

## **Criterion 2 – Teaching-Learning and Evaluation**

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

#### **Response:**

The main focus of the institution is on academics, but at the same time due importance is given to extra-mural activities as well as both indoor and outdoor sports activities. The college has an Extra Co-curricular Activity Committee (ECC), which ensures that the students of the college participate in academic, sports and cultural activities inside as well as outside the college campus. When any national or state level invitation for academic / sports or cultural fest comes, through the Extra Co-curricular Activity Committee (ECC) comprising of staff members, the students are encouraged to present scientific papers and posters, participate in sports and cultural events. The institutional review board (IRB) and institutional ethics committee (IEC) ensure the standard of each scientific studies and presentations. Various national and state level championships won for the academic, sports and cultural events held are the proof of the excellence of the students of the college.

Students participate in a variety of indoor and outdoor games inside the college campus, such as Table Tennis, Football, Cricket and Badminton for which the college provides with designated play areas and courts for these games. The college organizes “Sports Week” and “Cultural Week” annually, in which all students and faculty are encouraged to participate whole-heartedly.

The college also has a well-maintained Gymnasium with a trained gym trainer. Students and faculties are free to use the facilities to increase their physical fitness. The students are also provided with proper training in yoga through an eminent Yoga trainer in the college premises so in order to alleviate the stress, to improve physical and psychological fitness and to reduce the conflict. The development of a student as a whole is one of the principal of the institution, and the entire academic, extramural, sports and other enable one to attain all dimensions of personal, social, intellectual, emotional, physical and psychological development.

### **2.3. Teaching – Learning Process**

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

**Response:**

The institution gives paramount importance and focus to academic activities through various teaching-learning methods.

**Experimental learning:** The institute emphasis on ICT enabled student-centric learning and a holistic approach of value-based education not only improves their intellectual capabilities but also ensures their emotional, physical, spiritual and psychological well-being. Research integrated teaching to encourage research culture among the students. Journal clubs on research and clinical articles are conducted to improve their critical appraisal skills. Interactive ICT enabled lectures – Students are taught by didactic lectures with PowerPoint presentations. Active participation of the students is encouraged. An objective assessment method for evaluation of performance is followed.

**Integrated/interdisciplinary learning:** Interdisciplinary meetings and presentations like orthognathic joint clinical meeting, clinical society meeting, medical and clinical forum are conducted once in every month. **Participatory learning:** Tobacco Cessation Training for Interns is conducted by the Departments of Public Health Dentistry, Oral Medicine & Radiology and Oral Maxillofacial Pathology. All volunteering out-patients are given counselling by the interns under the presence and guidance of concerned staff faculty.

**Problem solving methodologies:** Problem based and case based learning – The faculty act as facilitators and students develop critical thinking skills for diagnosis, differential diagnosis, treatment planning and treatment. Reflective learning and patient centric learning methods are followed. **Self-directed learning:** Self and peer assisted learning – The advanced learners are encouraged to assist slow learners. The students are given case presentations, problem based projects and home assignments. The students also make three dimensional models and posters as their projects. Seminars and journal clubs are conducted regularly. The postgraduate students are guided for preparing power point presentations of seminars and journal clubs. The seminars are on basic and advanced topics for improving their knowledge. Microteaching is done for small group of students in the clinics and laboratories.

**Patient-centric and Evidence-based learning:** Students of the institution are taught in clinical subjects based on patient-centric methods. Evidence based dentistry is taught and practised in departments for knowledge enhancement. **Learning in Humanities:** Co-

curricular activities are conducted at interdepartmental and intercollegiate levels to nurture creative skills for their holistic development. Value based education is an integral part of the institutions' educational policy. The goal of the institution is not only to encourage academic excellence among students but also imparting moral and ethical values to make them responsible and socially sensitive citizens. All the undergraduate and postgraduate students imbibe values of life that are essential for holistic development through advice from faculty, guest lecturers and experiential learning. **Project-based learning:** Problem based projects are given for acquisition of lifelong learning skills. Clinical innovations to nurture their creativity and thinking skills are encouraged. **Role Play:** Three-dimensional models are shown before explaining about procedures and practical works. Simulations/mannequins are used in the preclinical work.

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

#### **Response:**

All the faculties of the institution use ICT-enabled tools for effective teaching and learning process. These include online study materials and e-resources. Delivery of knowledge is through chalk and blackboard, power point presentations and 3D and simulation based models. Wi-Fi facility is provided for free to all teachers as well as students. All lecture halls are enabled with smart-boards, computer, internet and audio-visual aids for effective learning of students. All clinical departments have individual seminar hall with projector facility which enables micro-teaching. All teaching faculty of the college are well trained in use of ICT-enabled tools. Clinical procedures are taught to students with the help of various e-learning sources and through animated as well as clinical videos. Special surgical procedures which are done in the clinical departments are streamed live to the lecture halls for learning recent advances in the particular topic. Regular monitoring and feedbacks of all such activities are taken and amendments are made for future programs.

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

#### **Response:**

The innovative teaching approaches are encouraged by the head of the institution and head of the departments. The innovative posters and three-dimensional models are made by

the students under the guidance of faculty and used for teaching students and public. For better focussing and understanding, the lecture classes are timed up to 45 minutes and micro-teaching are more promoted in the respective department, thus the students are able to understand and learn the subject easily and effectively. The preclinical students are unaware of the reasons for learning basic subjects and feel it tedium. To ease this situation, they are permitted to visit clinical departments in small batches and acquaint themselves with clinical procedures, the basics of which they are learning in the preclinical years. Students are taught beyond the syllabus. They present clinical innovations in scientific conferences. The students are encouraged by the faculty to participate in debates on controversial topics. The Institutional Review Board and Institutional Ethics Committee scrutinize all projects conducted in the institution. All students present their scientific presentations to be presented in conferences before the Institutional Review Board; this process ensures the high standard and quality of the same. Students are guided to take up short projects in the central research laboratory which is well monitored by the department faculty as well as by the research centre. Students are guided to use ICT facility to present seminars and do journal discussions in the departments. Students are encouraged to participate and present in state, national and international conferences to present scientific paper and posters under the guidance of faculty members. Students under the guidance of faculty publish scientific papers in national and international scientific journals. Students are trained in various public health related aspects like tobacco cessation, patient counselling and other motivation skills through the various speciality cells functioning in the institution. Students are encouraged and guided to design and delivery public awareness and education posters and models related various topics on the occasions of No-Tobacco Day, World AIDS Day, Oral Hygiene Day, Dentist Day, and so on.

## **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:**

Since its inception, the college is providing annual calendar of events covering commencement of academic session, meetings of statutory bodies and their schedule, dates of curricular and co curricular activities, examination schedules, preparatory leave, vacations, college activities, etc. This calendar of events is made available to all stakeholders before commencement of calendar year. The academic calendar is the living document of the college

that has evolved continuously. It gives academic directions and provides set of strategies for accomplishing the academic mission of the college. As the calendar is given in the beginning of the academic year, students have ample time to plan and do their assignments, projects and prepare for exams. The timetable is so spaced that all students can participate in co-curricular and extra-curricular activities like sports, cultural and academic competitions. This ensures a proper balance between academics and other activities. The performances of all students admitted to the course are evaluated internally on a continuous basis. The distribution of marks and weightage of all assessments are decided by the concerned departments and are announced to students in advance, so they can prepare for the same. Evaluations can be in the form of Written Test, Clinical Examination, Practical Examination and Viva-voce. Mechanism to deal with examination related grievances are transparent, efficient and time-bound. Question papers are prepared by the concerned respective faculties with due consideration to the uniform representation from all topics of the syllabus. Internal assessment and final university examinations are conducted in separate examination hall. There is no room for malpractice as there are four or five faculty members who are assigned with exam duty at a time in the exam hall and at the same time, students are monitored by the exam superintendant through Closed Circuit Cameras (CCTV). Mobile Jammers are installed in the examination hall that ensures the blockade of electronic devices. All internal examinations are conducted and evaluated in an un-biased manner (Centralized Evaluation) by the concerned department faculties. After all internal examinations board meeting and parent teacher meetings are held to evaluate the progress of each student. The institution ensures that seminars, workshops, clinical society meeting, academic meetings, conferences, special lecturers, remedial classes and coaching classes are fit in the calendar of events and it does not hinder with the regular classes. Students find ample time to do projects, attend seminars, workshops, present scientific papers and posters in national and international conferences apart from their regular academic calendar events. The institution ensures no burden falls on students to complete their academic works.

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

##### **Response:**

To address all issues related to examinations, the institution takes measures to rectify them. Though the final exams are conducted by the affiliated university who also provides

the marks card and degree certificate, the institution ensures the process of the same to be smooth and effective. The exam cell ensures that the internal marks are send to university through the university web portal for the institution. A copy of the same are kept for record purpose and for future reference. Before the final university exams, the students obtain work completion certificate for all concerned departments, which in turn is submitted to the concerned batch coordinators who report to the head of the institution and to the governing council. Once the no-due is obtained from the office, students pay the exam fees on a given date and forms are filled and submitted. The payment of exam fees, uploading exam application forms and obtaining hall tickets are streamlined online and completely monitored by the administrative office members along with the batch coordinators. This whole process is monitored and supervised by the principal and vice-principals (Academics and Administration) who in turn report to the institution governing council. The exam committee and cell are having the complete responsibility to conduct the exam process smoothly. The exam cell makes proper arrangements for conducting exams. Faculties are assigned exam duty and the whole process is conducted meticulously and in disciplined manner. The college appoints office staff to obtain marks results, marks card and degree certificate from the university. College have also appointed faculty representatives to university who addresses grievances related to exams. The marks card obtained from university are distributed to students and grievances related to the same addressed swiftly. The office staffs and representatives to university help the students to rectify and set right any difficulties related to university exams. The institution is hundred percent committed to provide effective and transparent mechanism to address grievances related to exam relate issues.

### **2.5.3. Reforms in the process and procedure in the conduct of evaluation/examination; including the automation of the examination system**

#### **Response:**

The institution has in place an effective continuous evaluation system through which the students are assessed based on their performance. The final exams are conducted by the affiliating university. Internal marks are integral part of result and it is necessary for every student to attain a certain percentage of marks. The internal marks are awarded to after assessing student's performance in monthly tests, internal exams, assignments, attendance, class participation and involvement in college activities. Extra weight age is given to students while awarding internal marks who participate and present scientific papers and posters in

national and international conferences. For the continuous internal evaluation of students first, second and third internal assessment examinations are conducted for each batch at three months interval. Before the date of every internal examination, the department furnishes and display the portions in the department notice boards. Three sets of question papers are prepared and submitted to the exam cell and one question paper is secretly selected by the exam cell based on choice based system. The internal exams answer sheet evaluation is centralized that is as same as that of the affiliating university. Other than regular internal assessment monthly test, end-posting exams, micro discussions are conducted. All examinations are conducted in the examination hall under strict surveillance by faculty members as well as by close circuit cameras and signal jammers. A board meeting is conducted by the governing council along with all head of departments at end of every internal exam and before the final university exam. In this meeting, the internal marks awarded to students are discussed. The same council make decisions regarding the parameters of distribution of marks based on university guidelines and suggestions regarding awarding of marks to students. The decision of the same are communicated to all faculty members which ensures uniform assessment of students.

**2.5.4. The institution provides opportunities to students for midcourse improvement of performance through specific interventions**

**Response:**

Timely administration of CIE	On time assessment and feedback	Makeup assignments/tests	Remedial teaching/support																
<table border="1" data-bbox="193 1541 470 1653"> <tr> <td data-bbox="193 1541 331 1585">Yes</td> <td data-bbox="331 1541 470 1585">No</td> </tr> <tr> <td data-bbox="193 1585 331 1653">✓</td> <td data-bbox="331 1585 470 1653"></td> </tr> </table>	Yes	No	✓		<table border="1" data-bbox="502 1541 780 1653"> <tr> <td data-bbox="502 1541 641 1585">Yes</td> <td data-bbox="641 1541 780 1585">No</td> </tr> <tr> <td data-bbox="502 1585 641 1653">✓</td> <td data-bbox="641 1585 780 1653"></td> </tr> </table>	Yes	No	✓		<table border="1" data-bbox="812 1541 1090 1653"> <tr> <td data-bbox="812 1541 951 1585">Yes</td> <td data-bbox="951 1541 1090 1585">No</td> </tr> <tr> <td data-bbox="812 1585 951 1653">✓</td> <td data-bbox="951 1585 1090 1653"></td> </tr> </table>	Yes	No	✓		<table border="1" data-bbox="1121 1541 1399 1653"> <tr> <td data-bbox="1121 1541 1260 1585">Yes</td> <td data-bbox="1260 1541 1399 1585">No</td> </tr> <tr> <td data-bbox="1121 1585 1260 1653">✓</td> <td data-bbox="1260 1585 1399 1653"></td> </tr> </table>	Yes	No	✓	
Yes	No																		
✓																			
Yes	No																		
✓																			
Yes	No																		
✓																			
Yes	No																		
✓																			

The governing council has laid down guidelines for awarding internal marks. Department faculty award the internal marks based on pre-set parameters. The parameters based on which marks are awarded are monthly tests, assignments, attendance, participation in classroom and college activities. There is no room for faculties to show favouritism to any. The process of awarding marks is completely transparent. The marks obtained are discussed

in the classrooms and if there are any discrepancies, they are addressed immediately. After that, the final mark lists is prepared and send to exam cell. The question papers of the examinations are submitted to the exam cell confidentially (Online Mail). The exam cell will distribute the answer papers to respective departments and the department staffs have to submit the marks to the exam cell within a week's time. The marks will be send to all parents by post and weak students are called for parent teaching meetings. The co-ordinator for each batch identifies the weak students and a letter is send to the parents. A parent teacher meeting for the weak students are conducted and remedial measures are being taken. The students can approach the respective department staff members for any queries regarding internal assessment marks. Slow learners are given special attention during the entire academic year and the progress is constantly evaluated. Students are given a fair chance to score the internal marks. For those students who were not able to write internal exams or submit an assignment are given with opportunities to write the test or submit assignment again if they have a valid genuine reason which is supported by the letters from parents or guardians or after direct meeting of parents or guardians with the concerned faculty members. At the beginning of every academic year, a detailed internal examination assessment schedule is being made for the convenience of both staff and students along with the university calendar. As this is provided, there is ample time gap for students to prepare for all exams and tests. This ensures that students are not burdened and no pressure comes on the students in scoring internal marks. This whole process solidifies and ensures a strict and transparent process in awarding internal marks for students.

## **2.6. Student Performance and Learning Outcome**

**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 Program outcomes, program specific outcomes and course outcomes are displayed in the website and the copies of the same are available with the IQAC who creates awareness periodically. The syllabus of each program is prepared by the affiliating university that is uploaded in the website and communicated to the students at the onset of the classes by providing a copy of the same. The departments ensure that these program outcomes,



program specific outcomes and course outcomes are properly explained and made to understand in the orientation programs. The course description includes course syllabus, reference books, timetable, course objective, course outcomes daily teaching plan, delivery methodologies and assessment methods. Course description provides students an insight on how classes are to be handled and expected outcomes from the students by learning through the topics prepared by the respective faculty members. The students are motivated as well as guided to think and indulge in self study. Learning in the institution is in the form of demonstrations, small group discussions, seminars, clinical work and continuing educational programs. The progression from pre-clinical to clinical phase is smooth as the course and curriculum as designed so. Extra-provision is made in the daily schedule for all students for reading. A class library with all facilities for reading and studying is provided to all. Even after class hours, library stays open to students as well as for faculty. Audio-visual aids, computer assisted learning aids and internet facilities enable students to plan and learn comprehensive treatment modalities with its recent advances. Continuous educational programs and clinical training programs are conducted at regular periods to upgrade the knowledge as well as sharpen the clinical skills. The most important part of all successful competency-based curriculums is continuous assessment. Every year two internal exam and one model exams are held (Theory & Practical) for assessment of academic, diagnostic, comprehensive treatment planning and clinical skills. Apart from this monthly monitoring of academics is done to assure the knowledge dissemination as well as feedback of learning from students. The entire programmes, special lecturers and discussions in the classroom teaching are centred on these objectives and so there is continuous evaluation of the program outcomes, program specific outcomes and course outcomes.

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

#### **Response:**

Each course outcome of individual courses are assessed with respect to the attainment level. The attainment level is judged based on the student average performance in the internal and examination reflected in the results analysis. Attainment is measured in terms of actual percentage of students getting a set percentage of marks. If targets are achieved, then all the course outcomes are attained for that year and the program is expected to set higher targets for the following years as a part of continuous improvement. If targets are not achieved then

an action plan is put in place to attain the target in subsequent years. Course outcomes are measured based on the individual marks obtained by the students against the maximum marks. Every subject faculty will set a target to achieve. If the entire class crosses this target, the particular course outcome is attained. The Program outcomes, program specific outcomes and course outcomes are assessed through the success rate of students in internal assessments, university exams, ability to handle situations and being employed as per skills. All students at the time of graduation will be able to do:-

1. **Critical Thinking:** Take informed actions after identifying the assumptions that frame thinking and actions.
2. **Effective Communication:** Speak, read, write and listen in person and through electronic media and make meaning of the world by connecting people, ideas, books, media and technology.
3. **Social Interaction:** Elicit views, mediate disagreements and help community.
4. **Environmental Sustainability:** Understand the issues of environmental context and sustainable development.
5. **Life-long Learning:** Acquire the ability to engage in independent and life-long learning in the broadest context of socio-technological changes.
6. **Be a Citizen with Ethical Values:** Empathetically demonstrate social concern and understand the moral dimensions of life.

The institution measures the attainment of outcomes through feedback from students with regard to the program/course. The feedback helps the institution to make necessary changes in the set academic goals in order to attain the course objectives. A considerable number of the graduates pursue post-graduation is an indication of attainment of program outcomes, program specific outcomes and course outcomes as desired by the institution. The high pass percentage is another indication of the success of learning process in the course outcomes.

#### **2.6.4. Presence and periodicity of parent-teachers meeting, remedial measures undertaken and outcome analysis**

##### **Response:**

After the completion of all exams, the concerned year coordinators take feedback from the concerned department coordinators about the list of students to be called for Parent-teacher meeting, which occurs after every internal examination. Before the marks are sent to

the exam cell from the departments, sufficient time period will be provided for the students to individually come to the department and check their papers for any corrections or any other issues. If and only if no issues are raised by the students, the marks are forwarded to the exam cell. After every internal examination marks are sent to parents from the exam cell. One date is fixed after the exams for the meeting, each day for a year. Parents coming on the concerned day, meet the concerned department coordinator along with the student ward to discuss the marks and issue pertaining to academics. The parents as well as their wards are free to discuss any issues that is hindering with the academics and remedial measures are discussed with the parents. After each internal exam, slow learners are identified and extra-focus is given to them. The students are given complete freedom to discuss and express any issues and problems that they face which includes language, emotional distress and academics. Once the issues and problems are identified and understood, the students are empathetically taken care. If required counselling are given individually. Mentoring system in place ensure the identification of problems that a student face which affects the academics and remedial measures are initiated to overcome the same. Extra-classes are conducted if there are any difficulties in the learning of any academic content. Before all university theory exams, revision classes are taken for proper understanding of the topics and before all university practical exams, practice in viva-voce is conducted which enable all students to excel in the exams. The above mentioned measures ensure the improvement as well as excellence of the slow learners in university exams.