



SELF STUDY REPORT

FOR
1st CYCLE OF ACCREDITATION

GSL DENTAL COLLEGE AND HOSPITAL

NH- 16, LAKSHMIPURAM, RAJANAGARAM,
533296
www.gsldc.in

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BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

GSL Educational Society was founded in the fond memory of **Late. Smt. Ganni Subba Lakshmi Garu** by the founder chairman **Late. Sri Ganni Sathyanarayana Murthy Garu**. GSL General Hospital (GSL GH) is a thousand bedded tertiary care multi-specialty hospital attached to the College. It was commissioned on 01-01-2002 with the noble objectives of providing urban healthcare facilities to the rural poor at an unbelievably affordable cost and to transform the present rural A.P into a strong, healthy vibrating rural A.P (India). **GSL Medical College & General Hospital**, Rajahmundry, one of the premier private Medical Institutions in the country & recognized by MCI / Govt. of India is **affiliated to Dr.NTR University of Health Sciences, Vijayawada, Andhra Pradesh**. The **Pioneer of Health Care Revolution** by **Dr.Ganni Bhaskara Rao** and his colleague doctors and like-minded people with rich experience in diversified fields has come together in realizing the noble objective of providing high standard health care and medical education. **GSL Dental College & Hospital**, Rajahmundry, one of the reputed Private Dental Colleges in the Andhra Pradesh .The college is popularly known as GSLDC Rajahmundry and was founded in the year **2013 – 2014**. The college is recognized by DCI / Govt. of India and is affiliated to **Dr.NTR University of Health Sciences, Vijayawada**. GSL Dental College is established with a divine mission of bringing dental care of International Standards to the doorsteps of the rural poor and to roll out dental graduates of modern scientific medicine capable of functioning independently in both urban and rural environments. GSL Dental College is located in a salubrious environment abutting National Highway-16. It is 12 km from the historical city, **Rajahmundry** - the Vedic, Cultural & Literary capital of Andhra Pradesh. Rajahmundry domestic airport is about 10 km from the college. Now the college has become synonymous with one of the best Dental Colleges. The college is constructed in an area of 136916.9 sq. feet with 200 dental chairs.GSL Dental College is attached to GSL Medical College & General Hospital, with an integrated campus, all forms of health care under one umbrella called GSL Educational Society. Currently, dental college has **490 Undergraduate** students and **61 Postgraduate** studnets enrolled in BDS and **8 specialization of MDS** programs offered by the college

Vision

To educate our students to be ethical doctors with moral values by encouraging them to follow our core principles of humility, empathy, and patience

Mission

1. To establish itself as a **premier Dental College** and to produce **top-notch dental practitioners** who would benefit society.
2. To attain and sustain **excellence in education**, research and oral health care by inculcating the principle of passion towards profession and compassion towards patients thereby making good students and responsible citizens

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The Dental college is an integrated Campus attached to GSL Medical College, **centrally located** and easily accessible, well connected through road, rail and air transport.
- Infrastructure facilities at national and international standards are available in the vicinity of the campus.
- Prominence for Sports and Cultural activities and the students are also encouraged to participate in various competitions and events held in other colleges too.
- Promoting the use of technology is a core value in teaching/learning/evaluation as well as administration
- **SMART lab** as Skill Lab is attached to all basic and advanced sciences that helps in teaching, learning and evaluation for students.
- **LIFE Programme** - Lasers , Implants ,Facial esthetics and Endodontics, a unique programme offered to all the students to provide basic training and hands on training in oral implantology, Lasers, facial esthetics and Rotary endodontics and this programme has a **Copyright from Government of India**
- B.A.S.I.C.S Programme - Basics of Anesthesia, Surgery and Intensive care in Clinical Scenario, one of its unique programme which incorporates all the elective and emergency procedures where a dental student can confidently encounter and treat patient with any medical emergency. simulation programs have allowed the students to learn skills, developed through clinical reasoning abilities and to become competent in treatment care and this programme has a **Copyright from Government of India**
- SQUARE ONE – the Programme is based on the concept of ‘Entrustable professional activity’ which helps in bridging the gap between the ‘theory’ and practice of competence based dental education and this programme has a **Copyright from Government of India**
- Functional MoU’s with International Universities
- Beyond the syllabus training: The institution conducts numerous Continuous Dental Education Programmes, hands-on workshops, Seminars, Symposia, Masterclass, health awareness programmes, career guidance programmes to promote and foster global competencies.
- Undergraduate programme, postgraduate programmes in most appealing specialities of dentistry and certificate courses provide academic flexibility.
- Transparent Governance and Administration.
- Clear and healthy relation among the management, the principal, the faculty and the students
- Promotion of an intellectual culture through innovative pedagogies and dialogue
- Integration of ICT and its upgradation in the teaching-learning processes
- Integrated campus with Residential facilities for staff and inhouse hostels for Boys and Girls

Institutional Weakness

- Need to enhance number of PG Super speciality programmes and Ph. D programmes
- To encourage the faculty to pursue PhD programmes
- Inadequate funding for research from Government organisations
- Need to revamp the fellowships for faculty by the university

Institutional Opportunity

- Strengthening Collaboration and networking with Universities abroad
- Scope for improving Alumni Philanthropy
- To provide more intensive research, consulting, and training services to businesses, governments, and

non-governmental organisations.

- To strengthen industry -institution interface to increase employment for students
- Technology and ICT enhancements provide opportunities for better quality of student engagement
- Integrated Campus with state of the art facilities
- International exchange programmes enable students and academics to further their education and research.

Institutional Challenge

- Prepare students to be intellectually free, self-sufficient, socially responsible, and emotionally mature
- Instill values and systems and develop professionals a social responsive culture in today's volatile environment amongst students

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The DCI and Dr. NTR University of Health Sciences curricula are rigorously followed by GSL Dental College and Hospital. The UG and PG Curriculum Committees play a key role in the development, delivery, and evaluation of the dentistry curriculum. The undergraduate dental curriculum is overseen by the undergraduate committee, while the postgraduate dental curriculum is overseen by the postgraduate committee. Both committees prepare, monitor, and assess how well their respective curriculum are delivered. Designed curriculum systematic method of Teaching Learning process is implemented through "Tell, Show, Do, Replicate." SMART LAB place a vital role to instill the skills on par with global standards and methods for comprehensive learning. A solid tutorial and mentorship structure complements the quest of effective curriculum transaction. Smaller groups of students are formed in order to personalise academic and other topics. The mentor-ward system, in which each student is allocated a faculty mentor for academic and extra-academic support, promotes the integration of academic and mental health of our students. The curriculum continues to place a strong emphasis on learning and raising awareness of all pertinent societal issues, such as gender, the environment, sustainability and Professional ethics and human values. Curriculum with Value addition and enrichment certificate programmes are being followed for the overall development of the student fraternity. ICT integration is key to transform the curriculum in modern methods for effective delivery. The flagship programmes such as LIFE, BASICS and SQUARE ONE are unique in moulding the students and enriches their capabilities. The faculty are associated with BOS and BOE of Dr. N T R university and other universities. G S L Dental College admits 100 undergraduate BDS students per year and offers postgraduate courses in eight dental specialties in addition to inter disciplinary, value added and add-on certificate courses. Student mentorship, feedback mechanism is at place for ensuring the effective teaching learning process. Orientation programmes, seminars, conferences, Sports and Cultural activities are the regular phenomenon in the journey of learning.

Teaching-learning and Evaluation

In accordance with Dr. N T R University of Health Sciences, and Government of Andhra Pradesh, the student admissions are transparent and merit-based via NEET. Students come from a variety of socioeconomic and cultural backgrounds from the state and other states too.

GSL Dental College offers one UG programme and 8 PG Specialty programmes in addition to interdisciplinary, value added and add-on courses. 530 students are on rolls consists of UG and PG. liberal cross-border and transnational educational requirements. Orientation programmes, regular performance evaluation, mentorship, remedial classes, Telugu speaking workshops, and national festivals, Cultural celebrations and Sports activities all help to accommodate to student diversity. Anti-ragging and Internal complaints committee for reducing sexual harassment and the grievance committee for abating sexual harassment and the grievance redressal system are active.

The institution has defined generic and program-specific learning outcomes, as well as graduate qualities in accordance with Dr. NTR University of Health Sciences /DCI . The teaching-learning process is centred on the student and includes innovative teaching-learning methods (web-based learning, seminars, focused group discussions, buzz groups, quiz, case studies, textbook reading), self-directed learning, teaching beyond the syllabus (continuing dental education programmes), experiential learning (via dental camps), short-term PG research projects, and interdepartmental interactions. SQUARE ONE based Learning Management System (LMS) that promotes outcome-based education.

GSLDC has 103 dedicated full time faculty with 24 Ph.D research guides and 17 PG Guides. All faculty are well trained in educational technology. Student centric teaching learning process through use of advanced physical, ICT, laboratory, Wi-Fi and library facilities. Faculty development committee maintains scientific temper by conducting CDE programs, workshops, conferences and PG seminars. Mentor and mentee system is followed for the continuous monitoring and improvement of students.

Research, Innovations and Extension

Faculty and students conduct short term and long-term research projects that result in presentations and publications. The Institutional Research Review Board reviews all of the institution's research activities and is in charge of ethical clearance. Financial and infrastructural support is provided to encourage "research culture." This stimulates the submission of proposals to funding bodies. A Memorandum of Understanding (MOU) with University of Dundee Scotland, UK, Lincoln University, Malaysia , AIMST University , Malaysia, University of Genova, Italy for Joint Degree Programmes, Academic and Research Collaborations, Student and Faculty Exchange, Joint Conferences and Seminars , Credit Transfer Joint degree programmes , IPR activities. The College has functional Copy rights with Government of India. The College as 24 PH. D Research guides and 17 PG guides as recognized by Dr. N T R University. Faculty is keen on participating in conferences, workshops, faculty Development Programmes. Six faculty members received grants for conducting research from different organizations. 54 publications in Pub Med / Scopus/ Web of Science / UGC Care to the credit of the faculty. Numerous extension and outreach activities carried out in collaboration with NSS / Rotary, industry, community, Government and Non- Governmental Organisations.

Infrastructure and Learning Resources

The GSL group of institutions has a Green campus 85 acres of prime land and the college has a built-up area of 1,37,000 sq. ft. attached to GSL Medical Hospital.

The institute's infrastructure, which includes technology-enabled classrooms, seminar halls, tutorial spaces, state-of-the-art computer labs, auditoriums, language lab, Gymnasium, Library, boys and girls Hostels, Guest house, contributes to academic advancement.

The WiFi campus has smart board classrooms and audio visual facilities. The Administration, Finance and accounts, examination is well connected with automation. The IT Infrastructure, The institution operates from a modern and spacious college building. Additionally, kids with physical disabilities will have access to ramps with railings, RO drinking water, and toilet facilities. Facilities like Counseling and Career Guidance, Canteen, Parking System, Waste segregation system enhance the quality of campus life. The college emphasizes the importance of extra-curricular activities as well to improve the physical and mental health of the students through sports, outdoor and indoor games, NSS, NCC, cultural festivals, yoga, health and hygiene programmes. An yearly budget is set aside for infrastructure maintenance and improvement. For oversight and maintenance, a qualified engineer and suitable support staff (including audiovisual technicians, security, housekeeping staff, and gardeners) are available. Management ensures that infrastructure requirements are met on schedule.

Student Support and Progression

Reservation, fee concession, scholarships, and remedial coaching are some of the assistance services/facilities given to students from SC/ST, OBC, and other economically disadvantaged groups at the college. The college also has a SC/ST monitoring cell and an Equal Opportunity Cell, as well as coaching for entry into service. Participation in many national and international events is subsidized in various ways. Coaching for competitive exams, PG NEET Coaching, English speaking skills, assistance for slow learners, interaction with institutes of higher learning and business houses, and the development of entrepreneurial abilities are also provided. GSL DC conducts regular programmes on Soft Skill Development, Language and communication skills development, Yoga and wellness, Analytical skill development, Human value development, Personality and professional development and Employability skills development. The College has an effective Student grievance redressal mechanism, Prevention of sexual harassment cell and Prevention of ragging Cell. The College has registered alumni and has a strong base of good network. The Alumni association is functioning very effectively and contributing towards the development of the college.

Governance, Leadership and Management

The institution believes in decentralised administration and participative management. The Governing Council's decisions are carried out by the Principal (who also serves as the head of the IQAC). This is accomplished through the Association of Deans, Vice principals and heads of various departments. They supervise the committees, which in turn assure the proper operation of numerous institutional functions. Each year, these committees determine their activities and responsibilities. Department heads, in collaboration with professors, readers, and lecturers, oversee the operation of their respective departments.

Staff welfare committees, faculty development programmes, incentives for international scientific presentations, In campus Housing facilities, special leaves for pursuing additional qualifications, uniform pay scale, gratuity scheme, earned leave encashment, maternity/paternity leaves are of faculty empowerment strategies.

There is an evaluation mechanism in place for both teaching and non-teaching staff. Self-assessment by teaching staff is followed by evaluation by department heads, then by the principal and management. Every year, the Board of Management honours faculty and students for their outstanding academic, cocurricular, and extracurricular achievements.

Institutional Values and Best Practices

1. L.I.F.E - LASERS , IMPLANTS ,FACIAL ESTHETICS AND ENDODONTICS : Copyright from Government of India.

The uniqueness of the practice is that implant training is provided as an integral part of the teaching curriculum. This training program was conceptualized keeping in mind the changing trends in clinical dentistry. Restoration and replacement of missing teeth had undergone revolutionary change with the advent of implants. To provide training in Implantology in the college itself at the undergraduate level. Each student should mandatorily place and restore at least one implant during their internship period as part of their program. At the end of the program, a candidate would have acquired the necessary knowledge and would have worked up and performed the treatment which will be supervised and approved by the teaching faculty.

2. B.A.S.I.C.S -Basics of Anesthesia, Surgery and Intensive care in Clinical Scenario- Copyright from Government of India

One of the major challenges facing simulation exercise is how to integrate into the curriculum and decide which part of it will be improved by simulation. This helped us to determine the resources needed and the cost to use simulation. Another challenge would be providing effective feedback to students in simulation which is an important aspect to ensure effective learning. Incorporating two-hour per each session for day during our programme in all the stations throughout the curriculum and to provide trained staff for successful implementation with consistent and active participation of students is certainly a challenge.

Dental Part

1. The Dental college is an integrated Campus attached to GSL Medical College, **centrally located** and easily accessible, well connected through road, rail and air transport.
2. GSL DC is having dedicated and motivated staff
3. SMART lab as Skill Lab is attached to all basic and advanced sciences that helps in teaching, learning and evaluation for students.
4. LIFE Programme - Lasers , Implants ,Facial esthetics and Endodontics, a unique programme offered to all the students to provide basic training and hands on training in oral implantology, Lasers, facial esthetics and Rotary endodontics
5. B.A.S.I.C.S Programme - Basics of Anesthesia, Surgery and Intensive care in Clinical Scenario, one of its unique programme which incorporates all the elective and emergency procedures where a dental student can confidently encounter and treat patient with any medical emergency. simulation programs have allowed the students to learn skills, developed through clinical reasoning abilities and to become competent in treatment care.
6. SQUARE ONE – the Programme is based on the concept of ‘Entrustable professional activity’ which helps in bridging the gap between the ‘theory’ and practice of competence based dental education
7. Following international guidelines for graduating students
8. Providing conducive environment in college taking students on the path towards good human values
9. Incorporating latest technologies and provide state of the art infrastructure for overall training
10. Functional Copyrights with Govt. of India

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GSL DENTAL COLLEGE AND HOSPITAL
Address	NH- 16, Lakshmipuram, Rajanagaram,
City	Rajahmundry
State	Andhra Pradesh
Pin	533296
Website	www.gsldc.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Ghanta Sunil	0883-6699999	9849551234	0883-2484888	drghantasunil@gmail.com
IQAC / CIQA coordinator	I Ranganayakulu	0883-	9959434440	0883-2484888	akarsh.ranga@gmail.com

Status of the Institution	
Institution Status	Private
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	02-09-2013

University to which the college is affiliated/ or which governs the college (if it is a constituent college)

State	University name	Document
Andhra Pradesh	Dr. N.T.R. University of Health Sciences (Formerly Andhra Pradesh University of Health Sciences)	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC		
12B of UGC		

Details of recognition / approval by statutory / regulatory bodies other than UGC (MCI, DCI, PCI, INC, RCI, AYUSH, AICTE etc.)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
DCI	View Document	16-02-2022	12	

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	NH- 16, Lakshmipuram, Rajanagaram,	Rural	85	136000

2.2 ACADEMIC INFORMATION

NAAAC

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,Bachelor of Dental Surgery	60	Intermediate or PUC or Equivalent in Science	English	100	100
PG	MDS,Conservative Dentistry And Endodontics	36	BDS	English	3	3
PG	MDS,Prosthodontics And Crown And Bridge	36	BDS	English	3	3
PG	MDS,Periodontology	36	BDS	English	2	2
PG	MDS,Orthodontics And Dentofacial Orthopedics	36	BDS	English	3	3
PG	MDS,Oral Medicine And Radiology	36	BDS	English	2	2
PG	MDS,Pedodontics And Preventive Dentistry	36	BDS	English	3	3
PG	MDS,Oral And Maxillofacial Surgery	36	BDS	English	3	3
PG	MDS,Oral Pathology And Microbiology	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	0				0				0				0
Recruited	0	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0				0
Sanctioned by the Management/Society or Other Authorized Bodies	43				21				34				
Recruited	26	17	0	43	14	7	0	21	18	16	0	34	
Yet to Recruit	0				0				0				0
Lecturer				Tutor / Clinical Instructor				Senior Resident					
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total	
Sanctioned by the UGC /University State Government	0				0				0				0
Recruited	0	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0				0
Sanctioned by the Management/Society or Other Authorized Bodies	0				5				0				0
Recruited	0	0	0	0	5	0	0	5	0	0	0	0	0
Yet to Recruit	0				0				0				0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				175
Recruited	91	84	0	175
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	3	0	1	0	0	1	0	0	7
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	24	14	0	13	7	0	17	16	0	91
UG	0	0	0	0	0	0	0	0	0	0
Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	5	0	0	0	0	0	5

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

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

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?		Male	Female	Others
		0	0	0
Number of Emeritus Professor engaged with the college?		Male	Female	Others
		0	0	0
Number of Adjunct Professor engaged with the college?		Male	Female	Others
		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	23	1	0	0	24
	Female	69	1	0	0	70
	Others	0	0	0	0	0
PG	Male	5	1	0	0	6
	Female	10	5	0	0	15
	Others	0	0	0	0	0

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

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	3	1	6	3
	Female	16	13	9	8
	Others	0	0	0	0
ST	Male	0	3	1	2
	Female	2	1	5	2
	Others	0	0	0	0
OBC	Male	7	17	7	7
	Female	37	37	35	29
	Others	0	0	0	0
General	Male	13	8	5	5
	Female	41	41	32	44
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		119	121	100	100

General Facilities	
Campus Type: NH- 16, Lakshmiapuram, Rajanagaram,	
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)	103
* Qualified Doctor (Part time)	0
* Qualified Nurse (Full time)	23
* Qualified Nurse (Part time)	0
• Facilities like banking, post office, book shops, etc.	Yes
• Transport facilities to cater to the needs of the students and staff	Yes
• Facilities for persons with disabilities	Yes
• Animal house	Yes
• Power house	Yes
• Fire safety measures	Yes
• Waste management facility, particularly bio-hazardous waste	Yes
• Potable water and water treatment	Yes

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

Hostel Details		
Hostel Type	No Of Hostels	No Of Inmates
* Boys' hostel	1	32
* Girls's hostel	1	175
* Overseas students hostel	0	0
* Hostel for interns	1	15
* PG Hostel	1	14

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	A holistic and multidisciplinary education, as described so beautifully in India's past, is indeed what is needed for the education of India to lead the country into the 21st century and the fourth industrial revolution. Even engineering institutions, such as IITs, will move towards more holistic and multidisciplinary education with more arts and humanities. It's the time for Medical education to have multi disciplinary approach. Large multidisciplinary universities and colleges will facilitate the move towards high-quality holistic and multidisciplinary education. Flexibility in curriculum and novel and engaging course options will be on offer to students, in addition to rigorous specialization in a subject or subjects. Higher Educational Institutions will focus on research and innovation by setting up start-up incubation centres; technology development centres; centres in frontier areas of research; greater industry-academic linkages; and interdisciplinary research including humanities and social sciences research. Given the scenario of epidemics and pandemics, it is critical that HEIs take the lead to undertake research in areas of infectious diseases, epidemiology, virology, diagnostics, instrumentation, vaccinology and other relevant areas.
2. Academic bank of credits (ABC):	It is a credit facility originally envisioned by the

	<p>Government of India in the National Education Policy (NEP) 2020. The scheme has the provisions of creating a digital infrastructure that will store the academic credits earned by the students of various higher education institutes within the country. Academic Bank of Credits (ABC) is a virtual/digital storehouse that contains the information of the credits earned by individual students throughout their learning journey. It will enable students to open their accounts and give multiple options for entering and leaving colleges or universities. There will be “multiple exits” & “multiple entries” points during the higher education tenure & credits will be transferred through the ABC seamlessly. ABC can be considered as an authentic reference to check the credit record of any student at any given point in time. Thus, the concept of ABC is fuel to boost the efficiency of faculty and help students embrace a multi-disciplinary educational approach. The idea is to make students “skillful professionals” and help their overall growth. In a crux, the Academic Bank of Credits will be a game-changer in transforming Indian education to a great extent.</p>
3. Skill development:	<p>The National Education Policy 2020 also recognizes the importance of soft skills such as communication, team work, problem solving, decision making, analytical thinking, resiliency, etc. as imperative life skills. The initiative works with an approach where academic knowledge is imparted. The world is changing at a very fast rate. In the backdrop of such a changing situation the role of education will have to be redesigned and restructured. For keeping pace with the societal expectations and maintenance of desired quality in performance, teacher has to act as a potent agent of change. The vision to make the youth self-reliant through skill-based education makes the National Education Policy 2020 a revolutionary document. The National Education Policy (NEP 2020) will play a crucial role in making the students industry ready professionals. The higher education curriculum will be redesigned and restructured to empower youth with necessary technical and soft skills at undergraduate and post-graduate levels.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>The various constructive recommendations of NEP 2020 need a pragmatic integration in our curriculum which emphasizes not only being technologically endowed but an ethical usage of latest technologies in</p>

our everyday life. The NEP 2020 bears testimony to the fact that the Indian Education System needs a complete overhaul. It recognizes that the distinct place that India holds at the global stage is only because of its cultural developments, civilisational values and rich literature in all the fields. Therefore, all curriculum and pedagogy, from the foundational stage onwards needs to be redesigned which is strongly rooted in the Indian and local context and ethos in terms of culture, traditions, heritage, customs, language, philosophy, geography, ancient and contemporary knowledge, societal and scientific needs, indigenous and traditional ways of learning etc. HEIs will focus on research and innovation by setting up start-up incubation centres; technology development centres; centres in frontier areas of research; greater industry-academic linkages; and interdisciplinary research including humanities and social sciences research. Given the scenario of epidemics and pandemics, it is critical that HEIs take the lead to undertake research in areas of infectious diseases, epidemiology, virology, diagnostics, instrumentation, vaccinology and other relevant areas.

5. Focus on Outcome based education (OBE):

Outcome-based education is a system where all the parts and aspects of education are focused on the outcomes of the course. The students take up courses with a certain goal of developing skills or gaining knowledge and they have to complete the goal by end of the course. There is no specific style or time limit of learning. The student can learn as per their choice. The faculty members, moderators, and instructors guide the students based on the target outcomes. Outcome based education is an educational methodology where each aspect of education is organized around a set of goals (outcomes). Students should achieve their goal by the end of the educational process. Throughout the educational experience, all students should be able to achieve their goals. It focuses on measuring student performance through outcomes. The OBE maps & measures students' performance at every step. The OBE model aims to maximize student learning outcomes by developing their knowledge & skills. Benefits of Outcome-Based Education (OBE) For Students • Brings clarity among the teachers and students • Every student has the flexibility and

	<p>freedom of learning in their ways. • There is more than one method of learning • Reduces comparison among the students as everyone has a different target • Completely involves students taking responsibility for their goals</p>
6. Distance education/online education:	<p>In the last 20 years, the Internet has grown from being nearly non-existent into the largest, most accessible database of information ever created. It has changed the way people communicate, shop, socialise, do business and think about knowledge and learning. Much more than just a new twist on distance learning, online schooling is changing the face of traditional classrooms and making education more accessible than ever before. Computer-based training, Web-based training, Internet based training, online training, e-learning (electronic learning), m-learning (mobile learning), computer-aided distance education – online education goes by many names and comes in a variety of styles. Hybrid education allows students to pursue a combination of online and on-campus courses. Online courses may be part of a degree program, they can also be taken on their own in order to master a certain subject or learn a specific skill. MOOCs, or massive open online courses, are usually delivered in lecture form to online “classrooms”.</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
530	510	495	495	399
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
97	99	100	99	0
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
121	119	100	100	100
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
103	103	103	96	94
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
103	103	103	96	94
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
162.69	206.51	136.92	61.36	399.9
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 institution ensures effective curriculum planning in the following way which highlights the importance of faculty involvement in curriculum development and implementation:

The Ministry of Health and Family Welfare has ratified the Dental Council of India's universal dentistry curriculum for dental education across the country. All universities and institutions follow this defined standard curriculum. Our institution is required to follow this curriculum as prescribed by the Dr. NTR University of Health Sciences as GSL Dental College is affiliated with the University since 2013

The UG and PG Curriculum Committees play a key role in the development, delivery, and evaluation of the dentistry curriculum. The undergraduate dental curriculum is overseen by the undergraduate committee, while the postgraduate dental curriculum is overseen by the postgraduate committee. Both committees prepare, monitor, and assess how well their respective curriculum is delivered. At the start of the academic year, the respective curriculum committees prepare a yearly calendar containing schedules for all teaching-learning activities (via a structured timetable), formative assessments, parent-teacher meetings, and student activities for all undergraduate and postgraduate courses. Furthermore, two times a year, dialogues and meetings are held to ensure successful delivery and to address any concerns with the curricula's implementation and evaluation.

1. Dr. NTR University of Health Sciences, Vijayawada is in charge of curriculum development on a regular basis. Faculty from all major fields are invited to make suggestions for changes, updates, new topics, and revisions on a regular basis. GSLDC faculty members attend syllabus revision meetings, project planning sessions, and curriculum revisions that are recommended.
2. At the start of the semester, the GSLDC Academic committee meets to design and execute various academic initiatives for the entire year.
3. Lesson plans are created, subject allocations are recommended and faculty permission is acquired, and the Curriculum / Academic Committee / IQAC approves the timetable and calendar of activities.
4. Academic operations are expedited, with timetables, workloads, and other administrative responsibilities prepared long before the start of each teaching session. At the end of each academic session, departmental reports are compiled, covering academic and extracurricular activities.
5. Faculty of the College keep their knowledge up to date by actively participating in Research and

Faculty Development Programs, which allows them to continue to progress. They also contribute to curriculum reviews, assessment, and evaluation as members of several University bodies.

6. A solid tutorial and mentorship structure complement the quest of effective curriculum transaction. Smaller groups of students are formed in order to personalize academic and other topics. The mentor-ward system, in which each student is allocated a faculty mentor for academic and extra-academic support, promotes the integration of the academic and mental health of our students. Students are able to have their academic and other concerns appropriately addressed through targeted interactions and advice provided by teachers.
7. Designed curriculum systematic method of Teaching Learning process is implemented through “Tell, Show, Do Replicate.” Methods for a comprehensive learning
8. The institute focuses on the overall development of students through various programmes pertaining to Research development, moral and ethical values through special professional lectures/CDEs/value-added programs

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

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: 1.37

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
5	0	1	1	0

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
Link for additional information	View Document

1.2 Academic Flexibility

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

Response: 100

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

Response: 9

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

Response: 9

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

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

Response: 58.7

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
331	312	296	298	199

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:

The G S L Dental College & Hospital is associated with Dr. NTR University of Health Sciences and follows the University's curriculum for all undergraduate and postgraduate programmes. The curriculum continues to place a strong emphasis on learning and raising awareness of all pertinent societal issues, such as gender, the environment, sustainability and professional ethics and human values

Gender: Conducting a programme on Dentisthree, Disha Awareness Camp, Programme on National Girl Child, Women's Welfare Committee, International Women's day and Women empowerment Programmes, Anti-ragging and Anti-Sexual Harassment committees (Internal Complaints Committee) meet regularly and organize awareness programs every year

Environment and sustainability: Sensitization on 'Reducing Plastic in Dentistry' and Denstree Programme, Anti Cancer Day is carried out as a regular phenomenon.

Biomedical waste is a serious issue. The institution's Infection Control Committee is in charge of revising and adhering to recommendations for proper biomedical waste segregation and disposal. The committee also keeps an eye on the institution's sterilisation and infection control procedures.

Environmental Science (EVS) is a mandatory subject in all undergraduate programmes. Water

conservation strategies, rainwater collection, and green consciousness are among the topics covered. Waste segregation, Clean India Campain, Tree plantation, solar and wind energy, vehicular pollution, and alternative energy such as battery / electric and CNG-powered automobiles are being used.

Human Values: Humanism and empathy are crucial qualities in a health care provider. To instil these principles in our students, a programme on "Developing and sustaining an Empathetic Individual" was started last year. World Elders Day celebration to help students grasp the intricacies of geriatric dental care. Road Traffic accidents and awareness To assist students in dealing with stress, campaign and seminars on stress management, how to live a long and healthy life, and other related topics are held to emphasise vital life skills.

Right to Health: The National Service Scheme (NSS) wing of the DSL Dental College & Hospital organises outreach activities and camps in both urban and rural regions to address health determinants. Oral health care services (information, treatment, and prevention measures) are available to people from all walks of life. The institution gives free dentures to elderly people living in poverty under the Dant Bhagya Yojana. Oral Health Day and Tobacco Day will be organised annually. Students organise rallies to raise awareness about oral health issues and tobacco cessation initiatives, Cancer Awareness, and Doctors Day. Sensitization on HIV/AIDS issues is done every year.

Professional ethics: Professional ethics is formally integrated into the undergraduate and Post graduate dental curriculum as prescribed by the university and is imparted to the students through the course. TEDx Programme was organized by the college at GSL Dental Colleges which received great accolades.

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: 3

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

Response: 3

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: 58.7

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
331	312	296	298	199

File Description	Document
Institutional data in prescribed format	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: 64.53

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

Response: 342

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: B. Any 4 of the above

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

NAAAC

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
70	69	73	51	51

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
70	69	73	51	51

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
Admission extract submitted to the state OBC, SC and ST cell every year.	View Document
Link for Any other relevant information	View Document

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

Response: 99.67

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
119	121	100	100	100

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
121	121	100	100	100

File Description	Document
The details certified by the Head of the Institution clearly mentioning the programs that are not covered under CET and the number of applications received for the same	View Document
Institutional data in prescribed format	View Document

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

Response: 6.83

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
6	5	6	9	10

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
Link for additional information	View Document

2.2 Catering to Student Diversity

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

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

Response: A. All of the above

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

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

Response: 5:1

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

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:

GSL Dental college promotes the development and maintenance of intrinsic potential in individual students by involving them in both extramural and extracurricular activities, such as:

1. Encourage students to get involved in NSS, Red Cross, and other IDA (Indian Dental Association) initiatives.
2. They are urged to volunteer with non-governmental organisations (NGOs) in order to gain firsthand experience with the social situations of the underserved.
3. Every year, our outstanding students contribute articles, poems, paintings, crossword puzzles, and other items to the college magazine/newsletters, to name a few.
4. Students have been actively participating in skits, short films, and other extracurricular activities, and have shown tremendous excitement in intra- and inter-collegiate competitions presented annually to promote activities outside of the classroom.
5. Participation in these programs are encouraged among students. Sports, literary, and cultural events are also included. Our students (undergraduates and postgraduates) are encouraged to participate in state and national sports and cultural programmes.
6. Students (both undergraduates and postgraduates) are encouraged to participate in academic research projects and to deliver scientific papers at state, national, and international levels. The faculty instructs them on how to write research articles in order to turn their findings into valuable publications for a wider audience.
7. During the annual literary and cultural festivals, students actively participate in literary activities.
8. Students are actively involved in Dentishtree, Dentistree, C Club Drama, sports, Art, Photography and Music

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:

Experiential learning: At every stage of their course, the majority of the teaching-learning program is done through experiential learning. In every discipline, from sculpting the morphology of teeth in I BDS, providing suitable treatment and care to patients,

Integrated/interdisciplinary learning: Interdepartmental sessions are held every 2–3 months for undergraduates, interns, and postgraduates to participate in integrated/interdisciplinary learning. Staff and students from several departments take part in discussions of postgraduate case presentations, which helps them keep their knowledge and clinical acumen up to date. Each module of instruction at the school is structured to feature student-centered learning activities — each class is separated into small groups, and activities are planned for participatory learning and problem-based learning.

Problem-based learning: Each module of instruction at the school is structured to feature student-centered learning activities — each class is separated into small groups, and activities are planned for participatory learning and problem-based learning.

Self-directed learning: All students are also encouraged to engage in self-directed learning activities such as seminar or journal club presentations, which fosters life-long learning.

Patient-centric and Evidence-Based Learning: Patient-centered learning is emphasized in both theory and practice/clinical settings. The first year of an undergraduate degree teaches applied elements of many topics, which are reinforced throughout the semester. Students are given thorough preclinical training before being allowed to continue and treat patients. The need of "evidence-based teaching and learning" is stressed, with students advised to do a web search for relevant literature and assess the "trustworthiness" of the information before using it in their learning and/or research.

Project-based learning: Students (both undergraduates and postgraduates) are encouraged to participate in short-term projects and deliver scientific papers at the state, national, and international levels. Students are also taught how to prepare manuscripts in order to turn their research findings into publications

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
Link for additional information	View Document

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

Response:

GSL LMS

The learner-centered education by GSL DC, Enhancing and Empowering students with smart learning. This methodology enables the students in engaging and understanding ways by Study models, Animations, Quizzes Etc .We enhance our students with new technologies like Smart lab, Anatomage and 3D lecture galleries. This is imparted through appropriate media mix comprising specially designed Self- Learning Materials in print, audio, video, and digital resources to promote individualized, creative and dynamic learning.

The Faculty at the GSL Dental College strive to make the most of technology in their classrooms. Teachers have the expertise and abilities to assist all students achieve high academic standards by utilising new digital tools. ICT has enabled better and faster communication, as well as more effective and relevant presentation of ideas. It is a useful tool for gathering information from a variety of sources in order to assist Student community expand their knowledge base.

ICTs are most commonly used by Faculty for 'regular tasks,' such as lesson planning, information presentation, basic Internet searches, and record keeping. Faculty are adapting to the use of ICT technologies in order to give students with high-quality education.

The college has a Wi-Fi enabled campus, which allows teachers and students to stay connected to the internet in order to learn and teach current material. The college has ICT-enabled SMART Digital classrooms with desktop computers, laptop computers, and projectors to aid in the e-learning process. Some teachers use and distribute E-books, which are extremely beneficial to students because they are convenient and reduce the cost of purchasing real books. Professors use microphone-connected speakers to effectively communicate with all of the students in the classroom.

The college offers an Automated Library which is fully computerized, which allows students to quickly locate the location of books. Faculty and students can use EDUMAAT to access e-resources at the library. This gives them with the resources they need to do study. The digital library also facilitates information access from anywhere in the world, as well as information search and retrieval.

In the classroom, teachers create and use PowerPoint presentations that allow them to have interactive conversations with their students. Presentations are the greatest way to take notes since they can be updated with new information and include diagrams, charts, and other visual aids.

Teachers have begun to provide lectures via Google Meet, Zoom, Microsoft Teams, and other similar platforms.

Teachers are provided FDPs to enable/familiarize them with these online platforms. Apart from using e-books in e-classrooms, instructional podcasts and videos, such as Ted Talks, YouTube Content, and so on, improve lecture quality.

Teachers share reading materials, short notes, and e-books through a variety of platforms, including Google Classroom, e-mail, college portals, blogs, WhatsApp, and other social media platforms.

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

2.3.4 Student :Mentor Ratio (preceding academic year)

Response: 7:1

2.3.4.1 Total number of mentors in the preceding academic year

Response: 74

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
Link for any other information	View Document

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

Response:

Creativity:

Various steps have been taken to make the teaching-learning more learner centered than teacher controlled. Students are given small projects and are encouraged to design and perform public awareness programs. Effective measures in implementing creative techniques, in order to enhance motivation and self-directed learning among the students.

Analytical skills:

The students are organized in groups of 4-6 people. The selected topic is divided into 4-6 parts, and one

student in each group is assigned to be responsible for a different segment. The students are given time to learn and process their assigned segmenting independently. Students who completed the same segment are put together into an “Expert group” to talk about and process the details of their segment. Later students return to their original “Jigsaw” groups and take turns sharing the segments they’ve become experts on. The students having completed the task, evaluation and feedback is obtained. Other analytical skills include MCQ based teaching, model-construction, jigsaw Technique of learning, weekly quiz organized, critical thinking questions, answering worksheets, solving puzzles, cross words, use of analogies encouraged to come out with creative cartoons depicting physiological concepts etc.

Square one is a new curriculum that leverages on web based platforms online resources, new digital tools and software to enhance teaching learning experience.

The program is divided into three levels, level one is basics, level two is higher order thinking skills and level three is for NEET (national eligibility cum entrance test) preparation and national boards.

Especially the HIGH ORDER THINKING SKILLS part of square one where the situation or topic is given to student and assessment is done based on various observations helps to develop analytical skills which are thought provoking.

Innovation:

The various innovations tried are - use of analogies and 2D animations, anatomized table for effective delivery of lectures. Simulators, Manikin assisted training and Hands-on Workshops are being organized for clinical skills and Cardiopulmonary resuscitation, and 3D printing.

BASICS is an innovation to help cope with students enter high levels of learning.

The course helps to train interns , and postgraduates in perioperative operative management of patients to emphasize the basic concepts around these procedures. This helps to gain supervised practical experience including preparation of national calamities and golden hour of trauma.

Various innovative procedures included into the process which are copyrighted such as dentistree, dentistry, Pe@do, freshers, life and square one provide a vast array of projects which nurtures students.

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
Links for additional information	View Document

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

Response: 4.54

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
17	1	1	1	3

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

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

Response: 6.3

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

Response: 649

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

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

Response: 72.26

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
78	77	74	66	66

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
Link for additional information	View Document

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

Response: 6.21

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
8	6	5	7	5

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

2.5 Evaluation Process and Reforms

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

Response:

One of the major components of our education system is examination. The education process in any discipline of learning ends with examinations. The entire effort put in by the teachers on teaching and the student on learning is centered on getting good results in examinations. Thus examinations have been overriding the process of education and are a matter of concern.

The performance of a student is evaluated internally on a continuous basis by the concerned course instructor. The distribution of marks to various forms of assessment including the internal examinations is decided by the concerned course instructors.

Evaluation is done based on the following criteria :

Written test

Practical examination (including clinical examination & viva voce)

Tentative academic year timetables for three internal assessments will be prepared for both regular and supplementary batch of I, II, III, & IV BDS. All the internal examinations for theory are conducted for the time period of three hours and are awarded 70 marks, whereas practical/clinical & viva voce is included in two internal examinations along with theory. The internal examinations along with theory, the practical/clinical may be held thrice a year followed by a model examination in the pattern of university examination to be held at the end of year of study.

The institution has introduced innovative practices to improve the quality and efficiency in the various

process of the examination system, especially in the conduct, administration, and evaluation. Recently OSPE/OSCE has been introduced in all departments. Mid-course reform exams and self-assessment MCQ-based exams have been added to the existing pattern of conducting examinations.

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:

Two internal assessments and one pre-University exam are conducted annually for assessment of theoretical knowledge and clinical skills of the students. Before the conduct of examinations, students are also informed about their conduct and distribution of marks. Each clinical department also conducts end posting assessments. Results of these assessments are displayed on the college and departmental notice board. Theory papers are also shown to the students to ensure transparency in evaluation process. The students who are not satisfied with their results/marks can apply for scrutiny of their answer scripts. A prescribed proforma including grievances related to incomplete correction of answer papers, marks not allotted to any of the written answers, questions out syllabus can be filled and submitted to the **grievance redressal committee (GRC)**. Institutional GRC consists of seven members drawn from senior members of the faculties. Necessary action to resolve the issue will be taken by the GRC members within ten days. For effective functioning of the committee meetings are held twice a year with students.

For University examinations, students can apply for re-totaling of marks. The institution aids in proper communication with the University. The students personally have to apply for the scrutiny of their answer scripts in the University.

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:

A well-established and effective continuous evaluation system is in place at college, and several sorts of assessments are dispersed over the course of each semester. The Faculty and College Examination Cells in conjunction with the Institute's Central Examination Department regulate and oversee all procedures relating to the administration of exams, the release of results, and the awarding of degrees and diplomas. Over the past five years, a number of improvements have been implemented that have improved examination management.

Square one is a new curriculum that leverages on web based platforms online resources, new digital tools and software to enhance teaching learning experience the program is divided into three levels, level one is basics, level two is higher order thinking skills and level three is for Neet (national eligibility cum entrance test) preparation and national boards.

The mode of examination is online where the evaluation is done on spot and results delivered. The students are allowed to take exam till the competency is achieved. Based on the proficiency, the credit points are awarded to the students academics.

The assessment of students are done, continuously till the student performance matches a certain maximum standard required of him/her. This has resulted in better utilisation of both human and physical resources, enhanced attentiveness, and efficient administration of the exams including integrated distance.

Square one is based on the concept of entrustable professional activity which helps in bridging the gap between theory and practice of competence based dental education. The program is unique in attaining three objectives

a)Affective (what do we want our student to think)

b)Behavioural(what do we want our student to do)

C)Cognitive (what do we want on students to know in a single curriculum)

1. Automation of Examination System: The examination system has become online with exam papers sent to the faculty through mail. correction and awarding of marks are done . During covid this automation has helped to monitor students in preventing from losing the academic standard and maintain curriculum at regular interval. This method is being followed whenever there is any health issue or where the student is unable to write exam this has helped to monitor without losing credits.

2. OMR Based Evaluation System An OMR-Based Evaluation System has been developed in house with the following features using LEARNING MANAGEMENT SYSTEM

- OMR – based evaluation of multiple-choice tests.
- Caters to single correct and multiple correct answers.
- Inexpensive – works on photocopied sheets.
- Error Tolerant - does not require precision or color printing.
- Adaptable to all scanner resolutions.

- Flexibility for negative marking and other testing features.
- Interface completely web based.
- Optional negative marking, configurable by sections.
- Choice between subjects for different sections.
- Instant results available on the web and may also be exported to other formats such as MS Excel, Open office, etc.

Since the evaluation method operates on straightforward photocopy paper and is very error tolerant, it has significantly reduced the cost of doing a test. Because of the system's accuracy and dependability, it can be employed in scenarios with a lot of data.

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
Links for additional information	View Document

2.6 Student Performance and Learning Outcomes

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

Response:

The institution routinely states the learning outcomes (both generic and program-specific) and graduate outcomes characteristics in accordance with the provisions of the Regulatory bodies and the University. These are conveyed to the Students and teachers participate in the orientation programme, and their photos are posted on the official website.

Stated learning outcomes for each programme / course as stipulated by the appropriate Regulatory bodies and the University:

Learning outcomes of the BDS course:

The graduate should acquire:

Adequate knowledge of biological function and behavior of persons in health and sickness as well as the influence of the natural and social environment on the state of health so far as it affects dentistry.

Able to diagnose and manage various common dental problems encountered in general dental practice

Acquire skill to prevent and manage complications if encountered while carrying out various procedures.

Possess skill to carry out required investigative procedures and ability to interpret laboratory findings.

Promote oral health and help to prevent oral diseases

Competent in control of pain and anxiety during dental treatment

Learning outcomes of the MDS course:

The postgraduate should be able to:

1. Describe the aetiology, pathophysiology, diagnostic principles, and management of common problems. within the adult and paediatric specialties
2. Identify and act on social, economic, environmental, and emotional determinants in a given case taken into consideration when planning treatment
3. Recognize conditions that may be outside of your specialty/competence and refer them to an expert, suitable specialist
4. Update your knowledge through self-study and attendance at relevant courses, conferences, and seminars. specialty.
5. Conduct audits, use information technology, and conduct research with the goal of publishing or broadcasting the results and presenting the work at various professional gatherings.
6. Take a thorough clinical history, examine the patient, and carry out necessary diagnostic procedures order and interpret relevant tests to arrive at a reasonable diagnosis of the condition
7. Acquire adequate performance skills and competence.

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: 91.27

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
94	83	56	61	62

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
98	91	66	68	65

File Description	Document
Trend analysis for the last five years in graphical form	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
Links for 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:

Education is a learning process which deals with unknown outcomes, with circumstances which require a complex synthesis of knowledge, skills and experience to solve the problem. We at GSL Dental College understand the importance of teaching and learning process of students which include various innovative methods

Problem-based learning and case methods have been introduced where a case is given to prompt students as a group to identify and develop new areas of learning whether the case is solved or not.

Lecture tutorials are the most widely used method of teaching which is inculcated in all levels of students from first year to final year. Prepared lectures are given to the students prior to the class where the students study and gain basic knowledge of the topic where in the class it is elaborated and doubts cleared

Peer review:

The peer review method is done in the department where an assignment is provided and students are allowed to collect material regarding the topic and each of them reviews the other and accumulates points missed by the other and prepares a uniform module covering all areas of interest

Computer-assisted learning:

The program provides the students through an interactive document that integrates 2D and 3D images, videos, sound, animation and individual interaction built on the principle of problem-based learning

Role play:

It is widely used as an educational method for learning about communication in dental education and that it provides opportunities for observations, rehearsal and discussion, realistic roles and alignment of roles with another aspect of the curriculum

Evidence-based dentistry (EBD)

EBD uses current scientific evidence to guide decision-making in dentistry. It is an approach to oral health that requires the application and examination of relevant scientific data related to patient's oral and medical health

GSL Dental College understands the importance of dental care professionals to practice modern dentistry and educates them.

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:

Parent-teacher meetings are organized in the college through a structured method. A coordinator is assigned to each year. They aid in the creation of academic calendars for pupils. The meetings are scheduled to commence at the beginning of each year. The parents areThe date of the meeting was announced well in advance. The student's formative assessment is mentioned at the gathering The parents meet the whole faculty instructing their children in the current school year. Parents are notified about their children's performance in continual internal assessments, punctuality, and academic performance. strengths and shortcomings, as well as their attendance.

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.54

NAAAC

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: 4.61

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
18	1	1	1	2

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
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: 2.6

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
0	7	1	5	0

File Description	Document
Institutional data in prescribed format	View Document
Fellowship award letter / grant letter from the funding agency	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: 6

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
1	5	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
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 GSL DC has recently launched an Incubation Centre where research ideas generated by academia can be shaped into fruitful societal conceptions. The institute ensures the progress and completion of niche projects focusing on basic and advanced scientific inputs in all disciplines pursued by university students and faculty. The institute's Board of Research Studies (BORS) and Institutional Ethics Committee (IEC) monitor and reward completed and published projects. The Institution's research policy has been specifically designed to foster the research environment and encourage students and faculty members to pursue innovative ideas as projects. In the future, the College intends to collaborate with agencies/industries of national and international renown, government bodies, and entrepreneurship or start-up engagement programmes through research and development proposals.

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: 30

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
6	6	6	6	6

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

3.3 Research Publications and Awards

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

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

Response: A. All of the above

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

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

Response: 1

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: 61

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

Response: 61

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

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

Response: 0

File Description	Document
Institutional data in prescribed forma	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
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: 1276

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
86	306	148	305	431

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
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: 9.44

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
15	43	42	64	58

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
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:

GSL Dental College has conducted various extension and outreach activities at various villages such as Thokada, Diwancheruvu, Rangampeta, Vadisileru, Kalavacherla, Neeladripeta in association with Grama Panchayathi, Rotary Club International, Lions Club International, Glory Church, GIET school of Pharmacy. The College conducts these outreach activities regularly and received letter of appreciation and awards for such activities from the Grama Panchayath, Rotary and Lions Club etc. During 2020-21 the College has received 07 recognitions, 2019-20 the College received 04 recognitions, 2018-19 the College received 08 recognitions, 2017-18 the College received 11 recognitions, 2016-17 the College received 22 recognitions.

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:

International World AIDS Day takes place on 1st December each year. It was the first ever global health day and an opportunity for people worldwide to unite in the fight against HIV, to show support for people living with HIV, and to commemorate those who have died from an AIDS-related illness.

The theme of this year's World AIDS Day is "**Communities make the difference**".

NSS unit of GSL Dental college and hospital has conducted ANTI AIDS awareness rally on December 1st at Rajanagaram with 400 students and educated people about mode of transmission, signs and symptoms, and preventive methods.

World NO Tobacco Day is observed around the world every year on 31 May. This yearly celebration informs the public on the dangers of using tobacco, the business practices of tobacco companies, what the World Health Organization (WHO) is doing to fight against the use of tobacco, and what people around the world can do to claim their right to health and healthy living and to protect future generations.

Every year, on 31 May, GSL Dental College celebrate World No Tobacco Day (WNTD). The annual campaign is an opportunity to raise awareness on the harmful and deadly effects of tobacco use and second-hand smoke exposure, and to discourage the use of tobacco in any form.

On 31st of May 2016, we have conducted an awareness program regarding effects of tobacco in Kakinada by organizing a rally with 200 student volunteers.

DENTIST DAY - Every year March 6th is observed as National Dentist Day, created to say thank you to all dentists celebrating for their contribution. There are various dental specialities and on this special occasion, it is better to know and recognise them. They are specialised in treating oral health; it is a comprehensive integrated approach in a field to overall health, and their contribution with responsibility includes:

- Prevention of disease and promoting oral health
- Diagnosing oral disease
- Creating a plan of treatment to restore

This day is celebrated for over 440 dental students and staff of all dental health specialists, including all dental surgeons, orthodontists, periodontists, pedodontists, prosthodontics, dental assistants, dental technicians, dental therapists, etc.

National Doctor's Day - will be celebrated on July 1st all across India to honour the legendary physician and the second Chief Minister of West Bengal, Dr. Bidhan Chandra Roy and to thank physicians and doctors for their dedicated services to patients round the clock to save lives.

We have organized number of events and activities to celebrate this day, like discussion on the medical topics, quiz competitions, sports activities etc. and organized felicitating programs. In collaboration with GSL Medical college and hospital doctors and students participated in awareness rally at Rajahmundry.

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: 7.4

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
6	7	8	7	9

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

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

Response: 4

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: 4

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The Institution has adequate facilities for the purpose of teaching and learning. These include well equipped classrooms and laboratories which have good projection facilities, Wi-Fi and LAN as well as other audiovisual aids. Every department has seminar rooms which are used for various scientific activities such as seminars, journal clubs and case presentations throughout the year.

Seminar Halls and Class Rooms

Four state of the art classrooms were developed, enabled with ICT, including computer and internet facility, green board and LCD Projector. The classrooms are equipped with RoboTRAK presenter Tracking system which provides tilting motion which follows the instructor as they walk around the presentation area of a classroom. There is a central server which relays the presentation of a classroom to all the others. This eliminates the need for a camera operator. The classroom also boasts of a well equipped podium with easy to use inbuilt tools. They were designed to include advanced methods of teaching and learning. Online teaching availability was also introduced to look after academic needs of students in case of a lock down like we recently encountered. Mega conferences can be held due to the ample availability of space for trade fairs and academics.

Clinical training facility

The students are made to update their clinical skills by way of good training facilities.

- Data of the patients is going to be made digital which helps in clinical documentation being centrally stored, which is easy to access, store and retrieve. It helps students keep pace with technological advancements.
- We have a well equipped dental radiology set up with facilities including, RVG, Digital OPG, 200 ma Extra Oral radiography machine and CBCT equipment.
- LASER's and Implant Equipment are made available to students. The interns are guided for implant placement surgeries.
- State of the art SMART LAB which provides the following for dental student training. Each of these equipments have trained faculty to guide the student.
 - IV and IM mannequins for infusion training, Anatomage table for virtual anatomy training, 3D printing equipment, Basic Life Support (BLS)
- The SMART LAB also supports training of medical students and staff. They provide the following
 - High Fidelity Mannequins, Pediatrics, Birthing Simulator, Human Patient Simulator, Basic Cardiac Life Support
 - Virtual Simulators, Angiometer, Lap Mentor with Virtual Reality, Robotix Mentor, Arthroscopy Mentor, Ultrasound Mentor, GI Bronchoscopy Mentor, Endo Trainers

Important courses are conducted under the aegis of the institution and SMART LAB which help train

students in anticipation of early clinical exposure.

- Advanced Training in Dental Implantology (ATIDI)
- BASICS
- LASERS, Implants, Facial Esthetics and Endodontics (LIFE) course are conducted at regular intervals, with interns being regularly posted and trained.
- Square One Program for all years of BDS

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:

The Institution has ample facilities for staff and students to participate in physical and recreational activities. These include indoor and outdoor sports facilities, which give students and staff a break from their monotonous routine. Outdoor sports facilities at the college include multiple sports grounds with designated tracks where students regularly play games such as cricket, basketball, and volleyball.

Physical activities are encouraged with provision of many sport options including, Cricket, Basketball, Volleyball, Throw Ball, Badminton, Table tennis and In house Gyms. Students are regularly given time off from academia to train and relax with sports. Physical education trainers supervise the students' performance. Students are regularly trained for events like Javelin throw and shotput. Intra-institution Sports Meets are conducted once a year. A state of the art squash court is currently under construction.

Annual Cultural meets have been conducted since the inception of college. Students and faculty take part in both on stage and off stage programs. The campus has both closed auditorium 'Charaka' of around 40,000 sq. ft. with a seating capacity of more than 500 and 2 open air auditoriums, spanning around 75,000 sq. ft. and 12,500 sq. ft. with a seating capacity of over 5000. 5 acres of dedicated land for organizational requirements is available within the campus.

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:

The GSL Dental College boasts of a sprawling 83 acre campus with the following amenities

1. Medical College and Hospital

The Hospital attached has 1080 beds with more than 300 faculty who are assisted adequately by well trained Nursing and paramedical staff. The attached super specialty hospital also conducts camps for the less privileged by way of usage of their well equipped Mobile medical Unit which also has a Dental section. Advanced investigations of Angiograms are also routinely performed. The hospital requirements of a 24x7 ambulance, drivers and emergency equipment are available.

‘Swatantra’ is the attached Cancer Unit. It is a 400 bedded tertiary care hospital. Advanced oncology surgeries are routinely carried out. Head and Neck Department (HAND) is a Tumor Board with representation from Oral Medicine and radiology, Oral and Maxillofacial Surgery and Oral Pathology regularly meets for both patient discussions and academic meetings.

1. Student stay facility

Well maintained hostels are present within the campus which provides accommodation to both boys and girls separately. Rooms are well furnished, well ventilated and spacious. Air conditioned rooms are also available. Within campus RO Water Plant provides the water requirements. Strategically placed CCTV's with 24 hours security is present. In House Laundry services are available. The mess provides tasty and hygienic food with regular availability of fruits in the menu. The students always feel at home with the facilities provided.

1. Food and Beverage Availability

Canteens inside campus provide tasty and hygienic food which include bakery items, fast food and take aways. Meals may be ordered for when required and are available on a daily basis. HABITAT is a multi cuisine restaurant and food court present.

1. Banks

Andhra Bank and Axis Bank branches are located within the campus. 2 ATM machines are available. Post office branch is also conveniently located in the campus.

1. RO Drinking Water

An in-campus water treatment facility is available where Reverse Osmosis water is made available for drinking requirements of the entire campus. The plant is maintained and certified bi annually.

1. Energy source - Renewable

Solar power plant has been installed which caters to a majority of the power need of the campus

1. Sanitation facility

Rest rooms are available at every floor of the institute with sign boards and cleaning staff around to maintain the sanitation.

1. Sewage treatment facility

Waste water is treated in the sewage treatment facility and reused for maintenance of greenery within the campus

1. Roads, pedestrian walks and parking facilities

The campus has fully tarred roads and complete pedestrian walk ways. The campus has spacious parking availability with 24x7 security at every parking inlet and outlet. The vehicles are mandatorily labeled with the pre-approved label which is issued only after authentication of the faculty or student. Visitors are given a temporary transfer pass.

1. Foliage

Lakes, gardens with seating facility, parks and children play area is present within the campus. This serves as a recreational facility for all the staff and students within the campus. Automatic watering facility for the foliage is available.

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: 100

4.1.4.1 *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
162.69	206.51	136.92	61.36	399.9

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
Link for additional information	View Document

4.2 Clinical, Equipment and Laboratory Learning Resources

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

Response:

The college provides state of the art training facilities for students. These are in accordance with the guidelines of the Dental Council. The facilities provided are in association with full time faculty who monitor the students' progress at necessary intervals. Latest teaching methods including small group teaching, role play, and project based learning, experiential learning and self directed learning to name a few.

Each department is well equipped and has incorporated latest advancements in their daily routine such as the use of CBCT for implant planning. Outpatient services are also provided as a part of community outreach programs which are done in the Mobile Dental Unit in remote areas of the district. The attached hospitals also help in providing inpatient facilities for major and prolonged surgeries and treatments. ICU facilities such as 1 ICU bed with pulse oximeter and ventilator, 10 male and 10 female surgical ward beds are available in the general ward. Students are trained using the advanced simulation equipment available in the SMART LAB. Both adult and pediatric mannequins are also available to demonstrate and

improve life saving skills.

ICT enabled classrooms with advanced projection facilities make learning easy and enjoyable. E-learning facilities such as online classes and webinars are regularly organized. E books are made accessible to the students when ever required. Digital management software has been developed for the college as a part of the requirement of patient management.

Clinical laboratory facilities are available. Research thrust areas are improved with the use of advanced research microscope and stereoscope. Immuno-histochemistry procedures are also performed. Acrylic and Ceramic Laboratories cater to students and patients. State of the art Physiodispensers and implant kit, Sand blasting unit, induction casting machine, hydraulic press, burnout furnace and high speed alloy grinder are some of the advanced prosthodontic casting armamentariums and preparation consoles.

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: 67943.4

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
95	100	85	97	93

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
56342	107252	95579	44226	35848

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
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: 487.4

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
490	489	495	495	399

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
40	29	0	0	0

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
Link for additional information	View Document

4.2.4 Availability of infrastructure for community based learning Institution has:

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

Response: A. All of the above

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

- Purchasing of books and other materials, as well as journals (Periodicals)
- Accession Number Each new material entered in the main entry form is assigned a unique Identification Number known as an Accession Number.
- Issue Arrival Entry is used to keep track of subscription issues.
- EDUMAAT software is being used at GSL Dental College.
- Reports Required information, records, transactions, Financial Year Wise Reports, Barcode for material, Barcode photo ID card for each member, Periodicals Reports, Member Reports, Acquisition Reports, Material Reports, and Committee Reports obtained in graphical representation.
- Circulation keeps track of all terms and conditions for each member and material type, making it easier to issue, return dates, collect dues, and so on.

- Collection of Dues No dues or dues clearance is the most important procedure in every library to keep user accounts and materials trackable.
- Budget also allows you to manage the budget for the acquisition of library materials. This will aid in keeping a close eye on library material purchases.

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:

1. The total number of books in the GSL DC Library is 1908 of which 1735 are 'Text books' and 173 are 'Reference books.'
2. Books are categorized as follows:

Purchased books

SC/ST Book bank Scheme

BCS (Backward class students fund)

(Gift/complimentary/donated books)

1. All subscribed print journals have 742 bound volumes/back volumes.
2. There are a total of 10 CDs.
3. Journal Index: In the GSL DC Library server, a database of all journals downloaded from the online journals package is created. North American Dental Clinics and journals from 2016 are now available.
4. Online magazines
5. The EBSCOHOST database, which contains over 200 full-text / normal journals and 107 proquest journals .
6. Question Bank: From 2016 to 2021, a collection of GSL DC question papers for both the B.D.S. and M.D.S programmes is available.

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: D. Any two of the above

File Description	Document
Institutional data in prescribed sormat	View Document
E-copy of subscription letter/member ship letter or related document with the mention of year	View Document
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: 20.61

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
20.67	21.49	37.38	18.52	5

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
Institutional data in prescribed format	View Document
Audit statement highlighting the expenditure for purchase of books and journal library resources	View Document
Links for additional information	View Document

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

Response:

1. The GSL Dental College has subscribed from NTRMEDNET Consortium and Library. This is open to both college staff and students. The use of this package can be seen in the 'Technical report' of e-journals and e-books from their server.
2. The Library has a visitors register where members who use the library's services must enter their information.
3. Every year, an orientation programme for U.G. and P.G students is held, during which Library cum I-Cards are distributed. They are given all of the necessary instructions.
4. Webinar on Effective Utilizatin of ProQuest Databases for critical information and its best practices was organized in association with Dr. NTR University of Health Scineces, on 13th May 2020
5. Webinar session for Medical College faculty, students and librarians on how to use the collecton of CBME e-books on 14th May 2020
6. ELSEVIER – Focus group discussion for anotom department faculty on 22nd May 2020
7. ELSEVIER – Remote teaching clinical skills
8. Training session on EBSCO – training on Dental Collection – A Complete guide to Dentistry Oral scineces on 26th May 2020
9. EBSCO – Training on Medical Collection on 27th May 2020
10. EBSCO – training on Dyna Med Clinical decision support tool on 28th may 2020
11. EBSCO – training on Dental Collection on 2nd June 2020
12. EBSCO – Training on Medical Collection – an essential resource for bio medical research on 3rd June 2020
13. Journals of renowned publishers viz., BMJ (23 Journals), CUP(35), Wolter Kluwer-Lippincot W&W (95), OEP (37), Wiley online library (53) journals are available with University Consortium.

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
Links to additional information	View Document
Give links e_content repository used by the teachers	View Document

4.4 IT Infrastructure

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

Response: 100

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

Response: 17

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

Response: 17

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

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

Response:

The institution has a well equipped IT cell with all requirements of internet and LAN being available. The Head of the departments submit a requirement list when needed and this is considered based on degree of necessity and budget allocation scheme for the year. Each department has a fully functional and well equipped IT system including a computer, printer cum scanner, high storage external hard disks and a LAN connection with high band width. The classrooms are well equipped with computers equipped with LAN, projectors and screens. The classrooms also have a RoboTRAK system which helps track the presenter while in motion. When needed, the presentation of a single class can be projected in all the other classes at the same time. Online teaching facility was also introduced to look after academic needs of students in case of a lock down like we recently encountered. The students have access to the power point presentations and important topic hand outs are given after the class. The staff and students can access the EBSCO database from in campus computers. IT maintenance staff respond when required for maintenance and trouble shooting of computer equipment.

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: ?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: 70.03

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
82.7	127.37	136	61	155.54

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 a well-defined system and procedure for maintaining and utilising available supporting facilities. The college ensures that available financial resources are optimally allocated and utilised for facility maintenance and upkeep. The maintenance committee, which collaborates with the electrical, IT, Civil, and Workshop departments, handles any issue that is reported in a notesheet/logbook from various

departments. They make every effort to resolve the problem as soon as possible.

CLASSROOMS - The college has a maintenance committee that looks after the infrastructure like furniture and fixtures. Maintenance, upkeep, and minor repairs are all budgeted for. The IT department ensures that the Wi-Fi/LAN facilities and ICT-enabled classroom equipment are properly maintained.

LIBRARY - Under the supervision of a librarian, old books and journals are preserved through the process of dehumidification and bound. The IT department assists with inventory management, bar coding, and other tasks.

Academic Facilities & Laboratory facilities - All the ICT facilities are maintained by the technical team of the institutional IT department. All similar facilities in the Library and Classrooms are maintained under the supervision of the Administrative Officer and Librarian respectively. The centrally air conditioned classrooms and auditoriums are all cleaned at regular intervals. All Laboratory equipments are updated at regular intervals. Annual Maintenance Contracts are carried out from time to time for periodic maintenance. Sterilization protocols of the laboratory premises is strictly carried out under supervision. Periodic inspections of all the ICT facilities are carried out.

Sports - The maintenance of the gymnasium and sports equipment of both indoor and outdoor sports is regularly managed by the Physical Education Trainer who supervises any equipment fault rectification and Annual Maintenance Contracts. When new equipments are added, they undergo a strict installation check before they are absorbed into regular use. The Courts and play areas are regularly sanitized and maintained by the technical and maintenance staff of the Sports Committee.

DENTAL CHAIRS, LABORATORY EQUIPMENT, AND BIOMEDICAL EQUIPMENT - For the upkeep of dental equipment and instruments, a maintenance committee of trained mechanics is in place. Aside from that, there is a shared biomedical engineering team that helps to maintain sensitive biomedical devices.

FACILITIES FOR OFFICE AND CAMPUS Generators, CCTV facilities, and AV systems are all managed by the electrical and IT departments. The on-site fire safety department ensures that all buildings are fire-safe. In summary, the maintenance committee, in collaboration with the Electrical, IT, Civil, and Workshop departments, ensures that all facilities, from furniture to fire safety, electrical to electronic devices, are in good working order.

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

NAAc

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 80.02

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
407	413	392	382	343

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
Link for Additional Information	View Document

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

Response: A. All of the above

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

Other Upload Files

1

[View Document](#)

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

Response: 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
530	510	495	495	399

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

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

Response:

The international student committee has been handled by the student support and welfare committee. It has attempted to assist international students in adapting to our country's and state's ways of life, language, food, and culture. It has facilitated the commemoration of significant events. It also serves as a forum for students to address their grievances.

GSL Dental College provides cutting-edge academic training infrastructure as well as modern hostel facilities for international students. The international student cell assists NRI students with admission criteria, permission letters, VISA, passports, and other assistance as needed. The international cell also monitors NRI students' academic requirements and coordinates academic progress with respective faculty and parents / sponsors. Furthermore, the cell addresses any other academic or administrative issues that foreign students may encounter during their studies. The college always believes in the rich Indian culture of "Vasudhaiva Kutumbakam" and welcomes international students to join dental courses.

File Description	Document
Any additional information	View Document
Link for international student cell	View Document
Link for Any other relevant information	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: 25.33

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
35	55	35	0	0

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
97	99	100	00	00

File Description	Document
Institutional data in prescribed format	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: 36.49

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
59	62	59	0	0

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
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: 14.43

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

Response: 14

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
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: 8

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	2	1	2	3

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:

The GSL Dental College has a structured Student Council to encourage student participation in various academic and administrative bodies. The body is made up of staff members who have been appointed as Chairman and In-charges of various sports and cultural activities. Students from each year are nominated by the Principal who has excelled in academics and extra-curricular activities such as sports, cultural, and National Service Schemes (NSS). Student Council is in charge of all recreational activities throughout the year. It is formed each year and is an important part of the student community. Student Representatives are also nominated to serve on committees such as the Student Welfare Association, the College Council Committee, the Anti-ragging Committee, the Hostel Committee, the Library Committee, the Gender Equity and Harassment Committee, and the Curriculum and Time Table Committee.

They actively participate in these committee meetings and have a significant impact on decision-making. This representation assists students in developing leadership qualities, as well as understanding rules, regulations, and executive skills. Senior and junior student representatives on the anti-ragging committee report any misconduct in the classroom or elsewhere on campus. Student representatives in the Grievance Redressal Cell, Library Committee, and Curriculum & Time Table Committee present their academic or personal problems and work together to solve them. Being a member of the Gender Equity and Harassment Committee helps students increase their sensitivity and awareness of gender-based issues. As one of the stakeholders, the presence of a student representative on the college council ensures their participation in various academic, curricular, and administrative issues.

Student Council addresses issues of concern and proposes solutions that benefit both the college and the community as a whole. It fosters an environment conducive to an individual's educational and personal development, including long-term friendship and empathy among fellow students. This council is overseen by faculty members, which improves communication among faculty, students, and higher authorities. The student council also participates in various scientific activities, annual gatherings, and cultural events.

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

Other Upload Files

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

Response: 26.4

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
24	25	36	25	22

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

5.4 Alumni Engagement

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

Response:

On 7th September 2020, the G S L Dental College Alumni Association was registered with the Registrar of Societies in Rajamahendravaram, Andhra Pradesh. Since then, the association has been active and has made significant contributions to the college's growth. This association has over 395 members, including BDS students who have graduated from our institution. On its active Facebook page, the association has over 395 members from 2017-18. The College has webpage as <https://gslalumni.com/> for registration and all other activities. In light of the current pandemic, the association has begun using the Almaconnect

application to virtually connect all members on a common social platform.

The association has been holding regular activities such as scientific education programmes and entertainment get-togethers, as well as team-building activities. The association's overarching members make it a point to visit the institution whenever they visit GSLDC, Rajamahendravaram, Andhra Pradesh, India make every effort to contribute to the alma mater. They have been actively sharing their experiences, advising the institution's students on newer opportunities and how to pursue them. Members of the alumni association also actively participate in Cultural Programmes, National Festivals, National Commemorative days and celebrations and the college's annual blood donation camps.

The alumni have generously contributed Rs. 32, 91, 312=00 towards developmental activities of the GSL Dental College and other purposes.

File Description	Document
Any additional information	View Document
Link for frequency of meetings of Alumni Association with minutes	View Document
Link for details of Alumni Association activities	View Document
Link for audited statement of accounts of the Alumni Association	View Document
Link for Additional Information	View Document
Link 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: A. All 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

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:

VISION FOR THE HOSPITAL

To provide complete and comprehensive oral care of international standards to the rural mass at par with urban class

VISION FOR THE COLLEGE

To educate our students to be ethical doctors with moral values by encouraging them to follow our core principles of humility, empathy and patience

MISSION

1. To establish itself as a premier Dental College and to produce top-notch dental practitioners who would benefit society.
2. To attain and sustain excellence in education, research and oral health care by inculcating the principle of passion towards profession and compassion towards patients thereby making good students and responsible citizens

Core Strength

1. Having dedicated and motivated staff
2. Following international guidelines for graduating students
3. Providing conducive environment in college, taking students on the path towards good human values
4. Incorporating latest technologies and providing state of the art infrastructure for overall training

Perspective plans

1. To upgrade the facilities with the newest hardware and software to deliver skill-based instruction that meets international standards.
2. Strengthen the connections with government agencies to receive additional grants and supported

projects.

3. To increase the number of publications in national and international journals and research bodies.

Describe the Vision and Mission of the Institution, nature of governance, perspective plans and stakeholders' participation in the decision-making bodies highlighting the activities leading to Institutional excellence. Response to be provided within 500 words

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

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

Response:

GSL Dental College and Hospital is spearheaded by the principal who is the head of the institution. He is ably assisted by the Vice-Principal of PG Studies and Vice-Principal UG Studies. Senior professors are Heads of the departments. To facilitate smooth functioning numerous committees have been set up. The committees help in decentralized administration. The work required is handed out to the Vice-Principals, who then further distribute it to the concerned committees. The Heads of the departments meet with the concerned department faculty to maintain smooth functioning of the department. Inputs are incorporated based on requirement. The management of the institution is done under Academics, Institutional administration, General administration and Community based services.

The decision-making process is evaluated and implemented at various levels of governance, with the results reviewed and proposed to the governing council for ratification.

Professors, Readers, Lecturers, and Tutors of medical and dental departments/units direct and ensure that academic, research, and clinical programmes for undergraduate and postgraduate students are implemented in their departments. Medical and dental technicians, dental hygienists, nurses, and group D staff all actively contribute to the smooth operation of the departments. These are further monitored by the respective department heads.

The administrative staff, which includes the superintendent, Principal's personal assistant, an accountant, a

receptionist, clerks, and other ministerial staff, assists the Principal in the institution's daily operations and endeavours. Engineer, Hostel Warden, Electrician, Mechanic, Audio visual technician, Security guards, housekeeping staff, and Gardeners meticulously perform their respective duties.

File Description	Document
Any additional information	View 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:

Organizational structure and strategic plan

1. Patient care

1. Treatment SOP
2. Appointment SOP
3. Sterilization and disinfection
4. Camps and satellite clinics
5. Digital case sheet

1. Student training

1. Teaching
2. Learning outcomes
3. Assessment
4. E-training
5. Digital case sheet

1. Human resource

1. Vision and mission
2. Discipline
3. Website
4. Alumni
5. Event organization

1. Research and development

1. Innovation cell
2. Incubation centre
3. Patent training
4. Publications

Short term goal

- Teaching and learning – Quality Assurance
- Encourage students to attend college regularly under guidance of their mentors
- Implement the Square One Program (copyrighted) for the incoming third year, final year and interns to hone their clinical skills

Long term goal

Progressive dental education

The institution intends to train students to excel in their higher education goals. Encouraging the advance learners to pursue value added skills organized regularly. Organizing intra – institution courses such as BASICS (copyrighted), LIFE (copyrighted), ATIDI to train students in patient care, Implantology, emergency, facial esthetics, lasers and Endodontics.

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

6.2.2 Implementation of e-governance in areas of operation

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

Response: 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
Link for additional information	View Document

6.3 Faculty Empowerment Strategies

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

Response:

The well-being of all employees is an important aspect of leadership and management at GSL Dental College . The institution believes in retaining highly motivated employees for the success of the institution. The institution has therefore put in place various social systems and policies for teaching and non-teaching staff that provide a healthy and satisfying work environment for the faculty. Teaching staff are motivated for professional and personal development through various value-added programs and workshops held throughout the year by the institution.

Non-teaching staff also receive professional advice and training on skills development and job labels. Each employee and their relatives benefit from treatment fee discounts for all treatments at the facility. Fully paid summer and Diwali holidays are provided to help teachers spend quality time with their families and return to work rejuvenated.

The loan facility is also immediately available to staff to assist teaching and non-teaching staff with urgent financial needs. Teaching staff receive financial support to attend national and even international conferences and workshops. The management is very empathetic towards female professors and believes in female empowerment and strengthening the female workforce by offering full maternity leave and even abortion leave to deal with the situation and providing all possible support.

Management provides Gratuity to employees who served the institution when they leave the institution. Leave encashment is also provided to both teaching and non teaching staff at the end of every year.

Research and publications are rewarded and the necessary financial support is provided. The best results of the teaching and non-teaching staff are congratulated every year during the celebrations of the Republic Day to motivate everyone to do their best. Management provides well-appointed accommodation on campus for the housing needs of the faculty. The institution believes in general faculty development and the college's annual college, teaching and non-teaching faculties are provided with a platform to hone their creativity, talents and skills. Holistic and spiritual development is also encouraged through the teaching of yoga workshops and the celebration of parties in the institute.

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

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

Response: 16.38

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
0	7	72	5	0

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
Link for additional information	View Document

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

Response: 4.2

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
7	4	3	2	5

File Description	Document
Reports of Academic Staff College or similar centers Verification of schedules of training programs	View Document
Institutional data in prescribed format	View Document
Detailed program report for each program should be made available Reports of the Human Resource Development Centres (UGC ASC or other relevant centres)	View Document
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: 61.03

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
76	73	66	65	27

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 to additional information	View Document

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

Response:

The vision and mission statement clearly demonstrate the institute's pursuit of excellence in dental education and health care. All strategies and policies are designed to improve quality assurance; to set new standards for achievement, achieve goals on time and strive to consolidate the high standards the institute has established over the years.

Introducing innovative teaching and learning methods, maintaining high standards of professional competence and scientific knowledge while providing the best possible treatment are areas that have always been given the utmost importance, and the institute strives to contribute to national growth and progress. The institution has an internal audit policy developed with the department heads of each department reporting regularly to the Dean on the performance of the department. Dean holds regular meetings with HODs to evaluate the department's health services and teach the learning process, and provide direction for improvement where needed. A performance and evaluation system has been prepared by the management for employees. Faculty is judged on performance virtues, quality of teaching, number of lectures attended, research and publications, clinical skills, UG and PG research guidance, student feedback received, and punctuality. In addition to academic performance, participation in extracurricular, sports and all-round activities of the faculty is taken into consideration. For non-teaching staff, the assessment is carried out by the department head based on the performance, work efficiency, communication skills, behavior and general usefulness of the department. Any deviations or gaps are discussed in departmental meetings and a fruitful solution is worked on. After experiencing an unsatisfactory performance by a faculty or staff, a re-evaluation can be performed after a period of three to six months, after improvement and resolution of outstanding issues. In the event of unsatisfactory reviews,

issues are reviewed through a system that ensures minimum bias and maximum transparency.

File Description	Document
Any additional information	View 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:

The Institute has a well-defined mechanism to monitor the effective and efficient use of the financial resources available for the development of the Institute.

- An institutional budget is drawn up annually by the CFO and Finance team, taking into account recurring and one-off expenses.
- All administrative and scientific managers are therefore invited to submit the budget necessary for the following year. Along with this all the coordinators of different cells ie; The research and development cell, the examination cell are in charge of presenting their budget to the accounting and finance team.
- All major financial decisions are made by the Management committee. There is a separate financial matrix describing financial strength at each level, e.g. Dean, Head of Purchasing, CFO (Accounts & Finance)
- If and when urgent needs arise, the sanction will be approved by management committee. All major financial transactions are analyzed and verified by the governing body under various heads such as:

-

Research and development

Training and positioning

Software and Internet costs

Library Books

Repair and maintenance

Printing and office supplies

Equipment and consumables

Furniture and equipment

- The Institute adheres to the use of the budget approved by the management for academic and administrative expenses.
- After final approval of the budget, the purchasing process is initiated by the purchasing committee, which includes all department heads, CFO (Accounts & Finance), purchasing manager, dean and member of management.
- A Valid tender procedure is followed. A comparative prospectus is drawn up and adequate negotiations are conducted in the presence of the Purchasing Committee.
- The correct purchase order / work order will be prepared by the purchasing team and a copy will be given to the seller and account section for further processing.
- Payment will be made on delivery of the relevant Goods in accordance with the terms and conditions set out in the purchase order/work order
- All transactions are transparent through invoices and receipts and a preliminary check is carried out from the current year. Invoice payments will be released after items have been tested and verified.
- The respective faculty member ensures that the appropriate devices/machines with the correct specifications are purchased.
- The whole material procurement process is overseen by the Purchasing Committee and the Principal the institute level, followed by the finance departments.
- Financial audit is carried out every year by an auditor to verify compliance.

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:**

The institution has a well-structured and systematic internal and external monitoring mechanism audits, regularly by qualified chartered accountants. The internal audit is carried out quarterly by the internal auditors appointed by management and external audits take place once in a year. Reservations were made using TALLY-ERP systems, all postings (payments and receipts) are made in system applications and products -Enterprise Resource Planning (SAP-ERP) systems currently follow the required procedures. It consists of a series of fully integrated modules. The institution has a qualified accountant who takes care of the institution's day-to-day accounting. There's a office assistant to support the accountant. The internal audit is carried out on a quarterly basis by CA Kameshwara Rao & Co. The team visits the institution to conduct an internal audit and delivers the report to the Chairman / CFO on completion. Any objections /

deviations will be addressed by the CFO. On the basis of merit, any disputes will be resolved by the Customer and the Management. After the internal audits, an external audit is carried out yearly by CA Kameshwara Rao & Co, each of the objections of the legal authority are managed and resolved by the Client and the Management. After the necessary changes and corrections, the final report is sent to the Chairman / Principal / CFO. After all objections have been satisfied, the final reports are presented to the Institution and the Management for approval. Once approved, financial accounts, documents and reports are used for legal purposes. The audit process is transparent. The auditors are appointed each year by the board of Management. Appeals process is fair as financial reviews are conducted both internally and externally by Auditors

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

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

Response: 131.13

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
0	0	131.13	0	0

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

6.5 Internal Quality Assurance System

6.5.1 Institution has a streamlined Internal Quality Assurance Mechanism

Response:

In pursuance of the National Action Plan of the National Assessment and Accreditation Council (NAAC), Bangalore, for performance evaluation, assessment and accreditation and quality up-gradation of institutions of higher education, the Internal Quality Assurance Cell (IQAC) has been established in the College at the instance of the National Assessment and Accreditation Council (NAAC) as a accreditation quality sustenance measure.

The main task of the IQAC is to develop a system for the conscious, coherent and catalytic improvement of the overall performance of the institutions. The IQAC will make a significant and significant contribution in the accreditation phase of the institution. The IQAC will channelise all efforts and measures of the institution to promote its academic excellence. The objectives of the IQAC are:

- To ensure the continuous improvement of the entire operational management of the entity.
- Education-related stakeholders, ie parents, teachers, staff, employers, funding agencies, society at large, to ensure their own quality and integrity.
- Development of a quality system for conscious, coherent and planned action to improve the academic and administrative performance of the institution.
- Promotion of measures to promote institutional functioning towards quality improvement and institutionalization of best practices.
- Ensure a greater degree of clarity and focus of institutional functioning on quality improvement and the internalization of the NAAC quality culture for quality and excellence in higher education.
- Promotion of operational measures of the institution to improve quality by initiating a culture of quality and institutionalizing best practices.
- Provide a solid basis for decision making to improve the functioning of the institution.
- Act as a dynamic system for quality changes in the institution.
- Framework for feedback from students, parents and other stakeholders on the processes related to the quality of the institution.
- Dissemination of information on the various quality parameters of higher education.
- Documentation of the different programs / activities that lead to quality improvement.
- Organization of workshops, seminars on issues related to quality and promotion of quality circles.

IQAC strategies

1. Ensure the rapid, efficient and progressive accomplishment of academic, administrative and financial tasks.
2. The relevance and quality of academic and research programs.
3. Equal access and affordability of university programs for different sections of society.
4. Optimization and integration of modern teaching and learning methods.

5. The credibility of the evaluation procedures.
6. Ensure the adequacy, maintenance and operability of the support structure and services.
7. Research exchange and networking with other institutions in India and abroad.

IQAC has been instrumental in institutionalizing quality assurance strategies and processes, the following two practices are the result of IQAC initiatives

1. GSL Dental College has started to organize study hours to help students improve their academic performance. Students receive individual attention to clarify their doubts in difficult subjects. There is more emphasis on solving numerical problems and experts are invited to deepen their knowledge.
2. Collaborative learning - The institution implements the collaborative learning process to provide students with quality technical education. They are groups of students working together to solve a problem, complete a task, or create a product. It is based on the idea that learning is a natural and social act in which participants talk to each other.

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: 26.11

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
29	55	19	13	16

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

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

Response: B. Any three 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
Institutional data in prescribed format	View Document
Link for Additional Information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 24

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
5	4	5	5	5

File Description	Document
Institutional data in prescribed format	View Document
Geotagged photographs of the events	View Document
Copy of circular/brochure/ Report of the program	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response:

The College is very keen on the desires, aspirations, abilities and professional skills of human resources as men and women, without any discrimination about their gender. The college is trying to develop student profile through inclusive practices towards gender and social sensitization by organizing meetings, seminars, workshops and social events providing a platform of equal opportunity and co-existence.

The college has good infrastructure that is reflective of gender-specific needs and creation of private spaces for faculty, students, and other staff to meet their needs.

The college shows gender sensitivity in providing facilities such as:

Safety and Security

Counseling

Common Room Facility

Safety and Security: A Security personnel is appointed on the campus round the clock. For the girl's hostels, a full-time warden is appointed. In our radiology department maximum radiation protection measures are taken to protect both patients and operator from radiation exposure.

CCTV Monitoring: CCTV cameras are installed on the college premises which provide 24 hours surveillance in order to observe the ongoing activities.

Complaint Box: The campus is set with a complain box which is positioned near the Principal's cabin intended to collect any suggestions or any complaint from female staff and girl students of the campus concerning any abuse or harassment.

Grievance Redressal Committees: The college has committees to monitor and address safety, security and social issues like Anti-ragging Committee, Sexual Harassment Committee, Internal Complaint Committee (ICC) and Grievance Redressal Committee.

Wall Compound: Wall compound covering the whole campus with barbed wire fencing is available for campus security.

Awareness Programs and Lectures/Special Talks: The college organizes seminars/special talks on a regular basis in order to endorse social values such as gender equality, gender sensitivity and highlights social problems such as women safety, dowry, women's health, and cybercrime and cybersecurity.

- Women's day is celebrated on March 8th of every year.
- Lady staff hold the top positions in departments.
- Separate games are conducted for girls and lady staff during the sports week.
- Girls are given training in martial arts for self defence
- Lady staff are given maternity leave benefits after the completion of one year of service.

Counseling:

The college provides academic, stress-related and personal counseling and guidance to male and female students. These issues are regularly monitored by the mentors appointed to students (mentees) under the college Parent Teacher Association (PTA). The mentor interacts and supports the assigned mentees in resolving all their academic, personal and stress-related problems and issues.

Goal focussed individual counselling is provided to address the personal concerns of the students. The college has engaged faculty counsellors at every level to ensure student's welfare. The college has separate career guidance and counseling committee. Through this committee, the college organizes programs like pre-marriage counseling, women empowerment, self-defense etc.

Common Room:

The college provides separate common rooms and washrooms for girls and boys. Girls' common rooms are equipped with facilities like **First Aid Box** and other necessary things.

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

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

Response: B. Any four of the above

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

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

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

Response:

- Solid waste management : For the collection of regular solid waste (Dry and Wet) garbage bins are kept at different places on the campus and in laboratories. The collected solid waste is picked up by Municipal Corporation, Rajahmundry ,time to time for proper disposal and recycling.
- Liquid waste management
- Biomedical waste management

Bio-hazardous waste management

- All the hospital waste is collected in the bio-waste room of each department and segregated according to colour codes.
- Hospital waste management is in accordance to the Andhra pradesh Pollution Control Board (APCB) guidelines and periodically disposed with authorized agency
- The institution takes care of the protection of the waste disposal staff by providing them mask, gloves and protective clothing.
- The college administration has constituted a bio hazard monitoring cell.

E-waste management : The college follows a system of buy-back and selling of computer components for the effective and efficient management of e-waste where old computers and allied hardware are returned to retailers/manufacturers for purchasing new machines at discounted prices or sold to vendors and recyclers.

- Waste recycling system
- Hazardous chemicals and radioactive waste management
- Dental Film Packet – disposed into the red coloured disposal bag
- Black paper – disposed into the green coloured disposal bag

- Lead Foil - Collected and transported for Recycling (Melted and formed into ingots)

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

7.1.5 Water conservation facilities available in the Institution:

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

Response: All of the above

File Description	Document
Institutional data in prescribed format	View Document
Installation or maintenance reports of Water conservation facilities available in the Institution	View Document
Geo tagged photos of the facilities as the claim of the institution	View Document
Link for additional information	View Document

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

Response: A. All of the above

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

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

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

Response: A. All of the above

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

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

Response:

GSL Dental College has put in colossal efforts to enlighten and enrich the students in both the curricular and extra-curricular activities. Every staff or student belonging to any background is treated in an even manner. The institution has facilitated a delightful environment for students to expose their innate talents in the cultural events and to develop their mental and focus levels by engaging them in sports activities on a

consistent basis. Team building activities including campaigns, walkathons, cyclathon, diet counseling, Psychological counseling, and spiritual activities are conducted. Students are educated and encouraged to promote environmentally conscious choices in their lives. A gymnasium is provided in the campus to keep the students fit . Basketball courts, volleyball courts, badminton courts and cricket grounds are present in the campus for the students and staff.

The college is situated in a rural area, which provides treatment to all at minimal cost. It is easily accessible as it is on NH 16. The verdant greens provide an ideal environment for the students away from the hustle and bustle of the city yet not too far away at the same time.

The vision is to create a healthier society by providing affordable health services and to engage with rural population in nearby villages. Our institution carries out exemplary services to serve the under privileged .Dental camps are being conducted regularly to increase the awareness about oral health and hygiene and its importance for a healthy life, and directs generous treatment for people from poverty-stricken groups.2 dental mobile vans are available with all armamentarium to conduct treatment camps. Dental camps in schools and colleges in neighbouring districts are conducted regularly. A few schools have been adopted by GSL dental college from where the children are sent to the college for treatment. Patient feedback are regularly obtained to assess their satisfaction levels and for receiving their suggestions .The institution promotes comprehensive and quality dental education with ethical values through compassionate practice, committed teaching and constant research.

GSL Dental College is strategically located institute imparting quality dental education at both undergraduate and postgraduate levels. Students from different parts of the state and country from different cultured backgrounds and languages study here. Programs for New year, Christmas day, Sankranti, Diwali and Milad -un-Nabi are conducted in the campus.

On 6th of March, dentist day is celebrated .On 8th of March, on the occasion of international women's day, various programmes are conducted to felicitate the ladies.

Tobacco cessation program is organized every year on May 31st to create awareness regarding the harmful effects of tobacco and awareness of preventive measures to the general public. On August 1st, Oral hygiene day is celebrated .

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

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

Response:

GSL Dental College celebrates days of national importance such as Independence Day, Republic day to instil patriotism. Festivals are part of one's custom, culture, and religion. Every festival conveys a message pertaining to our customs, traditional values, and folklore. New Year celebration begins with inauguration and Chairman's messages.

On Jan 12th, National Youth Day in remembrance of Swami Vivekananda's birthday is observed.

Sankranti, harvest festival, is celebrated by the students in a traditional way in GSL dental college. On this occasion, people thank the Sun God for abundance in harvest. A village fair was organized in Tapovan in the campus on this occasion. Village games, bullock cart rides, tug of war and other games were organized

On 26th Jan, Republic day is celebrated with patriotism & flag hosting by the chairman. Cultural programmes were done by students to commemorate the occasion.

Oral & Maxillofacial Surgeons Day was celebrated on Feb 13th every year

Oral & Maxillofacial Pathology Day on 25th February every year

International Women's Day is celebrated on March 8 worldwide, commemorating the political, social and economic achievements of women. A glittering ceremony was organized by IDA Lakshmipuram for the lady faculty and girl students .

World No Tobacco Day was held on May 31st.

International Yoga Day celebration was conducted on 21st June where a professional yoga expert was invited to create awareness about its positive effect on life especially amongst dental professionals. Yoga classes are conducted for the staff and students.

Oral Hygiene day was celebrated on August 1st every year

August 15th - Independence Day is celebrated in GSL Dental college, which is a great day for Indians. The flag hoisting was done by the Chairman followed by Cultural extravaganza with sweets distribution by the students.

Ramzan is one of the most popular festivals celebrated by the Muslims all over the world. The institution offers the prayer on the eve of Ramzan and celebrates the festival with great joy.

Teacher's day is celebrated every year on 5th of September to honour the contributions of the teachers in our study, society, and country. In the remembrance of the birth anniversary of a great person and former president named, Dr. Sarvapalli Radhakrishnan. Students organized a get together for faculty with some fun games.

Oct.2-Gandhi Jayanthi is the birth anniversary of the father of our nation Mahatma Gandhi, also called Bapu. GSL Dental College remembers the great Indian personality's birth anniversary and organizes an essay competition.

Diwali and Dussehra are celebrated in GSL Dental College campus in an ecofriendly manner by distributing sweets and clothes to the needy people.

World AIDS day was held on December 1st.

Dec 25th Christmas function is celebrated in the GSL dental college by students decorating the college with Christmas trees and singing carols.

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

7.2 Best Practices

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

Response:

1. Title of the practice : **L.I.F.E -**

LASERS , IMPLANTS ,FACIAL ESTHETICS AND ENDODONTICS © – Copy righted from Copy rights office, Government of India © vide **L-92337/2020 Dated 23/06/2020**

2. Objectives of the Practice

- To provide basic training in oral implantology, Lasers, facial esthetics and Rotary endodontics for interns.
- To impart working knowledge regarding case selection, treatment planning and execution of routine implant cases in dental OPD
- To give hands-on clinical training in implant placement and prosthetic
- To train the students in Lasers
- To give hands-on clinical training in Rotary endodontics
- To give hands-on clinical training in Facial esthetics
- To instill confidence in identifying, convincing and performing all treatments after the candidate passes out of the institution

3. The Context

This training program was conceptualised keeping in mind the changing trends in clinical dentistry. Restoration and replacement of missing teeth had undergone revolutionary change with the advent of implants. The biggest challenge in the execution was the fact that the undergraduate students do not have a specified or detailed implant curriculum as part of their syllabus. LIFE, was designed in such a manner that the students were imparted basic knowledge regarding Anatomy, Bone biology, Surgical principles, Radiology, Prosthodontics and Periodontics with regard to implant dentistry. This curriculum was designed to include all the “must know” and “better to know” perspectives. The basics of dental lasers was taught with hands- on simulated training on vegetables. Students assisted the staff and did a few cases on patients. Interns were taught about the Rotary endodontics and completed their hands- on program of Rotary endodontics. They completed a few of cases on patients. Interns were taught about the basics of facial aesthetics.

4. The Practice

The uniqueness of the practice is that implant training is provided as an integral part of the teaching curriculum. It was decided by the management and the board of studies to provide training in Implantology in the college itself at the undergraduate level. Each student should mandatorily place and restore at least one implant during their internship period as part of their program. At the end of the program, a candidate would have acquired the necessary knowledge and would have performed the treatment which will be supervised and approved by the teaching faculty. Similarly, it was decided to teach LASERs, Rotary endodontics, and facial esthetics to the interns so that they are well versed and have adequate training in all these important aspects of dental practice

5. Evidence of Success

The success of the program was evident from the feedback obtained from the students and the patients. Most of the students rated the program to be “good” and “satisfying the purpose”. Most of the patients responded as “very satisfied and satisfied”.

6. Problems Encountered and Resources Required

- Identifying and convincing the patients for implant treatment
- Integrating the surgical and prosthetic steps for the same patient by the same operator
- Making the students realize the importance of LASERs, Rotary endodontics and Facial esthetics.
- Getting patients for all the above exercises

BEST PRACTICE - II

TITLE OF THE PRACTICE:

B.A.S.I.C.S -Basics of Anesthesia, Surgery and Intensive care in Clinical Scenario © - copyright from Copyrights Office, Government of India vide L-93954/2020 dated 21/08/2020.

OBJECTIVES OF PRACTICE:

1. The program helps in improving fine motor skills and hand-to-eye coordination
2. The program helps in gaining confidence and increased competence in the student before patient handling.
3. Emulate the real work environment.
4. These simulation programs have allowed the students to learn skills and competency in treatment care
5. It significantly improved the effectiveness and self-efficacy regarding skills learning and skills performance before treating the patient.

THE CONTEXT:

One of the major challenges facing simulation exercise is the integration into the curriculum and decide how it can be improved by simulation. This helped us to determine the resources needed and the cost to use simulation. Another challenge would be providing effective feedback to students in simulation which is an important aspect to ensure effective learning.

THE PRACTICE:

Simulation gives the students a chance to practice the skills and apply the knowledge acquired through experimental learning. BASICS provides

educators to deliver controlled training environments under different circumstances including uncommon or high-risk scenarios. Classroom-based training: Simulators can help the students understand the concepts better than learning in crowded hospital settings. BASICS incorporates all the elective and emergency procedures where a dental student can confidently encounter and treat patient with any medical emergency. GSL dental college is the only one that is equipped with high end mannequins for training dental students. The main constraint is cost of the mannequin. The high-fidelity mannequins cost more than a crore, a huge sum in India. It has been dealt with enthusiasm and support from the management who are from a medical backgrounds.

EVIDENCE OF SUCCESS:

Theory and practical exam were conducted at the starting and end of the program to assess the undergraduates. Dental interns are posted along with medical interns in emergency wards and ICUs where they are handling the cases at par with medical students. The postgraduate training has started in 2019 where they are trained for advanced trauma life care procedures. We conducted a national workshop called BASICS a skill program with the AOMSI for the postgraduates of ORAL SURGERY. More than 100 students from 30 dental colleges have participated. This program is the first of its kind in INDIA. Its success can be gauged by the MOU done by AOMSI with GSL Dental college for Training their postgraduates.

PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED:

In the beginning of our program, we had approached Anesthesiologists, General Surgeons and ENT physicians for training our dental students, which made us to face difficulty in running the curriculum as per the schedule. Dental faculty who were not trained beforehand had problem in enhancing the simulation procedures. We have done a program of train the Trainers where all the dental faculty were thoroughly trained, with a certificate of competency.

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

7.3 Institutional Distinctiveness

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

within 500 words

Response:

Square one : The confluence of technological and infrastructural changes has presented an exciting opportunity to implement and engage new

curriculum that leverages web based platforms, online resources, new digital tools and software. GSL Dental College in association with the GSL Smart lab has developed a new curriculum called 'SQUARE ONE'.©. It's a Copyright curriculum document from Copyrights office, Government of India vide **L-96920/2020 dated 26/11/2020**. It is based on the concept of 'Entrustable professional activity' which helps in bridging the gap between the 'theory' and practice of competence based dental education. The purpose of 'Square One' is to link assessment outcomes to the curriculum of the college. This could include key objectives set for each year/group/course which are used to guide teacher assessment as well as pupil and parent feedback.

OBJECTIVES:

1. To instill confidence in students as they are the primary care providers for patients.
2. Manage and deliver healthcare by applying concepts of patient and practice management.
3. Function effectively and efficiently with interdisciplinary health care teams.
4. Apply scientific principles to a learning healthcare
5. Personal and professional development.
6. Training for higher education

Square one is divided into three levels:

LEVEL I : Formative Assessment of Competency Training (FACT)

LEVEL II : High order thinking skills (HOTS)

LEVEL III : NEET preparation/National boards

The ASSESSMENT of square one is multifactorial

1. Continuous and frequent
2. Criterion based: the student would be deemed to be competent when his performance matches a certain maximum standard required of him
3. Feedback
4. Assessor and assesee involvement in assessing

An OMR-Based Evaluation System has been developed.

- Caters to single correct and multiple correct answers.
- Flexibility for negative marking and other testing features.
- Optional negative marking, configurable by sections.
- Choice between subjects for different sections.
- Instant results available on the web and may also be exported to other formats such as MS Excel,

Open office.

The points system

Students will be asked to give a test before starting his 3 rd year. The exam consists of MCQs on the basic subjects. Once the student clears the exam, he will be allowed to enter the clinical postings. Once the student clears the final year exam, he has to undertake this exam to start his internship.

Academic bank of credits

- Passed in First Attempt - 06 Credit points
- Passed in Second Attempt - - 05 Credit points
- Passed thereafter - 04 Credit points.

LEVEL-2: HIGH ORDER THINKING SKILLS (HOTS) Higher order thinking skills go beyond basic observation of facts and memorization. These skills help our students to be evaluative, creative and innovative. The goals is to move students from lower to higher order thinking.

- Knowledge(INFORMATION GATHERING)
- Comprehension(CONFIRMING)
- Application(MAKING USE OF KNOWLEDGE)
- Analysis(TAKING INFORMATION APART)
- Synthesis(PUTTING INFORMATION TOGETHER)

EXPECTED OUTCOMES:

AT THE END OF THE PROGRAM: The student shall be able to structure, sequence and plan learning Outcomes. To achieve larger, long-term educational goals meeting learning expectations, performing well on a standardized platform.

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: 79507

8.1.1.1 Institutional mean NEET percentile score

Response: 79507

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

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

Response:

The objectives of the Preclinical training is to introduce the students to laboratory and clinical procedures involved in dentistry in a simulated environment. In the preclinical laboratories at GSI Dental College and Hospital, we have cutting-edge technology. The preclinical laboratory for prosthodontics has 60 seats and individual Bunsen burners. The dry lab has a lathe, model trimmer, and study models, while the wet lab has an acrylizer, de-waxing unit, and water heater. The preclinical prosthodontics curriculum is designed to introduce students to the laboratory, where they will learn how to make complete dentures, removable partial dentures, and various trays. In the same laboratory, students are taught how to manipulate various dental materials.

With seating for 100 students and 60 phantom heads, the pre-clinical laboratory at Conservative Dentistry and Endodontics helps students to learn about clinical procedures on models. A simulator is available in the laboratory to assist pupils in better understanding. Aside from the standard Typhodont exercise, the students are educated for cavity preparation in natural teeth so that they are adequately prepared to take on patients in the clinical segment. Students are also educated in natural tooth inlay pattern taking, access opening, biomechanical preparation, and obturation.

The preclinical laboratory at Orthodontics can accommodate 100 students to practise all basic wire bending

activities. The preclinical laboratory of the Department of Paediatric and Preventive Dentistry can accommodate eight students at a time. It has model trimmers, a lathe plaster dispenser, a vibrator, and micro motors.

In addition to extensive demonstrations in small groups, our curriculum includes video streaming of pre-clinical exercises, which are shared with students for reference. Our faculty members created these videos with HD cameras. Each of these recordings includes a full step-by-step description of the specific exercise, as well as a footnote that explains the technique. They can view it whenever they want on their laptops or smartphones. Even in the absence of the facilitator, this technique provides a platform for open learning. The success of a competency-based dental programme would rely heavily on students obtaining the core skills required to perform dentistry safely and confidently.

File Description	Document
Geo tagged Photographs of the pre clinical laboratories	View Document

8.1.3 Institution follows infection control protocols during clinical teaching

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

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
Link for Additional Information	View Document

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

Response:

Orientation for fresh students

1. Every year, an orientation programme is organised for the incoming first-year BDS students.
2. The main goal of the programme is to make students and their parents aware of the BDS curriculum as well as the College's rules and regulations.
3. The College has student-centered committees such as Anti-Ragging and Student Welfare. Other committees, such as the library and hostel committees, are also a part of our college. The heads of these committees are introduced to the students and instructed to contact them with any questions, suggestions, or complaints. All of the first-year teachers and coordinators are introduced, and students introduce themselves.
4. Students are taken on a campus tour to become acquainted with the existing facilities for academic and co-curricular activities.
5. Students receive stress management techniques from qualified counsellors and participate in anti-ragging awareness programmes.
6. A yoga session is held to introduce the benefits, as well as a Language – Telugu for non telugu speaking students to help with communication with the patients. The orientation programme is designed to help students adapt to the BDS course and engage in independent and lifelong learning.
7. Code of Conduct -There is a code of conduct for all students that is made known to them during the orientation programme and is monitored by the student welfare committee. The handbook for the same is available on the website and ensures discipline, including matters concerning the dress code.
8. Library - During the orientation programme, the facilities available in the library, such as books and journals, are explained, and a short tour of the library is arranged for the first BDS and first MDS students. The Library maintains a Library Manual/Policy.
9. Hostel facilities include solar water heaters, LED lighting, and a mess room equipped with cutting-edge kitchen equipment.

White Coat Ceremony

White coat ceremony is conducted for the third year undergraduate students as they enter into the clinics

Patient care workshops (community skills, infection control, biomedical waste management, professional ethics). As third-year undergraduate students enter clinics, they participate in a patient safety and communication skills workshop programme. The workshop covered topics such as ethics and professionalism, infection control procedures, and patient-dentist communication skills.

The two-day programme benefited third-year UG students, first-year PGs, and faculty, and the outcome

was measured through feedback from attendees. All of the students appreciated the value addition it brought to their learning, which encouraged them to continue ,excel in their efforts to become compassionate, humane, and professional dentists.

Re - Orientation programme while entering into Clinics during III Year BDS , Immunisation Certificate should be valid, Complete their BASICS programme with BLS, Undergo Digital Case Management system, patient case sheet record, Manuals. Undergo Specific topics of Level one of Square one Programme

The interns attend CDEs programs and workshops which prepare them for professional Practice and give them career options in clinical, academic or research pursuits. Need to complete their Square one, undergo BASICS and implantology LASERS. The students will register for the GSL SUPER INTERN programme

While entering PG, re-orientation of subjects of their choice, entitled to undergo all the components of Super INTERN programme after due deliberations, and mandates.

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
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

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: 16.16

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
77	2	1	2	1

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

The institution has a well structured programme to measure the specific clinical competencies of the BDS students/ Interns that are in alignment with the prescribed DCI/NTRUHS curriculum, The college adopting the Square one (Further elaborate) Programme through its Learning Management System.

As the student prepares for the final exam, the College emphasises that the student has acquired adequate clinical skills and knowledge (for undergraduate and post graduate students). For evaluating students' clinical skill and judgement, the college has trained its faculty and postgraduates in OSCE and case presentation. The OSCE provides a thorough picture of a student's clinical concept understanding as well as areas of strength and weakness. The institution had organised a one-day training programme to introduce the idea of OSCE and its usefulness in assessing clinical competency to postgraduates and personnel. However, the students' final evaluations are still conducted in accordance with DCI / DR.NTR University of Health Sciences rules.

The clinical knowledge and expertise of the student are evaluated in a station where the student is expected to perform a clinical procedure. The student must justify the use of a specific treatment choice, which demonstrates the student's clinical knowledge and problem-solving abilities.

Interns are invited to participate in projects and seminars that need a collaborative effort to gather information from various sources. These exercises help students develop leadership abilities and see the value of teamwork.

The UG students are taught about community oral health education and are encouraged to participate in rural health care delivery programmes. Students develop attitudes toward maintaining appropriate standards of ethics and conduct, which they use in all aspects of professional life Page

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

Other Upload Files

1

[View Document](#)

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

Response: 93.34

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
100	100	100	100	100

8.1.9.2 Number of first year Students addmitted in last five years

2020-21	2019-20	2018-19	2017-18	2016-17
100	100	100	100	100

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

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

Response:

The core values of the GSL Dental college are based on Humility , Empathy and Patience. Thse stand a priority and build a work culture where in they inculcate a passion towards their profession and compassion towards the patients. Keeping the above core principles as the basis , importance is given proportionaltely , to curricular, co curricular, extra curricular activities making them good docors and better human bings

Dental graduates are trained to be competent to

1. Educate and motivate the population to maintain good oral health.
2. Identify maxillofacial health issues
3. Use the most latest diagnostic tools and evaluate data to aid in correct diagnosis.
4. Recognize the causes of numerous oral health care concerns.
5. Carry out procedures to prevent oral health issues.
6. Perform preventive actions to lessen the severity of oral health concerns.

The Dental graduate attributes are articulated in terms of:

1. Subject knowledge and comprehension
2. Practical/clinical abilities
3. Ethics and interprofessional connections
4. Communication abilities
5. Ability to adapt to changes and advancements in technology and engage in independent and life-long learning
6. Ability to address oral health care issues at the community level
7. Ability to develop sustainable solutions and understand their impact on society and the environment
8. Ability to understand the impact of maxillofacial health care solutions on legal, cultural, social, and

public health and safety effects

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: 0.42

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
163	207	137	62	400

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

VISION

“Prevention is better than cure.” The vision of the Hand board meetings is to make each case of Head & Neck cancer that is reported to GSL Cancer trust to be shown to the students and enhance the ability of students to screen and diagnose Oral Cancer or Potentially malignant disorders at the earliest and thus help in improving the prognosis of the disease.

MISSION

- The HAND BOARD MEETINGS are conducted once in every two weeks on Saturdays from 8-9am

- The Head and neck cancer patients reporting to GSL Dental College or GSL cancer Trust will get their primary examination, investigations and incisional biopsy done at GSL Dental College. Further treatment planning and the treatments like (Radiotherapy, Chemotherapy and surgery) will be done at GSL Cancer Trust.
- The main motto of these meetings is to increase the exposure of budding dentists to various types of Head neck cancers and thus help in reducing the morbidity and thus reducing the mortality rate of the Oral Cancer patients

INTERDEPARTMENTAL PRESENTATION

It has been decided to have a interdepartmental presentation on the 2nd, 4th and 5th Saturday of the month.(if it's there in that month). This is being done to showcase the variety of cases/treatments done in the departments. Interesting cases can be displayed.

Guidelines for inter-departmental presentations

One PG and 2 interns will present a case report/ case based or problem based presentation. They can even take an interesting case report from a journal and present it.

PG will present for 20 minutes followed by 2 intern's presentation of 15 minutes each.

It has to be approved by the HOD/Incharge of the department. The student has to present in the department before presenting to the audience in the gallery.

The case reports done in college can later be presented at national/international conferences or conventions. Faculty of the department can also present, if they are interested. If postgraduates are busy with exams, interns can present. All the presentations done has to be stored in a database . The venue for the presentations will be the anatomy gallery at 8 am. The departments in the order of presentation- PHD, Conservative, Pedodontics, Orthodontics, Periodontics, OMR, Oral surgery, Oral Pathology and prosthodontics.

After the presentation, the students have to upload their PPTs within 3 days to the following email id- seminars@gsldc@gmail.com.

The interns have been allotted to each department. The interns should go and meet the HOD/Incharge of the department and get their work approved.

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 :

- Orientation programmes are conducted for UG and PG students upon entry into the college
- Clinical training is given in UG and PG clinics
- Strong and dedicated Alumni
- Copyrighted, Unique programmes like , BASICS, LIFE and SQUARE ONE
- State of the art Facilities
- Promoting the use of technology is a core value
- Beyond the syllabus training

Concluding Remarks :

GSL Dental College is established with a divine mission of bringing Medicare of International Standards to the door steps of the rural poor and to roll out Dental graduates of modern scientific medicine capable of functioning independently in both urban or rural environment. The departments, class rooms, library and laboratories are housed in airy, bright and well ventilated buildings. The interspersing lush green lawns and beautiful gardens provide pleasant, fragrant heavenly atmosphere. The clean, healthy, serene and tranquil surroundings provide ideal foil for excellent academic activity and healing. GSL promotes self-directed, explorative learning and research at every level. The college is equipped with state of art medical equipments, audiovisual aids and library. Regular CMEs, workshops, seminars and guest lectures by eminent professors drawn from all over the globe form vibrant learning activities are held all through the year.