**Criterion I – Curricular Aspects (150)**

**Key Indicator – 1.1 Curriculum Design and Development (50)**

|  |  |  |
| --- | --- | --- |
| **Metric No.** |  | **Weightage** |
| **1.1.1**  **QlM** | ***Curricula developed and implemented have relevance to the local, national, regional and global health care needs which are visible in Programme Outcomes (POs), and Course Outcomes (COs) offered by the University, as per the norms of the Regulatory Bodies.***  The designing and delivery of the curriculum keeps in mind imparting knowledge, honing the clinical skills and enhancing competencies which is the requirement for the students to compete globally. It is required for the graduate to finally apply theoretical knowledge in his clinical work by way of critical thinking, reasoning to help in proper diagnosis and clinical, communication skills in treatment planning and delivering treatment. It also motivates the student to self-directed continuous learning to keep him abreast recent improvements in materials, equipment and methods.  The curriculum is prepared based on curricular framework provided by statutory body DCI. The syllabus is designed to the needs of learning competencies and skills of dentistry which ensures that the students will attain necessary knowledge, skills, attitude and values by the end of the course and motivate them to become lifelong learners. Students who have successfully completed the course have established their private clinical practice, are working all over the country, abroad and are pursuing postgraduate studies.  **Provide web link to**   * Curricula implemented by the University * Outcome analysis of POs, COs * Any other relevant information | **20** |
| **1.1.2**  **QnM** | ***Percentage of Programmes where syllabus revision was carried out during the last five years***  1.1.2.1:  Number of Programmes offered by the Institution during the last five years  Bachelor of Dental Surgery (BDS)  Master of Dental Surgery (MDS)   * MDS in Oral & Maxillofacial Surgery * MDS in Periodontology * MDS in Prosthodontics & crown and bridge * MDS in Conservative Dentistry and Endodontics * MDS in Orthodontics & Dentofacial Orthopedics * MDS in Oral Pathology & Microbiology * MDS in Paedodontics & Preventive Dentistry   1.1.2.2 : How many Programmes in which syllabi were revised out of the total number of Programmes offered during the last five years (Number of Programmes in which the syllabi was revised out of the total number of Programmes offered during the last five years)  Yes. For MDS students the course is divided into Part I and Part II and university examination is conducted for Part I at the end of first academic year for basic subjects. Part II examination will be conducted at the end of three years.  Data Requirement for last five years: (As per Data Template)   * Programme Code * Names of the Programmes revised   Master of Dental Surgery (MDS)   * MDS in Oral & Maxillofacial Surgery * MDS in Periodontology * MDS in Prosthodontics & crown and bridge * MDS in Conservative Dentistry and Endodontics * MDS in Orthodontics & Dentofacial Orthopedics * MDS in Oral Pathology & Microbiology * MDS in Paedodontics & Preventive Dentistry   Formula**:**  **Upload**   * Minutes of relevant Academic Council/BoS meetings * Details of the revised Curricula/Syllabi of the programmes during the last five years * Institutional data in prescribed format (Data Template) * Syllabus prior and post revision of the courses. * Any other relevant information | **15** |
| **1.1.3**  **QlM** | ***Provide a description of courses with focus on competency/ employability/ entrepreneurship/ skill-development offered either by the University or in collaboration with partner Institutions / Industries during the last five years***  **Professional skills and competencies:**  In all the courses and departments professional skills and competencies are achieved through the curriculum in training the undergraduate and postgraduate learners. As everyday there are new innovations happening in the field of dentistry, we all need to upgrade ourselves to the latest advances in dental materials, equipments and techniques. This is achieved by periodic hands-on workshops and CDE programs conducted by various specialties of dentistry. In Interdepartmental meet conducted once in every 15 days special cases are presented and there will be a discussion regarding the case diagnosis, treatment plan and treatment along with the post-operative care. The thought provoking discussions and debate at these IDMs helps the participants gaining additional skills and knowledge helping them to critically analyze cases. Students undergo training in specialty centers such as KIDWAI Memorial institute of Oncology. These programs facilitate to upgrade the general dentists, dentists of same and different faculty in latest advances. The university and college encourage the faculty to take up new research projects helping them upgrade themselves. Furthermore, students are encouraged to undertake research under faculty guidance, and present the findings in conferences.  **Employability:**  The employability of the graduates and postgraduates of all programs is considered during the curriculum framing and to increase the employability the departments include additional skills, value adding courses and enrichment programs. Comprehensive dental care is included in the curriculum to help students learn and cater to the complete treatment needs of patients. Camps in both rural and urban areas are conducted to reach the needs of the local population. Students and interns treat the patient under the supervision of staff members in the camps. The interns are posted in rural health centers to get trained in treating the patients comprehensively. The alumni of the college are practicing dentistry in various parts of the country and world doing service to the community at large.  Structured curriculum which includes basic subjects, preclinical learning and learning of clinical skills under stringent supervision makes students competent to treat the dental diseases. Students are continuously assessed by way of internal assessment examinations and year end exams to monitor the learning process. The curriculum includes one year compulsory rotatory internship where students will improve on their skills of dentistry. The meticulous training given to the students makes them competent and skillful to practice dentistry independently.  Students who have successfully passed out are working as self-employed with own clinical set up, employed all over the country, abroad and are pursued postgraduate courses.  Response to be provided within 500 words  **Provide web link to**   1. ***List of courses having focus on competency/ employability/ entrepreneurship/ skill-development***   Bachelor of Dental Surgery (BDS)  Master of Dental Surgery (MDS)  MDS in Oral & Maxillofacial Surgery  MDS in Periodontology  MDS in Prosthodontics & crown and bridge  MDS in Conservative Dentistry and Endodontics  MDS in Orthodontics & Dentofacial Orthopedics  MDS in Oral Pathology & Microbiology  MDS in Paedodontics & Preventive Dentistry   1. ***MOUs with Institutions / Industries for offering these courses*** 2. ***Any other relevant documents*** | **15** |

**Key Indicator – 1.2 Academic Flexibility (40)**

|  |  |  |
| --- | --- | --- |
| **Metric No.** |  | **Weightage** |
| **1.2.1**  **QnM** | ***Percentage of Programmes in which Choice-Based Credit System (CBCS)/Elective course system has been implemented, wherever provision was made by the Regulatory Bodies (Data for the preceding academic year).***  The college follows the regulatory body DCI guidelines, which doesn’t have provision for choice based credit system.  1.2.1.1 Total number of Programmes where there is regulatory provision for CBCS – elective course system  1.2.1.2 Number of Programmes in which CBCS/ Elective course system was implemented.  Upload:   * Names of all Programmes adopting CBCS * Names of all Programmes adopting elective course system   Formula:   **X 100**  **Upload:**   * Minutes of relevant Academic Council/BoS meetings * Institutional data in prescribed format (Data Template) * University letter stating implementation of CBCS by the institution * Structure of the program clearly indicating courses, credits/Electives as approved by the competent board. * Any other relevant information | **10** |
| **1.2.2**  **QnM** | ***Percentage of new Degree Programmes, Fellowships and Diplomas introduced by the University across all Faculties during the last five years (certificate programmes are not to be included)***  No new degree programs, fellowships and diplomas are introduced.  1.2.2.1: Number of new ***Degree Programmes, Fellowships and Diplomas introduced by the University*** during the last five years  1.2.2.2: Number of *programmes* offered across all *Faculties* during the last five years  Formula**:**  **Upload:**   * List of the new Programmes introduced during the last five years * Minutes of relevant Academic Council/BoS meeting * Institutional data in prescribed format (Data Template) * Any other relevant information | **15** |
| **1.2.3**  **QnM** | ***Percentage of interdisciplinary courses under the Programmes offered by the University during the last five years***  No interdisciplinary courses offered  1.2.3.1:  Number of *courses*  offered across all *programmes* during the last five years  1.2.3.2: Number of interdisciplinary courses offered during the last five years  Formula:  **Number of interdisciplinary courses during the last five years**  **-----------------------------------------------------------------------------x100**  **Number of courses offered across all programmes during the last five years**  **Upload:**   * List of Interdisciplinary courses under the programmes offered by the University during the last 5 years * Minutes of relevant Academic Council/BoS meetings * Institutional data in prescribed format (Data Template) * Any other relevant information | **15** |

**Key Indicator - 1.3 Curriculum Enrichment (40)**

|  |  |  |
| --- | --- | --- |
| **Metric No.** |  | **Weightage** |
| **1.3.1**  **QlM** | ***Institution integrates crosscutting issues relevant to Gender, Environment and Sustainability, Human Values, Health Determinants, Right to Health Issues, Emerging demographic changes and Professional Ethics in the curricula***  The dentistry course program teaches professional ethics and law as part of curriculum. Many programs are conducted in the institution addressing the above issues such as gender sensitization program, environment day, yoga day, international women’s day, international men’s day, program on communication with deaf and dumb patients from an NGO (Vani), orientation/induction program for newly admitted UG and PG students.  Response to be provided within 500 words  **Provide web link to**   * List of courses that integrate crosscutting issues mentioned above * Description of the courses which address Gender, Environment and Sustainability, Human Values,Health Determinants, Right to Health Issues, Emerging demographic changes and Professional Ethics in the Curricula * Any other relevant information | **10** |
| **1.3.2**  **QnM** | ***Number of value-added courses offered during the last five years that impart transferable and life skills***  Number of value-added courses that were offered during the last 5 years  Research Methodology Training Programme is annually conducted for first year postgraduate students. Various topics on research methodology are covered by faculty who are resource persons. Topic related worksheets are circulated to PG students beforehand. Along with theoretical teaching hands on training are provided.   |  |  |  | | --- | --- | --- | | ***Year*** | ***No. of Value-added courses offered*** | ***Name/s of the value-added course/s*** | | ***2015-16*** | ***1*** | ***Research Methodology Training Programme*** | | ***2016-17*** | ***1*** | ***Research Methodology Training Programme*** | | ***2017-18*** | ***1*** | ***Research Methodology Training Programme*** | | ***2018-19*** | ***1*** | ***Research Methodology Training Programme*** | | ***2019-20*** | ***1*** | ***Research Methodology Training Programme*** |   Data Requirement for the last five years:   * Names of the value-added courses with 15 or more contact hours * Number of times that a course is offered during a specified year * Total number of students completing such courses   **Upload:**   * Brochure or any other document related to the value-added course/s * List of value-added courses (Data Template -5) * Any other relevant information | **13** |
| **1.3.3**  **QnM** | ***Percentage of students who successfully completed the value-added courses during the last five years***  Number of students who successfully completed the value-added courses imparting transferable and Life skills offered year-wise during the last five years     |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Year** | **2015** | **2016** | **2017** | **2018** | **2019** | | **Number of Students** | **11**  **(100%)** | **12**  **(100%)** | **07**  **(100%)** | **12 (100%)** | **12 (100%)** |   Data Requirement for last five years:   * Name/s of the value-added course/s with 15 or more contact hours * Number of times that a course is offered during a specified year * Total number of students completing such course/s each year   Formula:  **Upload:**   * List of students enrolled in value-added courses (Data Template 5) * Any other relevant information | **12** |
| **1.3.4**  **QlM** | ***Students undertake field visits / research projects / Industry internship / visits/Community postings as part of curriculum enrichment***  The postgraduate students take up research project as a part of their course and also additional short research projects and present results in conferences. The undergraduate students attend community postings as a part of the course and are encouraged to undertake field visits where they do oral health screening which includes general as well as school dental health programs. All the students compulsorily have to undergo one year internship program. The one year internship program includes three months of posting in public health dentistry where they will be conducting camps to reach the rural population, rural school children and create awareness about oral health. During internship the students are encouraged to conduct tobacco awareness programs.  ***Response in 500 words***  **Provide weblink to:**   * List of Programmes and number of students undertaking field visits / research projects / internships/Industry visits/Community postings * Any other relevant information | **5** |

**Key Indicator – 1.4 Feedback System (20)**

|  |  |  |
| --- | --- | --- |
| **Metric No.** |  | **Weightage** |
| **1.4.1**  **QnM** | ***Mechanism is in place for obtaining structured feedback on curricula/syllabi from various stakeholders***  ***Structured feedback received from:***  1 Students  2 Teachers  3 Employers  4 Alumni  5 Professionals  Upload:   * Stakeholder feedback report as stated in the minutes of the Governing Council/Syndicate/ Board of Management * URL for feedback report * Sample filled in Structured Feedback forms by the institution for each category claimed in SSR * Institutional data in prescribed format (Data Template) * Any other relevant information | **10** |
| **1.4.2**  **QnM** | ***Feedback process of the Institution may be classified as:***  **Options(***Opt any one that is applicable)***:**   1. Feedback collected, analysed and action taken on feedback and such documents are made available on the institutional website 2. Feedback collected, analysed and action has   been taken   1. Feedback collected and analysed 2. Feedback collected 3. Feedback not obtained/collected   **Upload:**   * URL for stakeholder feedback report * Action taken report of the University on feedback report as stated in the minutes of the Governing Council/ Syndicate/ Board of Management * Any other relevant information | **10** |