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

3.3.2 Average number of Ph.D/ DM/ M Ch/ PG Degree in the respective disciplines received per recognized PG teacher of the Institution during the last five years.**Response:** 0.54

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

Response: 66

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

Response: 122

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

3.3.3 Average number of papers published per teacher in the Journals notified on UGC -CARE list in the UGC website/Scopus/ Web of Science/ PubMed during the last five years**Response:** 0

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

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

Response: 0

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

3.4 Extension Activities

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

Response: 98

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

2020-21	2019-20	2018-19	2017-18	2016-17
16	19	24	14	25

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

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

Response: 80.9

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

2020-21	2019-20	2018-19	2017-18	2016-17
202	239	201	108	241

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

3.4.3 Number of awards and recognitions received for extension and outreach activities from

Government / other recognised bodies during the last five years**Response:**

Army College of Dental Sciences is an esteemed Dental Institute that imparts knowledge and clinical training to the army wards and caters to the dental needs among all strata of society in and around the institution. The Department of Public Health Dentistry is actively involved in organizing extension and outreach activities in the form of dental camps. This encompasses all strata of society in the population around the institution.

The outreach activities conducted include Free oral health screening and treatment camps to serve the needy and poor in urban slums, rural areas, government schools, schools for Visually impaired children, old age homes, etc. Promoting oral hygiene and health education, rendering basic dental treatments in community camps. In-School oral health screening Camps, the camp team ensures early detection of childhood caries and promotes caries prevention in deciduous dentition and mixed dentition. Dental camps for children with intellectual disabilities are also conducted and the caregivers are educated on the proper brushing techniques and early checkups. Referral papers are issued for further management in ACDS. Such populace is treated under the supervision of pedodontists after seeking consent from the physician and parents/caregivers.

An exclusive Tobacco Cessation Cell (TCC) in the institution is established in the Department of Public Health Dentistry to bring awareness to the ill effects of various forms of tobacco. People who are Identified with such habits during community camps are counseled and referred to the TCC cell. The students have vastly contributed to sensitizing the people against the adverse effects of tobacco on health, through appropriate health education and promotion programs.

ACDS students consciously donate blood to thalassemia patients regularly for this noble cause by collaborating with Lions Club, Rotary club, and NGOs, in the neighborhood and rural regions. Our institution is continuously engaged to improve the oral and general health and lifestyle habits of society. As a result of the above successful activities, the Institution has received commendations from different agencies viz. governmental and private, NGO which only encourage us to do more for the betterment of society. For the last 5 years, the Telangana central prison department has awarded the Institute for the yeomen services rendered to the inmates vigorously.

Outreach dental camps were conducted in rural areas to reach the unreached at their doorstep by collaborating with the Satya Sai Seva organization with much dedication in a well-equipped mobile dental van and two portable chairs.

The Institute has conducted a lot of extension and outreach activities and has received letters of appreciation from 34 Government/other recognized bodies during the last 5 years.

The institute receives Rs 22000/ yearly from KNRUHS for organizing extension and outreach activities through NSS. The institute also finances and budgets amount towards extension and outreach activities.

The NSS unit of the institution was established with the whole purpose of developing the personality of the students through community service and engaging in social activities.

The Institute has recently adopted the organization -SWAMYAMKRUSHI, Telangana for looking after the

overall well-being of people with intellectual disabilities.

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

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

Response:

EDUCATION

Awareness about fundamental rights and duties, human values, and environmental concerns is inculcated through appropriate literature available in the library and high-speed internet. The college regularly organizes lectures/workshops on various topics like Intellectual Property Rights, Research Methodology, and Pharmaco-vigilance by subject experts thereby ensuring the holistic rounding of their personality development.

ENVIRONMENT

The campus is certified by ISO standards ISO 14001:2015 and takes measures to maintain a green campus with an abundance of trees and plants and a medicinal/herbal garden. Students actively participate in planting and maintenance of trees under the aegis of the “Haritha Haram” a Govt of Telangana initiative. The energy requirements of the campus are partially fulfilled using Solar Renewable Energy plants and water recycling systems. Sewage treatment plant installation has been proposed, and tenders have been solicited to implement it. The campus has a Reverse Osmosis plant to produce potable drinking water catering to the needs of the campus inhabitants.

HEALTH AND HYGIENE AWARENESS:

The students are encouraged to participate in co-curricular activities that strengthen team spirit,

camaraderie, and sportsmanship through various cultural clubs and sports activities (indoor and outdoor) to enrich their minds and body and acquire emotional intelligence and equanimity in adversities. Inter-batch sports and cultural activities are conducted every year during the cultural fest where most of the students participate.

SOCIO-ECONOMIC DEVELOPMENT:

ACDS organizes a variety of extramural activities targeting underprivileged and weaker sections and extremes of age with dual objectives of sensitizing students about various social issues and enhancing community participation and inclusion. The college promotes civic and social responsibility among students by conducting variously structured, scheduled outreach activities to monitor and promote the community's general and oral health, ensuring nutritional, health care, physical, environmental, and psycho-social wants, elevating their quality of life. Additionally, they conduct regular blood donation drives in conjunction with blood banks, NGOs, and special group societies.

The College has signed formal MoUs with some reputed NGOs such as Rotary Club, Swashodhan Trust, etc., In addition to these, awareness of cross-cutting cultural, national, and international issues and human values is ensured through the conduct of periodic events like Vigilance awareness week, International Yoga Day, women's day, communal harmony week, Dental Ethics & Jurisprudence, etc. This enhances the students' goal to become true service providers, giving succor to society's needy and disadvantaged segments through their professional education.

A mobile dental treatment van allows conducting mass screenings at the community's doorstep, which has advanced equipment and instruments to carry out preventive, primary, and secondary treatments on patients.

The Department of Public Health Dentistry established a tobacco cessation cell. that is registered with the Indian Dental Association. The patients are sensitized to the harmful effects of tobacco in its various forms and its effect on the human body. They are actively encouraged to quit tobacco usage through counseling measures such as audio/video messages, display of posters on the ill-effects of tobacco usage, and methods of quitting using pharmacological and psychological measures are reinforced and follow-up is done to ensure permanent results.

<https://www.acds.co.in/naac/ssr/criteria3/3.4/3.4.4/3.4.4%20QLM.pdf>

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

3.5 Collaboration

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

Response: 8.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
14	7	9	5	6

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

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

Response: 14

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

Response: 14

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

NAAC

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

As part of the vision of the college, the college provides state-of-the-art learning and teaching facilities that extend beyond the requirements of the statutory body and the affiliated university. On average, a budget of approximately Rs 48 lakhs is earmarked for infrastructure augmentation every year.

Classrooms & Seminar halls:

All classrooms are ICT-enabled with installed computers, smart boards, LCD projectors, and high-speed Wi-Fi internet connectivity so that students can access the course lectures within the learning space. Well-equipped seminar halls for each post-graduate specialty with similar ICT aids are provided for optimum learning experiences.

Laboratories:

Primary Simulation Facilities:

The Institution has well-equipped facilities to focus on primary skill development with life-like simulation devices. The simulation facilities are mentioned below.

? Cadaver dissection laboratory provides a real-life experience for the students to understand human anatomy and to enhance their practical skills

? Histology and pathology labs have a research microscope attached to an LCD monitor for facilitating the learning of precise microscopic details.

? There are 37 Phantom heads in pre-clinical prosthodontics and 41 in pre-clinical conservative dentistry to help the students learn the process of tooth preparation and restoration, crown preparation, etc. in addition to other complexities in a simulated clinical environment and act as partial task trainers for the experience of clinical practice.

Advanced Simulation Facilities:

- Advanced simulation surgical skills laboratory which improves the tactile sensitivity & haptic feedback mimicking real-life situations for postgraduates

? Basic Life support training facility with mannequins and trained faculty.

Facilities for Clinical Learning:

Clinical training facilities at ACDS are continually updated to ensure the most up-to-date dental care

procedures are delivered. The Institute has an effective single point of patient care with the following comprehensive dental care facilities for clinical learning.

? Digital dental radiography with both intraoral and extra-oral techniques like IOPA, OPG, Radiovisiography, Cone-beam Computerized Tomography (CBCT) & portable digital dental X-ray units, facilitates student learning from single to three dimensions.

? CBCT machine helps understand oral diseases, helps in virtual planning in implant dentistry and understanding the complex anatomy of root canals, etc. in a 3-dimensional perspective

? The intraoral scanner is available for treatment planning and better visualization in the fields of orthodontics and prosthodontics.

? Latest advanced dental operating microscopes, surgical loupes, soft-tissue lasers, stereo microscope, flexible denture fabricating machine, and milling machine are available in addition to stipulated advanced equipment as per DCI norms.

? The Institution has 3 fully equipped implant kits in the department of periodontics, prosthodontics, and the department of oral surgery.

? A conscious sedation unit is available in the department of pediatric dentistry.

Computing equipment:

? Wi-Fi-enabled high speed 600 MBPS dedicated broadband internet availability within the campus with computers, scanners, printers, and other accessories for effective teaching and learning process.

? The learning module system (LMS) in ACDS helps in the administration, documentation, automation, and delivery of educational courses, training programs, and educational programs to the students and faculty.

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

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

Response:

ACDS gives equal emphasis to academics as well as participation in physical and cultural activities, thus striking a healthy balance for the physical as well as the psychological well-being of the students.

Facilities for sports activities:

The college has left no stone unturned in providing the finest outdoor as well as indoor sports facilities to the students of ACDS.

Outdoor sports facilities such as a dedicated cricket ground, volleyball court, two separate basketball courts, lawn tennis court, throw-ball court, a night soccer ground as well as athletics tracks are designed and incorporated at various locations of the campus for optimum utilization by the students. LED floodlights are installed in various places for the illumination of sports facilities after dusk. A dedicated and trained coach is available on campus for volleyball and basketball.

Facilities for athletic events like long jump, high jump, javelin throw, shot put, discus throw, etc are also offered for student participation. At both boys' and girls' hostels, there are badminton courts as well as table tennis, chess, and carom-board facilities. A dedicated gymnasium with the latest fitness equipment including smith's machine, barbells with weights, treadmills, cross-trainers, etc. is available for building up the core strength of students and for keeping them fit and flexible for avoiding various postural related occupational hazards. A fitness trainer is also available for supervising and guiding the students during their workouts.

Cultural facilities:

ACDS has an architect-designed indoor auditorium which is fully air-conditioned and comfortably seats up to 500 people at any given time. The auditorium serves as a venue for organizing various cultural events showcasing the varied talents of the students. The open area adjacent to the auditorium serves as a yoga center for open-air yoga training and practice for the students. Every year before the pandemic, a cultural and sports fest is hosted by ACDS in September with the name "AAGHAAZ" with students participating and showcasing their talents from different dental institutes of Telangana. Students are encouraged to stimulate their creative side by offering avenues for participation in literary activities such as poetry writing, essay writing, artistic activities, and group activities such as quizzes and debates organized by AWES and other institutes thus bringing out their talents as well as building leadership qualities and teamwork qualities within them.

Students of ACDS have varied cultural backgrounds and hail from different parts of the country. The college encourages them to organize and participate in the various festivals celebrated in India, thus reflecting the vibrant diaspora of our campus. Right from Sankranti at the beginning of the year to a display of beautiful light show in Diwali and a warm welcome to the New Year's Eve, all the festivities are accompanied by their appropriate arrangements of food and decorations, which are done by the students themselves.

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

4.1.3 Availability and adequacy of general campus facilities and overall ambience

Response:

ACDS has a sprawling campus of 20 acres dotted with amenities for the benefit of all stakeholders. The list of amenities available are:

1. Accommodation
 1. Hostels
 1. Girls hostel :172 rooms
 2. Boys hostel: 152 rooms
 2. Accommodation for Staff / Guests
 1. Teaching & Non-teaching staff: 40 quarters
 2. Guest House:10 Rooms
2. Messing
 1. Hostel
 2. Canteen
3. Medical Facilities
 1. In-patient ward
 2. Ambulances
4. Other Amenities
 1. Electricity
 1. Stand-by generator (2 numbers)
 2. Solar Energy (20 K.V.)
 2. Water
 1. RO Treatment plant (2 numbers)
 3. Laundromat
 4. Banking Facility - ATM Center
 5. Sanitation Facility / Toilets
 6. Sewage Treatment Plan
 7. Roads, Signage & Parking Facilities
 8. Temple
 9. Greenery

A detailed description of the facilities is mentioned below.

1. Accommodation Facilities:

1. Hostels: Separate hostels are provided for girls and boys on the campus. The hostels entail a single occupancy room with shared bathrooms and all the essential amenities and 24 hours high security with security guards and CCTV surveillance. 20 of these rooms have attached bathroom facilities for postgraduate students.
2. Accommodation for Staff / Guests: The campus houses 40 separate quarters for teaching and non-teaching staff with a nominal rent.
3. Guesthouse: 10 fully furnished rooms available.
2. Mess facilities:
 1. Hostel mess: The mess activities are administered by the student mess committee on a no-profit no-loss basis. The hostel mess provides delicious, hygienic, well-balanced, nutritious food.
 2. Canteen: The canteen offers a varied menu with meals, snacks and beverages at affordable rates.
3. Medical Facilities:
 1. In-patient ward: Availability of separate 5 bedded Male and Female ward in the dept. of OMFS.
 2. Ambulances: 24x7 ambulance availability for emergencies.
4. Other Facilities:
 1. Electricity
 1. Stand-by generator: 2 generators for the smooth functioning of all activities of the campus.
 2. Solar Energy – Solar panels with a capacity of 20 K.V have been installed on the campus. The installation of 150 K.V on the campus has been approved by the management.
 5. Water
 1. A Reverse Osmosis drinking water Plant is available for supplying potable water. The wastewater is utilized for gardening and cleaning utensils.
 6. Common Laundromat facilities available for students.
 7. Banking facilities: An ATM Centre is available on campus.
 8. Sanitation facility/ Toilets: Toilets are provided on each floor in different blocks at the institute academic campus with signage boards to make it easy for the patients & other personnel. They are Divyangan-friendly too. Sanitary pad incinerators are installed in girls' hostel.
 9. Sewage Treatment Plant: A sewage treatment facility is being constructed on campus.
 10. Roads, signage, and parking services: The institute has ample parking with well-maintained tar road lanes and signage boards all over the campus.
 11. Temple: Temple complex with a serene peaceful ambiance to cater for religious and spiritual needs of the students and faculty.
 12. Greenery: The campus has a scenic landscape with well-maintained parks and gardens.

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

4.1.4 Average percentage of expenditure incurred, excluding salary, for infrastructure development and augmentation during the last five years**Response:** 16.934.1.4.1 *Expenditure incurred, excluding salary, for infrastructure development and augmentation year-wise during the last five years (INR in lakhs)*

2020-21	2019-20	2018-19	2017-18	2016-17
42.73	53.43	88.62	0	0

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

4.2 Clinical, Equipment and Laboratory Learning Resources**4.2.1 Teaching Hospital, equipment, clinical teaching-learning and laboratory facilities are as stipulated by the respective Regulatory Bodies****Response:**

ACDS has the necessary infrastructure for teaching and learning, including ICT-enabled lecture halls, seminar halls, specialized laboratories, and primary and advanced simulation spaces for students.

Teaching Hospital: To improve student learning we have small group teaching and have 4 Lecture galleries for classroom teaching. These Galleries are ICT enabled and are replete with Smart-boards, LCD projectors, audiovisual aids, and high-speed Wi-Fi broadband internet connectivity which help the students to improve their critical thinking and solve complex clinical problems. The institution has adopted E-learning facilities and has digital repositories for uploading lectures and course materials. During the time of COVID-19 Pandemic, students continued learning through online classes through zoom meetings and assignments given through google classroom.

Equipment in Teaching Hospital: Most of clinical dental departments have the latest digital radiographic facilities like Radio-Visio Graphs (RVs). They help in reducing radiation exposure to both patients as well as doctors. The department of oral medicine and radiology is equipped with a CBCT machine and digital

OPG machine to take the various views of the head and neck region. The institution has about 14 light Microscopes, a Research microscope with phase-contrast and dark-field attachments, and also a camera attachment with a TV monitor projection facility.

For the placement of various implants, the institution has 3 surgical Implant Kits, to visualize the area of operation better the institution uses Dental loupes and it has 2 soft tissue Laser Units to carry out a variety of surgical procedures. A PRP centrifugation unit which helps in harnessing the concentrate platelets, a stereomicroscope to provide a 3-dimensional view of the specimen, Sandblasting units, Nitrous oxide portable sedation unit, 2 Portable digital x-ray units, Ultrasonic cleaners, Milling machine, Bleaching unit, chair-side micro-abrasion, Face bow with semi-adjustable articulator, Liga jet pressurized local anesthesia syringe, 2 Operating endodontic microscopes, Optrasculpt, Vista scan device, and an intraoral scanner is used for digital impression taking & modeling.

Clinical Teaching Learning: The teaching facilities which are available in the college for both undergraduate and postgraduate are according to the norms of the statutory body, Dental Council of India. Each clinical specialty department in the institution has an outpatient dental treatment facility equipped with electronic dental chairs connected to a centralized suction unit. The dental hospital provides inpatient services to patients who are undergoing surgical procedures under general anesthesia. The department of oral and maxillofacial surgery has a major and a minor surgical theater for complex or complicated surgical procedures. A 10 bedded general ward with separate male and female wings is available for post-operative care.

Laboratory Facilities: ACDS has 24 pre-clinical laboratories for undergraduate as well as postgraduate training in various specialties and 1 clinical pathology cum biochemistry laboratory service for the patient at nominal costs to carry out hematological investigations as an aid in diagnosis.

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

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

Response: 64669.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
47071	58961	69427	76713	70880

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

2020-21	2019-20	2018-19	2017-18	2016-17
65	36	53	64	77

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

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

Response: 245

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

2020-21	2019-20	2018-19	2017-18	2016-17
200	200	200	200	200

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

2020-21	2019-20	2018-19	2017-18	2016-17
45	45	45	45	45

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

4.2.4 Availability of infrastructure for community based learning Institution has:

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

Response: A. All of the above

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

4.3 Library as a Learning Resource

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

Response:

A Library system Software or LIBSYS for short, is an electronic software program that helps Librarians and users to circulate, catalog and track items, manage patron activity, movement as well as interact with databases from other Institutions. A LIBSYS is meant to increase the output and efficiency of a library and improve access to resources for its patrons. This is done by automating the process that would otherwise have been done manually.

A Library system Software (LIBSYS) has several main features which include.

- 1.Database: This is where all the information belonging to a library is stored, such as Machine-readable cataloging (MARC) records, patron information etc
- 2.Cataloguing Module: This allows librarians to add the various books (their different volumes and editions), journals, etc. to the database.
- 3.Circulation Module: Checks items in and out, keeping track of the location and status of the library's resources.
- 4.Patron Management: This enables you to add, delete and manage your library's patrons.
- 5.Staff Interface: This is an interface through which a librarian and his designated assistants manage the LIBSYS software. Modern library management systems have Web-based interfaces which are accessible through a local network or the internet via a Web browser.
- 6.OPAC: The online public access catalogue, through which your patrons can search for books and other items, access their accounts, place holds, track their circulation history, make payments for fees and fines etc, is currently disabled for security concerns.
- 7.Reports: The ability to run various reports on items movement as well as staff and patron activities.

With the help of the dedicated high-speed (600 MBPS broadband) Internet connection, the digital library is accessible anywhere and at any moment using a simple technological device, such as a PC, a tablet or even a smartphone. With this feature, students can access online books, images, videos and all other educational content from a distance without having to go to the nearest physical library in a formal environment. Research papers and theses of scientific importance conducted under the banner of ACDS can be accessed through ILMS by catalogue.

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

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

Year of commencement and completion of automation – **2013**

ACDS has subscribed to Knimbus, which is a reputed digital library platform. Knimbus library has many features to build a vast and user-friendly digital library through which users can seamlessly access the digital resources anytime, anywhere and on any device. The current subscription of Knimbus offers 339 e-journals from various specialties of dentistry as well as medicine.

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

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

Response:

Army college of dental sciences has a state of art library called Sardar Vallabhbhai Patel knowledge center. The library has a vast collection of books, journals, and other materials that provide direct support to the instructional program both at the undergraduate and postgraduate levels. There are 3403 Textbooks including reference books with 1332 titles available with an adequate number of copies.

Rare books are recommended by heads of departments in the library committee meeting for approval by management. Once approved, librarians contact the relevant publishers to see if any copies are available for purchase. Rare books are kept under strict supervision and are only for reference. A few senior faculty members donated their rare books to the library for a worthwhile cause. The library committee decides the annual budget that needs to be allocated to the up-gradation of library facilities and on average, about Rs 18 lakhs is spent every year for the purchase of books, journals, and e-journal subscriptions.

The Institution has a specific digital library for the collection of books that are having limited or no availability in India. There is a constant effort from the library committee and management to procure these rare volumes of books, journals, and manuscripts both in digital and hard copies.

For specialized studies and postgraduate training, the Institution has standard journals about dentistry as a whole as well as individual specialties; both international (24 in number) and national (7 in number) journals are available. The library also has a subscription to 4 Newspapers and 7 Magazines. More than 8 years of back issues of journals are available.

Availability of 40 CDs/DVDs about various subject specialties of dentistry as a means of providing computer-based information services to interested users.

E-library:

With the increasing digitization, E-library has been introduced for students and teaching staff. It offers advantages such as portability, 24-hour access, text search, annotation, linking, and multimedia features.

E-Journal is a serial publication, often scholarly that is made available in digital format and distributed over the internet by Knimbus and Quintessence publishers. The Institution currently has a subscription to 399 medical as well as dental journals which can be accessed through the Knimbus app.

The library is well furnished for both undergraduates and postgraduates as well as teaching staff and has a dedicated section for the digital library with computers. The library also consists of a common computer

and office computer for use and has working printing and reprographic facilities.

Internet access is made available on the library computer ACT Fibernet, BSNL network, and Jio-Fibernet through broadband connectivity (600MBPS)

The library is not just equipped with academic books but also with books of different genres to broaden students' spectrum of knowledge. The library houses a water cooler with a mineralized water facility

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

4.3.3 Does the Institution have an e-Library with membership / registration for the following: 1. e – journals / e-books consortia 2. E-Shodh Sindhu 3. Shodhganga 4. SWAYAM 5. Discipline-specific Databases

Response: C. Any three of the above

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

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

Response: 17.35

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

2020-21	2019-20	2018-19	2017-18	2016-17
17.97	16.58	17.21	14.18	20.81

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

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

Response:

programs organized for the teachers and students

The Vallabh Bhai Patel Knowledge Centre of Army College of Dental Sciences is a fantastic aid in learning. The library, which is situated in the basement of the academic block provides a conducive environment for learning for all students and faculty. ACDS encourages the students to inculcate the habit of spending productive hours in the library for learning. A dedicated team comprising of the librarian and his assistants is available at the library throughout the day for the benefit of the students.

The access to library and e-library facilities is assessed by checking footfalls in physical registers as well as on Knimbus app respectively. The library receives approximately 100 footfalls a week from the students as well as faculty, which includes both the physical as well as e-library facilities. The students and faculty are encouraged to utilize all the academic and non-academic online and offline library resources for their academic, research, publication as well as overall personality development. A weekly library hour is incorporated into the master timetable for all the programs. Stakeholders are recognized through a reward system for maximum usage.

Faculty in ACDS is encouraged to indulge in online self-directed learning about electronic library resources and their usage. A workshop on the use of KNIMBUS database was done for all faculty. An orientation program is arranged and conducted by the library committee every year to orient the undergraduate students towards the utilization of library facilities. Library staff is motivated to take up online courses to enhance skills in their discipline.

Library updates are communicated through internal communication letters, regular college website updation and dedicated access to electronic resources through unique username and password.

A library committee has been established that regularly conducts meetings and undertakes the

responsibility of updating the research journals and textbooks annually as per the requirements of students and faculty.

The institution is trying to establish a seamless wireless connection in the college to provide an even smoother exchange of information between the students and staff tearing down the conventional barriers to enhance the learning experience of the student.

The institution has been working tirelessly to relax the library timings (0815hrs-2230hrs) and to establish a more student-friendly library as well as trying to make the library a 24 hour one. This is being done so that our college motto "LEARN TO EXCEL" can be encouraged so that the students can learn and study at any time they feel comfortable be it day or night.

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

4.3.6 E-content resources used by teachers: 1. NMEICT / NPTEL 2. other MOOCs platforms 3.SWAYAM 4. Institutional LMS 5. e-PG-Pathshala

Response: Any Four of the above

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

4.4 IT Infrastructure

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

Response: 100

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

Response: 34

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

Response: 34

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

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

Response:

Army College of Dental Sciences is well equipped and connected with IT infrastructure to enhance the student learning process. The Institution has a 600 MBPS high-speed internet Wi-Fi facility. ACDS hopes to work on spreading this network throughout the campus providing the state-of-the-art facility even to the hostels. Computers and audio-visual systems in academic block and library are supported by UPS and are also backed up by a fuel-powered generator to avoid any inconveniences to the student body and staff using the said facilities.

Teaching material prepared by the faculty is presented utilizing the various ICT-enabled tools such as Smartboards, LCD projectors, and audio-visual aids in lecture halls along with high-speed internet connectivity to make the teaching-learning process easier and more effective. All seminar halls are equipped with LCD projectors and all laboratories are connected to high-speed wifi internet along with some labs having TV monitor displays.

The institute has 66 desktops and 5 laptops along with 1 server and 20 thin clients to connect with the broadband high-speed internet and for running the hospital management software smoothly. The institution has state of art IT facilities including a powerful firewall that protects our high-speed internet facilities and servers which cater to the above-mentioned vital infrastructure. Licensed versions of Quikheal and McAfee antivirus softwares have been installed to prevent any untoward malware & software virus related issues

A streamlined hospital management system from Clifdent has been installed recently and has taken the workload off the staff and students. It has removed the need for paper and has streamlined the treatment process for the patients as well. The reduction in paper usage also helps reduce the institution's carbon footprint, making the Institution more environmentally friendly.

ACDS has user-friendly website www.acds.co.in replete with all the details and links to various departments and necessary information about upcoming events. It's maintained and updated on a regular

basis.

The Sardar Vallabhbhai Patel knowledge center is well equipped with spacious digital library facilities with 4 computer terminals and high-speed Wi-Fi internet connectivity to introduce the students to the various evolving methods of learning.

ACDS caters to healthcare facilities seamlessly by also incorporating management software, ILMS, ERP, and LMS, which require a strong IT infrastructure. The institution is committed to modernizing our facilities which can be observed in our constant efforts of improving our IT facilities throughout the college. An annual expenditure of about Rs 4.5 lakhs is spent on the up-gradation of IT infrastructure in the college every year.

Biometric monitors are available across the campus for attendance registration and preparation of payroll for all employees. Biometric attendance is also available for all students. In addition, face recognition biometric devices recommended by DCI are also in place. IT policy as per AWES guidelines has been adapted and is actively followed.

As the Institution introduces more methods of learning, it believes that the Institution is not only making more well-rounded doctors but also empowering citizens of this nation.

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

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

Response: 500 MBPS - 1 GBPS

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

4.5 Maintenance of Campus Infrastructure

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

Response: 72.18

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

2020-21	2019-20	2018-19	2017-18	2016-17
119.95	183.72	168.53	145.26	147.18

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

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

Response:

The college has services for the civil, electrical, plumbing, computer, and dental equipment maintenance and sports facilities sections with trained personnel. The Officer-in-charge looks after activities of all the sections and inputs from the various departments are directed to the respective maintenance sections. In addition to the stores in-charge, a board of officers organizes the condemnation of older unusable equipment and the purchase of replacement equipment. Both preventive maintenance and breakdown maintenance is actively practiced to ensure the smooth functioning of all equipment and machines in the college as well as the rest of the campus. The average annual expenditure of about Rs 20 lakhs is incurred on the maintenance of academic facilities in the college. Approximately 2 crore and 67 lakhs is spent yearly on the upkeep and maintenance of physical facilities (including campus, sports, hostel facilities, etc) in the college as well as campus. The Institute has a well-defined policy for the maintenance of facilities in place.

Academic Facilities

All the classrooms, seminar halls are periodically checked and maintained by the technical team. Several areas of the library, such as the computer area, photocopying and printing service, furniture, and the audiovisual room, are inspected by the maintenance department under the supervision of a librarian and Library Committee secretary.

Clinical facilities

All the preventive and corrective maintenance of dental chair units and equipment are done by a trained dental equipment technician. The major dental equipment such as imaging equipment, compressors, generators, the central suction motor is all under annual and comprehensive maintenance contracts. Lab technicians work closely in tandem with our students providing free check-ups and maintenance to the students' equipment.

Laboratories

Phantom head equipment and other equipment and instruments in the pre-clinical laboratories are well maintained with periodic preventive and corrective services. The college also has state-of-the-art pre-clinical Conservative Dentistry, Biochemistry, Physiology, Anatomy, Histology, Oral Pathology, Microbiology, and Pathology labs. All these labs serve the purpose of setting a precedent for the students and providing them with a seamless simulated learning experience.

IT Facilities

All the IT facilities including hardware (desktops, laptops, thin clients and server) and software are regularly updated and maintained by a trained IT staff. On average about Rs 4 lakhs is spent on updating and maintenance of IT infrastructure.

Maintenance of General Facilities

Generators, Compressors, RO plant, Solar panels, temple, etc. along with the campus greenery are well maintained round the clock by dedicated service staff.

Sports

Gymnasium, Indoor, and outdoor sports facilities are provided and maintenance is closely monitored. As these facilities are widely used by students daily leading to heavy wear and tear, which is taken care of by a separate budget allocated each year for the maintenance and upkeep of these facilities. Proper maintenance and usage of these facilities are vital for sports and thus vital to the overall development of a student.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 19.18

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

2020-21	2019-20	2018-19	2017-18	2016-17
105	30	24	19	57

File Description	Document
List of students who received scholarships/ freeships /fee-waivers	View Document
Institutional data in prescribed format	View Document
Consolidated document in favour of free-ships and number of beneficiaries duly attested by the Head of the institution	View Document
Attested copies of the sanction letters from the sanctioning authorities	View Document
Any additional information	View Document
Link for Additional Information	View Document

5.1.2 Capability enhancement and development schemes employed by the Institution for students: 1. Soft skill development 2. Language and communication skill development 3. Yoga and wellness 4. Analytical skill development 5. Human value development 6. Personality and professional development 7. Employability skill development

Response: A. All of the above

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

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

Response: 100

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

2020-21	2019-20	2018-19	2017-18	2016-17
245	245	245	245	245

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

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

Response:

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. Though the institution does offer admissions to international students currently, 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.

(b) A program on career progression was organized at ACDS with resource person Dr C Saravanan, BDS, FDSRCS on 30th September 2021. A total 65 participants attended the program. It was an excellent overview of what students can consider post BDS.

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	Document
Link for Any other relevant information	View Document
Link for international student cell	View Document

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

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

Response: All of the above

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

5.2 Student Progression

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

Response: 25.45

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

2020-21	2019-20	2018-19	2017-18	2016-17
12	14	17	19	8

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

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

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

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

Response: 100

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

2020-21	2019-20	2018-19	2017-18	2016-17
42	45	48	55	37

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

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

Response: 28.57

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

Response: 12

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

5.3 Student Participation and Activities

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

Response: 6

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

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

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

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

Response:

Response:

At ACDS, the student council plays a vital role in supporting 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:

Students play a vital role in achieving the vision of the institute through their feedback on various aspects of the institution. Student council members organize and undertake various college and community service projects to develop leadership skills. It organizes different activities of the college, such as orientation for freshmen, sports week, teachers' day, festival days, and participates in several planning committees. Students are encouraged to take part in all activities.

The students provide feedback on various aspects such as canteen, hostel, mess, sports infrastructure, etc which helps 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.

The student council has the following objectives:

1. Create a congenial atmosphere on campus requires a liaison between management, teaching faculty, and students.
2. Find solutions to the concerns of students and bring them to the attention of the college administration.
3. Participate actively in the improvement of students' grades and all-round development
4. Bring the college and community together through social service activities.
5. Promote responsibility toward society, leadership, and interpersonal relationships among students.
6. Support the college's development.

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

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

Response: 14.6

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

the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
12	12	12	13	24

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

5.4 Alumni Engagement

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

Response:

Alumni Association was formed and it was registered with the Registrar of Societies, Telangana state on 16th Jan 2014, vide Reg No: 30 of 2014. Army College of Dental Sciences Alumni Association has grown from strength to strength since its inception. The association has grown in size exponentially and has over 576 registered members today. All graduates of ACDS are enrolled in the Alumni Association. The main purpose of alumni associations is to support a network of graduates who will help to raise the profile of the college. It is the umbilical cord that connects the alumni to ACDS and provides a platform for them to connect. The exchange of ideas and information provides them with the opportunity to communicate their accomplishments, interests, and concerns.

Alumni Meet is held annually. The ACDS alumni association has over 60 alumni who serve in the Army Dental Corps. They plan and implement awards/rewards for best outgoing students, present their experiences through lectures on career progression, avenues of career to pursue in dentistry & allied fields. They also contribute in kind by creating a book bank repository in ACDS library.

The alumni association of the college conducts various programs. The topics covered in these presentations range from career prospects to advanced research work. To bring the alumni Association of Army College of Dental Sciences closer together, the core committee has been organizing a series of webinars.

The presentations are done by ex-students of ACDS who have excelled in their respective specialties. Topics of interest include

- Introducing Public Health: Post Covid Scenario
- Practice management

- Financial planning,
- How to face interview-an insight into ADC,
- What to expect in the academic sector past MDC?
- How to prepare for NEET?
- Motivational lecture for budding dentists, etc.

The ACDS Alumni Association has also instituted awards and scholarships for academic and extra-curricular excellence. A monetary award has been instituted in name of Late Col Perumal (Maj Jayant Perumal's father, ex-student ACDS) for academic excellence during Bachelor in Dental Sciences Program.

ACDS alumni association derives its strength from its member who is serving the nation in various capacities, ranging from private practice to civil services all over the country and the world. The association also helps the institute by providing placement contacts for students' placement. Alumni are involved in various committees like Academic cell, feedback cell, institution scientific forum committee, hospital management committee, clinics management committee, hostel and mess committee, library committee, Anti-ragging committee, sports and cultural committee, etc.

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

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

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

Response: C. Any three of the above

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

NVAAC

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Army College of Dental Sciences was started by Army Welfare and Education Trust (AWES) www.awesindia.com. It is presently located in a sprawling 20 Acre campus. ACDS is affiliated to Kaloji Narayana Rao University of Health Sciences (KNRUHS), Warangal, Telangana & recognized by Dental Council of India & Ministry of Health & Family Welfare, Govt. Of India for offering BDS & MDS programs.

The Vision, Mission, Quality Policy & Core Values practiced at ACDS are approved by the Institutional Management Committee headed by the Chairman of ACDS and Board of Administration headed by the Chief Patron of ACDS.

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.

Quality Policy:

We at ARMY COLLEGE OF DENTAL SCIENCES, are committed to be the most preferred domicile for education and patient care in Dentistry. Development of holistic and scholarly attitude of students who can contribute to achieve excellence in oral health care for the upliftment of society, through

- Providing quality education and patient care, suitable for the contemporary and changing needs of Dentistry.
- Transforming individuals to be holistic adhering to ethics and values.
- Promoting and contributing to research in the emerging areas of national building.
- Fulfilling all applicable regulatory, legal, and other requirements related to Quality
- Continually improving quality management system through creating awareness among all the interested parties regularly.

Core values:

- Providing quality education and patient care with an eye on contemporary and changing needs of dentistry

- Fostering an enabling environment to promote student-centric and outcome-based teaching with critical thinking and innovative practices
- Encouraging evidence-based practices and patient centered healthcare
- Promoting a conducive research milieu
- Evolving leaders in teaching learning process, research, innovation, clinical care at par with global standards
- Transforming individuals holistically by inculcating a strong value system and impeccable morals in the students
- Fostering competence and global standards
- Promoting technology and innovation
- Building strong community relationship by serving the community inclusively
- Contributing to nation building through promoting and contributing to research in emerging areas

Based on these ideals, the stakeholders actively participate and deliver the outcomes in a time bound, structured manner, thereby ensure achieving holistic professional development and competencies. This is ensured by the various non-statutory committees and inter-disciplinary interactions held among stakeholders. The administrative backbone headed by Registrar & team ensures smooth and efficient functioning of the Institution.

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

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

Response:

The institute follows a three-tier management system which is as follows:

1. Board of Governors (BoG) and its Executive Committee (EC).
2. Board of Administration (BoA).
3. Institute Management Committee (IMC) at Institute/College level and as per the requirement of the University/Regulatory Body [DCI].

The IMC helps in assessing the direction, strategy, and development of the Institution. The chairman oversees and guides the Institutional policy decisions which are formulated and executed by the Principal who is assisted by the Registrar along with the various committees formulated to ensure smooth functioning of the Institution. Various non-statutory committees have been formed like Academic

monitoring committee, Academic cell, Examination cell, Scientific academic forum, Research cell, Feedback cell, Career Guidance cell, Hospital Management Committee, Patient Census & Feedback and Finance Committee, Dental Material/ Equipment Committee; Sterilization & Hospital Cleanliness Committee; Clinics Management Committee including Comprehensive Holiday/ Emergency Clinic; Satellite Clinics; Dental Campus; Hostel and Mess Committee; Extracurricular committee; Sports & cultural committee; Alumni & staff get-together committee; Campus Development Committee; Anti-Ragging Committee; Disciplinary & Grievance Committee; Accreditation Committee; NAAC committee; ISO committee; POSH Committee; Library Committee; Journal Committee; Student council. Each of which is headed by a senior faculty and is well represented by faculty members, non-teaching staff, and student representatives. These committees monitor day to day activities of the Institution, hold regular meetings to discuss and review the policies. These committees form a core part of the Institution and perform various duties such as managing the course (UG/PG) schedules, conducting university theory and practical examinations, coordinating NIRF, DCI, KNRUHS inspections, faculty, and student development and welfare programs, career guidance for the students, supervise patient-related services and OPD data, maintaining the sterilization protocol and waste management, handling of the security agency, hostel and mess, procurement of consumables and maintenance of equipment, addressing the grievances and conducting extracurricular and co-curricular activities and many more.

The decision-making process passes through various levels of governance which are assessed, evaluated, and implemented, the outcome of which is reviewed at frequent intervals.

At the department level, Professors, Readers, Lecturers, and tutors of all the departments ensure the implementation of the academic, research, and clinical activities for undergraduate and postgraduate students in their respective departments.

The department support staffs like technicians, dental hygienists, nurses, and other staff actively contribute to the seamless functioning of the departments. These are further monitored by the respective Heads of the departments.

The Administrative staff comprising of Superintendent, Adm. Supervisor, P.A. to the Principal, Accountant, receptionist, clerks, and other staff competently assist the Principal and Registrar in daily operations and undertakings of the Institution. Maintenance support staff meticulously perform their respective duties.

This cumulative contribution of decentralized and active participatory management has allowed for the Institution's planned targets and outcomes to be achieved.

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

6.2 Strategy Development and Deployment

6.2.1 The Institutional has well defined organisational structure, Statutory Bodies/committees of the

College with relevant rules, norms and guidelines along with Strategic Plan effectively deployed

Response:

A three-tier command and control system for the Institution is under:

1. Board of Governors at the Army Headquarters level
2. Board of Administration at Headquarters Command.
3. Managing Committee at the station where Institute is located (IMC).

The Board of Governors & Board of Administration provide guidance for deciding the vision and mission of the institute, helps in establishing, implementing, and monitoring the policies. Board of Governors periodically reviews the service rules and institutional policies and incorporates necessary changes which are communicated to all stake holders through the Blue Book.

The strategic plan is monitored and outcomes reviewed at IMC and BOA meetings. There are 26 non stationary / cells formed at Institutional level which design, deploy, deliver specific objectives at department and organizational level and report to IMC through IQAC.

An overall comprehensive development plan regarding academic, administrative and infrastructural growth enables to fostering excellence in curricular, co-curricular, and extra-curricular activities are deployed by the PIDT & IQAC.

The Institution Management Committee (IMC) is responsible for monitoring the progress of the college at the Institutional level. IMC holds meetings once a quarter to discuss the academic progress, monitor and approve administrative and academic projects proposed by the college.

The Monitoring of all these activities is done centrally by the IQAC (Internal Quality Assurance Committee). The Institutional Board of studies and academic cell oversees all the academic-related activities and goals set by the IMC. Academic planning, execution, and monitoring are ensured by the Head of the Institution through the Head of the departments with the help of teaching and supporting staff. Faculty members are appointed as a coordinator for different activities such as student welfare, Research, Examination, placement, training, hostel, and sports.

Academic & Administrative Audits (AAA) are carried out periodically. An ISO internal audit also helps in quality assessment and sustenance. The organization of all the activities, authorities, and responsibilities in a structured manner helps in achieving the vision, mission, goals & objectives of the Institute.

The activities of the library are executed by Librarian, under the guidance of the library committee. The administrative section such as establishment, stores, accounts, hostels, and student support system are monitored by the respective committees and report to the registrar, and the administrative head of the college. The registrar is responsible to oversee the administrative function and carries out the duties under Principal and IMC.

The statutory committees/cells such as the anti-ragging committee, POSH committee, Disciplinary & Grievance committee, are formed as per norms. Standard Operations Protocol of committees & operations of the college are all mandated & implemented through the Quality Procedure Manual of ACDS.

Feedback committee plans and collects feedback from all stakeholders. The Professional Institutional Developmental Team (PIDT) envisages future plans and prepares & presents annual strategy plans for continual progression in all activities to IMC.

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

6.2.2 Implementation of e-governance in areas of operation

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

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

Response:

The Institution has effective welfare measures in place, for teaching and non-teaching staff. The reason behind providing welfare schemes is to create efficient, healthy, loyal and satisfied work force for the organization. Welfare measures taken towards the staff reflects on the output and selfless contribution towards tremendous growth of any Institution. The management ensures the wellness of its employees and enable them to optimize their potential existing welfare measure for teaching and non-teaching staff and certain statutory welfare 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
- EPF
- Loan
- Funeral Allowance & Ex-Gratia
- Leave Entitlement : The following types of leave will be entitled in a calendar year

1. Casual
2. Medical
3. Vacation
4. Earned
5. Maternity
6. Paternity Leave
7. Child Adoption Leave
8. 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 counselling
- Co-curricular activities
- Merit cum mean scholarships
- Medical facilities
- Award of Excellence

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

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

Response: 18.13

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

2020-21	2019-20	2018-19	2017-18	2016-17
7	19	16	4	22

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

6.3.3 Average number of professional development / administrative training programmes organized by the Institution for teaching and non- teaching staff during the last five years (Continuing education programmes, entrepreneurship development programmes, Professional skill development programmes, Training programmes for administrative staff etc.,)

Response: 7.6

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

2020-21	2019-20	2018-19	2017-18	2016-17
13	7	6	7	5

File Description	Document
Institutional data in prescribed format	View Document
Copy of circular/ brochure/report of training program self conducted program may also be considered	View Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 54.67

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

2020-21	2019-20	2018-19	2017-18	2016-17
75	39	40	31	20

File Description	Document
Institutional data in prescribed format	View Document
E-copy of the certificate of the program attended by teacher	View Document
Any additional information	View Document
Link of AQARs for the last five years	View Document
Link to additional information	View Document

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

Response:

Army College of dental sciences performs a 360-degree performance appraisal system through a process of which feedback from Self, Superiors, and Subordinates. Peer appraisals are collected and even from students, which are intended to assist the teaching/non-teaching 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 staff is given targeted Key performance indicators (KPIs). The outcome and performance of each staff are evaluated by the appraisal review committee, with a hierarchy of assessment from the appraiser (Head of the Dept.) to the reviewer (Head of the institution.) and a senior reviewing officer (chairman) individual assessee 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 the Head of the institution (Principal), and beyond that, for the senior staff like the principal and registrar, it is appraised by the 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-curricular,extension and profession related activities
- Research and related contributions
- resourcefulness
- amenability to discipline
- responsibility to patients
- time management

Based on the performance a review committee recommends for annual increment and career advancement. If the performance is consistently unsatisfactory, the adverse remarks in the confidential report shall be intimated verbally and given an opportunity to introspect their short comings and corrective measures are taken immediately.

A SWOC analysis by employee helps them identify and address issues and seek professional support and guidance to improve their performance & constructively contribute to the Institutional growth.

File Description	Document
Link for performance Appraisal System	View Document
Link for any other relevant information	View Document

6.4 Financial Management and Resource Mobilization

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

Response:

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

Army college of dental sciences is a private unaided, non-minority college under Army Welfare Educational Society (AWES). HQ AWES is administrated by Board of Officers at Army Headquarters level. Major policy decisions and resources for major development projects are sanctioned and funds are released by them. At command Headquarters level and Area Headquarters level Patron-in-chief/Patron are responsible for vetting of major projects and facilitate smooth functioning of college. The college is carrying out financial transaction as per Financial Management of Army Professional College/Institutions Volume-II March 2007.

The local administration of college is done by Headquarters Telangana and Andhra Sub Area (HQ TASA), Secunderabad. General Officer Command, HQ TASA is the Chairman of Institute Management Committee (IMC). The day to day function is administered through IMC.

Source of Income:

1. College Fees
2. Hostel /Mess Fee
3. Interest on Fixed Deposits
4. Hospital OPD
5. Grants from Higher Headquarters
6. Funds/Eqpt. from Corporate Social Responsibility.

Major Expenditure:

1. Salary/Wages

2. Electricity, Water Bills
3. Operational Cost
4. Procurement of Dental Materials
5. Maintenance of Equipment's and vehicles
6. University/DCI fees

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.

Budget: A yearly budget is prepared and put up to IMC for approval. After approval of the Budget by IMC, it is forwarded to Patron/Patron-in-chief and HQ AWES for information. The expenditure is carried out as per budget based on financial powers of Registrar/Principal/Chairman/Patron/Patron-in-chief and Board of Governor at HQ AWES level. It is ensured that as far as permissible, no non-budgeted expenditure is carried out.

Financial Powers:

S. No	Appointment	Per transaction Budgeted (in Rs.)	Per transaction Non-budgeted (in Rs.)
1.	Registrar	30,000	15,000
1.	Principal	80,000	40,000
1.	Chairman	15,00,000	7,50,000
1.	Patron	22,50,000	11,25,000
1.	Patron-in-chief	30,00,000	15,00,000
1.	Patron Board of Administration	60,00,000	30,00,000

Major projects: The proposal for major projects is forwarded to HQ AWES through Statement of Case with recommendation of Chairman, Patron and Patron-in-chief. After obtaining approval from Board of Officers, the funds are released. Again, based on financial process of various appointments, the financial sanction is obtained before implement.

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

6.4.2 Institution conducts internal and external financial audits regularly

Response:

Institution conducts internal and external financial audits regularly

Accounts of the college are maintained digitally in an integrated Hospital Management System and Accounting software. The college conducts internal and external audits, payments through cheques (maximum), purchase based on tenders and quotations ensuring greater transparency in transactions.

The accounting of the college is computerized using the package Tally ERP 9 facilitates accounting and auditing processes in a rigorous and reliable manner. As the college does not receive funds from state government, audit by government department is not followed. The funds are either obtained by the management AWES or from the HQ TASA, HQ Dakshin Bharath Area (DB Area), HQ Southern Command, project funds from various command structure of Army, Corporate social responsibility fund etc. There is an annual audit done by the officers from HQ, TASA or HQ BD Area for all accounts.

Internal audit is done on Quarterly basis by the Audit Committee. Internal audits are done on a regular frequency basis by the internal audit team. All the tender process is followed as per norms which starts with the formation of board of officers for giving call for quotations, another board of members from selecting the vendor and final board to ensure that we received the desired materials/equipment or any other purchase made as per the requirements. The final payment is done after verification and approval from all these boards are obtained as well as vouchers from the vendor are verified.

The external audit of Finance and Accounts of the college is annually done by independent statutory certified auditor usually a firm of chartered accountants selected for three years through tender process for auditing the accounts of the college. The Auditor draws audits the accounts on yearly basis and gives his report. Points raised by the auditors are discussed with the IMC of the college and compliance is ensured. There has been no adverse comment on the accounts by the auditors. Every year audit reports are filed with Income Tax department. Audit Reports of each year are placed with the financials of the respective year. He is also responsible for submission of TDS as per the income tax guidelines for all the faculty as well as taking care of proper deduction PF, EPF to the eligible faculty.

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

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

Response: 203.7

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

2020-21	2019-20	2018-19	2017-18	2016-17
56.85	33.92	79.5	13.87	19.56

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

6.5 Internal Quality Assurance System

6.5.1 Institution has a streamlined Internal Quality Assurance Mechanism

Response:

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, scientific academic 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.

In addition to the above, ACDS has an Institute Management committee [IMC] consisting of Chairman, (General Officer Commanding, Head Quarters Telangana and Andhra Subarea) senior army officials, Commandant Military hospital, commanding officer of military dental centre Secunderabad, Principal, Registrar, two heads of departments of ACDS, well-known Dentists of Secunderabad, legal expert and representative of Kaloji Narayana Rao University of Health Sciences. The IMC is overall responsible to ensure the smooth functioning of the college & issues raised by IQAC are resolved. The IMC meets once a quarter and all aspects of educational administration, and infrastructure developments are discussed and suitable directions are given. The financial aspects including budget and sanction for various expenditures for new projects are also accorded.

ACDS being a part of Army Welfare Education Society, Delhi [AWES] is monitored closely by various headquarters of Army at the area level, command level and army headquarters level. The inspections are carried out by senior army officers at regular intervals during their visits. They are briefed about performance from the both academic and administrative front and any suggestions given by them are implemented.

In addition to the quality checks at the college level, an annual administrative and technical inspection of the college is carried out every year by senior army officers nominated by the headquarters of command. A standard operating procedure issued by headquarters AWES is taken into consideration by the inspecting officer. There is also an internal audit done where all aspects including academics, hospital administration, inspected for adherence to quality and norms [Academic & Administrative Audit – AAA]. The inspection points are monitored for implementation or rectification till all the pending actions are resolved by following the standards set by ISO 9001:2015.

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

6.5.2 Average percentage of teachers attending programs/workshops/seminars specific to quality

improvement in the last 5 years**Response:** 100

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

2020-21	2019-20	2018-19	2017-18	2016-17
75	75	75	75	75

File Description	Document
List of teachers who attended programmes/workshops/seminars specific to quality improvement year-wise during the last five years	View Document
Institutional data in prescribed format	View Document
Details of programmes/workshops/seminars specific to quality improvement attended by teachers year-wise during the last five years	View Document
Certificate of completion/participation in programs/workshops/seminars specific to quality improvement	View Document
Any additional information	View Document

6.5.3 The Institution adopts several Quality Assurance initiatives The Institution has implemented the following QA initiatives : 1. Regular meeting of Internal Quality Assurance Cell (IQAC) 2. Feedback from stakeholder collected, analysed and report submitted to college management for improvements 3. Organization of workshops, seminars, orientation on quality initiatives for teachers and administrative staff. 4. Preparation of documents for accreditation bodies (NAAC, NBA, ISO, NIRF etc.,)

Response: A. All of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 27

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

2020-21	2019-20	2018-19	2017-18	2016-17
05	04	06	06	06

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

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

Response:

Describe gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus within 500 words.

Army College of Dental Sciences strives to create a safe working environment conducive to all gender and to protect individual dignity. Both men and women are treated equal and given equal opportunities. Women has given decision-making at various levels.

Campus has women-friendly facilities and highly secured sophisticated hostels. CCTV surveillance system is installed throughout the campus to ensure safety. Separate restrooms for women are present in every floor. Each floor has sanitary napkin incinerator for safe and hygiene maintenance in the hostels. There is a common room facilitated with indoor court for shuttle and table tennis in the girl's hostel and entertainment hall with TV. Safest transport facility. 24 hrs medical care. A crèche is available for the employees/patients who might want to leave their children for care during the working hours. Nursing

mothers can also benefit from this facility. Women employees are given paid maternity leave for 6 months.

Army College of Dental Sciences conducts gender equity promotion programmes like journey of teenage girl, their health and nutrition to improve their healthy lifestyle, gender desensitization debate, role of women in family and society and all genders are taught to respect everyone irrespective of gender while acknowledging the differences. Celebrates international women's day on March 8th annually and facilitate women's faculty for their efforts in the success of college achievements.

Prevention of Sexual harassment cell, and Women grievance cell formulated by the college works diligently for safeguarding the women in the campus. Conduct regular awareness raising programmes by the eminent speakers and psychologists and mentor-mentee meetings to address the students' issues periodically.

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

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

Response: B. Any four of the above

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

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

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

Response:**Waste Management**

Waste management is the management of waste by disposal and recycling. Waste management requires appropriate technology that takes environmental conditions into consideration.

The most common types of waste management are: recycling, incineration, landfill, biological reprocessing and animal feed. In addition, these methods are very helpful in disposing of waste without harming the environment.

Army College of Dental Science produces large amounts of solid, liquid and e-waste and follows the 3R's i.e. reduction, reuse, and recycling guidelines for on-campus waste management to ensure proper disposal.

Solid Waste Management:

Solid waste produced from the college is collected and segregated and disposed with the help of G J Multiclave Pvt Ltd vehicle/waste collectors. In addition, Army College of Dental Sciences has various signages like go green, keep your campus clean, plastic free zone sign boards which are exposed to public view in the campus. For safe and sanitary disposal of tampons and sanitary napkins, sanitary napkin incinerators are installed in both UG and PG girls' hostel and staff quarters.

Liquid waste management:

Liquid Waste Management is a method of preventing the release of pollutants into waterways by properly collecting and disposing of hazardous liquids. Waste management refers to the treatment of waste from the moment it is generated to its final disposal. This includes waste collection, transportation, handling and disposal. Liquid waste generated in the college is used for gardening in the college.

Bio-medical Waste Management:

Bio-Medical Waste generated during diagnostic, treatment, and laboratory processes. Solid waste is collected in various color-coded containers such as green, red, yellow, blue and white. Green for general waste, kitchen waste, paper waste, water bottles and cans. Red bins for infected plastic syringes, gloves and plastic waste. Yellow bins are used for collecting potentially infectious medical waste such as soil, anatomical waste, and chemical liquid, cytotoxic laboratory waste, expired and discarded medicines. Blue bins are used for collecting glassware materials such as antibiotic vials, metallic implants except cytotoxic materials and white bins consists of sharps such as needles and cut glasses. The collected waste is handed over to vehicle deployed by G J Multiclave Pvt. Ltd.

Waste Recycling System:

Solid waste from college consists of waste food from the mess which is collected and given to the local person to feed the cattle. Also, for liquid waste recycling, waste water is used for gardening purpose.

E-waste management:

Electrical waste in Army College of Dental Sciences comprises of metal waste, electrical circuit's board,

socket, PVC, electrical wires, insulated copper wire and cables and are sold through auction to the concerned authorized dealers for its proper recycling and disposal.

Hazardous waste management:

Amalgam waste generated during restoration in the department of pediatric and conservative dentistry is disposed in a wide mouthed closed jar containing radiographic fixer solution.

The various chemical reagents used in the biochemistry lab in the college are being diluted before discarding.

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

7.1.5 Water conservation facilities available in the Institution:

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

Response: All of the above

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

7.1.6 Green campus initiatives of the Institution include 1. Restricted entry of automobiles 2. Battery-powered vehicles 3. Pedestrian-friendly pathways 4. Ban on use of plastics 5. Landscaping with trees

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

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

7.1.7 The Institution has disabled-friendly, barrier-free environment

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

Response: A. All of the above

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

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

The Army College of Dental Sciences accepts children of army troops from all areas and states across the country. The institution starts and works to create a more inclusive environment for cultural, regional, linguistic, socioeconomic, and other differences. Respect and harmony towards one another's faiths and culture are markedly maintained, regardless of diverse faiths and non-beliefs. At the same time, evaluation

and communication with standards to curb discriminatory and other unforeseen communal intolerance is emphasised, and policies are developed. As a result, demonstrating and practising unity in difference. All religious festivals, regardless of faith or belief, are celebrated with students and staff to promote social peace.

As a kind of civic duty ACDS volunteers from the NSS unit take part in community initiatives such as Swatch Bharat and sanitation measures by visiting adjacent adopted villages and slums such as Gabilalpet and Kokoor village. Oral health screening and treatment clinics are also held at no cost to the general public. Dental screening and treatment camps for mentally handicapped people are held in partnership with the Sweekar Upkar Institution in Secunderabad, the Helen Keller Institute for the Blind in Neredmet, and other organisations. Treatments for worthy children, special needs children, and the elderly are provided at little or no cost, and patients are released in a timely manner.

ACDS believes in equality, whether it is between rich and poor, young and elderly, child or adult; ACDS's beliefs are anti-discriminatory, and it accepts harmony as a religion.

ACDS believes in equality, whether it is between rich and poor, young and old, kid or older; ACDS's ideals are anti-discrimination and accepts harmony as a religion. ACDS believes that peace and harmony may bring about a peaceful and stable order in society, and that they are an essential requirement for mankind's existence and progress. Peace and harmony are the most dominant concepts that have been passed down to the present and continue to have a significant effect; consequently, ACDS makes reasonable measures to never damage the equilibrium of nature.

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

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

Response: A. All of the above

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

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

Response:

The main aim for celebrations ACDS celebrates various international and national commemorative days.

- 1) To create an atmosphere of togetherness
- 2) Serve the community by spreading awareness and providing health care facilities.
- 3) Know the importance of extracurricular activities apart from academics.

International days

World Oral Health Day

The Oral health awareness program is organized on March 20th every year. On this day Free screening and awareness camps are organized in slum areas serving underprivileged brothers and sisters of the community

International Women's Day

Every year college organizes it on March 8th. Debate competition will be conducted on the topics where the importance of Gender sensitization is highlighted

World No Tobacco Day

Every year the college organizes it on May 31st. The main goal is to draw global attention to the tobacco

epidemic and the preventable death and disease tobacco causes.

International Yoga Day

Institute celebrates this day every year on June 21st. students and staff do yoga asanas. Everyone took the pledge to make Yoga a routine practice for a healthy tomorrow.

World oral hygiene day

World oral hygiene day is celebrated on 1st August. Camps are conducted in Government schools to spread awareness on Oral hygiene. It covers spreading knowledge about various dental ailments, diseases concerned with oral health, and maintenance of healthy gums and teeth.

World Environment Day

Army College of Dental Sciences celebrates this day every year on June 5th. All are actively involved in sampling the trees in the college.

International Oral & Maxillofacial surgery Day

International Oral & Maxillofacial surgery day is celebrated on 13th February of every year. Organizes a program on Basic Life Support and Medical Emergencies in dental practice.

Cons Endo Day

Cons endo day is celebrated on Mar 5th of every year. Conservative department conducts Quiz, Essay competition, CDE program on this special day.

National programs

Haritha Haram

This day is celebrated every year in the month of July. Herbal, fruit, and decorative plants were planted to create a green environment in and around the campus.

National Honourable days

Republic Day

The college celebrated Republic Day on 26th January with flag hoisting and highlighting the spirit of patriotism, oneness among the students and staff.

Independence Day

ACDS honors Independence Day by remembering the sacrifices and contributions of our leaders on 15th August.

Teachers Day

The 'Teachers Day' is celebrated by students honoring teachers and to mark the birth anniversary of former president Sarvepalli Radha Krishna.

National festivals

Ganesh Chaturthi, Ugadi, Holi, Dussehra, Diwali, Christmas, Onam are celebrated by students. All the festivals are celebrated following their respective traditions so that students develop bonds beyond religion and region. ACDS admits students from all over India therefore, the traditions and culture of all over India are celebrated in the form of festivals with great pomp and show.

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

7.2 Best Practices

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

Response:

1. Best practice- OBE(Outcome Based Education)

1. Title of the practice

Outcome-Based Education - Student Centric Learning at ACDS

2. Objectives of the Practice

The objectives of Outcome-Based Education (OBE) are

- Attainment of the Professional attributes of the graduates
- Attainment of defined competencies and proficiencies through the acquisition of knowledge, skills, and attitudes.

3. The context

The need to transition to OBE from Traditional Teaching Learning

- Need for objectivity, transparency, and uniformity of content delivery and assessments
- Focus on student-centric learning
- Update teaching-learning methods based on global best practices
- Adapt to NEP 2020

Hence, from 2019-20 onwards the transition to OBE is being implemented in phases. OBE is a student-centric teaching and learning methodology which enables the faculty to monitor and facilitate students learning. ACDS has defined program and course outcomes which are clearly defined using 'Bloom's taxonomy. Effective teaching and assessment methods measure the cognitive, affective, and psychomotor domains of the learners. ACDS conducts special training for all stakeholders through the Dental Education

Unit.

4. The Practice

The institution ensures that effective curriculum planning, delivery, and evaluation as prescribed by the Dental Council of India

The process of implementation of OBE at ACDS is as follows:

Preparation of academic curriculum:

The Institutional Academic Board of Studies (IABS) prepares the academic calendar, academic schedule, and timetables for theory & practical classes. The teaching schedules, lesson plans, and formats for various assessments are prepared by the department.

Framing of program and course outcomes:

IABS frames 18 Program outcomes (Pos) and about 16-21 course outcomes (Cos) for each subject.

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.

5. 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%.

6. Problems Encountered and Resources Required

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

2. Best Practice- Mentoring

1. Title of the Practice

Student Mentoring: Achieving their Best through Personal Enrichment Program

2. Objectives of the Practice

The objectives of the mentoring are

- To address the problems of the students, regard to personal, academic, social, and psychological issues
- To guide the students to attain professional goals and to progress throughout their course & career.

- To strengthen emotional intelligence & handle challenges with equipoise.

3. The Context

A robust mentoring system depends on strategic planning & implementation of group dynamics to strengthen interpersonal relationships. It helps in the transition of teenagers to well-rounded youth personalities who are thorough professionals. Though the Mentor program was successful at ACDS, certain improvements are envisaged from 2019 onwards to enrich this program. The COVID - 19 pandemic & its allied uncertainties in school to college transition precipitated this change.

4. The Practice

The student mentoring practiced at ACDS; this enriched program helped in achieving the following goals:

- More faculty assigned to fewer mentees [6 students/mentor]
- Vertically integrate mentee groups.
- Devote time and energy to enhancing the interactions
- Maintain logbooks of interactions
- Have a Chief for the program who coordinates, schedules, and monitors the process, and reports to the Principal & management with corrective/preventive action reports.
- Communicate with parents through PTA meetings biannually.

A psychological counselor prepares confidential reports of individual and group interactions and recommends appropriate measures/therapies.

Types of Mentoring practiced at ACDS:

- Faculty to Students, 2) Peer Mentors – Buddy System, 3) Proctorship – advanced learners’ mentor tardy performers.

Faculty to Students:

Faculty undergo certificate courses in mentorship & assigned mentees (Faculty : Mentee ratio = 1 : 6). This helps them devote time & energy to focus on proactive mentoring.

Peer Mentors – Buddy System:

In the buddy system (peer mentors), students from the same year of study are clubbed in threes to act as a support system. They act as ‘Buddies’ for life.

Proctorship:

Proctorships are identified based on the performance of the students in the academic year. This helps in conceptual understanding, better planning of academic schedules, time management, emotional support to improve self-esteem in their abilities to perform better.

5. Evidence of success

Periodic review by Mentors/ Mentor Director/ parents helps in identifying issues & address them through Behavior counseling, Remedial classes, Mock tests, etc. Helps in improvement in academics, and holistic development of mind and body. These measures have ensured 100% success in academics & 40 - 45% success in career progression.

6. Problems Encountered and Resources Required

- Students are hesitant to disclose their personal and family problems with their mentors
- Maintaining professional distance & non-invasion of personal space of the individual.
- To achieve an integrated, holistic personality the mentor needs to be a role model to their mentees.

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

7.3 Institutional Distinctiveness

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

Response:

The ethos of Dental Education at ACDS

Objectives of AWES starting ACDS

Dental education is the primary objective of ACDS as an institution of higher education in India. Providing assistance to serving military officers and veterans as well as war widows and their children to achieve their dreams of becoming dentists and contributing to their communities. Army Welfare Education Society provides professional education at concessional rates to benefit the nation's citizens who are serving in the armed forces.

Programs and Admissions

AWES and ACDS offer two programs, a Bachelor of Dental Surgery and a Master of Dental Surgery with priority given to dependents of Army personnel pursuing higher education goals in dentistry. The ACDS has a seat-sharing matrix as per Government guidelines. Each year ACDS accepts 40 UG students from Telangana/KNR UHS & 15 PG students in 6 specialties for MDS programs.

Second Home Concept

Higher management and the chain of command at ACDS ensure that the optimal learning environment is provided and upgraded frequently so that these wards will have the feeling of being in a 'Second Home - Away from Home. student/ward not only learns and embodies the knowledge and skills necessary to qualify as a dental surgeon but also cultivates character and attitudes that will enable them to lead and serve. Mentoring, behavioural counseling, and curricular, co-curricular, and extracurricular activities provide 360-degree development for students. Mentors and Institutional Guardians are assigned to each student to provide guidance, help, and advice to the student throughout the course.

Students' Empowerment

The student council organizes inter-class cultural competitions and sports events every year as a means of bringing out the latent talent of its members. Students are encouraged to participate in conferences and seminars on a variety of topics. College clubs with broad membership and participation offer altruistic, administrative, and teambuilding skills as their focus. Students form a Mess Committee to run the student's mess. Students are also made part of various non-statutory committees/cells.

Welfare Measures & Concessions for Army personnel & their families

AWES and ACDS management strive to provide substantial financial assistance to their service personnel as part of their commitment to providing substantial subsidies, including tuition fees, dormitory fees, mess fees, medical coverage, and group life insurance policies to enable them to work on their development

goals without worrying about financial implications. Teaching and non-teaching staff get a 50% discount, and their family members get a 25% discount. There is no charge for students.

Career Path & Enrichment through Continual Career Progression measures

Learning and Practice ensure that competencies acquired during the program are diligently used in clinical practice, acquiring proficiency. So, continually updating Knowledge, Skills, and Attitudes is necessary. Coaching initiatives designed to train the students for ADC, UPSC exams, NEET-PG, Corporate Dental Hospitals, studies abroad, etc., facilitate the aspirational goals of the students.

Awards/Rewards/Prizes/Scholarships

To motivate and encourage excellence in all activities pursued by the students, AWES, the ARMY, and ACDS have instituted awards and prizes for excellence in academic and extra-curricular activities.

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

8. Dental Part

8.1 Dental Indicator

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

Response: 49.1

8.1.1.1 Institutional mean NEET percentile score

Response: 49.1

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

Other Upload Files

1

[View Document](#)

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

Response:

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
		Anatomy	1 Cadaver Dissection 2 Histology 3. Osteology

			4. Anatomical Specimen	
1.	BDS 1st year	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 P	
		Pre-Clinical Conservative Dentistry	13. Pre-Clinical Conservative Pha	
3.	BDS 3rd Year	Oral Pathology and Microbiology	14. Oral Pathology and Microbiol	
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	
		Orthodontics	19. Orthodontics Preclinical Lab	
		Pedodontics	20. Pedodontics Preclinical Lab	
		Oral and Maxillofacial Surgery	21. Oral and Maxillofacial Surger	
			22. Advanced Simulation Surgical	
	23. Basic Life Support lab			
	Periodontics	24. Periodontics Preclinical Lab		

Medical Laboratories:

The various labs are present in the departments of Human Anatomy, Histology & Osteology, Human

Physiology, Human Biochemistry.

In the Anatomy lab, cadaver dissection is done to learn the intricacies of anatomy, its microscopic structures and the bony skeleton. In addition, the normal functions of the human body and estimation of body parameters and fluids are done in the departments of Physiology and Biochemistry, for the first year of BDS program.

During the second year the departments of Pharmacology, General Pathology & General Microbiology have simulation models to learn the preparation of poultices, medicaments, sample organ specimens, microscopic slides, analysers for body fluids & estimation of the same.

Dental Laboratories:

Simultaneously the dental labs that deal with the Oral & facial structures are available in the department of Dental Anatomy. The intricacies of dental anatomy & manipulation of dental materials such as plaster of paris, gypsum, heat cure and self-cure resins, prepare temporary and permanent denture base, special tray, occlusion rims and arrangement of teeth to simulate, complete dentures are fabricated on dental casts preclinical training in Prosthetics and Conservative dentistry are done in the first two years of study.

The clinical subjects also have preclinical labs and exercises to practice on dental models before they handle patients in the respective departments.

There is an advanced simulation lab in OMFS that helps the Postgraduates to practice their higher-order skills which improve their tactile sensitivity & haptic feedback by mimicking real-life situations.

The basic life support simulation lab is equipped with Cardio Pulmonary Resuscitation [CPR] training mannequins, an airway management mannequin, an arm mannequin to practice access to blood vessels & muscles to introduce drugs & solutions to the human body. The catheterization mannequin helps the trainee learn the method of gaining access to the urethra & bladder. In addition, an Automatic Emergency Device [Defibrillator] is available for training for medical emergencies.

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

8.1.3 Institution follows infection control protocols during clinical teaching

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

Response: A. All of the above

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

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

Response:

An **induction and orientation ceremony** for all BDS and MDS students is conducted every year as a part of the professional dental program.

Orientation for fresh students:

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, visit to various departments and college library. 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. Hostel rules, dos and don'ts, campus amenities & protocols to be followed are enumerated by the wardens.

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.

The majority of the students are enrolled in the National service scheme (NSS) which helps in enhancing their leadership qualities and risk-taking capacity in addition to improving of physical and mental health.

Students are encouraged to take part in oral health and general awareness programmes where they impart knowledge to local residents about the importance of oral and general health. These camps are conducted under the aegis of the Public Health Dentistry department.

Internship orientation:

This is conducted every year for interns a week before they are posted in the respective departments where they are taught anamnesis (Clinical History taking), chair side learning strategies, chairside etiquette, treatment planning, and prioritization of phases of treatment and sequential implementation of treatment goals. Pre-Clinical skill training to reinforce BDS Program skill acquisition thereby improving comprehensive clinical care to the patients. Significance of informed consent prior to every procedure. Pre, peri and post-operative care including detailed instructions to the patient in the local language, importance of thorough documentation, prescription writing, record keeping and audit of all aspects of care, ethics and code of conduct, taking up cases independently under the supervision and active feedback by the faculty, systematic approach to outreach programs and reiterate their significance in improving quality of public health care.

The programmes are organised under aegis of Scientific Academic forum (SAF) and Dental education unit (DEU).

Clinical Society Meetings (Interdisciplinary peer learning):

It is designed to impart clinical skills in clinical decision making, treatment planning and sequencing and comprehensive treatment implementation along with knowledge of newer materials, techniques and current concepts in clinical practice. The objective is to update the clinical knowledge of students and to enhance the degree of care and treatment methodology that will be beneficial to the patients.

File Description	Document
Programme report	View Document
Orientation circulars	View Document

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

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

Response: A. Any 5 of the above

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

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

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

Response: A. Any 5 of the above

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

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

Response: 5.6

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

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

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

8.1.8 The Institution has introduced objective methods to measure and certify attainment of specific

clinical competencies by BDS students/interns as stated in the undergraduate curriculum by the Dental Council of India

Response:

COMPETENCIES

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

General Skills: Apply knowledge & skills in practice, apply principles of ethics, analyze the outcome of treatment, evaluate the scientific literature and information to decide the treatment. Self-assessment and willingness to update the knowledge & skills, involvement in research projects.

Practice Management: Evaluate practice location, population dynamics & reimbursement mechanism, Coordinate and supervise the activities of allied dental health personnel, maintain all records, infection control and 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. Able to communicate effectively with all concerned, and participate in improving the oral health of the individuals through community activities.

Patient Care:

- **Diagnosis:** Obtaining patient's history in a methodical way through clinical examination, selection and interpretation of clinical, radiological and other diagnostic information.
- **Treatment Planning:** Integrate multiple disciplines into an individual comprehensive sequence.
- **Treatment:** Executing the treatment with utmost care.

ATTAINMENT OF COMPETENCIES

The primary objective of acquiring clinical competencies is to make students excel in handling patients in all aspects of Dental Surgery.

The institution mainly focuses on training the student's preclinical skills during the initial years of study (1st and 2nd year). In the dental subjects of 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, fabrication of special trays, temporary and permanent denture bases, occlusion rims, alignment of occlusion rims on the articulator, 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, processing and interpretation of radiographs, restoration of decayed teeth with suitable restorative material, oral prophylaxis, replacement of missing tooth by means of 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.

ASSESSMENT:

- **Formative Assessment:** This will evaluate the knowledge, skills and attitudes of the student throughout the academic year. Three sessional examinations are conducted periodically. In addition, the students are evaluated based on assignments, record work completion, seminars, group discussions and subject specific activities.
- **Summative Assessment:** Students of respective academic years appear for the University examinations at the end of their term.

Measurement of attainment of clinical competencies:

- **Written Examinations:** Internal assessment examinations are conducted which contains an essay, short answers and MCQs/Objective questions.
- **Clinical Examination:** OSCE/OSPE, Records books, Case history taking, Chairside Viva on case history and treatment rendered, and Grand Viva Voce.

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

8.1.9 Average percentage of first year students, provided with prophylactic immunization against communicable diseases like Hepatitis-B during their clinical work in the last five years.**Response:** 100

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

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

8.1.9.2 Number of first year Students admitted in last five years

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

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

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

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.

The graduated student will be able to diagnose disease and abnormalities of the oral cavity and head or

neck region. They will be able to obtain and assess information relative to the systematic health of patients, initiating consultations and reference to other health professionals as appropriate. They will also be able to develop a comprehensive treatment and or referral plan based on current oral disease risk analysis and standards of care strategies.

The students will be able to apply interpersonal and communication skills to effectively care for the diverse population of patients and collaborate with other members of the healthcare team and engage in mental activities and leadership within a healthcare team. They will be able to integrate and synthesize information for critical thinking and clinical decision-making. These attributes also help to sharpen the research skills of the students.

ACDS helps in constant learning and continuing professional development which is a planned continuous lifelong process whereby teachers develop their personal and professional qualities and improve their knowledge skills and practice leading to their empowerment and improvement of their agency and development of their organisation and the students.

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. Each student has a respective quota of clinical cases to be performed each year. 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, jaws and associated oral structures. This is taken care of by attending preclinical work and clinical postings in all wings of dental departments. Logbooks are maintained and the students are trained for the viva-voce on the subject in order to facilitate the deep understanding. Students also learn the concept of community oral health education and become suitable to participate in the rural health care delivery programs.

File Description	Document
Dental graduate attributes as described in the website of the College.	View Document
Any other relevant information	View Document

8.1.11 Average per capita expenditure on Dental materials and other consumables used for student training during the last five years.**Response:** 15623.67**8.1.11.1 Expenditure on consumables used for student clinical training in a year**

2020-21	2019-20	2018-19	2017-18	2016-17
2864000	4717000	4839000	4030000	2689000

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

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

The main objectives of the 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, humanities and Professionalism.

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.

Dental Education Unit functions to enhance the teaching qualities of the faculty members to ensure content delivery by implementing curriculum in an organized manner to the students and also to improve the learning abilities of the students. The committee was established to develop a single point of contact between the institution, administration, teaching faculty, departments and the students.

DEU focuses on developing an educational system that fosters excellence and moulds a teacher into a competent dental educator by ensuring continuous quality improvement in teaching, learning, assessment and evaluation. DEU has started promoting interdisciplinary multi-modular, outcome-based education in dental sciences. Introduction of integrated courses, CAT (Critical appraisal Teaching), and early exposure to clinical dentistry to the BDS students have been implemented by the institution.

DEU facilitates collaborative research with allied health professions. DEU helps faculty to stay updated with current trends in dental education through educational workshops and conferences. DEU organises orientation and induction programs to the newly appointed teachers about modern teaching, assessment and evaluation techniques and certifies them to be trained teachers in Dental Sciences. DEU also organizes refresher courses and faculty development programs for all faculty members.

The academic calendar of DEU:

Academic calendar of DEU includes Programs for academic, clinical and cultural enrichment of students, Faculty Development Programs for the faculty, Programs on sensitization of Anti Ragging measures and implementation, 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.

List of various programmes organised for faculty development by DEU:

Here are the titles of some of the programs organized by DEU of ACDS.

- Ergonomics in dentistry for practice management
- Outcome-based education
- Contemporaneous methods of Teaching
- Learning and Assessment in Dental Undergraduate Education
- Lecture on Soft skills and Behavioural Sciences
- Life skills and Interpersonal Skills
- Evidence Based Dentistry

- Clinical decision making
- Problem based learning, Virtual Teacher Training Program
- The Virtual Reality of Digital Dentistry in your practice.

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

Other Upload Files	
1	View Document

5. CONCLUSION

Additional Information :

CORE VALUES:

- Providing quality education and patient care while remaining up to date with dentistry's changing needs
- Promoting a student-centered, outcome-driven teaching environment through critical thinking and innovative practices
- Encouraging evidence-based practices and patient-centered care
- Creating a conducive research environment
- Developing leaders in teaching, learning process, research, innovation and clinical care at par with global standards
- Developing individuals holistically, instilling in them a strong moral code and strong value system
- Promoting competence and global standards
- Investing in technology and innovation
- Serving the community in an inclusive manner to build strong community relationships
- Contributing to nation-building by promoting and supporting research in emerging fields

Concluding Remarks :

With continuously growing academic and research activities, the Army College of Dental Sciences has established itself as a leading dental education institute. It has successfully realized its vision to provide professional dental education for the wards of army personnel, Ex-servicemen and war-widows as well as to serve the oral health needs of the community.

Significant Information:

- ACDS takes pride in its visionary approach, eco-friendly pollution-free green campus, state-of-the-art infrastructure and contribution to community development and nation-building.
- We strive to keep abreast of the contemporary and emerging fields in dentistry, and we encourage evidence-based practices and patient-centered care.
- Our pedagogy is designed to provide student-centric outcomes-based learning and assessment through well-designed and executed academic programs, a vigorous research program, and ICT-enhanced Teaching-Learning processes, and formative and summative evaluations.
- The program is further strengthened by a robust and student-centered feedback system and a one-on-one mentoring system.
- Market readiness and employability of students is enhanced via linkages with the industry to provide internships, practice exposure, research assistance and placements.
- Promoting technology and innovation as a means of sustaining global standards.
- Highly successful, thriving and globally spread alumni.
- Insightful and dedicated management, devoted and exceptionally skilled teachers, ensuring quality in every area of dental education.
- A variety of rewards and welfare measures are offered to students, staff, and faculty.
- We conduct numerous extension, outreach and philanthropic activities as a part of our social responsibility, thus contributing to community and nation-building.

Concluding Remarks:

With its all-encompassing achievements and success, it is not surprising that ACDS has become one of the top institutes in the field of dental education and research. The process of NAAC accreditation has further given impetus to working on our challenges and improving upon our strengths to explore newer opportunities and ensure further growth of the organization.

Future Plans:

- To encourage faculty members to pursue doctoral programs.
- Improving communication and training skills among students and faculty.
- Invite local companies and industries to the campus to improve exposure of students.
- Developing entrepreneurship skills in the budding graduates.
- Organize national and international conferences and seminars.