SELF STUDY REPORT

FOR

1ˢᵗ CYCLE OF ACCREDITATION

SIBAR INSTITUTE OF DENTAL SCIENCES

SIBAR INSTITUTE OF DENTAL SCIENCES, TAKKELLAPADU, PEDAKAKANI
MANDAL, GUNTUR DISTRICT
522509
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Sibar Institute of Dental Sciences was established in 2001, recognized by the Dental Council of India and the Ministry of Health & Family Welfare, Govt. of India and is affiliated to Dr. Y.S.R University of Health Sciences, Vijayawada. SIDS offers Bachelors, Masters and PhD programs in the field of dentistry.

The college is set in Sylvan surroundings sprawled over 9 acres of land. Sibar Institute of dental sciences with its humongous infrastructure and learning resources is a premier dental college in the state of Andhra Pradesh.

The faculty at SIDS comprises leaders in the profession, outstanding clinicians, and teachers of national repute. Few faculty members are in the executive committees of international and national professional bodies, few are serving as editors of various dental journals and as members of the Board of Studies of the University. Under the tutelage of highly trained and productive teaching faculty, the students acquire a solid foundation in preparation for their future roles as quality oral health care professionals. The knowledge and the skills acquired at SIDS allow the students to diagnose, manage, and prevent various oral health problems while exercising empathy and professionalism all the way.

Situated very near to Guntur city, the college has the benefit of a large pool of patients who seek oral health care at its clinics. SIDS believes that extension activities are a reflection of the social commitment and responsibility we hold and place strong emphasis on such activities by integrating with the communities and making them active players in the quest of improving oral health related quality of life in the field practice area of the institution.

The institution has collaborations with many prestigious national and international institutions which lead to academic and research excellence.

Since its foundation, SIDS has been committed to excellence in education, patient care, research, and community service. With each incoming class we rededicate ourselves to the achievement of these goals.

Vision

- To provide high quality educational programs and encourage high quality innovative teaching and learning in a flourishing research environment.

- To operate a learning, teaching and assessment system which allows students to acquire and/or develop the knowledge and skills appropriate to their chosen career pathway.

- To maintain and develop strong connections with the regional, national and international communities to maximize new opportunities.

Mission

- Our core purpose is to improve oral health and thereby the overall quality of life by contributing fundamental knowledge, excellence, and leadership.

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- Our motto – 'Service, Knowledge & Kindness' is practiced to the fullest extent by the faculty and students who meticulously work in the respective arenas with diligence, dedication and devotion.

Service - Care through community service and outreach programs, particularly in the rural areas.

Knowledge - Commitment to excellence in dental education, to innovation in charting the future course of dental medicine, to the pursuit and advancement of intellectual discovery, and to the application of new knowledge.

Kindness - Dedication to attain the highest standards of patient care, meeting the dental needs of its local community, and contribute to the advancement of global issues.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Scopus indexed journal - Journal of Oro Facial Sciences (JOFS) - An official publication of Sibar Institute of Dental Sciences

- 95 % of Faculty retention with overall teaching average experience of 10 Years

- Proactive management with effective leadership.

- Rich clinical material (patients) for learning.

- State of the Art patient care services.

- Student centric teaching methodology.

- Electronic health records system.

- Extensive community outreach programmes.

- Dedicated Skill enhancement programmes.

- Research oriented training.

- Research grants for the faculty and students.

- International students exchange programme.

- International visiting faculty.

- National and International collaborations.

- Vast experience of hosting International and National Conferences.

Institutional Weakness

- Lack of autonomy in the development of curriculum.

- Unable to get research grants from ICMR since our college is not recognized by Department of Scientific and Industrial Research (DSIR).

- Lack of IT and network infrastructure due to the geographical limitations disable us to the access high-speed internet network.

- Faculty patents.

Institutional Opportunity

- Encouragement to all faculty members to do research.

- Excellent job opportunities for our students through strengthening the industry-institution interface.

- Growing urbanisation leading to increase in patient output.

- To penetrate near and far villages with patient centric outreach proposals.

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Institutional Challenge

- Government policies regarding admission process and fee structure results in difficulty in sustaining quality of advanced education imparted.

- Transformation to digital dentistry.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Sibar Institute of Dental Sciences has continually thrived in reaching the pinnacle of excellence in academic arena by enriching the students with enumerable curriculum-based resources. The institute provides commendable infrastructure with highly experienced and efficient teaching faculty and well-equipped facilities orienting the students to a healthy competitive environment. The evolution of an annual academic calendar includes components for covering different sections over different weeks and for different tests. The Institutional Central Library has been furnished with subject-related resources, e-books and e-journals providing access to advanced science and development in the respective fields.

The Institute has always kept up to the best interests of the students by conducting various training programs at par with the advances in the field of dentistry, provoking their inquisitive minds. The institute also encourages students in attending various extra-institutional curriculum-oriented programs conducted at national and international levels.

The institute has bestowed the students with the freedom of inter-disciplinary mobilization and a systematic agenda facilitating supplementary programs on general health and communal welfare.

Sibar Institute of Dental Sciences has always affirmed its curricular efficacy in conceptual as well as empirical aspect. Multiple workshops and hands-on initiatives have aided students in rendering exquisite care to the patients. The institute has initiated numerous community welfare programmes inculcating a sense of nationalism, professional ethics, compassion and unbiased attitude. The institute has enriched the students with a prudent mind and sustainability skills in facing the current challenges in the society with an equanimous attitude.

The institute ensures a bidirectional channel of progress, in not only organizing various programs but also evaluating the outcomes through transparent feedback system at each hierarchical level. This has aided in retrospection of the initiatives undertaken as well as in enhancement of forthcoming programs. Interactions with the university occur through active faculty member participation in the board of studies and research.

Sibar Institute of Dental Sciences has consistently worked towards attaining a holistic progress by kindling the interests of the students through various enriching programs and reinforcing their foundations as a successful professional and distinguished personnel.

Teaching-learning and Evaluation

The student enrollment process is done legitimately by giving due consideration to equity and inclusiveness by providing reservations to all categories during the admission process in compliance with the G.O of the state/central government. Admission to SIBAR is through the NEET-based counseling process at Dr.YSR University of Health Sciences. Once the students are enrolled, the institution appraises the learning levels and systematizes special programmes for slow performers and advanced learners.

The institute emphasizes on various student-centric methods to improvise the learning experience. SIBAR has adopted modern teaching aids for an effective teaching and learning process on par with changing technological advancements like ICT enabled tools and LMS. To nurture ingenuity and augment the analytical skills newer methods that deliver health education in an innovative and effective manner are often conducted. We at SIBAR intensely believe in the overall progression of the students, and they are given the opportunity to enthusiastically participate in a variety of extra-mural activities at inter-college and inter-university levels.

The college employs qualified and vastly experienced faculty to implement the recommended academic curriculum with professionalism. The teaching faculty of the college is competent and is well trained and updated on a regular basis for the development and delivery of e-content and courses to simplify students' understanding.

The institution adheres to the academic calendar for the conduct of continuous internal evaluation and ensures that it is robust and transparent. All the examinations (internal assessments and university final exams) conducted in the institute strictly follows the regulations of the examinations cell of the institute and the regulatory bodies like the DCI and the university.

The teaching, learning, and assessment processes are mapped to achieve the generic and programme-specific learning outcomes, and by the end of the course, the students at our institute are in a position to apply the concepts taught in the basic sciences to the clinical scenarios and use this scientific foundation to unfold themselves into better health care professionals and thus become an asset to society.

SIDS also conducts regular parent teacher meetings and obtains feedback to take necessary measures for enhancing the academic standards.

Research, Innovations and Extension

SIDS believed that research is one way of achieving the intellectual rigor necessary for the professional. Our Institute has a well-established Institutional Research Committee with an aim to offer critical appraisal and technical guidance to the research proposals of faculty and students. A clinical research department has also been established to facilitate the smooth conduction of various clinical studies. Medhomadhan is an innovative program to provide our undergraduate students with research orientation during the formative years of their professional career with an overarching principle that this perspective being ingrained at an early stage will make them better health care professionals with inquisitive minds, scientific temper, and an ethical outlook.

The Innovation and Research Centre at Sibar Institute of Dental Sciences (SIDS) was established with the primary purpose of providing faculty and students with a knowledge-based training environment.

SIDS encourages its faculty and students to apply for research grants from various funding agencies by

organizing workshops on grant writing and research methodology. They are also motivated to present their research work on scientific platforms by providing incentives. 71 undergraduate students from our institute have been awarded scholarships for their research endeavours in 2021 and 2022.In the past five years a good number of research papers have also been published in international and national indexed journals.

SIDS believes that extension activities are a reflection of the social commitment and responsibility we hold and place strong emphasis on such activities by integrating with the communities. Serving the communities translates to reaching out to the underserved areas, identifying the oral health needs of the people in these areas, and making efforts to reduce the oral disease burden both by providing treatment services as necessary and focusing on preventive measures. The institute has been recognized on various platforms for its relentless service to the community.

SIDS has many functional Memoranda of Understanding with national and international organizations, which have led to numerous collaborative research and training initiatives. These collaborations have contributed positively to enhance academic and research experience. Our students regularly participate in international student exchange program with Rutgers School of Dental Medicine.

Infrastructure and Learning Resources

Sibar Institute of dental sciences with its humongous infrastructure and learning resources is a benchmark to most of the dental colleges in the state of Andhra Pradesh. The infrastructure facilities of clinics, laboratories, seminar halls, simulation labs etc., are in accordance with DCI guidelines. All the class rooms are equipped with biometric and facial recognition attendance for students & staff and remarkable ICT facilities. The campus has a leased internet connection and a full-fledged IT support team to maintain the facilities. There are two air conditioned auditoria catering the needs of scientific and extracurricular events.

The institution hosts well ventilated, spacious hostels, mess and cafeteria. 24 hr CCTV surveillance vantage points with high security measures provide a secure environment for all. A power backup generator provides an uninterrupted power supply to the campus. The institution takes care of health and wellbeing of the hostel inmates with consultant gynaecologist.

The institution nourishes overall development of students and is always a step ahead in providing adequate facilities for both outdoor and indoor sports. Separate well equipped gymnasium for both girls and boys in the hostels are worth mentioning. A qualified physical director is appointed to organize and monitor these sports activities.

The institution believes that library is the back bone of its education system and hence it consistently procures a wide range of text books, reference volumes, national and international journals with back volumes. The library is partially automated and is monitored by the library committee for smooth functioning

SIDS always stands out in procuring advanced equipment like CBCT, Trios intraoral scanner, Lasers, dental operating microscopes, Piezo surgical devices to cater the needs of the remarkable patient flow and thus training undergraduate, postgraduate students and PhD scholars. To ensure smooth and organized department functioning the institute uses electronic health record system.

SIDS has a dedicated team for maintenance of campus infrastructure. Specific software is also used to register, address and monitor the issues related to maintenance. Maintenance and upgradation of infrastructure are given

high priority with appropriate budgetary provisions.

Student Support and Progression

SIBAR Institute supports and empowers students in a holistic aspect concerning academic and extra-curricular activities. Financial assistance have been provided to students through government-endowed scholarships as well as institutional fee waivers enabling them to pursue their education and develop a more equitable and inclusive academic platform. The Institute has furnished the students with programs on communication skills, health and wellbeing talks from experts as well as providing them various platforms for public speaking for enhancing their personality and improving their overall confidence and professionalism.

The Institute has an established training and guidance program for competitive examinations in pursuing higher studies in national and international levels during their internship thereby encouraging many aspirants in acing the exams. Many students have been benefitted through these initiatives and have successfully secured placements for higher education in reputed institutes. Students have procured employment in various academic institutes and corporate organizations as well as running a successful private dental practice.

The Institute follows stringent measures in maintaining a safe academic environment in and around the campus. The anti-Ragging Committee, Hostel Committee, Grievances Redressal Cell and Anti-Sexual Harassment Committee work actively in preventing any mishaps as well as addressal of grievances without any delay and bias.

Student Council of our institute operates to ensure student welfare and actively engage the students in the continuous growth of the institute. The institute has been constantly inspiring and encouraging passionate students in participating in National level competitions with provision of necessary resources and support. Cultural activities and sports contests are frequently held within the college to kindle the interest of students towards extra-curricular activities.

The Alumni association (Prerana) has been active in convening various welfare programs for the Alumni as well as students through employment referrals and support. There have been overwhelming number of contributions from the Alumni by means of study materials and various resources required for the students to thrive in their chosen fields. The association also sponsors an academic gold medal and sports trophies for students who excel. Prerana engages in community services by organizing dental camps and serving the needy.

Governance, Leadership and Management

The Sibar Institute of Dental Sciences' core purpose is to improve oral health and thereby the overall quality of life by contributing fundamental knowledge, excellence, and leadership.

To attain our vision, decentralized governance is being implemented by constituting various academic and administrative committees with an inclusive ambience at SIDS. This practice has led to better governance, quicker redressal and decision making. The Dean holds meetings with members of the various committees to

address the institutional development needs in accordance with the college's vision and mission.

Sibar Institute of Dental Sciences believes that strategy implementation is very essential for turning plans into action to reach a desired outcome. The institute has formulated its goals and means of achieving them.

The organizational structure of the institute is enhanced under the direction of the Governing council and allows committees to work together within their individual functions to deploy the strategic plan.

Performance appraisal system forms an integral part of the smooth functioning and growth of any institution. It helps to boost employee engagement and productivity. SIDS has always been proactive in this front and has a mechanism in place for timely appraisals. Sibar Institute of Dental Sciences also has a well-formulated Welfare Policy in place to ensure the well-being of the employees.

Institution proactively conducts continuing education programs, skill development and entrepreneurship for the teaching staff and regularly conducts administrative training programs for non-teaching staff.

E - governance architecture is designed to enhance the institutional functioning in all spheres like administration, academics and finance.

A policy on optimal resource mobilization has been implemented which establishes a framework for evaluating resource requirements, identifying sources, managing resources, and overseeing the progress. The internal and external audit mechanism monitors the income and expenditure of the institution.

With an aim to improve and maintain quality in academics, administration, research, patient care etc. the institute has established an Internal Quality Assurance Cell. The various committees of SIDS forward their reports to IQAC which in turn gives its suggestions on quality enhancement.

Institutional Values and Best Practices

SIDS organizes numerous programs/events to promote gender equity and ensures equal participation and representation of both men and women at all levels of academic and administrative pursuits. The Mentor-Mentee system has made a qualitative difference in the academic performance and instilled self-confidence among students. Decentralized Governance is being implemented by constituting various committees such as anti-ragging, prevention of sexual harassment, code of conduct etc to create a more inclusive ambience. This practice has led to better governance, quicker redressal and decision making. The institution contributes to environmental consciousness through eco-friendly measures such as repurposing the rainwater harvesting system, switching over to LED appliances, use of solar power, enhancing greenery in the campus and effective method of waste disposal. The campus has congenial environment like ramps, lifts, divyangjan friendly washrooms, signage including display boards and signposts, help desk and reading material for patients. Students from different backgrounds live harmoniously in the campus and participate in various cultural and regional activities.

The institution regularly conducts sensitization programs for the students and employees regarding the constitutional obligations. The students and employees are bound to follow the prescribed code of conduct and the college organizes programs regularly in this regard. Social responsibility in students is instilled by

encouraging participation in community outreach programs. Engagement with local society is carried out by NSS volunteers which made a positive impact on the neighborhood.

SIDS boasts of its best practices:

Think Digital…. Go paperless - As the first step in our journey towards sustainability and digitalization we developed our customized electronic patient management software in 2019 to improve efficiency and provide better care to the patients

Medhomadhan - This is the first of its kind initiative at an institutional level in dentistry to provide the undergraduate students with research orientation during the formative years of their professional career. This has led to many scientific presentations and publications at the undergraduate level.

The institute's distinctiveness:

Community outreach program showcases the fulfillment of its motto service and kindness by actively serving the communities and reaching out to the underserved areas to reduce the burden of oral diseases.

Dental Part

SIBAR Institute of Dental Sciences (SIDS) is established by health care professionals with rich clinical material and devoted faculty and is considered as a preferred college during admissions. Students are sensitized with various stage-wise orientation programs for improved acceptance towards the course and curriculum, and also to enhance their skill sets. The white coat ceremony, anti ragging and the mentorship programs ensure that the new students develop the diligence necessary to transform into the good dental service providers, with the best knowledge, kindness and compassion. With the use of simulation models in the pre-clinical skill training labs of the institute and those in the attached medical college, the students practically get involved into the patient treatment approach trainings. The clinical rotations of the students are preceded by their active participation in programs conducted at the institute, emphasizing the importance on biomedical waste management, infection control protocols and patient care.

The Dental graduate attributes and their attainment of specific clinical competencies are addressed in the institute, by regularly organizing skill enhancement lectures/workshops, capacity building programs, testing and certification of the theoretical knowledge and clinical skills by various meticulous and objective methods apart from the standard university prescribed methods.

Special care is taken at the institute to impart the best and advanced technical oriented education, training and skill development for the students using high-end equipment's. Specialized clinics like the Tobacco cessation center, Comprehensive treatment center, Implantology, Esthetics, Geriatrics and Special Health care needs clinics, have been contributing to the best possible treatment outcomes, while aiding in the skill development of students in various scenarios.

The faculty in the college work full time, with passion and dedication. Some also have additional degrees, PhD's and Fellowships, while some are registered as PhD scholars. SIDS also has international visiting faculty to share their knowledge and expertise. The institute has been successfully running the Journal of Orofacial Sciences (JOFS) indexed with Scopus.

The Medical Dental Education Cell (MDEC) has been dedicated to impart the best knowledge to the students and faculty at SIBAR, by coordinating and organizing the various academic enrichment programs.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SIBAR INSTITUTE OF DENTAL SCIENCES
Address	SIBAR INSTITUTE OF DENTAL SCIENCES, TAKKELLAPADU, PEDAKAKANI MANDAL, GUNTUR DISTRICT
City	GUNTUR
State	Andhra Pradesh
Pin	522509
Website	www.sids.ac.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Director(in-charge)	L Krishna Prasad	0863-2292249	9848123244	0863-2292139	info@sids.ac.in
IQAC / CIQA coordinator	Y Samata	-	9391307194	-	drsamataoralmed@sids.ac.in

Status of the Institution	
Institution Status	Self Financing
Institution Fund Source	Society

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

Date of establishment of the college	21-06-2001

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	15-05-2007	240	PERMANENT RECOGNITION

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	SIBAR INSTITUTE OF DENTAL SCIENCES, TAKKELLAPADU, PEDAKAKANI MANDAL, GUNTUR DISTRICT	Rural	9.24	22000

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BDS,Bachelor Of Dental Surgery	60	INTERMEDIATE	English	100	100
PG	MDS,Oral Medicine And Radiology	36	BDS	English	3	3
PG	MDS,Oral And Maxillofacial Surgery	36	BDS	English	5	5
PG	MDS,Prosthodontics And Crown And Bridge	36	BDS	English	6	6
PG	MDS,Conservative Dentistry And Endodontics	36	BDS	English	6	6
PG	MDS,Orthodontics And Dentofacial Orthopedics	36	BDS	English	5	5
PG	MDS,Pediatric And Preventive Dentistry	36	BDS	English	6	6
PG	MDS,Periodontology	36	BDS	English	6	6
PG	MDS,Oral And Maxillofacial Pathology And Oral Microbiology	36	BDS	English	3	2

PG	MDS,Public Health Dentistry	36	BDS	English	4	4
Doctoral (Ph.D)	PhD or DPhil,Oral And Maxillofacial Surgery	48	MDS	English	2	1
Doctoral (Ph.D)	PhD or DPhil ,Prosthodontics And Crown And Bridge	48	MDS	English	2	0
Doctoral (Ph.D)	PhD or DPhil ,Conservative Dentistry And Endodontics	48	MDS	English	2	0
Doctoral (Ph.D)	PhD or DPhil ,Orthodontics And Dentofacial Orthopedics	48	MDS	English	2	0
Doctoral (Ph.D)	PhD or DPhil ,Periodontology	48	MDS	English	3	3
Doctoral (Ph.D)	PhD or DPhil,Oral And Maxillofacial Pathology And Oral Microbiology	48	MDS	English	2	0
Doctoral (Ph.D)	PhD or DPhil,Public Health Dentistry	48	MDS	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			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	46				20				36			
Recruited	37	9	0	46	13	7	0	20	11	25	0	36
Yet to Recruit	0				0				0			
	Lecturer				**Tutor / Clinical Instructor**				**Senior Resident**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				1				0			
Recruited	0	0	0	0	0	1	0	1	0	0	0	0
Yet to Recruit	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				113
Recruited	44	69	0	113
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				13
Recruited	9	4	0	13
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	0	0	0	0	0	0	0	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	35	9	0	13	7	0	11	25	0	100
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	1	0	0	0	0	1

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**	**Total**
	0	0	0	0
Number of Emeritus Professor engaged with the college?	**Male**	**Female**	**Others**	**Total**
	0	0	0	0
Number of Adjunct Professor engaged with the college?	**Male**	**Female**	**Others**	**Total**
	0	0	0	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	30	0	0	0	30
	Female	69	1	0	0	70
	Others	0	0	0	0	0
PG	Male	6	0	0	0	6
	Female	33	4	0	0	37
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	3	0	0	0	3
	Female	3	0	0	0	3
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		**Year 1**	**Year 2**	**Year 3**	**Year 4**
SC	Male	5	4	6	6
	Female	12	11	10	7
	Others	0	0	0	0
ST	Male	2	2	2	0
	Female	2	3	2	5
	Others	0	0	0	0
OBC	Male	15	16	9	12
	Female	33	30	33	39
	Others	0	0	0	0
General	Male	12	9	16	14
	Female	61	68	64	61
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		142	143	142	144

General Facilities	
Campus Type: SIBAR INSTITUTE OF DENTAL SCIENCES, TAKKELLAPADU, PEDAKAKANI MANDAL, GUNTUR DISTRICT	
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)	**1**
* Qualified Doctor (Part time)	**0**
* Qualified Nurse (Full time)	**5**
* Qualified Nurse (Part time)	**0**
• Facilities like banking, post office, book shops, etc.	**Yes**
• Transport facilities to cater to the needs of the students and staff	**Yes**
• Facilities for persons with disabilities	**Yes**
• Animal house	**No**
• Power house	**Yes**
• Fire safety measures	**Yes**
• Waste management facility, particularly bio-hazardous waste	**Yes**
• Potable water and water treatment	**Yes**
• Renewable / Alternative sources of energy	**Yes**
• Any other facility	**General store, Laundry service, ATM**

Hostel Details
Hostel Type
* Boys' hostel
* Girls's hostel
* Overseas students hostel
* Hostel for interns
* PG Hostel

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	SIBAR Institute of Dental Sciences has been encouraging the outcome based education system for students, at various levels. For the Undergraduate students, various Interdisciplinary based short term research projects are being encouraged, which will help them gain a better insight and the approach towards a specific dental treatment need of the society. For the postgraduate students, some of the research projects are designed such that they develop a broader perspective and better approach to the various treatment needs of the society. The PhD scholars are encouraged to take up various extensive multidisciplinary research projects and thus, are provided access to a more compounding and qualitative approach. The institute is also paving way

	for setting up a new department…..which gives such interdisciplinary/multidisciplinary knowledge to the aspirants. This department will enhance the basic knowledge and skill sets of the students in the various specialties like – Implantology; LASERS and Cosmetic/Aesthetic Dentistry. To provide a broader outlook on the need based and outcome based research to the students, the institute is entering into strategic tie-ups with various other knowledge sharing partners like Medical colleges; Engineering colleges; technical education institutes; Pharmaceutical and veterinary institutes. Such collaborations have been fruitful in improving the outlook of students and also paving way for much better and vibrant research relationships.
2. Academic bank of credits (ABC):	SIDS has been trying to adapt the NEP fully into its system, by trying to increase the academic credits of our students, which later on, when stored in the Academic Bank of Credits (ABC), via the National Academic Depository (NAD), will give them a much larger scope of freedom in terms of their future academic/career choices. SIDS is paving the way for opening such digital infrastructure accounts individually for all its students and faculty in the ABC, to store their respective academic credits. To facilitate gaining such academic credit scores, apart from their regular curriculum, the institute has been encouraging its students and faculty to take up various value-added courses online, from a variety of departments as well as from institutes of higher learning on a national and worldwide scale, through the MOOC platforms such as the SWAYAM, NPTEL, etc. At SIBAR, we are trying to progress academically and thus, contribute in transforming India into a global knowledge super power, as envisioned in the NEP.
3. Skill development:	At SIDS, we constantly pursue enhancing the skill sets of the students and also the faculty. Enhancing the skill of a healthcare provider is an utmost necessity as it improves patient care. Apart from clinical skills, certain skill sets necessary for the students and faculty, to improve their academic, personal, social and also financial outcomes are also addressed in this institute. The 1st BDS students have been undergoing a program called "Positive Minds", to add based on MDEC programs which will target to improve the communication skills, self management

	skills and improve their orientation towards dentistry. The clinical year BDS students, Interns and the postgraduates of the institute will attend programs like Medhomadhan, Dental practice set up & management and the courses offered in the Skill Enhancement center at the college. This will help the participants to improve their academic, social and entrepreneurship skills.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Indian knowledge system (IKS) has been introduced to promote interdisciplinary research and help the young Indians feel connected to their heritage. At SIBAR, the students are taught the Indian way of doing things, apart from the DCI and the University prescribed syllabus and curriculum. This helps them to better gel into the society and improvise on the knowledge and treatment outcomes for an overall benefit of the society. The institute organizes Yoga and meditation sessions for the students and faculty regularly, which help to improve their concentration and thus enhance their work efficacy. SIBAR has also been trying to impart AYUSH related knowledge to its students and faculty by entering into knowledge sharing and research related tie-ups with Ayurvedic and Yoga training institutes, to help derive at a much better and sustainable solution for prevention and treatment of various dental and oro-facial diseases.
5. Focus on Outcome based education (OBE):	As per the requirements of the NEP, SIDS emphasizes on the Outcome Based Education (OBE) system also. The Dental Council of India also has established certain dental graduate attributes and knowledge outcomes, which will help the student to evolve into a better dental care provider. Competency oriented classes using problem-based approach and integrated approach are being designed for the students, who are trained on clearly articulated scenarios. The critical point based evaluation systems introduced in the pre-clinical / clinical / practical scenarios for the students at SIBAR will endeavor such approaches. The faculty is also encouraged to participate and undergo such training to enhance their skill sets and abilities, which enables them to be equipped with the necessary knowledge to train the students in this manner. It improves the critical thinking abilities, professionalism and ultimately improves the patient care.
6. Distance education/online education:	SIDS has put into practice a fully integrated Learning

Management System (LMS). This LMS system is designed to incorporate any future enhancements and newer features, which may be developed as part of the NEP. We are imparting online / distance education and knowledge sharing not only to the students at the institute, but also to other interested faculty and students from various dental colleges / practitioners, across India. By partnering with a professional service provider, we have been conducting various webinars / training sessions at various levels, since the year 2020. Our website has an e-learning page which directs the interested visitors to a plethora of knowledge sharing videos on the various aspects of dentistry, ranging from the basics in dental education, to the diagnosis and treatment planning and best treatment methodologies for various dental procedures. We have also made available various lectures through the virtual platform, to benefit the student learning. The Google classroom created individually for each of all the four years BDS students, during the COVID-19 scenario, has enabled the institute to teach and evaluate the students even in the lockdown period. The PPT's of the various lectures taken have been made available in the same platform so that the students would have better access to each topic.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes. Established in the year 2017, functioning alongside the NSS wing of SIDS. The principal objective of this ELC is to sensitize the student community about democratic rights, which includes dissipating knowledge about the importance of casting votes in elections.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes. The Dean is the Chairperson of the club, with NSS program officer being the faculty coordinator. A student coordinator is also appointed by the Head of the institution, every year. The ELC at SIDS functions with the following office bearers: Office bearers of the ELC at SIDS: Year Name Designation Functional Role 2017-2018 Dr. L. Krishna Prasad Dean SIDS ELC – Chairman Dr. K. Vivekanand Reader Faculty Coordinator Nandyala Harsha Vardhan Reddy 1st BDS Student Coordinator

	Imadabathini Swetha 2nd BDS Student Coordinator Bode Yamuna 3rd BDS Student Coordinator Guduru Tejaswini 4th BDS Student Coordinator Vagga Priyanka Intern Student Coordinator 2018-2019 Dr. L. Krishna Prasad Dean SIDS ELC – Chairman Dr. K. Vivekanand Reader Faculty Coordinator Nagareddy Samyukta Reddy 1st BDS Student Coordinator Mandadapu Hema 2nd BDS Student Coordinator Radhika Nalam 3rd BDS Student Coordinator Sai Ramani Pakkurthi 4th BDS Student Coordinator Athota Hepsiba Intern Student Coordinator 2019-2020 Dr. L. Krishna Prasad Dean SIDS ELC – Chairman Dr. K. Vivekanand Reader Faculty Coordinator Nalamothu Archana 1st BDS Student Coordinator Bandaru Sri Devi 2nd BDS Student Coordinator Thota Saranya 3rd BDS Student Coordinator Makkena Kavya Glory 4th BDS Student Coordinator Duddukuri Murali Krishna Intern Student Coordinator 2020-2021 Dr. L. Krishna Prasad Dean SIDS ELC – Chairman Dr. B. Vikram Simha Reader Faculty Coordinator Lakshmi Pranathi Dittakavi 1st BDS Student Coordinator Remalli Vishal 2nd BDS Student Coordinator Siva Reddy Gayam 3rd BDS Student Coordinator Jampani Vinay Kumar 4th BDS Student Coordinator Annam Triveni Intern Student Coordinator 2021-2022 Dr. L. Krishna Prasad Dean SIDS ELC – Chairman Dr. B. Vikram Simha Reader Faculty Coordinator Bontha Sahil 1st BDS Student Coordinator Venna Anushka 2nd BDS Student Coordinator Amrutha Are 3rd BDS Student Coordinator Konki Vasudha 4th BDS Student Coordinator Chevireddy Sai Meghana Intern Student Coordinator
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	At SIDS, we have been conducting various Electoral literacy and awareness programs. These programs were designed to uphold the ideologies, true to the character of Indian democracy and constitutional ideologies. i. Voter Registration camp for the eligible students in the campus. ii. Poster presentations, debates, elocution, essay writing and other programs which create awareness regarding electoral procedures. iii. Right to vote awareness in the Institution and in select rural population areas. iv. Guest lectures in the institution on "Voter Awareness".
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research	The ELC takes following initiatives that are socially relevant to electoral related issues – i. Awareness

projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	drives to make the eligible voter, aware about the process of election and the importance of every vote in creating a sustainable and progress oriented government. ii. Conducting guest lectures and awareness programs to help the target audience understand the value of their vote to ensure that they exercise their right in a confident, comfortable and ethical manner. iii. Conducting guest lectures to the parents of students admitted in SIDS, to try and improve their awareness on the democratic values and thus, increase their participation in the electoral processes.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	: As the students who join at SIDS for the Bachelor's program are at the age of 17 or 18 years, that makes atleast around 100 students every year in that age group. So, the programs conducted at SIDS to target them and to increase their awareness towards the electoral process and the importance of voting, gain importance to make them into good contributors for formation of better governments. i. The ELC at SIDS will make the students aware about the electoral process through organizing Essay writing and elocution programs. ii. Guest faculty who are well versed in the system of such electoral process will be invited to deliver lecture and create awareness about democratic rights which include casting votes in elections. iii. Enrolment drives will be conducted for those who are not yet registered as a voter. iv. The students themselves, at later years of their education at SIBAR, will be made to conduct such awareness programs in the surrounding communities.

Extended Profile

1 Students

1.1

Number of students year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
628	634	628	646	643
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

2021-22	2020-21	2019-20	2018-19	2017-18
128	131	151	134	141
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.

2021-22	2020-21	2019-20	2018-19	2017-18
142	143	142	144	132
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

2021-22	2020-21	2019-20	2018-19	2017-18
103	98	98	88	88

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

2021-22	2020-21	2019-20	2018-19	2017-18
103	98	98	88	88

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)

2021-22	2020-21	2019-20	2018-19	2017-18
479.37	318.64	533.94	558.42	494.49

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:

EFFECTIVE CURRICULUM PLANNING

Curriculum planned and followed at Sibar Institute of Dental Sciences, is a set of performance objectives.

The Academic council holds a meeting at the beginning of every academic year. In this meeting, the council formulates the learning experiences and the intended outcomes of the students keeping in mind the content knowledge to be acquired by the students stipulated by the regulatory authorities' i.e DCI and University. Value added/ special courses are also designed to bridge the skill gaps existing in the prescribed curriculum.

The curriculum planning at Sibar involves activities characterized by interrelationships among the Academic council and the departments. For the teaching faculty, this includes specification of the duties of teaching, deciding upon goals and emphases, determining curriculum content, selecting learning resources, evaluating progress, and looking towards the performance enhancements in future.

To facilitate the program-learning outcomes for the undergraduates, a well thought-out academic calendar will be prepared for the First BDS, through to the Final BDS students. They are also trained from the first year, in the lines of Research, by encouraging them to work on short term projects.

The yearly postgraduate curriculum will be planned, specialty wise. This includes Basic sciences lectures; seminar presentations; journal club discussions; clinical case presentations, pedagogy, interdisciplinary programs and extramural postings. Research Methodology and Bio-Statistics classes will be conducted for the 1st year postgraduate students to orient them towards research activities.

The institute encourages its students to attend the various Continuing Dental Education programs, Conferences, Workshops; present scientific papers, posters and also to publish in the various scientific journals.

DELIVERY:

This curriculum is delivered through didactic lectures using ICT enabled tools; small group discussions; pre-clinical training; practical and clinical demonstrations; hands-on training, field visits, outreach

activities. etc.Journal reviews, seminars, symposia, clinical postings, clinico-pathological conferences, inter-departmental meetings, postings in allied specialties, dissertation, workshops / advance courses and dental education programmes are conducted to enhance curriculum delivery.

The students can access E-learning resources like powerpoints and demonstration videos are made available on the institutional website.

EVALUATION:

Implementation of the curriculum plan includes regular monitoring of the student records, along with periodic assessments, to evaluate their progress and competency to the curriculum plan devised, using measurable assessment criteria. Periodic assessments will be done by conducting regular slip tests and internal assessment examinations. Implementation of the curriculum plan for the postgraduates includes regular monitoring of their log books and clinical records. The postgraduates are regularly exposed to formative assessments. A pre-final examination will also be conducted by the institute, in the University format. During the academic council meetings, progress of the curriculum delivery will be monitored and if warranted, additional lecture and practical/clinical hours will be granted accordingly. At the end of academic year feedback is obtained from students for each program and is used for better curriculum delivery in the subsequent years.

File Description	Document
Link for any other relevant information	View Document
Link for Minutes of the meeting of the college curriculum committee	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: 2.97

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

2021-22	2020-21	2019-20	2018-19	2017-18
3	3	2	3	3

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

1.2 Academic Flexibility

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: 26

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

Response: 26

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: 71.66

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

2021-22	2020-21	2019-20	2018-19	2017-18
436	466	500	434	441

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:

INTRODUCTION:

Integration of various cross-cutting issues into the curriculum is done at SIBAR Institute of Dental Sciences to equip the students with a wide range of competencies that prepare them for their future roles in a holistic manner.

GENDER EQUITY:

Gender equity talks are regularly conducted and the students are made aware of the importance of creating equal opportunities for women. Women's day is celebrated every year where a prominent woman personality is invited as chief guest to share their perceptions and insights into the rights of women and the roles women should assume to make the societies better. Literary competitions are regularly conducted for students at SIDS on the importance, strategies to achievement, and promotion of gender equity.

Students are sensitized on the importance of environmental impact on health. World environment day is celebrated at the institution and competitions are conducted for students on creation of sustainable environments. These competitions include essay writing, proposal of novel ideas for environmental protection, and table top models on environmental sustainability. Regular awareness sessions are conducted for students on biomedical waste management and it is seen that the students adhere to the waste management protocols with a belief that the inculcation of these practices at the learning stage allows them to retain the practices going into the real world.

ENVIRONMENT AND SUSTAINABILITY:

Students are also equipped with insights into the sewage management system. A program entitled 'Vanam-Manam' is conducted in which the students are encouraged to plant a sapling both within and outside the campus. To take this event close to the students, collage competitions are held wherein the students are asked to make a collage of their pictures while planting a sapling. Students are also informed about environmental sustainability by organizing trips to water purification, water treatment and sewage disposal facilities. Practicing the clean and green initiative, students from the institution participate in Swacch Bharat campaigns and programs in the field practice area of the institution under the guidance of the NSS unit of the institution.

Regular talks on human values and their importance for health care providers are conducted for students by eminent speakers. The students are encouraged during the course of their practical curriculum to translate their knowledge on human values to practice while providing patient care. Orientation program on "ethics and etiquette" is regularly conducted after admission for both undergraduate and postgraduate students. Institution has a code of conduct document, available on the website.

HUMAN VALUES:

Health is a worldwide social goal which is multidimensional besides being influenced by multiple factors. Health educational institutions play an influential role in the creation of health care professionals who work for this fundamental right of people. At SIBAR, this understanding of health as a fundamental human right as highlighted by the World Health Organization is instilled among the students through the curriculum. The curriculum extensively covers information on primary health care, national health programs, national and international health agencies as part of right to health and "health for all".

File Description	Document
Link for list of courses with their descriptions	[View Document](#)
Link for any other relevant information	[View Document](#)

1.3.2

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

Response: 31

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

Response: 31

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: 90.65

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

2021-22	2020-21	2019-20	2018-19	2017-18
587	592	570	552	580

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

1.3.4

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

Response: 91.24

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

Response: 573

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 fomat	[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](#)	

1.4 Feedback System

1.4.1

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

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

Response: A. All of the above

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

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: 97.84

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

2021-22	2020-21	2019-20	2018-19	2017-18
35	36	35	38	36

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

2021-22	2020-21	2019-20	2018-19	2017-18
36	38	36	38	36

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

2.1.2

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

Response: 97.64

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:

2021-22	2020-21	2019-20	2018-19	2017-18
142	143	142	144	132

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

2021-22	2020-21	2019-20	2018-19	2017-18
144	144	144	144	144

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](#)
Any other relevant information	[View Document](#)

2.1.3

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

Response: 5.97

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

2021-22	2020-21	2019-20	2018-19	2017-18
9	9	9	8	7

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](#)

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](#)
Link for any relevant information	[View Document](#)

2.2.2

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

Response: 6.1

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:

INTRODUCTION:

Sibar Institute of Dental Sciences believes in all round development of the students. The institution thoroughly endorses the notion that exclusive academic orientation fails to instill humanistic perspectives

among the students and incompletely prepares them for the real world roles they would assume in the future. The students at SIDS are taught the principles of patient care, social responsibilities with a main aim of creating sound foundations in basic dental sciences and ethics, wherein they learn, grow, and flourish in the best traditions of dental education.

EXTRAMURAL ACTIVITIES:

Students are given the opportunity to participate in a variety of extra-mural activities such as quiz competitions, elocutions, essay-writing, and various sports events conducted at the inter-collegiate and inter-university levels. The institution made necessary arrangements for students to play various sports like cricket, basketball, volleyball, throw ball, badminton, and table tennis. Provisions to play a number of individual sports like tennikoit, discus throw, javelin throw, and track events are available for the students. The institution's indoor auditorium is also equipped with carrom boards and chess boards for the students. The institution has separate student sports and cultural clubs which actively coordinate the sports and cultural activities. Students are encouraged to participate in the sports and cultural activities conducted as a part of the state and national student conferences.

SOCIAL ACTIVITIES:

The NSS cell at the institution encourages students to participate in various cultural activities conducted by the NSS at university level, state level, and national level. One of our postgraduate students participated in the Republic Day parade 2019 representing the state of Andhra Pradesh which is a reflection of the emphasis the institution places on extramural activities as well. On the road to annual day, every year, sports and cultural competitions are conducted.

These competitions go on for a month in a scheduled manner without disturbing the academic curriculum. The culmination of the annual celebrations is the annual day event which is celebrated with fun and fervor. Apart from these, various occasions are celebrated at the institution such as the days of national / global significance, festivals etc., where literary and cultural competitions are conducted for the students.

RECOGNIZATION:

The best submissions and activities are recognized and rewarded to encourage the students. In support of the community outreach, students are also given an opportunity to go into the communities and engage in empowering the communities with regard to health, in general, and oral health in particular. The students of the institution are also encouraged to write and perform skits directed at improving the oral health for school children so as to instill creative skills among the students while being beneficial for the school oral health promotion.

STUDENT CLUBS:

The institution has an undergraduate research club and scientific deliberations are conducted twice in a year, separately for the pre-clinical and clinical students, under the title "Medhomadhan". Students are encouraged to attend and present their research activities at various scientific deliberations. These activities afford a positive impact on students' emotional, intellectual, social, and inter-personal development. Sports and cultural club actively engages the students in various extra curricular activites.

File Description	Document
Link for any other relevant information	[View Document](#)
Link for Appropriate documentary evidence	[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:

INTRODUCTION:

At Sibar, we rely on various student-centric methods to improve the students' learning experience. To facilitate **experiential learning,** the institution is equipped with simulators that allow the students to practice a given hands-on skill with a patient-like experience. Extramural postings for students are an important aspect of enriching the learning experience at Sibar. High-performing students from every enrolling batch are given an opportunity for an externship program at the Rutgers School of Dental Medicine, USA.

Conduct of **interdisciplinary activities** is a regular feature at Sibar. Interdisciplinary courses are an integral part of the dental curriculum itself. In inter-departmental discussions, postgraduate students present and discuss a solitary case or reviews pertaining to topics of inter-departmental interests. The institution holds ongoing MOUs with Periyar University, Vellore Institute of Technology, Sri Venkateswara Veterinary University, Chalapati Institute of Pharmaceutical Sciences etc., which reflects the inter-disciplinary orientation the institution endorses.

Over the course of theory classes and lab/clinical sessions, students are encouraged to freely interact with the faculty members by asking questions to facilitate **participatory learning**. At the end of every session, students are asked questions to ensure that their concepts are clear. Students are also encouraged to actively participate in small group discussions, journal club and seminar presentations.

To instill among the students an orientation to apply learnt skills in day-to-day patient care with ease and to retain the information taught, students are provided with multiple choice question (MCQ) tests based on a given problem. Clinical case scenarios are given to the students for analysis and for providing their diagnosis and treatment planning. These **problem based learning** exercises are made an integral part of the regular student assessment.

The academic schedule is circulated among the students at the beginning of the academic year itself. Furthermore, the prerequisites for the next class are discussed with the students at the end of every class. These practices facilitate **self-directed learning** among students using the library and e-learning resources which renders the learning experience better compared to conventional classroom teaching.

The learning process in the clinical postings is thoroughly **patient-centric** with the students delivering patient care under the direct supervision of the faculty members, where they provide optimal oral health care that suit the needs of the individual patients.The protocols for various procedures pertaining to patient care are periodically updated as per the current best evidence to facilitate **evidence-based learning** by the students. Moreover, students are trained in literature search and in comprehending the results from randomized controlled trials, systematic reviews and meta-analysis to make informed decisions in the provision of oral health care.

The institution also promotes **human values** by organizing lectures to the students. To facilitate **project-based learning**, students are assigned project works during their clinical years. Students are also encouraged and given guidance in taking up research projects for submission towards ICMR-STS, UGSRS by Dr. YSRUHS, and Medhomadhan. To indoctrinate better patient care practices among the students and to enable them better complex mechanisms, **role plays** are occasionally conducted in the theory and practical sessions.

File Description	Document
Link for learning environment facilities with geotagging	[View Document](#)
Link for any other relevant information	[View Document](#)

2.3.2

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

The Institution:

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

Response: A. All of the above

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

2.3.3

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

Response:

INTRODUCTION:

The delivery of education has changed enormously over the past few years. Keeping up with the advances and adapting to the changing technological progress, latest teaching aids are used at SIBAR Institute of Dental Sciences in teaching the students. All the lecture galleries are equipped with LCD projectors and computers with internet connection. All the departments have separate seminar rooms with LCD projectors and are equipped with computers having internet connection. The entire teaching faculty is well versed with the use of these aids. Faculty members often, but not exclusively, use powerpoint presentations for classroom discussions. These also include projection of animated videos to better understand the concept being taught. The institution also possesses projection screens in the following departments: Oral Pathology & Oral Microbiology for teaching histopathology to the students in a manner that the details could be seen by all the students with clarity and detail while receiving explanation and engaging in constructive dialogue;

EFFECTIVE TEACHING AND LEARNING PROCESS:

Oral Medicine and Radiology to equip the students with the ability of correct radiographic interpretation that aid in arriving at an accurate diagnosis; Conservative Dentistry & Endodontics where microscopes with camera attachments are available enabling the procedures to be visualized on the screens. In 2019,

the institution shifted to an electronic health record system (DIMS patient automation software) to make the process of provision of oral health care for the patients swift and paper-free. All the faculty members and students have been trained in using this software.

Regular training programs are conducted by the institute for the faculty to keep them updated and well versed in applying appropriate use of information technology in their teaching.

E-LEARNING:

In the wake of COVID-19, since the classes had to be shifted online, the institution quickly adapted online platforms like Google Meet for the conduct of theory classes and clinical discussions, and all the faculty members have been trained accordingly. Online classes for undergraduate students and seminars, journal clubs for postgraduate students had been conducted using online platforms before the classroom activities resumed.

LEARNING MANAGEMENT SYSTEM (LMS):

All power point presentations, demo videos and the requisite study materials are posted by the teachers in Learning Management System (LMS) and college website for the students to access as required. Access to several e- resources is also given to the students and faculty. Teachers also regularly post topic wise Multiple Choice Questions in LMS for the benefit of students. Faculty members also use various e-learning resources such as NPTEL, SWAYAM etc. All the students and faculty at SIBAR Institute of Dental Sciences have access to NTRMEDNET consortium which was started with a vision to improve the quality of education and research in health sciences institutions.

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: 8.49

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:

INTRODUCTION:

The fundamental purpose of learning is to gain insights into the corresponding field and translating that knowledge into practice with incorporation of reflection and innovation. The ability of the students to critically reflect on their own activities is partly equipped by the faculty members through formative methods usually in one-to-one discussions or small group discussions. This process of critical reflection is expected to give the student an abstract conceptualization on how to go about the procedure or subject-matter in order to improve their performance.

CREATIVITY:

Authoritarian relation with students is avoided so as to allow them to express themselves freely with no inhibitions, but demonstrating dignity all the while. Creation of an enthusiastic learning environment by regular conduct of quizzes, extempore presentations, role-plays etc. has always been the hallmark of the learning process at SIBAR Institute of Dental Sciences.

To nurture creativity and enhance the analytical skills of the students and to preclude the feelings of monotony and boredom, co-curricular activities like table clinics, model preparations, designing posters or videos that deliver health education in an innovative and effective manner are regularly conducted. Students are also given small projects and are encouraged to design and perform public awareness programs to spread the corresponding themes for occasions such as World no tobacco day, World AIDS day, oral hygiene day, World cancer day, prevention of road traffic accidents etc.

ANALYTICAL SKILLS:

A separate cell has been provided in the college for tobacco cessation counseling where students learn

motivation skills. Furthermore, to encourage application and retention of the learnt skills and knowledge, problem based learning has been introduced. Students are given a clinical scenario and are asked to formulate a comprehensive treatment plan for the scenario taking into account all the conditions presented. These exercises are done in small groups so as to encourage dialogue among students and to promote collective problem solving abilities.

INNOVATION:

An undergraduate research club was articulated in 2017 which is monitored by the Institutional Research Committee (IRC). Scientific deliberations are conducted for students separately for both the pre-clinical and clinical years under the title 'Medhomadhan'. This creates a platform for students to improve their presentation skills by providing them with an experience which is conference-like and equips students with enough research insights preparing them to engage in research at a higher level by applying for Dr. NTRUHS undergraduate research scholarships and the ICMR short term studentships.

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](#)

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: 47.92

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.

2021-22	2020-21	2019-20	2018-19	2017-18
56	52	45	37	35

File Description	Document
Institutional data in prescribed format	[View Document](#)
Copies of Guideship letters or authorization of research guide provide by the the university	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.4.3

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

Response: 10.14

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

Response: 1024

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

2.4.4

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

Response: 82.36

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

2021-22	2020-21	2019-20	2018-19	2017-18
90	83	79	71	69

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

2.4.5

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

Response: 10.69

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

2021-22	2020-21	2019-20	2018-19	2017-18
47	33	43	31	26

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-Copies of award letters (scanned or soft copy) for achievements	[View Document](#)
Awards claimed without certificates will not be considered	[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:

INTRODUCTION:

The annual Academic calendar at our institute is designed by the academic council to define the landmark dates. This enables the faculty and students to work meticulously and helps in maintaining the transparency throughout the continuous internal evaluations. This will be prepared well in advance every year and made available to all the faculty, undergraduate and postgraduate students, by means of internal circulation; displaying it on the web site. The academic calendar comprises the day-to-day teaching and internal assessment schedules.

INTERNAL ASSSESMENT:

Academic evaluation is periodic and is by way of the regular slip tests and internal assessment exams. Weekly slip tests are conducted for the postgraduates. Apart from this, the undergraduates will be given a schedule for all the three internal assessment examinations, in an academic year well in advance.

ACDEMIC EVALUATION:

The theory exams will be conducted first, adhering to the dates mentioned in the academic calendar. Theory exams will be followed by practical exams and viva-voce for the undergraduate students. To maintain the transparency in the examinations, three question papers will be submitted in a sealed envelope to the examinations cell, by the concerned HOD, one week prior to the examination date out of which one paper will be randomly selected on the day of the examination.

To avoid bias in evaluations, the answer sheets are coded by the examination cell and the blinded answer scripts are sent to the faculty. After evaluation the examinations cell will decode the answer scripts and will display the marks on the notice boards in the various designated areas. The parents also will receive the marks of their respective ward, through SMS. The answer scripts will be shown to the students and the concerned faculty will discuss the shortcomings and necessary improvements with each student. The students will be counseled regarding their strengths and weaknesses for improving their performance in future.

THEORY EXAMS:

A robust and transparent system is adopted by the Dr. NTR University of Health sciences for the conduction of internal assessment exams for the Postgraduates. The question paper will be prepared by the university and sent just before the examination, through a password protected email. This ensures strict transparency in conducting such exams. The answer scripts will be sent for evaluation, to the concerned department faculty. The results will be displayed on the respective department notice boards and discussed with the students. The marks will be submitted to the Dean of the institute to be in turn,

forwarded to the University.

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:

INTRODUCTION:

The institute follows complete transparency in conducting the various examinations. Similarly the grievances are also addressed with an open minded and student centric approach, while strictly adhering to the values of the institute.

TRANSPARENT:

All the examinations (Internal assessments/University final exams) conducted in the institute will be strictly following the guidelines of the regulatory bodies like the affiliating University. The syllabus and the time frame for each of the internal assessment examinations will be informed to the students, well in advance. After evaluation of the scripts, in case of any grievances, the undergraduate students can directly approach the concerned faculty / Head of the Department and discuss his/her problem and it will be resolved there to the best possible extent. If it is not resolved at this level, the student can give a written appeal to the Examination Grievances Cell appointed by the institute. Following the receipt of a written grievance, the committee will conduct an enquiry and resolve the issue within 7 days.

TIME-BOUND:

At the University level, if the student scores less marks than expected, he/she can opt for re-totaling, the notification of which will be announced by the University. This re-totaling option is available only for the undergraduate students. Following this, the student can apply for re-totaling of his/her answer script, after paying the prescribed fee. Then, the University will provide a photocopy of the answer sheets to students. If any grievance is expressed, an anonymous faculty member will be invited and the paper will be re-totaled. Later, the result will be communicated to the Dean of the concerned college. The Dean will communicate the result to the concerned student, with a correspondence letter.

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:

INTRODUCTION:

The institute has a well-established and efficient continuous evaluation system, with different types of assessments spread through the duration of every academic year. The processes related to the conduct of internal examinations and declaration of results are controlled and monitored by the Examinations cell of the Institute.

UNDERGRADUATE LEVEL:

Various reforms have been introduced, which would help in a better conduct and evaluation of the internal assessment exams and would help the students to gear up for the future final University examinations and various common entrance tests.

- Introduction of Problem based learning questions is a major step which will enable the students to learn and inculcate the habit of orienting the basic science subjects with the clinical applications and thus, help in their more integrated approach to the treatment modalities.

- The institute has also introduced the end chapter exam in the form of Multiple Choice Questions. This would help the students to get a grip on their approach towards answering such MCQ's in the various Entrance Exams in future.

- A set of three question papers are prepared for each internal examination and the final question paper will be picked randomly at the time of examination. To maintain the transparency in the evaluation of papers and to avoid bias, secret code will be allocated to each paper from the Examinations cell. The faculty will receive jumbled papers, thus, blinding them about the names and the related papers. This will ensure transparency in evaluating the answer scripts.

The University has also introduced various reforms for facilitating the methodical approach in conducting the various examinations.

- The University has introduced an online e-Q PODS (MEDHAS) portal, which facilitates the entry of daily attendance from the college, based on the already submitted academic calendar from the institution.

- It also helps in regular entry of the internal assessment marks / results and thus, maintains the transparency in these aspects.

- The hall tickets for students are also generated through this online portal.

- The password protected question papers are shared with the college through this online portal half an hour prior to commencement of the examination. This requires both the Chief superintendent of the examinations from college and the Observer from the University to login simultaneously, for accessing the question papers.

- The coded and jumbled answer scripts will be evaluated online by two different examiners. The papers with large variation in these two valuations will be subjected to 3rd evaluation also and thus, eliminate any chance for bias.

- The entry of practical/viva marks is also made through the online portal.

POSTGRADUATE LEVEL:

The institute strictly adheres to the revised MDS 2017 regulations of the Dental Council of India.

- Post graduate education in general does not have formative assessments during the entire course. A unique system of conducting internal assessments periodically for post graduate students has been adopted by our University. The question paper will be prepared by the university and sent just before the examination, through a password protected mail.

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	View Document

2.5.4

The Institution provides opportunities to students for midcourse improvement of performance

through specific interventions

Opportunities provided to students for midcourse improvement of performance through:

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

Response: A. All of the above

File Description	Document
Re-test and Answer sheets	[View Document](#)
Policy document of the options claimed by the institution duly signed by the Head of the Institution	[View Document](#)
Policy document of midcourse improvement of performance of students	[View Document](#)
List of opportunities provided for the students for midcourse improvement of performance in the examinations	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
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 generic and program-specific learning outcomes at the institute have been clearly stated, following the provisions given as per the regulatory bodies like the Dental Council of India and the Dr. YSR University of Health Sciences. The same are also effectively communicated to all faculty and students.

- Each department has its own learning outcomes for each program and courses offered, as per the recommendations by the regulatory bodies.
- They have been clearly stated in the website and in the department standard operating procedures (SOP's).

- The importance of the learning outcomes has been effectively communicated to the students through teachers.
- At the commencement of the BDS/MDS program, an orientation program is conducted to the newly admitted undergraduate and postgraduate students and the learning outcomes of each course are clearly discussed.
- The learning outcomes are clearly defined for each subject in undergraduate and each specialty of post graduation and displayed in the respective departments and institutional website.
- These learning outcomes at our institute are constructed using Bloom's taxonomy wherein the student is evaluated at cognitive, psychomotor and affective domains.

Some of the generic and program-specific learning outcomes stated at SIDS:

- One-on-One clinical training – this helps every student to get acclimatized to the various clinical scenarios and to implement them in their future practices.
- Outreach activities – such activities are to be done by the students, which will help them to gain a better know-how and also increase their social competencies.
- Research activities – done by the students at various levels, will increase their reasoning ability and research oriented approach to the various clinical scenarios.
- Special emphasis on weaker section students – special emphasis is given to impart the knowledge to the weaker section students.
- The assessment of these learning outcomes is based on the knowledge gained by the student; his/her ability to comprehend the knowledge and the ability of a student to analyze and apply the knowledge gained.
- By the end of the course, the students at our institute will be in a position to apply the concepts taught in basic sciences to the clinical scenarios and use this scientific foundation for molding themselves into better health care professionals and thus, become an asset to the society.

Based on the learning outcomes at the institute, the graduate attributes are –

Greater understanding; honing their lifelong learning skills like – Communication skills; empathy; humanity (human values and ethics); exemplary leadership; professionalism; competence with the global technological advances in dentistry; ICT awareness & research priority; social & environmental responsibility and practice management, which ultimately help in delivering the best possible patient care and also help in elevating the learner's social status.

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: 99.07

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

2021-22	2020-21	2019-20	2018-19	2017-18
128	131	151	134	141

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

2021-22	2020-21	2019-20	2018-19	2017-18
128	133	151	134	143

File Description	Document
Trend analysis for the last five years in graphical form	[View Document](#)
Reports from Controller of Exam (COE) office/ Registrar evaluation mentioning the relevant details and the result analysis performed by the institution duly attested by the Head of the Institution	[View Document](#)
List of Programmes and the number of students passed and appeared in the final year examination each year for the last five years	[View Document](#)
Institutional data in prescribed format	[View Document](#)
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:

SIDS has been offering the 5 year Undergraduate (BDS) and 3 year Postgraduate (MDS) programs in dentistry, for more than 2 decades. Teaching/learning in dentistry, is a process which involves attainment of strong knowledge and understanding, while developing cognitive motor skills and attitudes that help a student apply this understanding to attain high standard of professional ethics in delivering services to the community. The stated learning outcomes, as designed by the DCI, in the Revised BDS Course regulation of 2007, for the undergraduates and in the MDS course regulations of 2017, for the Postgraduates, are:

1. Knowledge and understanding.
2. Skills
3. Attitudes like – human values, ethical practice and communication abilities

Timely formative and summative evaluations done at the end of each year of the program ensure that such teaching, learning process and the program outcomes of each student are assessed thoroughly.

Formative assessments:

1. **For undergraduates**:

- Meticulously designed practical record with structured evaluation sheet for each exercise.
- Slip tests are conducted at the end of each chapter and mock practical exams, whenever necessary.
- 3 internal assessment exams are conducted. Average of the marks obtained in these 3 internals is taken as internal assessment marks, which will be added to the summative assessment – Theory Internals – 10 marks & Practical Internals – 10 marks. The Academic council and Examinations cell of SIDS will oversee the curriculum implementation and examinations conducted, respectively, from time to time; scrutinize the outcome analysis and also suggest remedial measures where ever improvement is necessary.

Such teaching, learning & assessment processes see to it that the undergraduate students are trained to extrapolate their cognitive learning to the psychomotor skills in real time case based scenarios and thus, mould themselves into competent professionals.

1. **For postgraduates**:

- Attendance percentage (minimum requirement – 80%) is calculated.
- Meticulously designed practical record with structured evaluation sheet for each exercise.
- Regular Seminars, Journal club discussions and Case presentations are conducted. The content, preparation, presentation, and communication skills are assessed using separately designed evaluation sheets.

- Internal assessment exams are conducted at the end of each year, by the Dr. NTRUHS, in their prescribed dates and implemented at the institute.
- The Library dissertation and the Thesis works done by each postgraduate will be monitored and assessed by their respective guides from the department, registered under the DR. YSRUHS. Such guides record the progress of their respective postgraduates from time to time.

Such teaching, learning & assessment ensures that at the end of such a program, the postgraduates –

- Achieve higher competence in general and special areas of interest;

Are prepared for a career in teaching, research and specialty practice, while attaining high clinical proficiency in the subject and developing competence in research and its methodologies.

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:

INTRODUCTION:

The parent-teacher meetings are given importance at the institute at various levels. These annual meetings help in effectively conveying the performance levels of their wards with the parents. The parents will be kept abreast with the know-how of the institute and its curriculum.

- At the time of admission, the Dean will conduct an inaugural meeting which will include the faculty, students and their parents. In this meeting, the parents and students will be made aware briefly, about the curriculum, the learning outcomes and the methods of implementation.
- Annual Parent teacher meetings for undergraduate students are conducted as per schedule and the parents are generally informed by SMS. Information regarding their ward's attendance and internal assessment marks is also sent to the parents on a regular basis.
- Regular progress, attendance and the academic performance of the students is discussed with their parents. The parents of the underperforming students and of those students with the attendance percentage less than the stipulated 75% will be asked to meet the concerned department HOD and the in-charge faculty and the performance of their individual ward will be discussed.
- The parents / guardians of the postgraduates, who require special attention, will be advised to interact with the concerned Head of the Department / Dean of the institute.
- Parent's feedback is collected at the end of the meeting and the same is analyzed.

REMEDIAL MEASURES UNDERTAKEN :

Based on the parents feedback and students performance actions to be taken are drafted which include strengthening the mentor- mentee system, counseling sessions, remedial classes for slow performers, small group discussions etc. The concerned faculties are also appraised to help the students improve their academic performance.

Appropriate measures are also taken to improve the hostel facilities, recreation facilities and canteen services on the basis of parent's feedback.

OUTCOME ANALYSIS :

- The outcome analysis is carried out based on their performance in the subsequent periodic / monthly tests; retest and the internal assessment exams / clinical activities. The remedial classes and additional clinical hours have helped the students in finishing their clinical quotas before they appeared for their final examinations. All the above mentioned practices were positively reflected in the university results and as an outcome most of the students have managed to competently complete their BDS course with confidence. Students with other personal difficulties were able to overcome them and fare well in their examinations.

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: 3.78

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: 42.53

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

2021-22	2020-21	2019-20	2018-19	2017-18
46	42	42	39	33

File Description	Document
List of full time teacher during the last five years	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Copies of Guideship letters or authorization of research guide provide by the university	[View Document](#)
Any additional information	[View Document](#)

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: 6.27

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

2021-22	2020-21	2019-20	2018-19	2017-18
15	11	1	3	1

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

3.1.3

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

Response: 98

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

2021-22	2020-21	2019-20	2018-19	2017-18
42	52	1	2	1

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

INTRODUCTION:

Sibar Institute of Dental Sciences has an ecosystem which basically provides a knowledge based center for training of students and faculty in research and innovation. Our Institution advises and assists its students and faculty to establish themselves as successful quality health care providers. In order to achieve this, the institute has started its own Innovation and Research Centre. This facility is utilized by undergraduate students, postgraduate students, Ph.D scholars and faculty of our Institution.

It provides technical assistance in a nurturing and supportive environment, to play an important role in the development of various types of newer materials. With this initiative, the institution has come up with certain innovations in teaching and research activities.

Objectives of the SIBAR Innovation and Research Centre are:

The main objective of Sibar Innovation and Research Centre is to produce excellent clinicians and research scholars to the society and to promote innovation and grow new small technology startups. The Incubation Centre provides infrastructure and commercialization for innovative technologies and facilitates students to perform research studies beyond their curriculum. To create awareness on the role of innovation and discovery by young minds.

INNOVATION:

To establish and promote emerging knowledge, technology and innovation-based startups. To create a culture of innovation-driven entrepreneurship in the institute. To establish a network between academia, industries, financial institutions thus building vibrant start-up institutions. To provide common facilities to incubate viz. office support, equipment support and technology support.

INNOVATION:

The sole objective of the Incubation Centre is to facilitate faculty and students to convert their ideas into technological innovations. Sibar Innovation and Research Centre promote the research activity by conducting orientation programs and workshops for the students and faculty. To assist in the setting up of technology exhibitions, awareness camps and product development plans. To provide the support in documentation, publications and patenting of innovations.

The institute follows its protocol for research related activities. After the Institutional Ethics Committee approves the research proposals, the students and faculty carry on their research projects in association with the Institutional Research Committee and Sibar Innovation and Research Centre, gaining knowledge in data collection, acquisition, analysis and drafting of manuscripts. They are further encouraged to present their research work in various state, national and international scientific platforms followed by publishing in various reputed journals.

The Institutional Research Committee periodically conducts scientific deliberations for undergraduate students under the title "Medhomadhan". This program is designed to inculcate scientific temper among undergraduate students and help them achieve greater academic heights. The Institution has an exclusive

Clinical Research Department which propels interested faculty and students to conduct studies on advancements in patient care.

COLLABORATIVE RESEARCH:

Collaborative Research between various institutions is encouraged towards development of innovative projects from students and faculty in the emerging dental technologies. The institute proudly boasts of a multitude of collaborations with various prestigious institutions and industries which provide a conducive platform for research activities

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: 44

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	18	5	6	5

File Description	Document
Report of the workshops/seminars with photos	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any 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: 202

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

Response: 202

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

3.3.3

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

Response: 2.51

File Description	Document
Institutional data in prescribed forma	[View Document](#)
Any additional information	[View Document](#)

Link for Additional Information	[View Document](#)	
Web-link provided by institution in the template which redirects to the journal webpage published in UGC notified list	[View Document](#)	

3.3.4

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

Response: 0.01

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

Link for additional Information	[View Document](#)	

3.4 Extension Activities

3.4.1

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

Response: 70

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.

2021-22	2020-21	2019-20	2018-19	2017-18
15	18	13	15	9

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

3.4.2

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

Response: 64.61

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

2021-22	2020-21	2019-20	2018-19	2017-18
396	478	362	371	447

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

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:

INTRODUCTION:

Sibar Institute of Dental Sciences aims at high standards of academic and focused social commitment which has been continuously recognized by government and other organisations. Sibar Institute of Dental Sciences, through its association with various organisations like Lions club, Rotary Club, Sri Shiridi Dheena Jana Seva Samithi Blind School, Andhra Pradesh Tribal Welfare School, Dakshinya Special School for Disabled Child, Chiguru Orphanage, Oasis Welfare Association, Young India Volunteers, Sarva Siksha Abhiyaan, Kavuri Helpline Trust etc. have been serving the community in improving the oral health of the public and the appreciations are evident through Awards, Certificates and Letters of Appreciation received from them. NSS Unit of Sibar Institute of Dental Sciences has received many awards for its various social activities.

AWARDS AND RECOGNITIONS:

Our Institution's outreach activity was explicitly appreciated by Shree Sishu Seva Sankshema Sangham, Chalapathi Institute of Engineering and Technology, many Gram Panchayats and schools where we have provided free oral health check-up and treatment camps.

Our Institution received Certificate of Merit for conducting multiple events on the Theme "Be Proud of Your Mouth for your Happiness and Well Being" from Indian Society of Periodontology (2021-2022). The NSS unit of Sthree Shishu Seva Sankshema Sangham appreciated the outreach activities of our Institution (2021-2022). NSS Cell of Dr.NTR University of Health Sciences has awarded our student C. Sai Meghana as the Best NSS Volunteer and Akkala Venkata Sai Prakash as Active NSS Volunteer for active Participation and Contribution towards Successful Conduct of NSS Activities (2020-2021).

OUTREACH ACTIVITIES:

Sibar Institute of Dental Sciences has bagged first prize for World Oral Health Day Celebration Contest (2021-2022), Nationwide second prize (2021-2022), Nationwide first prize (2021-2020), Nationwide second prize (2019-2020), third prize for ISPPD Children's Day (Week) Celebration Contest's (2018-2019) and also won the second prize in Short Awareness Video Category (2020-2021) which was conducted by ISPPD (Indian Society of Pedodontics and Preventive Dentistry).

ISPPD acknowledged the faculty of Department of Pediatric and Preventive Dentistry for educating the school teachers for the Dental and Oral Health Maintenance and recognizing their efforts in nurturing the children, the future of the nation (2019-2020).

NSS Cell of Dr.NTR University of Health Sciences has awarded our student Niharika Halder as "Best NSS Volunteer" and Nandyala Harsha Vardhan Reddy as "Active Volunteer" for active Participation and Contribution towards Successful Conduct of NSS Activities (2019-2020).

Government of Andhra Pradesh, State NSS Cell, Higher Education Department, Amaravathi has awarded our student Dr. Pranoti Hiralkar, the Best Volunteer Award for the year 2018-2019. Guinness Book of World Records Event awarded our institution for rendering services in the World's Largest Dental Health Check which was done in association with Dr. Sridhar Oral Health Foundation and Indian Red Cross Society, Krishna District, Vijayawada (2018-2019). The NSS unit of Sibar Institute of Dental Sciences was awarded Best NSS Unit for the year 2018-2019 for the successful implementation of NSS activities.

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:

INTRODUCTION:

Educating and training for government, private school, blind school children, specially disabled individuals in oral and general hygiene practices is actively carried out by the Department of Public Health Dentistry and Department of Pediatric and Preventive Dentistry.

Sibar Institute of Dental Sciences in collaboration with the Government of Andhra Pradesh, India was

involved in the Swasthya Vidya Vahini (SVV) Program. The main objective of this program was to improve the health literacy of the rural population by addressing the social determinants of health at the community and school environments.

ENVIRONMENTAL ISSUES:

All the faculty and students have adopted and have been trained in safe and environment friendly methods of biomedical waste disposal both at the campus and at outreach programs. Faculty and students actively participate in planting of the sapling in the outreach programs.

SWACHH BHARATH:

The NSS Unit of Sibar Institute of Dental Sciences initiated the Swachh Action Plan which is aligned with activities such as plastic free campus, clean campus and clean neighbourhood community. The faculty and students of the institution are actively involved in programs like Swachh Andhra, Cleaning Programs, Plantation Programs.

HEALTH AND HYGIENE AWARENESS:

Sibar Institute of Dental Sciences is promoting social responsibility activities through camps in villages, schools, colleges, institutions for mentally and physically disabled, old age homes etc. Strong outreach and extension activities (414 during the last five years) were conducted by NSS Unit of Sibar Institute of Dental Sciences, Department of Public Health Dentistry and Department of Pediatric and Preventive Dentistry and trained the students to reach out to the oral health needs of around 84,746 people in the last five years. The institute has spent about Rs.20,00,000/- towards these outreach activities.

The NSS Unit of Sibar Institute of Dental Sciences actively conducts World Environment Day, World Oral Health Day, World No Tobacco Day, World No Malaria Day, World Cancer Day, World AIDS Day, Oral Hygiene Day, Nutrition Month, Organ Donation Week, International Yoga Day, Blood Donation Camps, Awareness on Oral Health and Diabetic Linkage Program where the faculty and students are actively involved.Sibar Institute of Dental Sciences conducts many free dental health check-up camps and free treatment camps in the neighbourhood community. Institution provides all the dental treatments at subsidised rates. Free oral health treatment services are rendered in the institution for specially abled individuals. Free dental treatments are also rendered to the patients on speciality commemorative days. Oral healthcare services are rendered free of cost in the adopted villages - Takkellapadu and Kothareddypalem by the Sibar Institute of Dental Sciences.

DELIVERY OF FREE/ SUBSIDIZED HEALTH CARE:

Socio Economic Development:

Sibar Institute of Dental Sciences has generously donated for various social and religious causes, to schools, philanthropic organizations and to neighbourhood temple constructions. Our Institution appreciates the topper of 6th to 10th standard with a cash award of Rs. 5,000/- to the class toppers of Zilla Parishad High School, Takkellapadu. The institute has also donated computers, water cooler and furniture (like students seating tables for forty students) to the school. One water cooler was also donated to Coastal Bank, Takkellapadu. The institute has spent Rs.13,95,000/- towards Socio Economic

Development activities during last five years.

File Description	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: 35

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

2021-22	2020-21	2019-20	2018-19	2017-18
47	34	32	32	30

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: 30

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: 30

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:

INTRODUCTION:

Sibar institute of dental sciences (SIDS) provides immersive and unique infrastructure encompassing teaching and training facilities. Our institution believes that students and faculty learn and perform superiorly when they love their workplace. SIDS plans and follows the infrastructure as per the norms of Dental council of India (DCI) and YSR University of health sciences.

The college possess the following infrastructure for the smooth conduct of teaching and learning:

Class rooms & Seminar halls:

- There are 4 ICT enabled classrooms and 10 seminar halls which are equipped with internet facilities, LCD projectors to enable conduction of theory classes, seminars and small group discussions.
- Each department is equipped with a computer and printer with high-speed internet & wifi to enable the faculty to explore additional teaching information and also to improve their research.
- The institution possesses 1 large multi-purpose auditorium, 1 mini auditorium and one teleconference room to enable the conduction of seminars, workshops, CDE programs and various other academic and extracurricular activities.

Clinical learning facilities:

- Each department in SIDS is equipped with the required infrastructure & equipment as per DCI norms.
- Advanced digital radiography facilities like PSP imaging systems, panoramic radiography and CBCT are available to enhance the diagnostic skills of the students.
- SIDS has one well equipped TCC (Tobacco Cessation Center) having various models in the form of posters and also LED Television assimilated with video presentations to assist the students in motivating patients to quit the use of tobacco.
- SIDS has advanced equipment for student learning like endodontic microscopes, Trios intraoral scanner and dental laser units.

- Patient data is entered digitally in DIMS software which is easy to retrieve and store for further purposes.
- SIDS has established a comprehensive resuscitation training centre (CRTC) which provides training in basic life support to students & faculty.

Laboratories:

- Well-equipped simulation lab with phantom heads to train the students in Preclinical Conservative and Prosthodontics.
- Video demonstration facility in dental anatomy lab.
- Separate casting and ceramic labs in conservative & prosthetic dentistry departments.
- Clinico-pathological laboratory has advanced equipment to conduct histopathological investigations.

Library:

- The college library is furnished with 3,809 books, 58 current journals, 75 back volume journals and e-resources along with 20 computers.
- Every department also has a department library with relevant textbooks to enable students and faculty to get instant access for reference purposes.
- Students can directly access various e-resources from the library page in the college website.

Community learning:

- SIDS works for community health improvement through its 3-satellite rural dental centres where the students are posted on a regular basis.
- The institution has a mobile dental van.
- Various school health programs, dental awareness camps are being frequently conducted around the district.

Computing equipment:

- The campus is WIFI enabled with around 60 computers for academic activities along with other accessories such as scanners, printers and xerox machines.

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:

 INTRODUCTION:

-------- **"SPORTS IS THE GREATEST PHYSICAL POETRY"** ----

Sports is one of the integral aspects of a student's life. It is an effective way to make students understand life skills such as social skills, teamwork, leadership and willingness to endure and also infuses confidence and discipline. Sibar institute of dental sciences nourishes the overall development of students and is always a step ahead to provide adequate facilities for students and staff regarding sports, cultural and recreational activities.

- SIDS provides outdoor sports facilities for volleyball, basketball, football, cricket, throw ball, tennikoit.

- The institution also provides indoor games like badminton, table tennis, carroms, chess and Yoga Centre.

- A well-maintained gymnasium is provided separately in both boys and girls hostel with advanced treadmill, weights for strengthening exercises and other equipment.

- A well-furnished auditorium with around 500 seating capacity and all audiovisual facilities is provided for various cultural and recreational activities.

- The campus also provides a mini auditorium of 200 seating capacity equipped with audiovisual facilities.

- The institution conducts various tournaments in sports and games and encourages the students to participate in them.

- SIDS has a qualified physical director to provide students with knowledge of physical activities and also to plan, guide and organize the sports activities.

- A committee is appointed to organize and monitor the sports and cultural events with aegis with student clubs..

- "Aikya" our annual fest is conducted every year and various cultural competitions such as rangoli, face painting, dance, singing, cooking, soap carving etc are organized for both staff and students which brings out the inherent talent and unity among them. There is a provision of outdoor stage, music systems, LCD projectors etc for organizing this gala event.

- Various events like Teachers' Day, Independence Day, Republic Day, Annual day etc are conducted every year with great passion and energy.

Ground	Measurements	Year of establishment
Volley ball	2200 sq.ft	2008
Basket ball	6200 sq.ft	2022
Football	8000 sq.ft	2008
Cricket	8000 sq.ft	2008
Throwball	3000 sq.ft	2008
Tennikoit	1000 sq.ft	2008
Indoor Stadium	5000 sq.ft	2010

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:

INTRODUCTION:

Sibar institute of dental sciences is surrounded by the lush green fields and the famous "Uppalapadu bird sanctuary" is located very close to the campus adding exquisiteness to this education center.The institute provides a very good infrastructure that furnishes the needs of students, faculty and also patients to offer the finest patient care and overall well-being.

HOSTELS:

- The campus has separate girls and boys hostels which have both single and shared accommodation.
- Well ventilated, spacious and clean rooms with both air conditioned and non-air-conditioned are available.
- 24-hour CCTV surveillance is provided and each hostel has a warden appointed.
- All the basic amenities are provided in the hostel including Wi-fi, television, good drinking water system, water heaters, clean and well fumigated toilet facilities etc
- The hostel mess delivers good quality, hygienic well-balanced food enabling students to experience a sense of home-based warmth while in campus.
- Separate staff quarters are also made available in the campus.
- A separate departmental store is made available to fulfil the basic needs of hostel students.

MEDICAL FACILITY:

- A consultant gynaecologist is appointed to cater to the medical needs of female students as well as staff.
- Emergency drugs are made available in the hostels. Pharmacy is also available in the main building.

SPORTS FACILITIES:

- SIDS provides outdoor Sports facilities for Volleyball, Basketball, Football, Cricket, Throwball, Tennikoit.
- The institution also provides indoor games like Shuttle, Badminton, Table Tennis, Carroms, Chess.

CANTEEN:

- Cafeteria in the campus offer a wide-ranged menu and comfortable surroundings, thus becoming student's favourite hangout spot.
- A separate juice stall is also made available

ATM:

- ATM facility is provided in the campus

REST ROOMS:

- The institution provides sufficient separate restrooms for male and female students in the main campus as well as in the college building.
- Separate restrooms are available for the staff in their respective departments.
- All the restrooms are regularly well maintained hygienically by the maintenance department.
- Separate common rooms are provided for both male and female students.

TRANSPORT

- The institute has its own fleet of 4 buses, 2 community vans and 4 other vehicles which aid in transportation of students & faculty.

SECURITY & SAFETY

- There is round the clock surveillance of the campus by efficient security personnel and CCTV cameras.
- College is privided with addequate safety measures like Fire Hydrant System and Fire Extinguisher.

ROADS & SIGNAGE:

- The institute provides ample parking for staff, students as well as patients and has well paved roads displaying descriptive signage.

GREENERY:

- SIDS installs the theme "**Go Green**" and the campus is encased with a variety of trees, plants, lawns etc and a lotus pond is present in the middle of the campus which adds elegance to the institution.
- As part of the "Go Green" theme, each department has adopted and has been nurturing a tree by themselves.

ALTERNATE SOURCES OF ENERGY:

- Solar energy panels have been installed in the campus.

- Water filtration plant and Sewage treatment plant are available.
- In addition to the above-mentioned facilities, the campus has a photocopying centre and a 250kVA backup generator to harbour the needs during power cuts.

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: 22.11

4.1.4.1 *Expenditure incurred, excluding salary, for infrastructure development and augmentation year-wise during the last five years* (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
124.22	84.17	76.27	97.43	131.02

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](#)

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:

INTRODUCTION:

Providing a facilitative environment for active learning of the students and effective health care requires detailed infrastructure, personalized care delivery and at the same time keeping pace with the modern technologies. Sibar institute of dental sciences (SIDS) emphasizes these principles and acknowledges all these needs in accordance with the regulations of DCI and YSR University of health sciences.

LABORATORY FACILITIES:

The institute is equipped with 342 dental chairs for clinical training of the students. Each department has separate U.G and P.G clinics for the clinical procedures, laboratories for preclinical/clinical exercises, seminar halls for teaching and conduction of seminars etc, a library with the basic necessary books required for the respective department.

The Department of ORAL MEDICINE AND RADIOLOGY has all the basic equipment and an advanced diagnostic aid CBCT to improve the imaging & diagnostic skills of the students. It also has an attached tobacco cessation centre to train the students.

Department of ORAL AND MAXILLOFACIAL SURGERY hosts a fully equipped major and minor operation theatre and an in- patient facility and deals with surgical management of maxillofacial

pathologies.

The Department of PROSTHODONTICS has separate acrylic, ceramic and casting labs with cutting-edge equipment. It also has futuristic equipment like Trios intraoral scanner which improves the clinical skill as well as aids in research purposes in digital dentistry.

Department of ENDODONTICS in addition to having all the basic equipment possess an array of advanced equipment like Dental operating microscopes, Digital X-ray PSP, SLP endo activator, ATP bioluminescence meter, Masseran kit.

Preclinical Prosthodontics and dental materials lab, Preclinical conservative lab with mannequins for simulation training are tagged on to the respective departments.The ORTHODONTICS department is equipped with a hydrosolder, biostar machine which aids in precise soldering and fabrication of latest retainers respectively. It also has a flatbed scanner for digitization of radiographs.

Department of PEDODONTICS is armed with all specialized equipment such as Digital X-ray PSP, Nitrous oxide conscious sedation unit that are necessary for treating children from preventive aspects to comprehensive dental treatment.

The PERIODONTICS department is equipped with a Dental laser unit and Piezo surgical unit which enhances the clinical skills. Patient education room which educates the patients regarding proper oral hygiene measures with demonstration models is also made available.

The Department of ORAL PATHOLOGY is equipped with a penta-head microscope, fluorescent microscope and centrifugation unit. Department of IMPLANTOLOGY provides about 11 implant kits of various systems, Nobel biocare guided surgical kit, sinus lift kit, bone expander kits and piezoelectric surgical device for advanced dental implantology.

The Department of PUBLIC HEALTH DENTISTRY has a well equipped patient and student education museum. The institution has three satellite centres attached to it & the department has a mobile dental clinic and two community dental vans for its community-based activities.

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: 165363.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
222673	57663	149921	197713	198124

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

2021-22	2020-21	2019-20	2018-19	2017-18
237	117	112	136	122

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

4.2.3

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

Response: 636.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
501	506	517	525	523

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.

2021-22	2020-21	2019-20	2018-19	2017-18
126	128	118	121	119

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

4.2.4

Availability of infrastructure for community based learning

Institution has:

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

Response: A. All of the above

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

4.3 Library as a Learning Resource

4.3.1

Library is automated using Integrated Library Management System (ILMS)

Response:

The Central Library was established in the year 2000. The library is upgraded with the latest information to cater to students and staff and it has state-of-the-art facilities required as per the Dental Council of India and affiliating University. The library is fully automated using Lips I Net 7.0 (Library Information Processing System). The library's various activities such as data entry, issue and return and renewal of books etc. are done through this Software.

Name of the ILMS software: Lips I Net 7.0 (Library Information Processing System)

Nature of automation: Automated

The Institutes' Library is a place of knowledge and has a vast collection of books, journals, magazines and periodicals. Library has all the required facilities and whole operations of the library are fully automated with Lips I Net 7.0 (Library Information Processing System) which can be used for search of books by title/ author name etc. Separate reading facility is made available for undergraduate, postgraduate students and teaching staff.

Features of software:

1. Management of the entire procured books in the library.
2. Search function for any book or journal available in the library wherein one can search book author, title, year, subject, department, publisher name, keywords to filter the data.
3. Simple and Effective User Interface
4. Individual report generation of students, and faculty.

5. Facility to add, remove, and modify a book /journal.
6. Issue and return report generation of books.
7. Department wise catalogue maintenance.
8. Keeping track of the subscriptions renewal, failed issues and other related details.
9. Fine collection on late return, loss or damage to any book on loan.
10. The OPAC module has various advanced provisions for viewing and gathering information.
11. The software can be integrated with barcode/RFID/Smartcard
     technology which helps in easy stock taking, transactions and
     member visit details (E-Gate).

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:

INTRODUCTION:

------------------**"Libraries are the Backbone of our Education Sstem"**---------------------------

Sibar institute of dental sciences owns a library which has well equipped and planned infrastructure with all the required books prescribed by the DCI & University. The library procures a wide range of textbooks, reference volumes, journals, digital databases, dissertations etc. This assorted collection of materials supports teaching, learning and research.

A total number of 3809 national and international books which cover basic medical and all the dental specialities are made available in the library. Among them 1748 books are available for reference purposes. There are 58 current and 75 back-volume journals (mostly above 15 years) available in the library.

Learning materials in the form of audio-visual media are also present, comprising about 268 CDs to support student learning. Demo videos of various procedures in each department are made available to educate the students.

To enhance the proficiency in research, about 545 dissertations and 355 library dissertations have been made accessible to the students and faculty.

UG /PG SECTION:

The undergraduate library has year specific subjects' books for students like, basic science category subjects- anatomy, physiology, biochemistry, general medicine, general surgery, general pathology etc and dentistry specific subjects like Prosthodontics, Periodontics, orthodontics etc all these books are kept in individual cupboards for easy access. Separate journal section is also available for the students to update their knowledge.

Postgraduate library has textbook sections, journals sections, e-library access through computer section. Recent edition of journals are displayed in the staking cupboard with minimum three immediate recent issues along with them. Other issues and volumes of journals are staked separately. Students can refer the back volume issues of the journals too which are available. Magazines from other colleges are made available for the students to have an idea of the other events conducted or occurring in other institutions. Discipline specific textbooks, journals and back volumes.

SUBSCRIPTIONS:

The library also gives subscription to a discipline specific learning resource namely NTRMEDNET consortium which has access to various e-books, e-journals, conference proceedings etc. Each student and staff are given their own username and password through which they can also remotely access the database.

Institution has a Library committee which oversees the procurements of new text books and journals as suggested by the concerned Head of the departments.

Each department also possesses their separate department library which enhances the academic and research activities of the department.Various Telugu and English newspapers, periodicals are made available to know the day-to-day update.

Apart from these various Higher Studies entrance books (including NBDE) and question banks are also made available for the students. Various open access study materials are available on the college website under e - library content.

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: A. All 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](#)
Any 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: 24.93

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)

2021-22	2020-21	2019-20	2018-19	2017-18
36.33	23.25	25.25	20.01	19.79

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

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:

INTRODUCTION:

Sibar institute of dental sciences has a well-equipped central library with a seating capacity of around 240. Library working hours are from 9 am to 8 pm on working days and 9am to 1 pm on Sundays. Digital library wing is also present which enables access to a wide range of online educational resources. Students and faculty have both in-person and remote access to the online database subscribed. A library committee is allotted which takes the accountability of updating the textbooks and journals as per the requirements. If any new books are procured, all the departments are intimated accordingly and the books are displayed in the 'New arrivals' section.

IN PERSON AND REMOTE ACCESS USAGE OF LIBRARY:

The college library can be accessed by students and faculty through their ID cards and is monitored by an entry register. All the students and faculty have access to many textbooks, current journals, back volume journals, audio-visual materials, dissertations, digital library, newspapers and magazines.

Reference books and issue books are separated into different sections and each student is permitted to borrow 1 book for a period of 1 week after which it can be renewed or returned. Faculty and postgraduate students also have a separate wing in the library in which they have access to many paper copy journals as well as online journals.

The E-consortium database subscription (NTRMEDNET) from The Andhra Pradesh Dr. YSR. Health University, gives offsite access to dental, medical and allied health sciences e-books and journals. Each student and faculty are provided with a separate username and password through which they can enter the database.

LIBRARY USAGE PROGRAMMES FOR STUDENTS AND FACULTY:

A library orientation program is organized at the start of every academic year to all the undergraduate and postgraduate students. In this program the students are given a library tour in the presence of their mentors and members of the library committee exhibiting all the books, journals, audio-visual materials, dissertations, newspapers and periodicals. They are explained about various rules and regulations of the library and the procedure of issuing the books.

FACILITIES ON LIBRARY:

They are also made aware of different facilities available in the library such as using the library software, reference, reprography, internet access, downloads and printouts. Students are mentored about the platform of online access to the NTRMEDNET database and the different materials they can access in the portal. Postgraduates are given special training about the Grammarly plagiarism software to enhance research proficiency.

File Description	Document
Link for details of learner sessions / Library user programmes organized	[View Document](#)
Link for any other relevant information	[View Document](#)
Link for details of library usage by teachers and students	[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: 13

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

Response: 13

File Description	Document
Institutional data in prescribed format	[View Document](#)
Geo-tagged photos	[View Document](#)
Consolidated list duly certified by the Head of the institution	[View Document](#)
Any additional information	[View Document](#)

4.4.2

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

Response:

INTRODUCTION:

Sibar institute of dental sciences strives to confront the latest developments in IT and keeps itself

updated.

- The campus is wifi enabled in seminar halls, clinics, office workspaces and library. At present, the internet is backed up with bandwidth of 50-100 MBPS.

- Each department is provided with a networked desktop for undertaking the academic and co-curricular activities, research activities, community outreach programs, collaborative and administrative activities.

- Classrooms, seminar halls and auditoriums are equipped with computer, projector, internet and audio-visual aids to enhance the teaching-learning process and enable ICT learning. The institute is also furnished with laser scanners and printers for academic activities of students.

- All the faculty and students have been given access to the official google meet platform of the college wherein online classes are organized, when necessary, e-content resources are made available.

- The college website has an e-learning page wherein powerpoints and demonstration videos developed by the faculty are made available to be accessed by the students.

- Digital library software is made available which enables users to search various books, issue and monitor the allotment of books.

- All the departments utilize patient management software to document and monitor the patient records using a ProLiant DL180 Gen9 server. This step has made our institute work more efficiently as we are able to deliver the services at a faster pace with less number of working hands from patient registration till treatment.

Some departments utilize advanced patient management softwares like

- Digital extraoral imaging- Carestream software for cone beam computed tomography imaging which provides 2D and 3D images to improve the diagnostic efficiency, Sidexis software for orthopantogram imaging.

- Digital intraoral software- Digora software,

- Intraoral scanner- Trios 3 shape unite software,

- Digital X-Ray PSP (Vista scan) software

- Biometric attendance system is maintained for both the faculty and students.

- Round the clock surveillance is provided throughout the campus with the help of 96 CCTV

cameras installed at various locations.

- Luvis C500 is a high end professional LED light with HD camera, used for small group student training, as the procedures demonstrated by the faculty can be visualised in a magnified form under bright natural colour.

- Digital library is equipped with 20 computers to enhance the academic and research activities of the students.

- The college has a dedicated IT personnel team which monitors the smooth functioning of all the hardware and softwares available.

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: 50 MBPS-250 MBPS

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](#)
Any other relevant information	[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: 50.33

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)

2021-22	2020-21	2019-20	2018-19	2017-18
252.47	177.12	287.73	237.32	232.49

File Description	Document
Provide extract of expenditure incurred on maintenance o f 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](#)

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:

INTRODUCTION:

Sibar institute of dental sciences has sculptured a structured mechanism and policy for maintenance and management of academic, physical and various IT facilities. All the infrastructure is well maintained by following the required standard operating procedures (SOP).

A maintenance committee is appointed solely for this purpose which is headed by the director of the college and includes other members and supporting staff like supervisors, plumbers, electricians, mechanics etc. All the decisions regarding the procurement, utilization and maintenance of infrastructure are made by the chairman of the committee under the guidance of the head of the institution.

The Maintenance Committee carries out its regular activity of complaints, rectifications and verification digitally using the ASANA app.

Dental equipment:

- Specialized equipment is maintained under optimum condition through annual maintenance contracts.

- Regular and periodic check-up of the equipment and all the dental chairs is carried out by the technical staff present in the college.

- Log books are maintained in every department for the available equipment.

- Maintenance of advanced equipment like CBCT, intraoral scanners, microscopes, ceramic furnace units etc is done with the legitimate agencies/manufacturers only.

- A stock register is maintained for the available material in the department and stock is updated in the first week of every month.

Clinical area & laboratory:

- All the departments are allotted with sufficient in-house staff who under the guidance of supervisors are responsible for the clean and safe maintenance of the clinical as well as laboratory areas.

- Thorough and regular scrutinization of the equipment is done and minor complaints are verified and corrected by the technical staff in the college.

- Unserviceable equipment in the warranty period are either replaced or returned to the concerned suppliers.

Classrooms & Library:

- SIDS provides well equipped classrooms with ICT-enabled facilities and biometric devices.

- Clean maintenance of the classrooms and library are done by the in-house staff allotted.

- The electrical and computing equipment are well-maintained and any repairs are immediately addressed by the technical staff.

- Allotment of books in the library is done through software and an entry register is maintained on a daily basis.

Sports facilities:

- Sports & Cultural clubs are appointed to look after the sports and cultural activities in the college.

- All the sports and gym equipment, sports arena are regularly monitored and maintained by the physical director with the help of professional staff.

Computing equipment:

- The computing equipment present in the classrooms, seminar halls, departments, library and WIFI facilities are maintained by the IT staff present in the college.

- DMS software for entry and updating of the patient data and LMS software in the library are maintained by the concerned software providers.

Waste management is done through the standard protocol and is disposed of by the safe-environment team. Equipment like generators, compressors, water motors, water purifiers, coolers etc are maintained by the concerned technicians.The maintenance committee meets quarterly to discuss and suggest the measures taken to improve the overall maintenance.

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](#)

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: 33.52

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)

2021-22	2020-21	2019-20	2018-19	2017-18
216	206	233	202	208

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

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 for additional information	[View Document](#)
Link to Institutional website	[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: 66.35

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

2021-22	2020-21	2019-20	2018-19	2017-18
398	381	437	441	453

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](#)

5.1.4

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

Response:

INTRODUCTION:

SIBAR Institute of Dental Sciences possesses an international student cell to facilitate the admission process for international students and to ensure a smooth learning experience for these students. It aims to help the international students to adapt to the ways of living, language, food and culture of our country as well as our state It also serves as a platform to address grievances of the students if any.

The International Student Cell takes care of international students during their stay, from the time of their admission to completion of their study. The cell also promotes cordial student-student and student-teacher relationships.

The cell creates a bridge between the students and the administration /management. The Cell provides required university and Government of India guidelines to the desired international students. We have a dedicated international student cell (ISC) designed to monitor and actively participate in integrating students from several parts of the globe into one student community.

The students are exposed to different cultural values, belief systems and behaviors to create oneness and promote contemplation beyond academics. Career support advice and exchange support are the important wings of SIDS ISC. It also promotes multi-ethnic culture among the students and encourages them to participate in numerous local cultural events.

OBJECTIVES OF INTERNATIONAL STUDENT CELL:

The cell will provides the appropriate Information to the students related to the following

- Step by step guidance and support to the eligible candidate for the Admission Process and also other proceeding like Credit mapping, any issues related to Official documentation process and other support activities.

- Help to resolve any Issues on the Certificate Process during the admission.

- Guidance for the candidate to enroll with Foreign Regional Registration Office (FRRO).

- Facilitate the eligible candidate with hostel accommodation for comfortable organization of the admission process.

- Arrangements of language class to facilitate improvement of communication skills.

- Organizing of interactive events and programs to Amalgamate them with Indian traditions,

lifestyles, religious events

- Periodic meetings to address their issues and to develop positive relationships with their classmates.

- Prompt response to the Issues related to Academic or any Administrative bodies and also address the Redressal of Student Grievances.

It also Promotes multi-ethnic culture among the students and encourages them to participate in numerous local cultural events.

ACTIVITIES OF THE INTERNATIONAL STUDENT CELL:

- The international student cell conducts orientation programs so that the first-year students become familiar with the programs offered, fee structure, and policies of the institute.
- To monitor the academic performances of the international students by coordinating with mentors and conveying the information to the guardians/parents regarding the academic performance of the student at the end of each internal examination.
- To offer assistance for visas and related immigration processes, if required.Conducting orientation programs to encourage social and cultural adjustment
- Counseling on social issues and special tutorials to facilitate understanding of the local language.
- The international student cell creates an opportunity for the international students to mingle with each other. The new environment provides an opportunity to widen the prospects for the interchange of new ideas.
- The international student cell monitors the development of the innate skills of the student by including them in cultural activities, sports, fine arts, entrepreneurship, etc. which are beyond the scope of academic activities.

File Description	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: 77.34

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 ..

2021-22	2020-21	2019-20	2018-19	2017-18
53	27	23	17	26

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**

2021-22	2020-21	2019-20	2018-19	2017-18
54	36	30	36	29

File Description	Document
Scanned copy of pass Certificates of the examination	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

5.2.2

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

Response: 54.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
69	73	69	73	87

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

5.2.3

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

Response: 25

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

Response: 32

File Description	Document
Supporting data for students/alumni as per data template	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any proof of admission to higher education	[View Document](#)
Any additional information	[View Document](#)

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: 38

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 .

2021-22	2020-21	2019-20	2018-19	2017-18
18	6	4	5	5

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any 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:

INTRODUCTION:

The Student Council is the apex body representing the student community and serves as a link between the administration and the students. It also serves as the single point of communication for students with any external entity interested in interacting with the student community. Besides, it ensures coordination and effective functioning of all the Student Bodies at the Institute. Students are given as many opportunities as possible to practically implement what they learn and aspire to be.

One such opportunity is the management of all student-related activities on the campus. The Student Council operates to ensure student welfare and actively engage the students in the continuous growth of the Institute.

Student Council's Responsibility:

1. Enhance communication between students and institute administration/faculty.

2. Represent the views of the students on matters of concern.

3. Promote respect and positive values among students.

4. Coordinates with the students sports and cultural clubs in conducting various extracurricular events.

The students council in association with student clubs organizes regular sports and cultural activities which culminate as annual sports and cultural day events. This plan helps in adequate opportunities to interact with each other and reduces the social barriers between the seniors and juniors. Annual Sports and Cultural days are the flashpoints in a calendar year for all the students of the college as they get an opportunity to manage a specific activity. This helps them hone their management and interpersonal skills.

STUDENTS COUNCIL ACTIVITY:

The council also facilitates student participation in a lot of activities helping social causes like participation in Rally On World No Tobacco Day, Oral Health Awareness Rally, Rally to support causes like Diabetes, Cardiac health etc. Organizing debates on socially relevant topics and invoking enthusiasm for directing the energies to betterment of society have been the prime objective of the council. Programs held on world oral health day, say no to plastic campaign, say no to tobacco campaign are a few examples of the orientation of its activities. The student representation is also taken care of in many other administrative committees of the institution.

The members of the student council are also active members in the various other committees like Hostel committee, Anti-ragging squad, Grievances & redressal committee, Internal quality assurance cell, etc. This amalgamation of the committee members in various councils help in better reach of a variety of information and get first hand notification among students, which will in turn help in taking feedback from the students. This will facilitate better student oriented decisions in various councils and committees.

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](#)

5.3.3

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

Response: 8.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
9	0	11	11	10

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](#)

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:

INTRODUCTION:

SIBAR Institute of Dental Sciences firmly believes that alumni are a formidable strength for an educational institution. SIDS thoroughly emphasizes on the continued participation of the alumni in the institutional activities as necessary. These practices allow the alumni to actively engage in

exchanging contemporary ideas from their first hand experiences in real life, which will immensely benefit the current students. The institution has a registered (379/2010 on 13th of October 2010) alumni association named 'Prerana'.

OBJECTIVES OF ALUMNI BODY (PRERANA)

1. To provide a forum for the Members of the Alumni Association to interact amongst themselves as also with the faculty and the present students.

2. To promote friendly association between them.

3. To disseminate knowledge and skills for the mutual benefit of the Members as also for the benefit of the College.

4. To undertake -Intellectual activities, Academic activities, Social service etc. for the benefit of the Members as also of the College and for the society at large.

5. To conduct academic meets such as conferences / workshops / seminars / lectures by eminent personalities from various walks of life.

ACTIVITIES OF THE ALUMNI BODY:

At SIDS, alumni meets are organized through which we inflate the newer innovations done in each field of dentistry. Over the last five years, Prerana has conducted a wide range of activities which includes community outreach programs, events promoting environmental sustainability, webinars for the students of the institution on career opportunities and advanced treatment modalities in dentistry etc.

ALUMNI CONTRIBUTIONS:

SIDS alumni have donated 137 books to the college central library to benefit the students of our college. With the donations of the alumni through Prerana books are regularly purchased which are available at the central library. To treat patients of low socioeconomic status, free removable dentures were sponsored by alumni to old and needy patients. Prerana has also actively conducted blood donation campaigns and environmental awareness programs. Prerana association has installed an academic gold medal for best outgoing student in addition to sports trophies

ALUMNI ACTIVITY:

Knowledge is power, thus our college has been enriching the alumni through various academic knowledge resources. To further encourage the research activity among students, Prerana alumni association has sponsored research grants of 5000 rupees for 2 of the best projects every year. Our alumni association has also funded special camps in collaboration with the Department of Pedodontics and Preventive Dentistry, Department of Periodontology and Department Of Public Health Dentistry. These special camps were organized to educate, treat and spread awareness among the village communities and school children.A series of webinars have been conducted on behalf of Prerana for the benefit of current students by eminent guest speakers.

File Description	Document
Any additional information	[View Document](#)
Link for frequency of meetings of Alumni Association with minutes	[View Document](#)
Link for audited statement of accounts of the Alumni Association	[View Document](#)
Lin for quantum of financial contribution	[View Document](#)
Link for details of Alumni Association activities	[View Document](#)
Link for Additional Information	[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
Institutional data in prescribed format	[View 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:

Since the inception, SIDS has been striving hard with the **Vision** of –

- Providing high quality educational programs and encouraging high quality innovative teaching and learning in a flourishing research environment.
- Operating a learning, teaching and assessment system which allows students to acquire and develop the knowledge and skills appropriate to their chosen career pathway.
- To maintain and develop strong connections with the regional, national and international communities and thus maximize new opportunities for the students.

MISSION:

To achieve excellence in academics and patient care the institution has been working with the following mission:

- To improve oral health and thereby the overall quality of life by contributing fundamental knowledge, excellence, and leadership.
- The faculty and students are expected to meticulously work in the respective arenas with diligence, dedication and devotion, with the motto of "Service, Knowledge & Kindness".

PERSPECTIVE PLAN:

The institution provides holistic education to develop skills, knowledge, and value through a well-structured curriculum for under and post-graduates.

Over the years, the institution has been running with its ultra-modern facilities and well-equipped laboratories, and capabilities to produce experts in the field, and the college has been able to achieve high satisfaction of patient index.

The institution aims to deliver an effective teaching process to compete with the global standards. The college provides access to a library offering a wide range of e-journals, reference books, aimed at providing the best in dental education and research among the students.

AUTHORIZATION:

To achieve these, various modalities are constantly planned by the management. For effective governance, the Dean is authorized to appoint the necessary constituent committees, comprising of members from teaching and non-teaching faculty, students and other stake holders, for designing the modalities and gain institutional excellence.

The Medical Dental Education Cell strives hard to achieve the primary vision of providing high quality educational programs and encourage high quality innovative teaching and learning to the students and faculty. It has been designing and conducting various Interdisciplinary programs; Value added courses; CDE programs and Faculty Development Programs.

The Academic Council of the institution effectively handles the vision of developing a learning, teaching and assessment system which allows students to acquire and develop the knowledge and skills appropriate to their chosen career pathway. It provides the students with a Patient-centric training and evaluation system.

To achieve the vision of maintaining and developing strong connections with the regional, national and international communities and thus, maximize new opportunities, SIDS has entered into strategic tie-ups and MOUs with various institutes of repute at the National and International level, to help in student and faculty exchange programs; activities of academic and research excellence and thus, achieve Institutional excellence.

The Mission of SIDS, to improve oral health and thereby the overall quality of life of the patient, is achieved through various outreach programs in the rural areas, conducted by the Department of Public Health Dentistry and the Department of Paedodontics.

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:

INTRODUCTION:

At SIBAR Institute of Dental Sciences, collective functioning is valued. This outlook of the institution allows everyone associated with the institution to efficiently involve in the multitude of institutional activities and contribute towards the institutional growth besides offering value and satisfaction to the

individuals at a personal level. It is with this ideology that the institution has formulated several committees with the representation of students and faculty.

The organizational structure of the institution comprises of governing body, governing council, IQAC, various committees and departments.

The governing body is a group of 12 members vastly experienced in the field of health care education which meets on a regular basis to discuss the scope for improvement and formulate strategies for implementation of the decisions made. The administration at the execution level constitutes the Dean, Principal, Directors, Vice-Deans for Hospital and Administration all of whom work with the support of several committees commissioned to warrant decentralization and participative management.

DEPARTMENTS:

There is thorough distribution of work among the faculty and regular meetings at the departmental level are undertaken to discuss all academic and administrative matters. The Head of the Department represents the departmental concerns periodically to the Dean.

Every department has specific in-charge faculty to look after the academic activities of   3rd & 4th BDS students, Interns and Postgraduates. Administrative works like attendance, patient OP records, department library, indent records, maintenance, etc. are distributed to each faculty member in respective departments.

OFFICE ADMINISTRATION:

There are Academic, Finance and General Administration sections with delineated staff supervised by the General Manager. The Dean and Vice-Dean (administration) coordinates with the General Manager in the smooth functioning of all administrative activities.

COMMITTEES:

Various committees have been formulated with specific functional objectives. The committees are represented by faculty, students and a convenor to facilitate coordination with the Dean regarding the activities of the committee. This practice of constituting committees and involving them in the effective functioning of the institution enables us to explore the potential for improvement in diverse areas of interest with great attention to detail. The committees have regular meetings and their reports are reviewed in the annual committee meeting between the members of the corresponding committee, Principal, and the Dean.

OUTCOME:

This mode of decentralized and participative management adapted in the institution facilitates better administration in all aspects. The faculty and students are also benefited through this modus operandi by indoctrination of leadership skills over the course of functioning in the institutional committees. This also leads to an harmonious atmosphere among all stakeholders.

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:

The Institution has a clearly defined organizational structure with various committees constituted having specific objectives.

THE GOVERNING BODY

The governing body is the ultimate apex body with members vastly experienced in the field of health care education which discusses on the scope for improvement and formulate strategies for implementation of the decisions made.

THE GOVERNING COUNCIL

SIDS governing council is formed with an objective to ensure effective and efficient execution of the administration of the college so as to achieve excellence in dental education as well as holistic development of the students. SIDS college governing council helps to set and monitor the direction and functioning of college. The council comprises of the Dean, Directors, Principal and Vice Deans.

IQAC

The IQAC of SIDS has been constituted in 2022 in accordance with the NAAC guidelines. It aims at the continuous improvement of quality and achieving academic excellence at its fullest.

COMMITTEES

To attain our vision, decentralized governance is being implemented by constituting various academic and administrative committees with an inclusive ambience at SIDS. This practice has led to better governance, quicker redressal and decision making. The Dean holds meetings with members of the various committees to address the institutional development needs in accordance with the college's vision and mission.

Sibar Institute of Dental Sciences believes that strategy implementation is very essential for turning plans

into action to reach a desired outcome. The institute has formulated the following strategic goals:

- Enhancing e-governance.
- Adapting emerging technologies in teaching learning process.
- Establishing a commendable internal quality assurance system.
- To encourage the teaching faculty for active participation in research and publications
- Research grants by national and international funding agencies.
- Receiving insights from alumni and further implementation.
- To be recognized as an excellent centre for skill enhancement programs.
- To start fellowship programmes in various fields of dentistry.
- To achieve good ranking from various agencies like NAAC, NIRF, NABH, etc.,
- National and international recognition through academic excellence.
- Attracting students from diverse backgrounds.

The Sibar Institute of Dental Sciences proposes a strategic plan to engage all the teaching faculty, non-teaching staff, administrative staff and students. The implementation of strategic plan is timely monitored by Dean, administrators and all committee members. The hallmark of quality standards, its monitoring and thorough evaluation will be carried out by the IQAC. Based on IQAC recommendation, the corrective actions for further process and deployment of resources will be undertaken.

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

6.2.2

Implementation of e-governance in areas of operation

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

INTRODUCTION:

Sibar Institute of Dental Sciences has effective welfare measures for both the teaching and non-teaching staff. Sibar Institute of Dental Sciences has a well-formulated Welfare Policy in place to ensure the well-being of the employees, which in turn will enrich the quality of life of employees.

FOR TEACHING STAFF:

Immunization of teaching staff:

Employees who are at risk of acquiring Hepatitis-B while performing duties are immunized with Hepatitis B vaccine as a welfare measure.

Free Accommodation:

Some of the teaching staff are provided accommodation in the premises of the campus and have subsidized dining services offering delicious food.

Rewards & Recognition:

Rewards and Recognition practices are available to encourage teaching faculty whose performance is outstanding either individually or through a team that contributes to the overall objectives of the

organization.

Salary advance: Salary advance facility can also be availed by the faculty in need.

Leave policy:

SIDS has a leave policy based on the cadre of the staff. Professors and Readers can avail a total of 20 casual leaves and 15 special leaves. The lecturers can avail a total of 25 casual leaves and 10 special leaves. Special leave can be availed to attend conferences. Special leave is also sanctioned for self/ children's marriage.

TRANSPORT FACILITY:

The faculty are entitled to avail free bus facility as per their need.

SIDS offers up to 100% concession in all dental treatments for teaching staff except in cosmetic and implant treatments.

Children of teaching staff can avail concessions of 10% -20% in their annual fee of BDS and MDS courses.

FOR NON-TEACHING STAFF:

Loan from the institution:

Loan facility is available to meet urgent medical / marriage/ education of children expenses for self and dependent family members. The eligible loan amount will be two months gross salary. This will be recovered from the employee's monthly salary without any interest.

Safety kits for employees:

Employees working in hazardous areas are provided with safety kits.

Immunization of non-teaching staff:

Employees who are at risk of acquiring Hepatitis B while performing duties are immunized with Hepatitis B vaccine as a welfare measure.

Free Accommodation:

Some of the non –teaching staff are provided accommodation in the premises of the campus and have subsidized dining services offering delicious food with hygiene.

Leave policy:

The non-teaching staff can avail themselves of a total of 24 casual leaves in a calendar year.

Free bus facility:

The non-teaching staff are entitled to avail free bus facility as per their need.

Social Security Benefits:

Contributory Provident Fund:

All employees who are on time scale pay are eligible for contributory provident fund as per the provisions of Provident Fund Act, 1952. The employer's contribution would be limited to 12 percent of Basic Pay plus Dearness Allowance.

ESI:

As per ESI act 1948, all the eligible employees are provided with this benefit whose gross salary is equal or less than Rs. 20,000.

Uniform for non-teaching staff:

Four sets of uniforms are provided for all non –teaching employees per year.

Rewards & Recognition:

Rewards and Recognition practices are available. SIDS offers up to 100% concession in all dental treatments for non-teaching staff except in cosmetic and implant treatments. For children of non-teaching staff concession of dental treatments up to 50% depending on the treatment modality.

Children marriage allowance:

SIDS offers marriage allowance as a gift to children of non-teaching staff, up to 2 to 3 months gross salary.

File Description	Document
Link for policy document on the welfare measures	[View Document](#)
Link for additional information	[View Document](#)
Link for list of beneficiaries of 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: 64.9

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

2021-22	2020-21	2019-20	2018-19	2017-18
82	66	76	51	37

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

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: 16.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
18	15	14	17	18

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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](#)
Copy of circular/ brochure/report of training program self conducted program may also be considered	[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: 22.14

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

2021-22	2020-21	2019-20	2018-19	2017-18
71	66	62	7	13

File Description	Document
Institutional data in prescribed format	[View Document](#)
E-copy of the certificate of the program attended by teacher	[View Document](#)
Days limits of program/course as prescribed by UGC/AICTE or Preferably Minimum one day programme conducted by recognised body/academic institution	[View Document](#)

6.3.5

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

Response:

Performance appraisal system forms an integral part of the smooth functioning and growth of any institution. It helps to boost employee engagement and productivity. SIDS has always been proactive in this front and has a mechanism in place for timely appraisals.

The appraisal system for the teaching staff comprises of

- Annual Self-appraisal form: Consists of a structured questionnaire which includes teaching activities, participation in teacher training/ faculty development programs /national and international conferences, research guidance to undergraduate students, scientific publications, research grants received and punctuality.

- The appraisal forms are assessed by the Dean and the report will be forwarded to the governing council for further decisions.

- The governing council's recommendations form the basis for faculty increments, promotions and any other incentives.

Performance appraisal system forms an integral part of the smooth functioning and growth of any institution. It helps to boost employee engagement and productivity. SIDS has always been proactive in this front and has a mechanism in place for timely appraisals.

The appraisal system for the teaching staff comprises of

- Annual Self-appraisal form: Consists of a structured questionnaire which includes teaching methodologies adopted by the faculty (eg: Number of Theory & Practical classes taken; Methods applied for such teaching; Contribution to improve the teaching-learning process; Uploading e-content to facilitate for future learning of students), participation in teacher training / faculty development programs / national and international conferences; research guidance to undergraduate students, scientific publications; research grants received; timely response to the circulars and notifications sent from the Dean and punctuality.
- The Dean appoints a designated team which assesses / analyses the appraisal forms.
- The team then proposes recommendations about individual faculty, to the Dean, for further decisions.
- Such recommendations will form the basis for faculty increments, promotions and any other incentives.

The appraisal system for the non-teaching staff comprises of

- The parameters taken into consideration for appraisal of non-teaching staff are – Punctuality, Discipline, Neatness, Leave record, Behavior and relationship maintenance with superiors, colleagues and patients; Level of understanding of the allocated work; and Efficacy in executing the allotted work.
- Based on these parameters, monthly performance feedback forms will be obtained from the head of the department for the non-teaching staff working in their department.
- Monthly feedback forms will also be obtained from the supervisors, regarding the performance of the non-teaching staff.
- Both these forms for each non-teaching staff are assessed by the Director and Dean for releasing of incentives.
- The governing council's recommendations form the basis for annual increments.

The advantages of such appraisal system as adopted by the SIDS:

1. **Performance linked initiatives**: A good performing teaching / non-teaching staff, will receive incentives / encouragements.
2. **Incentives for Research activities / Publications**: Financial assistance is provided to the teaching faculty who regularly attends conferences and present scientific papers / posters; Achieve research grants; gain publications in reputed peer reviewed indexed journals as first author.
3. **Involvement in decision making**: Based on the proven competencies, the teaching faculty will gain importance to involve and contribute at the institute and university levels in the various committees.

The evidence of the success of this system reflects in the retention of the maximum number of teaching staff in our institute.

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:

All activities undertaken by an organization to secure new and additional finances, human and material resources is covered under the resource mobilization policy.

Inherent efforts to mobilize resources is the drive for organizational sustainability. It also involves making better use of and maximizing existing resources.

Income categories

1. The institution is self-financed, and income is generated mainly from tuition fees collected from the students.

2. Income generated from dental clinics and laboratories also contribute to the income.

3. Few contributions from philanthropic organizations also add to the total income.

Plan for Additional Resources:

• Introduction of fellowship courses and increasing the number of skill enhancement programmes.

• Enhance the revenue generated in the dental clinics by mobilization of more number of patients through awareness programmes and better patient care

Budget Plan

1. A budget estimate is drawn and estimated at the beginning of every financial year.

For budgetary consideration the cost incurred in the previous year is considered   and any new developments planned for the year is included. This is submitted to the governing body for approval.

1. Income and budget - Expenditure is tracked every month by head of the institution   and if there is any cost escalation, the same is put up before the concerned departments.

2. The expenditure is broadly divided into:

   - Establishment charges such as salaries, operating expenses such as material cost, electricity, repairs and maintenance etc.

   - Capital expenditure such as expenses towards dental equipment and building infrastructure.

   - Academic and research expenditure such as expenses towards library, seminar and conferences sponsorships, community dental programmes.

1. Any new budgetary heads are created on need basis.

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](#)

6.4.2

Institution conducts internal and external financial audits regularly

Response:

INTERNAL AUDIT:

Internal Audit is an independent management function which involves a continuous and critical appraisal of the functioning of an entity with a view to suggest improvements to strengthen the governing mechanism of the institute. Internal audit helps the management to take right decisions about mobilization and utilization of funds, sources of income, utilization of the resource, compliance with laws etc. Books of Account are maintained digitally by TallyERP9 integrated accounting software, besides the maintenance of bills and vouchers, documents etc., in physical mode.

The Salaries of the staff will be paid in accordance with their appointment and continued with the periodical increments. The payments will be made to the Professors, Teaching and Non-teaching staff after deducting for the statutory compliances such as Tax Deducted at Source, Professional Tax, EPF, ESI etc.

Budgetary arrangements will be made to procure the relative equipment, materials, consumables etc. after obtaining the approval from the management.

Further, other administrative expenditure such as Electricity Bills, Office Maintenance, Vehicles Maintenance etc will be paid on actual basis as per the approval received from the controlling authorities in the institute.

The Sources of Income of the institute is mainly from the Fee Collections from the students, Hostel Fee, Consultation, and treatment charges collected from the patients in the dental clinic. In this aspect the Fee Collections from the students are made as per the norms fixed by the Government and the management has no scope for intervention. The other items such as hostel fee from the students, treatment charges from the patients are incidental amounts collected at concessional rates just to support the actual expenditure incurred. The Institution has been granted exemption U/s 10(23C) of the Income-tax Act, 1961 and therefore, the books of account shall be audited by the Chartered Accountants, and further the surplus funds shall be deposited in the Banks, Mutual Funds, Specified Investments as mentioned in the Income tax Act, 1961. The Management in compliance of the provisions keeps the funds with the Banks and other approved investments. The income accrued or earned thereon is shown as other income in the financial statements.

EXTERNAL/STATUTORY AUDIT:

The Institute has been promoted by SIBAR EDUCATIONAL ACADEMY and it is the only activity of the society. Therefore, the books of account in respect of the society and institute are combined and presented for the statutory audit. The auditors in their process examine the Management Functions of design, implementation and maintenance of adequate internal financial controls that were operating effectively for ensuring the orderly and efficient conduct of its business, including adherence to society's policies, the safeguarding of its assets, the prevention and detection of frauds and errors, the accuracy and completeness of the accounting records, and the timely preparation of reliable financial information. Auditors further verify the audit evidence, arithmetical accuracy and compliance of the statutory requirements and issue the audit report for each financial year. Statutory audits have been completed up to the latest financial year 2021-22.

File Description	Document
Link for documents pertaining to internal and external audits year-wise for the last five years	[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: 50

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	50	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](#)

6.5 Internal Quality Assurance System

6.5.1

Instituion has a streamlined Internal Quality Assurance Mechanism

Response:

Instituion has a streamlined Internal Quality Assurance Mechanism

SIBAR has a well-designed Internal Quality Assurance Cell with a dedicated team working hand in hand to improve the overall functioning of the institute. The committee was constituted on 1st March 2022 as per the NAAC guidelines with an aim to channel the efforts and measures of the institution towards academic excellence.

The objectives of this cell are

• To develop quality parameters for academic and administrative activities of the institution.

• To facilitate learner centric environment for quality education.

• To assess the feedback mechanism on quality related institutional processes from stake holders, parents, students etc.

• To organize workshop / seminars on quality related themes.

• To document various activities leading to quality improvement.

• To develop quality culture in the institution.

• To prepare Annual Quality Assurance Report (AQAR) as per guidelines and parameters of NAAC.

The IQAC is a significant administrative body and forms the core for quality assessment in all activities of the institution. The various committees of SIDS forward their reports to IQAC which in turn gives its suggestions on quality enhancement.

The functions of this cell are

1. The IQAC reviews all academic related activities like teaching-learning, clinical skills, evaluation processes and result analysis.

2. The IQAC gives its recommendations for better patient care delivery, infection control and sterilization.

3. IQAC assesses the feedback reports on various activities in the institution.

4. Screening and treatment quality in Community outreach settings are assessed by the IQAC

5. To improvise the quality of library facilities and better utilization of the same by students and faculty.

6. The IQAC reviews the reports given by the committees and gives its suggestions for excelling in sports and cultural activities.

7. Research is the backbone of any educational institution. The IQAC emphasizes the inculcation of research culture among the students and reviews the evidence of success of Medhomadhan program. The cell also monitors the quality of faculty research, grants from various funding agencies and scientific publications.

8. IQAC monitors the quality of scientific programs conducted by Medical and Dental Education cell (MDEC). It also organizes workshop / seminars on quality related themes.

9. Preparedness for Accreditations by various agencies is reviewed by IQAC.

10. The IQAC reviews the existing MOUs and gives suggestion for new collaborations.

11. The IQAC monitors the maintenance and recommends upgradation of Infrastructure facilities.

The Internal Quality Assurance Cell of SIDS conducts regular periodic meetings. This cell is not another hierarchical structure or record-keeping exercise in the institution; it is a facilitative and participative voluntary system/unit/organ of the institution.

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

6.5.2

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

Response: 70.87

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

2021-22	2020-21	2019-20	2018-19	2017-18
76	76	72	65	49

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

6.5.3

The Institution adopts several Quality Assurance initiatives

The Institution has implemented the following QA initiatives :

1. Regular meeting of Internal Quality Assurance Cell (IQAC)

2. Feedback from stakeholder collected, analysed and report submitted to college management for improvements

3. Organization of workshops, seminars, orientation on quality initiatives for teachers and administrative staff.

4. Preparation of documents for accreditation bodies (NAAC, NBA, ISO, NIRF etc.,)

Response: A. All of the above

File Description	Document
Report of the workshops, seminars and orientation program	[View Document](#)
Report of the feedback from the stakeholders duly attested by the Board of Management	[View Document](#)
Minutes of the meetings of IQAC	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Annual report of the College	[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: 25

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

2021-22	2020-21	2019-20	2018-19	2017-18
4	3	5	7	6

File Description	Document
Report gender equity sensitization programmes	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Geotagged photographs of the events	[View Document](#)
Extract of Annual report	[View Document](#)
Copy of circular/brochure/ Report of the program	[View Document](#)
Any additional information	[View Document](#)

7.1.2

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

Response:

INTRODUCTION:

Sibar Institute of Dental Sciences, Guntur has a conducive environment for gender equality amply reflected in composition of students, faculty and other staff. The college has a healthy gender ratio in favour of females with 75% of students and 50% of staff being women. The institution facilitates a favorable work environment and culture for its students and employees.

All Institutional regulations, recruitment policies, academic & extracurricular activities and administrative bodies maintain gender equity. The Institution provides equal opportunities to both genders in all its curricular and co-curricular activities with ability and performance being the only

criteria for selection.

CURRICULAR ACTIVITIES:

- Gender Sensitization programs are conducted on a regular basis as a part of the curriculum to inculcate noble virtues.

CO-CURRICULAR ACTIVITIES:

- Gender Equity Promotional activities are organized every year which include workshops, essay-writing, debates, poster making etc. Every year, interactive sessions on women empowerment are also organized for students, faculty and staff.

- International Women's Day is celebrated every year by involving both girls and boys wherein events pertaining to various gender related issues are organized and views are summoned.

FACILITIES FOR WOMEN IN CAMPUS:

a)Safety and security:

- Campus of SIDS is a well-demarcated, closed campus with boundary walls. It is well protected and monitored by security guards round the clock and CCTV cameras at strategic locations including hostels.

- Internal corridors are well-lit. The whole campus is under 24/7 CCTV-camera surveillance and monitored regularly.

- Prevention of sexual harassment, anti ragging, grievances redressal committees are constituted which work relentlessly, keeping in view the welfare, safety, and security of the staff and students.

- Separate secured hostels exist for girls and boys with full-time wardens. Security personnel are deployed at girls' hostels.

- All gates are well demarcated and security guards are stationed at designated points to check the movement of individuals.

- A lady gynecologist has been deputed to look after girl students' health concerns.

b) Counselling:

- Institution has an effective mentorship program. Mentors act as guardian, friend and guide to counsel the students. The mentors meet the mentees regularly and enquire about the students overall performance and their personal problems if any.

- At the beginning of every academic year, the institute conducts orientation programs. Counseling sessions are also made available to the necessary students.

- Expert Lectures and workshops on Gender sensitization, and Self-defense training programs are regularly conducted.

- Committee for prevention of sexual harassment specifically addresses relevant issues of female students and women at workplace.

c) Common rooms:

There are separate common rooms for boys and girls, which are well ventilated, equipped with lockers, drinking water facilities and hygienic washrooms.

- Separate well-equipped fitness centres are provided in the hostels.

Sibar Institute of Dental Sciences has always believed in a holistic growth for its students. The institute is instrumental in taking many strategic steps towards eliminating gender disparity, thus contributing its part in creating a society where there would be gender equality in true sense.

d) Day care centre for young children

Day care center and Nursing Room is made available to cater the need of Faculty Members and Patients.

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:

INTRODUCTION:

Sibar Institute of Dental Sciences, Guntur follows standard guidelines for waste management and has facilities for efficient management of different types of wastes generated.

SOLID WASTE MANAGEMENT:

Solid waste is disposed as per Solid Waste Management protocols. The institute does not generate any hazardous solid waste. Non- hazardous solid waste is collected as per standard protocol and segregated into biodegradable and non-biodegradable waste. Biodegradable waste generated in the form of garbage through regular maintenance, stationery related waste and food waste from the hostels is dumped in the designated compost pits and the compost produced is utilized for maintaining green vegetation in the campus. The non-biodegradable waste is collected by the local Municipal Corporation for safe disposal.

LIQUID WASTE MANAGEMENT:

The Institution has a Sewage Treatment Plant (STP) within the campus with output of 75KLD. It reduces the release of disease causing organisms into the environment. The hazardous liquid waste generated from the college labs is put in a separate tightly capped labeled container and disposed off-site by the concerned service company with which the institution is tied up with.

BIO-MEDICAL WASTE MANAGEMENT:

Bio-medical waste is managed as per Bio-medical waste management rules, 2016. Sibar Institute of Dental Sciences, Guntur is registered with A.P State Pollution Control Board for disposal of biomedical waste as per the standard protocols of the Board. All generated biomedical wastes are segregated in colour coded dustbins with standard polythenes placed over them in all identified areas of Hospital and Institution premises, cumulated/collected at a designated area and disposed as per standard protocols. The institution has a memorandum of understanding (MOU) with Safenviron, Chinnakakani for disposal of bio-medical waste generated in the institute. Training and awareness programs on Biomedical waste management are also regularly conducted for all students, teaching and non-teaching faculty.

E - WASTE MANAGEMENT:

- E waste is managed as per the E-Waste Management Rules, 2016.

- E-Waste generated (computer accessories, servers, printers, batteries, ACs, refrigerators, telephones, EPABX, Xerox machines, etc.) from all the departments is collected at consigned location and handled under an agreement with Baid electronics which disposes off e-waste in an eco-friendly way.

- E-waste is disposed as per SOP for condemnation and disposal of items to registered E-waste recycling companies.

WASTE RE-CYCLING SYSTEM:

- Biodegradable waste is processed for composting and is used for gardening.

- Liquid waste processed in the Sewage Treatment Plant is reused for gardening.

HAZARDOUS CHEMICALS AND RADIOACTIVE WASTE MANAGEMENT:

- The hazardous chemical waste generated from the labs that cannot be reused or recycled is collected following a standard protocol and discarded off-site by Safenviron with whom MOU has been signed.

- No radioactive waste is generated on campus.

- Radiation levels in the Radiology department are monitored and certified to be within permissible limits by Avanttec Laboratories (P) Ltd as per the Radiation Protection Rules.

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](#)
Geo tagged photo Code of conduct or visitor instruction displayed in the institution	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)	

7.1.6

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](#)

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:

INTRODUCTION:

Sibar Institute of Dental Sciences advocates Gandhian principles of tolerance and harmony by fostering unity in diversity. The institute has a strong vision to train with empathy and produce quality dental professionals with competent skills and knowledge to render noble services to all sections of society with compassion.

SIDS has a multicultural, multilingual student and faculty base hailing from different socioeconomic backgrounds. The institute has built up a culture wherein students from diverse traditions can flourish.

Initiatives for an inclusive environment for students/staff include:

Academic support: The Institute provides academic support to ensure all students have the equal opportunity to thrive.

- Students who have difficulty in communicating English language are supported by flexible pacing, mentorship programs and tutoring.

- Students with different linguistic backgrounds are offered classes on regional language (telugu) enabling them to converse with the patients.

- Mentorship program is carried out to provide psychosocial, environmental, and emotional support.

Annual fests and gatherings:

Students of different communities and backgrounds come together for these activities. Various cultures are represented during the fests which depict the sense of integrity.

CULTURAL & SPORTS ACTIVITIES:

- Cultural and Religious festivals such as Sankranthi, Christmas etc are celebrated with great zeal.

- Occasions such as Teachers day, International Women's day, give the scope to work as a team forgetting their differences.

- Patriotic Initiatives include Republic Day and Independence Day celebrations to nurture nationalism.

- Sports activities at the college level and beyond are encouraged with the motto to create a sense of belongingness and tolerance in the students. Also to build a culture of inclusive, universal health and wellbeing, central to the effort.

The National Service Scheme (NSS) unit is established to inculcate a sense of unity, discipline and harmony. The activities expose the students to problems of socio-economically deprived populations and serve as a bridge between Institution and community.

COMMITTEES:

Anti-ragging and sexual harassment cells act as key factor in maintaining tolerance and harmony among students. For the last one decade, there is no incidence of ragging or harassment which shows the efficient working of the cells. Optional holidays are availed by employees for unlisted community festivals, based on individual requirements. Elimination of socioeconomic disparities: The College adopts a uniform dress code for the students in the institution which serves to instill a sense of equity among all the students.

EXTRA-CURRICULAR ACTIVITIES:

To infuse communal harmony within the minds of the students, various events such as Campaigns, Essay writing, Logo Designing and e-posters on national integration and religious/racial tolerance are conducted.

LEVERAGING LOCATION AS AN ADVANTAGE:

The institute is located in close proximity to many villages making its services accessible to them. It also has better connectivity to the nearby cities in terms of its vicinity to the bus stand, and availability of both public and private means of transport from time to time.

Good number of community and school dental camps are conducted every year that cater to different strata of the society and needful camp patients are provided treatment at subsidized rates.

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

7.1.9

Code of conduct handbook exists for students, teachers and academic and administrative staff including the Dean / Principal /Officials and support staff.

1. The Code of conduct is displayed on the website

2. There is a committee to monitor adherence to the code of conduct

3. Institution organizes professional ethics programmes for students, teachers and   the academic and administrative staff

4. Annual awareness programmes on the code of conduct are organized

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Information about the committee composition number of programmes organized etc in support of the claims	[View Document](#)
Details of the monitoring committee of the code of conduct	[View Document](#)
Details of Programs on professional ethics and awareness programs	[View Document](#)
Web link of the code of conduct	[View Document](#)
Link for additional information	[View Document](#)

7.1.10

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

Response:

INTRODUCTION:

Sibar Institute of Dental Sciences strongly believes that it is paramount to preserve and protect our national identity and culture by increasing awareness in young students about our glorious heritage. At SIDS, students are sensitized about significant landmarks in Indian history to inculcate a sense of national pride and patriotism.

COMMEMORATIVE DAYS:

The institute is prompt in celebrating **National days** like Independence Day, Republic Day etc with much fervour of national integration. The spirit of patriotism echoes with the magnificent march past, hoisting of the National Flag and rendition of the National Anthem.

The institution caters to the diverse religious appeal of the staff and students in the form of formally observing various **religious festivals** like Pongal, Ganesh chaturthi, Christmas, etc.

Certain **important days** like the World Oral Health day, World No-Tobacco Day, World Oral Cancer Day, Oral hygiene day, World diabetes day, National dentists day etc are observed as collective efforts of many departments. Various activities like guest lectures, awareness camps, rallies, outreach programs, etc are conducted.

Individual **speciality days** are celebrated with the motto of creating awareness in the patients about the speciality and to commemorate the contribution of the speciality fraternity. Activities include spreading awareness about the speciality by means of banners, radio talks, offline and online lectures, campaigns,

social media platforms. Various competitions such as quiz, essay writing, table clinic, poster making, art and craft, treasure hunt etc are conducted in which students and staff actively participate.

Other important **commemorative days** which the institute has been proudly observing since the last five years include:

New Year's Day on 1st January is celebrated with great pomp. All the departments are embellished with colourful rangolis, balloons, flowers, paper cuttings.

National Youth Day on 12th January to commemorate the birthday of Swami Vivekananda, one of the greatest philosophers of India. The main objective is to propagate his ideals and wake up the eternal energy of the youth.

International Women's Day on 8th March is celebrated by theme-based lectures and activities highlighting gender equality are organized by the institution.

International Day of Yoga on 21st June, to promote awareness about the significance of including yoga in everyday life through guest lectures by eminent speakers of the field. Yoga demonstration sessions are included.

Teachers Day on 5th September is celebrated every year. Students organize cultural events, conduct games to the faculty and honour the staff.

National Unity Day on 31st October, to mark the birth anniversary of Sardar Vallabhbhai Patel. Students enthusiastically participate in the marathon to evoke the spirit of integrity.

Children's Day is celebrated by the Department of Pediatric Dentistry, SIDS, wherein weeklong school dental health camps are organized to educate the children about the importance of oral health.

Various activities like drawing, skits, elocution are also organized for the students to actively involve them in the programs and winners are awarded with certificates.

The solo motive behind the celebrations is to offer students to bloom, develop and thrive together and to imbibe a sense of togetherness.

File Description	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:

BEST PRACTICE - 1

Title of the Practice: MISSION M'ORAL' EQUALITY

Objectives

The objectives of the practice are to transform the attitudes of the poor and the under-privileged sections on oral health and provide them requisite support in terms of accessibility and affordability. The collateral objective is to equip the participating students with the quintessential qualities of empathy, ethical acumen and clinical skill.

Context

It is an established fact that India has a high oral disease burden, and more strikingly in its rural areas and among people from poorer socioeconomic strata. Accessibility and affordability are the basic reasons for such phenomenon and requires a strong social commitment to address these issues. SIDS came up with "Mission M'oral' Equality" with the idea to serve the underserved in a consistent manner as opposed to the conventional sporadic conduct of dental camps.

Practice

The motto of SIDS is 'Service, Knowledge & Kindness'. Serving the communities translates to reaching out to the underserved areas, identifying the oral health needs of the people in these areas, and making efforts to reduce the oral disease burden by providing treatment services as necessary.

? Oral Health camps: As a part of extension activities and rural outreach programs, the Departments of Public Health Dentistry and Pediatric Dentistry have conducted 1319 programs.

? Village and school adoption: The institute has adopted Takkellapadu & Kotha Reddy Palem and made efforts to transform them into model villages through awareness and practices of dental care. SIDS has also adopted two government schools to inculcate good oral hygiene practices at an early age. The institution also established satellite clinics at Acharya Nagarjuna University, Namburu, and Chebrolu.

? Oral health education programs: As an integral part of providing comprehensive care, we realized that making the local health workforce aware of oral health is an absolute necessity. The institute reaches out to anganwadi workers, school teachers, local institutions like Public Health Centres, Government Primary/ High Schools etc., and organizes educational programs to create local impetus of change that can change the face of the community.

Evidence of Success

The very fact that we have been able to pursue this practice for so many years is a testament for success in itself and we also believe that the ever-increasing number of patients screened and motivated to maintain oral hygiene is another offshoot of the practice. The self-confidence, amount of clinical exposure, self-direction of students go a long way in shaping their professional careers; the number of students from the institution who secured admissions and roles in prestigious Institutions abroad and in organizations like Tata Trust, National Institute of Nutrition, Public Health Foundation of India etc. serves as an excellent justification.

Problems Encountered & Resources Required

"Mission M'oral' Equality" has not been easy for us. There was a good amount of resistance owing to the lack of awareness and conventional endorsement of dental myths. The communities could not straight away relate themselves to these non-demand-driven care seeking behaviors. Over the years, we also realized that deploying members from the community as a part of the pre-outreach preparation would be an excellent resource to have, and we will work in that direction going forward.

BEST PRACTICE - 2

Title of the Practice: THINK DIGITAL -GO PAPERLESS

Objectives:

- To achieve environmental sustainability.

- To digitize patient record management.

- To enhance patient document storage and security.

- Improve efficiency and provide better care to the patients.

- To acclimatize the students towards usage of electronic health records.

Context:

As the first step in our journey towards sustainability and digitalization, we planned the development of our customized electronic patient management software named "Dental Management Software (DMS)" in 2019. This was started with an intention to provide efficient care for our patients in a sustainable way. This required revamping the institution technically which involved a considerably huge initial investment. As the saying goes 'Initial step is always hardest" this phase of transition also demanded human adaptability.

Practice:

Digitalization is a huge step forward India has taken in enhancing productivity in all fields including educational institutions. It has potential to boost more inclusive and sustainable growth by spurring efficiencies and improving services. Our institution also took a step forward by installing an electronic health record system (DMS software). This system has enabled the institution to go paperless which made us fulfill our responsibility towards mother earth. All the clinical students, faculty, departments and billing section are given their registration ID and password to access the software.

This step has made our institute work more efficiently as we are able to deliver the services at a faster pace with less number of working hands from patient registration till treatment. Digitalization of radiology is also included under this process and has reduced radiographic foot print as well. Since the entire patient data is recorded electronically, the physical storage space is reduced by large. The software is user friendly and requires only a minimal training to operate effectively. Confidentiality of the patients is also very important and ensuring that our patient's data is secure are the other constraints.

Evidence of Success:

- Able to reduce human resources, time, paper and cost.

- Better patient experience.

- Complete information of the patients at point of care.

- Students are well versed in skills related to usage of electronic health records systems.

- Rich source of longitudinal health data on large populations for epidemiological studies.

Problems Encountered and Resources Required:

Technology is not always the hardest part; culture change is the harder part. Procurement of all the hardware, computers, tablets, routers required for digitalisation involved a lot of initial financial investment. We have encountered issues regarding the adaptability, compliance, technical glitches which shook the system in between. Safeguarding the privacy and security of patient details is also a constraint. Initial investment, uninterrupted power supply and technical personnel were the resources required.

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:

MEDHOMADHAN (Churning the intellect)

SIBAR Institute of Dental Sciences has distinctively created its own identity by initiating a research orientation program for undergraduate students establishing inquisitive minds, scientific temper and an ethical outlook at the early years of laying down the career foundation. This program fosters a spirit of inquiry and promotes deeper comprehension through scientific and evidence-based practice.

The very term 'research' sounds appalling to the student fraternity, lest, it should kindle the interest at an undergraduate level, especially when it doesn't have a direct bearing on their curriculum. When this program was initiated, the response from the students was not phenomenal. The faculty reinforced the thought of freewill and enthusiasm by exposing the students to simple conducive ideas based on the challenges we face in our routine life. Demystifying research practice necessitates streamlining the beginners through a simplified and systematic process of value-based research concepts.

Medhomadhan aims at a peer level learning by provoking the curiosity of the students to frame a meaningful question, gather information, analyze data and draw conclusions, regardless of whether the results are ground-breaking or not. Emphasis is made towards better learning experience and skill development inherent in the research process rather than solely fixating on the final outcomes. The entire process has multiple benefits for the students as they are directly involved in the step-by-step articulation of their research project from conception of the idea to presenting the study in a formal scientific deliberation with delegates and chairpersons. A substantial portion of the projects presented in Medhomadhan have been published in peer-reviewed national and international scientific journals as well. This practice lays foundation for the important attributes of an informed literature search and critical reflection on the existing evidence. This practice is unique in dental education in India as this much needed component has not been adequately stressed in the undergraduate curriculum.

Over the past five years, Medhomadhan has achieved significant results. Nearly, 309 students (204 presentations) have participated in these scientific deliberations so far. 88 students participated and presented the research projects in state and national level conferences and all of them were sponsored by

the institution for the conference proceedings. Importantly, 34 peer-reviewed undergraduate scientific publications have emerged since the initiation of the practice, which serves as a testament for the phenomenal success of this enthralling program. It has not just aided in orienting students towards research but also in disseminating the scientific results for the greater good.

Medhomadhan, as an explicit research-oriented program, has served to be a boon among the undergraduate students of our institute in completely revolutionizing the very understanding of research establishing a riveting foundation for inquisitive minds. With ever-increasing access to information and the growing rational skepticism among the public, the emphasis being placed on evidence has grown by leaps and bounds and more so with regard to the health care profession.

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: 78.73

8.1.1.1 Institutional mean NEET percentile score

Response: 78.727

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

Other Upload Files	
1	[View Document](#)

8.1.2

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

Response:

Pre-clinical skills are an important and integral part in dentistry, which help to improve performance in managing basic sciences knowledge in the initial days of undergraduate and postgraduate program, which further helps to interpret the clinical scenarios in their future curriculum. To enhance such basic pre-clinical skills, SIBAR has adhered to the DCI regulations, while developing its own additional strategies.

Phantom head simulation lab

This lab can accommodate 60 students with Phantom heads to simulate the patient scenarios for pre-clinical training in conservative Dentistry and Prosthodontics like

- Different types of cavity preparation and restorations on extracted natural teeth and typhodonts

- Application of retainers and rubber dams
- Crown and Bridge preparations.

This lab will allow undergraduate and postgraduates to practice and develop clinical expertise without any risk of patient harm.

Pre-Clinical Prosthodontic Lab

This lab can accommodate 100 students at a time, with the facilities to improve their Laboratory skills. The 1st & 2nd BDS and post graduate students gain good knowledge about the various procedures and lab methodologies in Prosthodontics like

- Impression making
- Anatomical land marks on plaster models
- Fabrication of special trays
- Demonstration of occlusion and jaw relations
- Teeth setting
- Acrylization procedures

Dental Materials Lab

A well-equipped dental materials lab is provided for accommodating 100 students at a time where they are acquainted with

- Manipulation of various dental materials
- Cavity preparation and restoration on plaster models
- Orthodontic wire bending exercises

Dental Anatomy & Oral Histology Lab

This Pre-clinical lab can accommodate 100 numbers of the 1st , 3rd BDS students. It is also equipped with a camera and screens for demonstration and recording of tooth carving procedures. The students will practice

- Tooth carving on wax blocks.
- Microscopic examination of normal and pathological oral tissues. The post graduates are also trained in
- Ground sectioning.
- Decalcification of calcified tissues.

Pre-Clinical Orthodontic Lab

The undergraduates and postgraduates are trained on

- Basic wire bending exercises

- Fabrication of Orthodontic appliances

Preclinical Pedodontics Lab

This lab is designed to enhance the postgraduate skills pertaining to

- Endodontic exercises
- Preventive Orthodontics and fabrication of various appliances.

Ceramic lab

This lab is designated for learning the skills pertaining to

- Manipulation of various types of ceramic restorations and crowns.
- Various casting procedures.

Pre-Clinical training in attached Medical College

SIBAR Institute of Dental Sciences has got a tie up with NRI Medical College, for providing the undergraduate students with the necessary training in the basic medical sciences subjects. These include

- Dissection hall
- General Histology Lab
- Physiology Lab
- Biochemistry Lab
- Pharmacology Lab
- Pathology Lab
- Microbiology Lab

All these labs can accommodate 100 students each

File Description	Document
Geo tagged Photographs of the pre clinical laboratories	[View Document](#)
Any other relevant information	[View Document](#)

8.1.3

Institution follows infection control protocols during clinical teaching

1. **Central Sterile Supplies Department (CSSD) (Registers maintained)**
2. **Provides Personal Protective Equipment (PPE) while working in the clinic**
3. **Patient safety curriculum**
4. **Periodic fumigation / fogging for all clinical areas (Registers maintained)**

5.Immunization of all the caregivers (Registers maintained)
6.Needle stick injury Register

Response: A. All of the above

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

8.1.4

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

Response:

Orientation Programs are conducted at the institute, for improving the student acceptance towards the course and curriculum. This is done at regular intervals, targeted to enhance the direction and skill sets of the students.

For the newly admitted students of 1st BDS, an **Orientation program** is conducted, which will give them the basic idea pertaining to the course, the regulations, the evaluation methodologies applied, Code of conduct, Ethics, Library usage and a general overview about the various specialties of dentistry and allied basic science subjects.

A mentorship program is initiated within the first few days of the BDS program and continues throughout the course. One mentor each will be allotted to a group of 5 students, for guidance and monitoring of their academic performances.

An Anti-ragging program is done for the fresh batch and the existing batches students, involving a police personnel; a member from the Dental Council of India and the Head of the institution, to make them aware of the laws and consequences associated with ragging.

The newly admitted postgraduate students also undergo an orientation program wherein, they will be briefed about the course curriculum, duration, college regulations, professional ethics, code of conduct and various evaluation protocols followed. They will also be receiving orientation pertaining to basics of

statistics and research methodology; synopsis submission and lectures on human behavioral studies.

A **White Coat Ceremony** will be conducted for fresh undergraduate students, where the Dean explains the importance of a White Coat, which symbolizes caring, trust and professionalism. In this ceremony, a white coat is handed over to each student and often the Hippocratic Oath is recited, signifying their entrance into this noble profession.

As the students enter into the clinical years, the institute has designed **Workshops on patient care,** giving them knowledge and know-how related to Clinical etiquette; professional ethics and communication skills to be followed, which will help transform them into better and successful dentists in the future.

A program on biomedical waste management is being conducted for the students of 3rd & 4th BDS; Interns and postgraduates. This includes orientation on waste generation at the institute in various levels, accumulation, handling, storage, treatment, transport and its disposal.

The clinical students and postgraduates will also have a program on infection control. This program emphasizes on the sterilization techniques observed in dentistry; hand washing and hygiene protocols to be followed, for better and effective handling of all types of infective and other cases.

A specific **Internship orientation program** is designed by the institute, which targets skill enhancement; patient orientation; leave policy; structure of internship; clinical quota; oral health needs of the society & national oral health policy. These programs help the interns in better judging about their future directives after BDS.

The clinical students at SIBAR will undergo a specific training and orientation to understand and operate the Patient management software being practiced in the institute.

File Description	Document
Programme report	[View Document](#)
Orientation circulars	[View Document](#)

8.1.5

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

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

microscopy/fluorescent microscopy)
   7. **Immunohistochemical (IHC) set up**

Response: A. Any 5 of the above

File Description	Document
Usage registers	[View Document](#)
Invoice of Purchase	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Geotagged Photographs	[View Document](#)
Any additional information	[View Document](#)

8.1.6

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

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

Response: A. Any 5 of the above

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

8.1.7

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

Response: 1.75

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

certificate

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	3	3	2

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](#)

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 institute practices meticulous objective methods to measure and certify the specific clinical competencies of BDS students and interns, helping them to learn good theoretical knowledge and understanding about the clinical skills. This is in adherence to the curriculum proposed by the Dental Council of India and the evaluation protocols as prescribed by the Dr. YSR UHS.

The competent skills to be demonstrated by a dental graduate for practice of dentistry are:

1. Ability to diagnose and manage various common dental problems encountered in general dental practice and to provide the best possible treatment.
2. Acquire the skills to prevent and manage complications that occur during various dental treatment procedures.
3. Develop the skill necessary to carry out certain investigative procedures and to interpret the laboratory findings.
4. Promote oral health, help prevent oral diseases and thus, improve the overall quality of life of an individual.

To attain such skills, sequential trainings at various levels are provided for the students.

1. The 1st & 2nd BDS student's preclinical and hand skills are honed to make them understand the

normal anatomy, physiology, biochemistry, microbiology, pathology, Dental anatomy & Oral histology and the various laboratory investigative procedures. They are made to manipulate various instruments/materials used in dental treatments. Training on the various clinical treatment scenarios and the challenges, happens on phantom heads/simulation models.

2. The 3rd BDS students will attend the General Medicine & General Surgery department postings to gain understanding about the general health and related complications, to correlate them with the dental treatment needs.

3. The 4th BDS students and Interns are posted in various clinical dental departments, to procure training and skills pertaining to diagnosis, prevention, treatment and management of various complications associated with dental treatment scenarios and methodologies, including case history recording; processing and interpretation of dental radiographs; restoration of decayed teeth; RCT's; oral prophylaxis; replacement of missing teeth; deliver local anesthesia and perform tooth extraction.

Measurement and certification of attainment of such competencies is through the format as prescribed by the Dr. YSR UHS and other improvised methods adopted by the institute.

Evaluation methods:

Maintenance of Log Books/Clinical case record books/Chair-side assessment records:

- Clinical competency assessment sheets / evaluation protocols of each subject, meticulously imbibed into the log books in a structured format for each exercise / clinical case, done by the student / intern.
- Periodic assessments of the practical / clinical skills by various chair-side assessment methods.

Written Examinations:

- Three internal assessment exams in a pre-determined time format, for all the years BDS students.
- The question papers contain Essays (one with clinically oriented question); short notes and very short notes.
- MCQ's / Objective type question papers, to periodically evaluate the progressive learning of students.

Clinical / Practical examinations:

- Objective Structured Clinical Examination
- Objective Structured Practical Examination
- Recording of Case history
- Chair-side viva to evaluate the case history recorded / treatment done to the patient
- Grand Viva-voce.

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

8.1.9

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

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
142	143	142	144	132

8.1.9.2 Number of first year Students addmitted in last five years

2021-22	2020-21	2019-20	2018-19	2017-18
142	143	142	144	132

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

8.1.10

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

Response:

The college has adopted certain methods to enrich the Dental graduate attributes. A meticulous evaluation system is practiced for proper implementation and attainment of such attributes by the students. They are designed so that the dental graduates at SIDS would develop positive attitude, empathy, compassion, honesty, integrity, resilience, lifelong curiosity and the capacity to display their talents.

The Dental graduate attributes incorporated by SIDS and the evaluation methods for attaining them are:

1. Professionalism & Ethics:

The students at SIDS are being trained since their admission into the institute, on areas which improve their positive attitude, sympathy and empathy towards their peers and patients, develop compassion, honesty and integrity towards their work. Such attributes will ultimately aid in developing the professionalism and ethics of the students.

Evaluation: The attendance and adherence to timings for the theory and practical classes are regularly monitored. Various lectures/training sessions/workshops/seminars from reputed external / invited faculty, are regularly conducted for the students, targeting to attain professionalism and ethics. Any gaps occurring in such learning by the students are constantly monitored by their mentors, who reduce such gaps in the future with a more concentrated approach.

2. Theoretical & Clinical Knowledge:

The students are prepared in such a way that they gain the best possible theoretical/clinical knowledge and skills necessary for practice of dentistry:

Evaluation: The knowledge of students is continuously evaluated through various methods like internal assessments and chair-side evaluation procedures, which will help them to gain adequate understanding about the subject matter. The gap analysis is easy and can be effectively mended, due to the clearly evident results in such evaluation processes. Feedback forms from the students and faculty are also effective in addressing such gaps.

3. Project Based Learning approach:

The students are allotted projects either individually or in groups, designed to target the clinical learning skills or community outcome related approaches. They improve the integrity, resilience, lifelong curiosity and the capacity of students to display their talents.

Evaluation: One faculty member is allotted as an in-charge for each project, who evaluates and bridges

the gaps, if necessary.

4. Inculcating and Enhancing the Research skills:

The students are regularly encouraged to attend or pursue the research methodology programs, Medhomadhan, Dr. YSRUHS-UGSRS projects and ICMR-STS projects. These will help them to apply the knowledge of research in the best interest of the patients and the community, improve adherence to ethics and above all, help them to understand the importance of evidence based and need based dental practices.

Evaluation: The Institutional Research Committee of SIDS is established to regulate such projects.

5. Social responsibilities:

Students are exposed to various government / NGO based public health initiatives and other public outreach programs conducted by the institute, which will help them to develop social responsibility. Care is taken to maintain greenery in the campus and adhere to strict biomedical waste disposal protocols.

Evaluation: Public Health Dentistry and Pediatric & Preventive Dentistry departments will supervise the camp activities.

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: 0.18

8.1.11.1 Expenditure on consumables used for student clinical training in a year

2021-22	2020-21	2019-20	2018-19	2017-18
117.90	88.32	122.68	132.64	121.62

File Description	Document
Institutional data in prescribed format	[View Document](#)
Audited statements of accounts.	[View Document](#)
Any 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:

The Dental education department of SIDS is named as the Medical Dental Education Cell (MDEC), instituted in the year 2012, with a core objective of organizing programs targeting various areas of Faculty Development, which will ultimately serve the core purpose of imparting the best possible knowledge and skills to the learners in the institute and thus, best possible service to the society. The teaching faculty needs to constantly update their knowledge, skills and technological advancements, which helps them in understanding their self competencies, for best outcomes in teaching the students. For this, the MDEC has been designing and organizing various Faculty Development Programs which, while focusing on improvising the knowledge on contemporary issues, also provide emerging trends in teaching dentistry, so that the faculty are always kept abreast with the latest know-how.

The MDEC at SIDS aims at organizing programs for the teaching faculty, which help in improving their personal core competencies, teaching skills and thus, enhance their enthusiasm and commitment to the cause. This in turn, helps the faculty to impart values and commitment in learning process, to the students and thus, help in achieving the Dental graduate attributes.

Many such Faculty Development Programs are being organized by MDEC at SIDS. While trying to enhance the basic skills sets and knowledge, these programs are designed to provide trainings on emerging trends in dental education and technologies. The quality of such programs provided is maintained by roping in speakers/trainers/guest faculty who are well versed in the respective areas with good credentials and are hailing from accredited/recognized centers.

The assortment of such FDP's done at SIDS include –

- Workshops on Research methodology; Scientific paper writing and Grant writing, ensure that the faculty are always kept abreast with the know-how on approach to research, scientific publications and obtaining of grants for expanded research opportunities.
- Teaching and learning has expanded beyond classroom. Teacher's training programs designed to meet such newer methods are being regularly organized to train the existing and newly recruited faculty, if any, on the areas of e-Content development; Evidence based Teaching-Learning Methodologies; Learning Management Systems, by way of workshops, lecture sessions and webinars.
- Since dentistry and dental technologies are ever emerging, some of the programs by MDEC also

target the recent advances in Dental technology, like lectures and workshops on Digital dentistry; lectures from reputed academies like Pierre Fauchard Academy, concentrating on the latest trends in dental treatment approaches, procedures and protocols.

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](#)

5. CONCLUSION

Additional Information :

CONFERENCES HOSTED:

Improving the scientific front of the students and faculty has been the mainstay at SIDS, since the beginning. To achieve this, the institute has organized various scientific programs of International and National level importance. Highly learned resource persons from various fields and various countries have been roped in, to dissipate the best possible knowledge outcomes to the participants. Some of the programs of importance are:

International Conferences / Workshops:

1. 6th Annual Meeting of Asian Society of Oral & Maxillofacial Pathology 2014.
2. The 7th World Workshop on Oral Health & Disease in AIDS, 2014
3. 8th Annual Conference of Asian Society of Oral & Maxillofacial Pathology, 2017.

National Conferences / Conventions / Workshops:

1. 9th National PG Convention of Indian Association of Oral & Maxillofacial Pathologists 2009.
2. 20th National Conference of IAOMP 2011.
3. National IAOMR PG Convention 2012.
4. 7th National P.G. Convention of Indian Association Of Public Health Dentistry, 2013.
5. 11th National Conference of Indian Association of Forensic Odontology 2013.
6. 19th MIDCOMS 2015 – AOMSI Midterm Conference & 5th PG Convention 2015.
7. 40th National Conference of Indian Society of Periodontology 2015.
8. 27th National Conference of IAOMR 2016.
9. Indian Orthodontic Society– Zonal PG students Convention 2016.

Apart from this, SIDS has been phenomenal in organizing various other State and regional level CDE programs/Workshops of importance.

1. **JOFS**: SIDS has been successfully bringing out a peer-reviewed scientific journal in the name of Journal of Orofacial Sciences (JOFS). The journal is indexed with, or included in DOAJ, Index Copernicus, Indian Science Abstracts, Scimago Journal Ranking & SCOPUS. It has an array of renowned National and International Editorial Board members who have been relentlessly trying to keep up the standards of publications in this journal.
2. SIDS is also registered as an Institutional Member of the International Association for Dental Research (IADR), which delves into the dental, oral, and craniofacial research for health and well-being worldwide.
3. The institution has regular visiting faculty from Penn School of Dental Medicine, University of Pennsylvania, USA, Rutgers School of Dental Medicine, New Jersey, USA, and Faculty of Dentistry, MAHSA University, Malaysia.

Concluding Remarks :

Sibar Institute of Dental Sciences has continually thrived in reaching the pinnacle of excellence in academic arena by enriching the students with enumerable curriculum-based resources. The institute provides commendable infrastructure with highly experienced and efficient teaching faculty and well-equipped facilities orienting the students to a healthy competitive environment. The faculty are continually upgraded with latest advents promoting a more dynamic learning experience.

The institute has an effective leadership with decentralized governance at various hierarchical levels. The institute has been encouraging students and faculties in endeavouring research projects by providing resources and funding to the fullest capability of the institute. SIDS has various collaborations and MOUs with reputed organizations and also has an international student exchange program.

The institute ensures an impartial environment for students hailing from different geographical and socio-economic and cultural backgrounds. The institute provides special care towards students facing hindrance creating a more inclusive environment. Overall development of students is emphasized by conducting various extracurricular and sports activities.

The institute ensures a bidirectional channel of progress, in not only organizing various programs but also evaluating the outcomes through feedback system. This has aided in retrospection of the initiatives undertaken as well as in enhancement of forthcoming programs.

Financial assistance has been provided to potential students through government-endowed scholarships as well as institutional fee waivers enabling them to pursue their education and achieve in their chosen fields impacting the lives of numerous students contributing to the development of a more equitable and inclusive academic platform.

The institute has always affirmed its curricular efficacy in conceptual as well as empirical aspect that has aided students in rendering exquisite care to the patients. The institute has initiated numerous community welfare programmes inculcating a sense of nationalism, professional ethics, compassion and unbiased attitude. The institute has enriched the students with a prudent mind and sustainability skills in facing the current challenges in the society with an equanimeous attitude.

Sibar Institute of dental sciences has consistently worked towards attaining a holistic progress by kindling the interests of the students through various enriching programs and reinforcing their foundations as successful professional and distinguished personnel.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
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) 1.1.2.1. Number of teachers of the Institution participating in BoS/Academic Council of universities year-wise during the last five years Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>3</td><td>5</td><td>4</td><td>3</td><td>4</td></tr></table> Answer After DVV Verification : <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>3</td><td>03</td><td>02</td><td>02</td><td>02</td></tr></table> Remark : As per the attached documents provided with the clarification. One tenure of BoS of NTR is 02 years and senate is 03 years,
1.2.1	Percentage of inter-disciplinary / inter-departmental courses /training across all the Programmes offered by the College during the last five years 1.2.1.1. Number of inter-disciplinary /inter-departmental courses /training offered during the last five years Answer before DVV Verification : 26 Answer after DVV Verification: 17 1.2.1.2. Number of courses offered by the institution across all programs during the last five years Answer before DVV Verification : 26 Answer after DVV Verification: 52 Remark : As per the supporting documents attached with the clarification.
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 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 Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>436</td><td>466</td><td>500</td><td>434</td><td>441</td></tr></table> Answer After DVV Verification : <table><tr><td></td><td></td><td></td><td></td><td></td></tr></table>

2021-22	2020-21	2019-20	2018-19	2017-18
436	466	500	434	441

1.3.2	Number of value-added courses offered during the last five years that impart transferable and life skills. 1.3.2.1. Number of value-added courses offered during the last five years that impart transferable and life skills. Answer before DVV Verification : 31 Answer after DVV Verification: 19
1.3.3	Average percentage of students enrolled in the value-added courses during the last five years 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 Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
587	592	570	552	580

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
317	269	137	552	438

1.3.4	Percentage of students undertaking field visits/Clinical / industry internships/research projects/industry visits/community postings (data for the preceding academic year) 1.3.4.1. Number of students undertaking field visits, clinical, industry internships,research projects,industry visits,community postings Answer before DVV Verification : 586 Answer after DVV Verification: 573
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 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 Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
35	36	35	38	36

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
35	36	35	36	36

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
36	38	36	38	36

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
36	36	36	36	36

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 Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above

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. 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.

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
56	52	45	37	35

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
56	52	45	37	35

2.4.3	Average teaching experience of fulltime teachers in number of years (preceding academic year)
	2.4.3.1. Total teaching experience of fulltime teachers in number of years (cumulative experience)
	Answer before DVV Verification : 1027.87 years
	Answer after DVV Verification: 1024 years

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
	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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
47	33	43	31	26

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
13	11	09	08	09

Remark : As per the supporting documents attached with the clarification.

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
32	29	56	48	37

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
32	29	56	48	37

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
42	52	1	2	1

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
42	52	1	2	1

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. 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. Answer before DVV Verification : 202 3.3.2.2. Number of PG teachers recognized as guides by the Regulatory Bodies / Universities during the last five years. Answer before DVV Verification : 202 Answer after DVV Verification: 202

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
128	27	82	92	85

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
113	23	75	83	78

3.4.2	Average percentage of students participating in extension and outreach activities during the last five years 3.4.2.1. Number of students participating in extension and outreach activities year-wise during last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18

23-01-2024 04:30:05

| 617 | 612 | 613 | 629 | 633 |

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
371	316	159	230	182

3.5.1	Average number of Collaborative activities for research, faculty exchange, student exchange/ Industry-internship etc. per year for the last five years 3.5.1.1. Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years Answer before DVV Verification: {table1} Answer After DVV Verification : {table2}

where table1:

2021-22	2020-21	2019-20	2018-19	2017-18
47	34	32	32	30

and table2:

2021-22	2020-21	2019-20	2018-19	2017-18
32	28	27	24	21

4.1.4	Average percentage of expenditure incurred, excluding salary, for infrastructure development and augmentation during the last five years 4.1.4.1. *Expenditure incurred, excluding salary, for infrastructure development and augmentation year-wise during the last five years* (INR in lakhs) Answer before DVV Verification: {table3} Answer After DVV Verification : {table4}

where table3:

2021-22	2020-21	2019-20	2018-19	2017-18
124.22	84.17	76.27	97.43	131.02

and table4:

2021-22	2020-21	2019-20	2018-19	2017-18
124.22	84.17	76.28	97.43	130.93

4.3.4	Average annual expenditure for the purchase of books and journals including e-journals during the last five years 4.3.4.1. Annual expenditure for the purchase of books and journals including e-journals year-wise during last five years (INR in Lakhs) Answer before DVV Verification: {table5}

where table5:

2021-22	2020-21	2019-20	2018-19	2017-18
36.33	23.25	25.25	20.01	19.79

| | Answer After DVV Verification : |

2021-22	2020-21	2019-20	2018-19	2017-18
36.33	23.25	25.25	20.01	19.79

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 Answer before DVV Verification : Any Four of the above Answer After DVV Verification: Any Four of the above
4.4.1	Percentage of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi-enabled ICT facilities (data for the preceding academic year) 4.4.1.1. Number of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi enabled ICT facilities Answer before DVV Verification : 14 Answer after DVV Verification: 10 4.4.1.2. Total number of classrooms, seminar halls and demonstration room in the institution Answer before DVV Verification : 13
4.5.1	Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years 4.5.1.1. Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in lakhs)

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
287.98	164.49	319.72	349.62	292.86

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
252.47	177.12	287.73	237.32	232.49

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

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)

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
216	206	233	202	208

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
127	119	128	108	120

Remark : As per the supporting documents attached with the clarification.

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 Answer before DVV Verification : All of the above Answer After DVV Verification: All of the above
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.,) 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 .. Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
53	36	30	35	29

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
53	27	23	17	26

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**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18

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. 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 . Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>18</td><td>7</td><td>4</td><td>5</td><td>5</td></tr></table> Answer After DVV Verification : <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>18</td><td>7</td><td>4</td><td>5</td><td>5</td></tr></table>
5.3.3	Average number of sports and cultural activities/competitions organised by the Institution during the last five years 5.3.3.1. Number of sports and cultural activities/competitions organised by the Institution year-wise during the last five years Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>16</td><td>0</td><td>26</td><td>26</td><td>26</td></tr></table> Answer After DVV Verification : <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>08</td><td>0</td><td>08</td><td>11</td><td>12</td></tr></table> Remark : As per the HEI documents provided during clarification.
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.. 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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
71	66	62	7	13

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
31	29	32	7	08

Remark : As per the supporting documents attached with the clarification. One faculty has been considered only once in an AY.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
5	0	50	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	50	0	0

| 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.,)

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: B. Any three of the above
Remark : As per the supporting documents attached with the clarification.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
4	3	5	7	6

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
4	2	2	4	4

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 Answer before DVV Verification : All of the above Answer After DVV Verification: Any Three of the above Remark : As per the HEI documents provided during clarification.
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 Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above
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 Answer before DVV Verification : A. Any 5 of the above Answer After DVV Verification: C. Any 3 of the above
8.1.11	Average per capita expenditure on Dental materials and other consumables used for student training during the last five years. 8.1.11.1. Expenditure on consumables used for student clinical training in a year Answer before DVV Verification: _table 1 below_ Answer After DVV Verification : _table 2 below_

Table 1 (Answer before DVV Verification):

2021-22	2020-21	2019-20	2018-19	2017-18
101.74	91.87	122.68	133.36	124.36

Table 2 (Answer After DVV Verification):

2021-22	2020-21	2019-20	2018-19	2017-18
117.90	88.321	122.68	132.64	121.62

2.Extended Profile Deviations

ID	Extended Questions
1.1	Number of students year-wise during the last five years Answer before DVV Verification: _table below_ Answer After DVV Verification: _table below_

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
627	634	635	646	642

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
628	634	628	646	643

2.1	Number of full time teachers year-wise during the last five years Answer before DVV Verification: _table below_ Answer After DVV Verification: _table below_

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
103	98	98	88	88

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
101	98	98	86	83

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
426.05	279.61	467.66	502.99	437.00

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1121.88	912.47	1116.22	958.69	891.37