



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

GURU NANAK INSTITUTE OF DENTAL SCIENCES AND RESEARCH

GURU NANAK INSTITUTE OF DENTAL SCIENCES AND RESEARCH, 157/F,
NILGUNJ ROAD, PANIHATI
700114

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Guru Nanak Institute of Dental Sciences and Research (GNIDSR) is a **Premier Dental Institution in West Bengal since 2003**, recognised by the **Ministry of Health and Family Welfare** and **Dental Council of India**. The institute since its inception, has been affiliated to the single largest health university in West Bengal i.e. **West Bengal University of Health Sciences (WBUHS)** which is approved by UGC under section 12-B of the UGC Act, 1956. The Graduate Program (BDS) with 100 admissions was recognised in 2008, following which the institute grew further to gain recognition for its **Postgraduate Program (MDS) in Seven Dental Specialities** in 2012.

The institution in December 2017 partnered with the Government of West Bengal in a **Unique Public-Private Partnership** to collaborate with a **Government Medical College** for its undergraduate teaching in medical subjects. Hence the institute since 2017 has been in collaboration with **College of Medicine & Sagar Dutta Hospital**, a 500 bedded Postgraduate Teaching Government Medical College recognised by Medical Council of India. The student strength has increased from 440 students in 2011 to **536 enrolled students in 2021**. The institute with **85 permanent faculty** and **31 part time faculty** (medical college teachers) fulfills 100% of the sanctioned faculty positions and is beyond the requirement stipulated by DCI. GNIDSR has been generating a robust patient turnover of an average **1.8 lakh patients per year**, and was the only serving private dental institution in West Bengal to have both OPD and IPD patient services running throughout the Covid19 Pandemic

Some recent achievements of the Institution are :

- MoU with **IIT Kharagpur**, **IEST Shibpur** and **International Medical University**, **Kuala Lumpur** for Research & Student Training.
- Robust and Copyrighted **Competency Based Assessment & Feedback System** for Clinical Dental Subjects called "**TPIA System**"
- Only Dental Institute in Eastern India to have developed a "**Flip Learning Smart Learning Centre**" for Innovative Teaching.
- Second Top Private Dental Institution in Eastern India rated by "**The Week**" HR Survey 2020

Vision

GNIDSR in 2017 envisioned a change in its strategy towards imparting education, conducting research and delivering patient care by introducing focused **technological integration** in all sectors. Although it envisioned technological integration, it aimed to introduce changes without adding the cost burden to the society and patient care. The "Vision" and "Mission" statements were revised by the Board of Governors in 2018 with a "**Vision 2023**" to be achieved through the **Strategic Plan "2018-2023"** intricately developed after necessary stakeholder consultations.

The revised "Vision" of GNIDSR is "**To be an Institution of Excellence for Imparting Dental Education, Research and Patient Care**".

Mission

The **Mission Statement** of GNIDSR as approved by the Board of Governors is :

- To Develop Experienced and Quality Faculty In Different Domains of Oral Health Care.
- To Inculcate High Degree of Professional Competence Amongst the Learners in the Institution.
- To Provide Comprehensive and Affordable Patient Care to the Society.

The **Core Values** reflecting its commitment to Human Values & Professional Excellence are -

- Respect for personal dignity and individual potential
- Commitment to excellence by striving for outcomes that are exemplary
- Compassion through endeavors and deeds that respond to the needs of others
- Service to Patients as they are the primary reason we exist as an institution
- Inspiration to students to nurture diversity and an inclusive society
- Innovate and encompass learning for life

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Centrally Located 5.2 acres of **Green Ecofriendly Campus** in Metro City.
2. First and **Oldest Private Dental College** in West Bengal having experienced faculty and excellent faculty retention rate.
3. Dynamic & Visionary Leadership under "**JIS Group**" the largest educational conglomerate in Eastern India with **37000+ students , 140 programs and 30 institutions.**
4. Financial **Autonomy and Sustainability** with 99.5% demand for its programs during admissions for last three academic years.
5. **Copyrighted Competency Based Objective Assessment System** called **TPIA System** for year-around Formative Assessments in Clinical Dental Subjects.
6. Credible ICT Enabled Infrastructure with **Smart Learning Centre** for Blended Learning and **Flip Learning** in Classrooms.
7. MoU with **Software Partner " Hash Technologies "** since 2008 for ICT intergration into academics , finance , administrative ERP and Professional Training.
8. Good Patient Resource and OPD turnover for Active Skill Development of its Learners under the "**Learning by Doing**" philosophy of GNIDSR
9. Comprehensive **Oral Cancer Tertiary Care Surgical Centre** with a Patient Referral Zone from Surrounding 350+ km Geographical Area.
10. Well structured eight **Value Added Courses** to its students ranging from BLS , Medicolegal Awareness , E-Learning , Infection Control , Soft Skills , Practice Management , Research Writing and Gender Sensitization.

Institutional Weakness

1. Due to high demand within the state , unable to attract students from **across the nation** for its graduate and postgraduate programs.
2. With the International Students Cell formed in 2019 , **international faculty exchanges** and partnerships with top international universities need more emphasis.
3. Although satisfying DCI norms , the number of **publications** in indexed journals has to see further growth till end of Strategic Plan 2018-2023.
4. Even with a robust Innovation Driven Environment and dedicated Ideo-o-Meter Portal and Incubation Centre , the transformation to **patents and copyrights** need more impetus.
5. Restrictions imposed by Regulatory Body i.e. DCI do not permit higher educational reforms launched by UGC like **Choice Based Credit System** and Credit Transfer System be incorporated in dentistry programs.

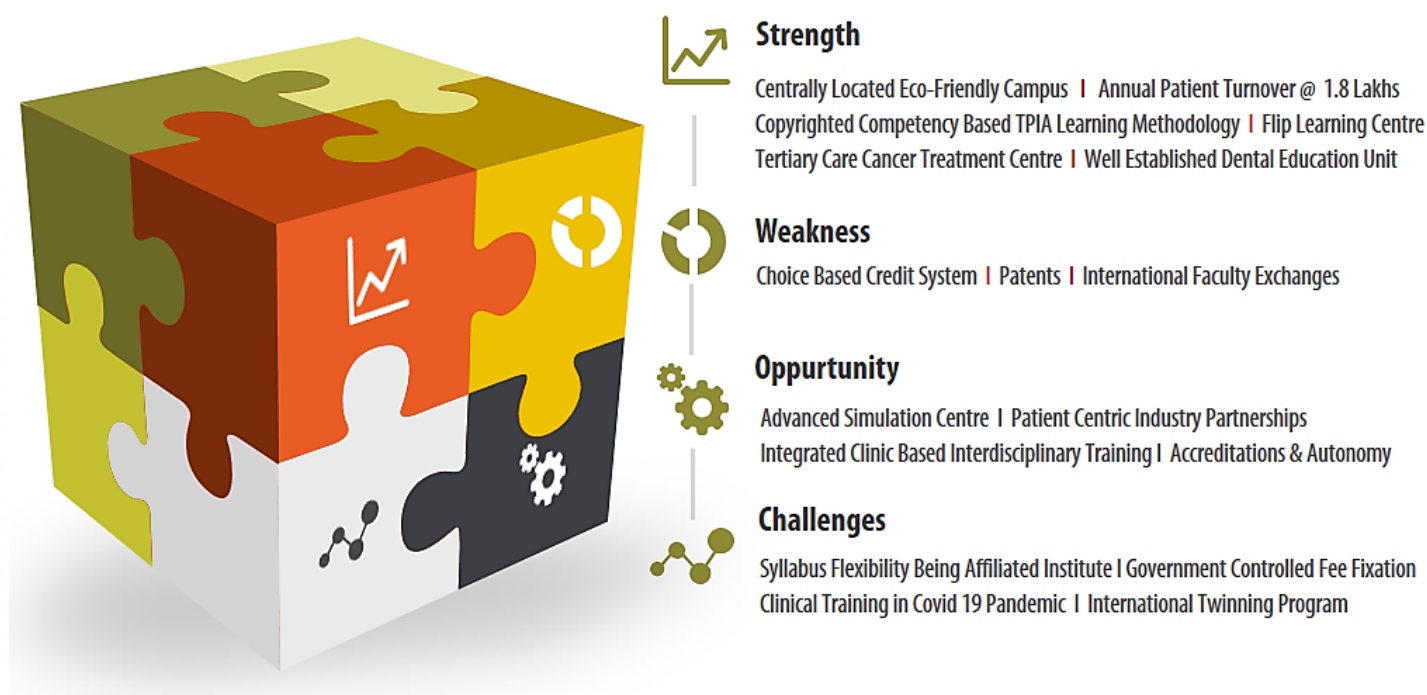
Institutional Opportunity

1. Developing capability and seeking guidelines from accreditation agencies of repute like **NAAC and NIRF** for developing institutional best practices and holistic development.
2. Using its Credible Academic Reputation and High Patient Turnover for Development of **Robust Industry Partnerships** with leading oral healthcare organisations for research and professional training.
3. Using the well developed ICT infrastructure and Dental Education Unit (DEU) to introduce **Virtual Classrooms and Artificial Intelligence** into Blended Learning Platforms.
4. Using the impetus of 150 % growth in activities of Research and Incubation Centre since 2017, significant opportunity lies in fostering **Strategic Research Tie-Ups and Extramural Research Funding**.
5. Improving Career Prospects of Graduates by Interdisciplinary and Case Based Training using the **Six Multidisciplinary Integrated Clinics** of GNIDSR.
6. Facilitating **Haptic Technology Driven Advanced Simulation Centre** for effective Pre-Clinical Training to augment the Skill Set possessed by student , prior to being exposed to the Vast Patient Resource of the institution.

Institutional Challenge

1. WBUHS exists as the single largest health university in West Bengal with almost **108 Health Institutions** under its umbrella. Getting **focused policies towards individual institutions** , specially in-line with best practices by national accreditation bodies , remains the biggest challenge for its affiliating institutes. However , GNIDSR strives to maintain a balance between the DCI regulatory guidelines , WBUHS guidelines and Best Practices as per UGC and NAAC.
2. The Primary Resource generation being **Tuition Fees** , is regulated and decided by the **Fee Fixation Committee of Government of West Bengal** as per Hon'b Supreme Court Guidelines.
3. Generating Jobs for Graduates in **Current Industry Scenario of Private Sector** , hit further by the Covid19 Pandemic. The Institutional Career Guidance measures , Industry Initiatives and Multidisciplinary Training will be best tested in these challenging times.
4. Imparting **Clinical Skill Training** in the Batches affected by the **Covid19 Pandemic** and ensuring attainment of satisfactory competency in them , is the immediate challenge faced by all health institutions including GNIDSR.
5. Restrictions imposed by Dental Council of India do not permit **International Twinning UG/PG**

programmes. In absence of such collaborations , fostering global tie-ups becomes challenging.



1.3 CRITERIA WISE SUMMARY

Curricular Aspects

- GNIDSR offers a **dynamic , student centric , problem based and integrated curriculum** based on Cyclical and SPICE Models.
- The Curriculum Committee ensures that the **curriculum responds to four key aspects** i.e. changing scenario of states burden of diseases , national oral health policy , regulatory norms by DCI and stakeholder feedback.
- Syllabus is divided into **Coded Modules** (accessible via DSARP LMS) having specific learning objective , content , multimedia and evaluative section. Critical Thinking and Capacity Building is added into the modules by incorporating **Case Based and Problem Based Learning** exercises in them.
- Robust **Dental Education Unit** facilitating content delivery by **Blended Learning** via **Flipped Mode** and **Enriched Virtual Mode** using Institutional LMS (DSARP) , Canvas™ and other MOOC Platforms.
- Competency Based Clinical Assessments are followed in 100 % of the clinical dentistry courses via the **Innovative Copyrighted “ TPIA System “**
- Competency Assessments in Clinical Dentistry Subjects called TPIA Objective Assessment Sheets incorporate both **Observational (Behavioural) Component** and **Task Analysis Component (Skill Set)**.
- Implicit Curriculum is facilitated through eight **Value Added Courses** covering medicolegal and ethical issues , gender equity , leadership and multitasking including courses with focus on employability (BLS , E-Learning , Practice Management)
- **Field Trips** to Water Filtration Plant , CAD-CAM Laboratories , High-End Radiological Units &

Observerships to Tertiary Care Surgical Specialities , Multidisciplinary Clinics and **International Medical University , Kuala Lumpur** are done to give impetus to Experiential Learning.

- Feedback System is institutionalised, with well organised collection and analysis and necessary modulation into curriculum done. The **stakeholder feedback reports and action taken reports** are presented in key committees i.e. Curriculum Committee , IQAC and BOG and published on website.
- In addition to Institutional Feedback - Microfeedback through Feedback forms A1 and B1 are taken for each Module via the TPIA System.

Teaching-learning and Evaluation

- All Admissions to the GNIDSR programs are through **National Eligibility cum Entrance Test (NEET)** and admission details are sent to **Dental Council of India** as per regulatory norms to ensure complete transparency.
- A healthy **Student - Full Time Teacher Ratio of 6:1** exists. In addition , another 31 medical faculty are deputed part time from the attached Government Medical College for training the students in medical subjects.
- **Well Defined Academic Calendar with Core & Adjunct Teaching Months** with Modules Demarcated Month-wise for Students and displayed on the Website and **Student E-Handbook**.
- GNIDSR uses a copyrighted **Teaching Performance Improvisation Assessment (TPIA) System** as an innovative teaching learning tool. TPIA System is a rapid **slow learner identification**, documentation and improvisation tool for clinical dental subjects using multiple objective **competency based assessments** linked with a **sequential grading key**.
- GNIDSR uses extensive digital integration into teaching learning processes by incorporating **Blended Learning** via its institutional LMS called **DSARP , Canvas™ Portal** and other **MOOC Platforms**. It is the first dental institute in Eastern India to have a dedicated **Flip Learning Smart Centre**.
- Simulation Based Learning is prioritised by using softwares like **3D4Medical™ Anatomy , Nemoceph™ Cephalometry , ImageJ™ Morphometric Software** and **Ez-Dent-i™ Implant Planning Softwares**.
- Pre-Clinical Labs are upgraded with **Advanced Phantom Head Workstation** with **Luvis C500 Light** having InBuilt Camera and Smart Controls. The institute has its own **Laerdel™ Basic Life Support Mannequins** with **Electronic Feedback** , which is used to impart BLS Training to all undergraduates annually.
- **Mentor Program** covering all four undergraduate years with Mentor Logbooks documenting interactions to identify slow learners and provide effective counselling in academics , social and peer relationships , club participation and career progression.
- IT Integration of Examination by **Question Paper Delivery System (QPDS)** and **Coded Answer Scripts** by University. Well Defined **Examination Policy** to provide multiple opportunities to students via Continuous Internal Assessments and **TPIA Based Year-Around Assessments**.
- The robust teaching learning efforts are reflected in the **Healthy Pass Percentage of 94.97 %** across last five years in final year university examinations.

Research, Innovations and Extension

- Active **Research & Development Committee** and well developed **Research Centre** with Blood Analyser , Centrifuge , Incubator , Stereo-Microscope and **Penta-Head Microscope**.

- Strategic MoUs with Institutions of Repute like **IIT Kharagpur , IEST Shibpur , Central Glass & Ceramic Research Institute of India** for fostering better R&D capability amongst the researchers.
- R & D Committee conducts annual sessions on **Research Methodology , Biostatistics , Clinical Trials , Systematic Reviews and Research Grants**. The undergraduates are exposed annually to basic research and **surveying tools** for inculcating evidence based analytical thought process in them.
- The Institutional Ethics Committee is registered with **Department of Health Research , Govt of India** and **Central Drugs Standard Control Organisation , DGHS , Govt of India**.
- GNIDSR has an **Incubation Centre** in the Academic Block which nurtures studies with maximum potential of scientific and economic impact for publications , copyrights and patents.
- The Incubation Centre through the **Ideo-o-Meter Portal** , gives budding student innovators an e-platform for **crowd funding** and incubating their ideas.
- **Dental Hack-a-Thon** called “ InVoDent ” is conducted for students to give them opportunity to showcase their innovative ideas. The top ideas are nurtured by the institution for **Prototypes** through the Idea-o-Meter Portal.
- An encouraging 34% of its faculty is involved in research activities as guides and co-guides in various studies and trials. To give further leverage to the R&D environment GNIDSR provides an average of 20% of its faculty with **Financial Assistance** for PhD Studies , IDA Memberships , Conference and Workshop Participation.
- The Institution conducts a wide range of extension activities with NGOs like **Autistic Society of India , Cerebral Palsy Society for Children , Dayadaan – Missionaries of Charity , Ramkrishna Briddha Ashram, Sri Guru Bholananda Ashram, Mahadevendra Giri Briddha Ashram , Sikh Nari Manch , Bijon Banerjee Charitable Trust and CRY Foundation**.
- The institute received 37 letters of appreciation for its social responsibility activities in the last five years and exposed approximately 70% of its enrolled students to such proactive community work.

Infrastructure and Learning Resources

- State of the Art “ **Smart Learning Centre** ” at the Sardar Jodh Singh Memorial Block with Smartboards from **Cybernetyx™ , Germany** and Interactive Panel from **Neotouch™ , Sweden**.
- First Institute in Eastern India with **Flip Learning Smart Centre** with Sony ExMor 4k Camera Enabled **Video Recording Facility** to develop E-Content.
- State of the Art 200+ seater Air-Conditioned **Dr R. Ahmed Examination cum Seminar Hall** with global CCTV coverage and Wi-Fi. An Air-Conditioned 500+ **Seater Sardar Jodh Singh Memorial Auditorium** with State of the Art Acoustics and Wi-Fi.
- **351 Dental Chairs** , well above the Required Number of 319 dental chairs as per Dental Council of India for our sanctioned intake.
- Usage of Laboratory Facilities of **500 Bedded Government Medical College (CMSDH)** for its students under its Unique **Public – Private Partnership** for Basic Sciences Teaching.
- In addition to the regulatory requirements , GNIDSR has **Advanced Phantom-Head Workstations** with Luvis C500 Light with inBuilt Camera and Smart Controls for demonstration of pre-clinical skills to students.
- Designated **20 Beds at CMSDH** and **20 Beds at Dr B C Roy Memorial Hospital for Operation Theatre and IPD care** for its patients under bilateral agreements.
- **Six Multidisciplinary Special Clinics** (Aesthetic , Special Needs , Geriatric , Integrated , Tobacco Cessation and Implant) for Interdisciplinary care of complex dental disorders.
- An **5.2 Acre Green Campus** with 3.6 acres of **cricket and football grounds , basketball court and badminton court**. In addition indoor games like **Table-Tennis,Caroom,Chess,Scrabble** are

provided in the Common Rooms.

- State of the Art “ **Student Enrichment Centre** “ with Unisex Gymnasium , Yoga & Cultural Centre and Student Counselling Area.
- Institutional Library is a Wi-Fi Enabled 9000+ square feet of **Open Access Library** spread over two floors.
- The Library uses the **LiBMan™ Software** as ILMS and has over **4500 copies** of books and **4400+** issues of print journals with **42 international and 16 national titles**.
- The Library has a **OPAC Login System** for students , with remote access of EBSCO Database. GNIDSR is local chapter for NPTEL-SWAYAM since 2019 and teachers/students use it courses to improvise their learning.

Student Support and Progression

- GNIDSR nurtures capability in various attributes amongst its students through the **Eight Value Added Courses** , **FOCUS Career Sessions** , **IMU-KL International Observership**. Schemes like **Sahaj Yoga** , **Jeevan Asha** , **Amar Prakriti Tree Adoption** , **Amar Sathi Career Program** , **Gift-a-Sapling Initiative and Blood Donation Camps** are undertaken for holistic development of students.
- The **Career Guidance Cell** has witnessed a 250% Increase In Student Engagement since 2017 due to Streamlining of the Interaction System , FOCUS Career Sessions and various Alumni Collaborations. Its success is reflected in the fact that 64.72% of the outgoing students who appeared for NEET or similarly have been successful in qualifying.
- The **International Students Cell** has been instrumental in providing the meritorious students academic and logistic support for the **International Observership Program** at **International Medical University , Malaysia**.
- The institution has a well defined **Code of Conduct** for its students , made available to them via the website and **Student E-Handbook**. The **Staff Service Rule Book** defines the Code of Conduct for faculty and non teaching staff.
- GNIDSR has a robust **Anti Ragging & Grievance Redressal System** with **Complain Forms** available via **Online & Offline Mode**. The response time is immediate or within 24 hours for Ragging & Sexual Harrassment Related Complaints and 72 hrs for misconduct and other grievances.
- In addition to its primary role , the **Internal Complaints Committee for Women** along IQAC has been conducting **Gender Sensitization Programmes** for the students since 2018.
- Five Student Clubs namely **Scientific** , **Art & Literary** , **Dance & Music** , **Photography & Trekking** , **Sports & Fitness** are functional at GNIDSR. Each Club has six Club Incharges with a **Club Convenor** who coordinates the Club Activities with Students Council.
- The Institutional **Student Council** is composed of 25 members , with an **Executive Committee** of 7 members. The **President** , **Vice President** and **General Secretary** of the Council coordinate the activities of the Council in tandem with the Club Convenors and Administration.
- **GNIDSR Alumni Association** is registered under **West Bengal Societies Registration Act , 1961** with registration number **S0017838 of 2020-21** , and currently has 555 members.

Governance, Leadership and Management

- The Governance of GNIDSR is aligned with the **Vision and Mission** statements and the institution is working effectively through its **Strategic Plan 2018-2023** approved by the governing body.
- The **Board of Governors** , **IQAC** , **Curriculum Committee** , **Finance & Purchase Committee** along

with the **Head of the Departments (HoDs)** effectively govern with appropriate external expertise and stakeholder participation infused in the decision making process.

- Sixty Percent of the faculty is involved in the various **statutory and non statutory committees** of the institution , and faculty is given **financial autonomy** ranging from 5000 INR to 200000 INR depending on their academic / administrative designation.
- GNIDSR has been providing effective e-governance through a robust **IT Policy** along with its Software Partner “ **Hash Technologies** “. The software arm monitors and trains the institutional staff for its **Administrative, Academic , Hospital Management and Financial Enterprise Resource Planning (ERP) Software** along with participation in Student Courses. A **Wi-Fi Campus** with adequate 72+ access points , 18+ routers , booster devices and alliance broadband to augment the implementation of the IT measures.
- **Faculty Development** is central to GNIDSR's progress and 72.9% faculty underwent FDP in 2019-20. All faculty upon induction are given the opportunity for the coveted **Teachers Training** by **Ministry of Health & Family Welfare , Govt of West Bengal** with full financial assistance.
- The **Institutional IQAC** meets quarterly and has been instrumental in strengthening the TPIA System , Feedback System , Dental Education Unit , Mentor Program , Registrations of Ethics Committee & Alumni Body and Revising the **Examination Guidelines** of GNIDSR.
- The IQAC has been able to train 74.3% of faculty since its inception by various **Quality Initiatives** like Effective Teaching Learning Strategies, Flip Learning , Preparing Documentation for NAAC/NIRF/NABH Accreditations , Best Practices in Hospital Management - Sterilisation Practices - Medical Record Keeping.

Institutional Values and Best Practices

- The institution has a **Promising Gender Ratio** of 0.7:1 for students and 2:1 for students with the female gender leading in student strength.
- An active **Internal Committee for Women** and **IQAC** have ensured the gender sensitization programs increase by 200% since 2017 and the positive trend continues.
- The female gender feels safe and secure with global **CCTV coverage** in campus , **Female Security Guards , Ragging Free Campus , Quick Access to Helpline Numbers & Complain Forms , Sanitary Pad Vending Machines in Hostels , Student Counselling Centre , Baby Creche and Baby Feeding Room.**
- GNIDSR prioritises environmental protection by **5KW Solar Power Plant** , which wheel to the Electricity Board Grid. The campus pavements are lined with **Solar Powered Street Lights** from Solar Novae. All Construction Post 2017 have incorporated Energy Efficient LED bulbs and gradually to **Occupancy Based Sensor LEDs.**
- The Biomedical Waste is handled by a Government Authorised Vendor **Medicare** and E-Waste by **Hulladeck Pvt Ltd.** The **West Bengal Pollution Control Board** monitors and permits the Solid and Liquid Waste Disposal as per State Guidelines. The Institutional **Infection Control Committee** trains and monitors the staff and students for good infection control practices via structured training modules.
- The campus has a Properly Fenced **Natural Bund** of roughly 5000 square feet and maintained clean to protect its **Aquatic Flora and Fauna.** The campus has **Rain Water Harvesting Capacity of 2000 litres** , which is used in gardening the campus greens and sports fields.
- The **Plastic Free Campus** with **In-House Security** has a predominant green coverage with Palm Trees , Seasonal and Non-Seasonal Flowering Plants lining the Campus Grounds. The **Battery Powered Vehicle (Toto)** used for in-campus transportation , developed indigenously by the sister Engineering College Students.

- The Campus is Divyangjan Friendly with Convenient Signages , **Divyangjan Friendly Washrooms** , Ramps in Main OPD , Dedicated Patients & Faculty Lifts , **Wheel Chairs – Human Assistance** at Enquiry and **Screen Reading Software NVDA** installed at Reception for Blind Patients. An **Oral Hygiene Instruction Booklet in Braille** exists for the Blind People for giving instructions after oral prophylaxis.

Dental Part

- The **TPIA System** ensures students are assessed **Objectively for Competencies** in Clinical Dental Subjects by Pre-Printed Objective Assessment Sheets. The System ensures that there occurs “ Round the Year ” Identification and Improvisation Measures for Slow Learners.
- The successful **Attainment of Learning Outcome** is assessed based on Six Key Indicators as per the **Institutional Grading Key**. The Attainments are Color Coded and attainment of the “ Green Key ” is the goal of all teaching-learning by the faculty.
- Each department has a **Sterilisation Room** with Horizontal & Vertical Autoclaves and staff maintain's **Sterilisation & Disinfection Checklist** for Autoclaving , Fumigation , Mopping and similar chores. Optimal Efficacy of Autoclaves is ensured by using **Chemical Indicator Tapes** during each Autoclaving Cycle.
- All students are assessed for immunisation against **Hepatitis B** on admission. **Prophylactic Immunisation** is undertaken for non-immunised students when they enter the Clinical Phase of Graduate Program. Those already immunised are given **Booster Doses** if IgG levels against Hepatitis B are suboptimal.
- The Institute has Six Multidisciplinary Special Clinics (an IQAC initiative) namely (**Implant , Tobacco Cessation , Aesthetic , Geriatric , Special Needs and Integrated**). They provide single window treatment to patients for complex disorders requiring interdisciplinary care.
- **Dental Soft Tissue Laser , Four Implant Systems with associated PiezoSurgery and Physiodispenser Units , Phase Contrast & Penta-Head Microscope , Endodontic Microscope , Advanced Phantom Head Workstations with LuvisC500 Light embedded with Camera & Smart Controls , Fibre Optic Bronchoscope and Drager's Anaesthetic Workstation** are few of the High End Equipment for Effective Patient Care and Training.
- The Institute undertakes **Structured Orientation Program** based on **MCI Guidelines** where students are briefed about the **Departments/Facilities, Curriculum, Value Added Courses, Ethics & Gender Equity, Code of Conduct, E-Library and Mentor Program**.
- The **Dental Education Unit (DEU)** conducts training on education technologies like **Flip Learning , Blended Teaching Methodologies , E-Learning , MOOC Based Learning** for faculties. The DEU was instrumental in implementing the unique TPIA System and conducting multiple **Short Sessions for E-Platform usage** to students during the Covid19 Pandemic.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GURU NANAK INSTITUTE OF DENTAL SCIENCES AND RESEARCH
Address	GURU NANAK INSTITUTE OF DENTAL SCIENCES AND RESEARCH, 157/F, NILGUNJ ROAD, PANIHATI
City	KOLKATA
State	West Bengal
Pin	700114
Website	www.gnidsr.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	JAYANTA B HATTACHARYYA	033-25839998	9830599771	033-25839997	naac@gnidsr.ac.in
Professor	PAROMITA MAZUMDAR	033-25839998	9831029606	033-25839997	head_cons.gnidsr@jisgroup.org

Status of the Institution	
Institution Status	Private and Self Financing
Institution Fund Source	Trust

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	27-08-2003

University to which the college is affiliated/ or which governs the college (if it is a constituent college)		
State	University name	Document
West Bengal	The West Bengal University of Health Sciences	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	10-06-2020	View Document
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	25-06-2008	120	Recognized by DCI Validity not Applicable

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	GURU NANAK INSTITUTE OF DENTAL SCIENCES AND RESEARCH, 157/F, NILGUNJ ROAD, PANIHATI	Urban	5.2	17.197

2.2 ACADEMIC INFORMATION

NAAC

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,Health Science	60	HIGHER SECONDARY	English	100	100
PG	MDS,Oral And Maxillofacial Pathology	36	BDS	English	5	4
PG	MDS,Oral And Maxillofacial Surgery	36	BDS	English	5	5
PG	MDS,Conservative Dentistry And Endodontics	36	BDS	English	5	5
PG	MDS,Prosthodontics And Crown And Bridge	36	BDS	English	5	5
PG	MDS,Periodontics	36	BDS	English	5	4
PG	MDS,Pedodontics And Preventive Dentistry	36	BDS	English	5	5
PG	MDS,Orthodontics And Dentofacial Orthopedics	36	BDS	English	5	5

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	25				19				41			
Recruited	18	7	0	25	13	6	0	19	26	15	0	41
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				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				104
Recruited	90	14	0	104
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				63
Recruited	44	19	0	63
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	1	0	0	0	0	0	0	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	17	6	0	13	6	0	26	15	0	83
Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

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

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	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	6	1	0	1	2	0	12	6	0	28
Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	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	3	0	0	0	0	0	3

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	180	6	0	0	186
	Female	243	9	0	0	252
	Others	0	0	0	0	0
PG	Male	46	0	0	0	46
	Female	51	1	0	0	52
	Others	0	0	0	0	0

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

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	6	8	6	6
	Female	11	9	8	4
	Others	0	0	0	0
ST	Male	0	1	1	0
	Female	1	2	1	0
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
General	Male	45	51	51	59
	Female	70	61	68	47
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		133	132	135	116

General Facilities	
Campus Type: GURU NANAK INSTITUTE OF DENTAL SCIENCES AND RESEARCH, 157/F, NILGUNJ ROAD, PANIHATI	
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)	1
* 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	Baby Feeding Room , Baby Crèche

Hostel Details		
Hostel Type	No Of Hostels	No Of Inmates
* Boys' hostel	1	39
* Girls's hostel	1	70
* Overseas students hostel	0	0
* Hostel for interns	0	0
* PG Hostel	0	0

Extended Profile

1 Students

1.1

Number of students year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
538	544	546	540	547
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

2019-20	2018-19	2017-18	2016-17	2015-16
116	115	115	115	89
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.

2019-20	2018-19	2017-18	2016-17	2015-16
133	132	135	116	120
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

2019-20	2018-19	2017-18	2016-17	2015-16
85	85	116	115	115
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

2019-20	2018-19	2017-18	2016-17	2015-16
85	85	116	115	115
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)

2019-20	2018-19	2017-18	2016-17	2015-16
374.26	440.82	224.14	226.17	233.21
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

4. Quality Indicator Framework(QIF)

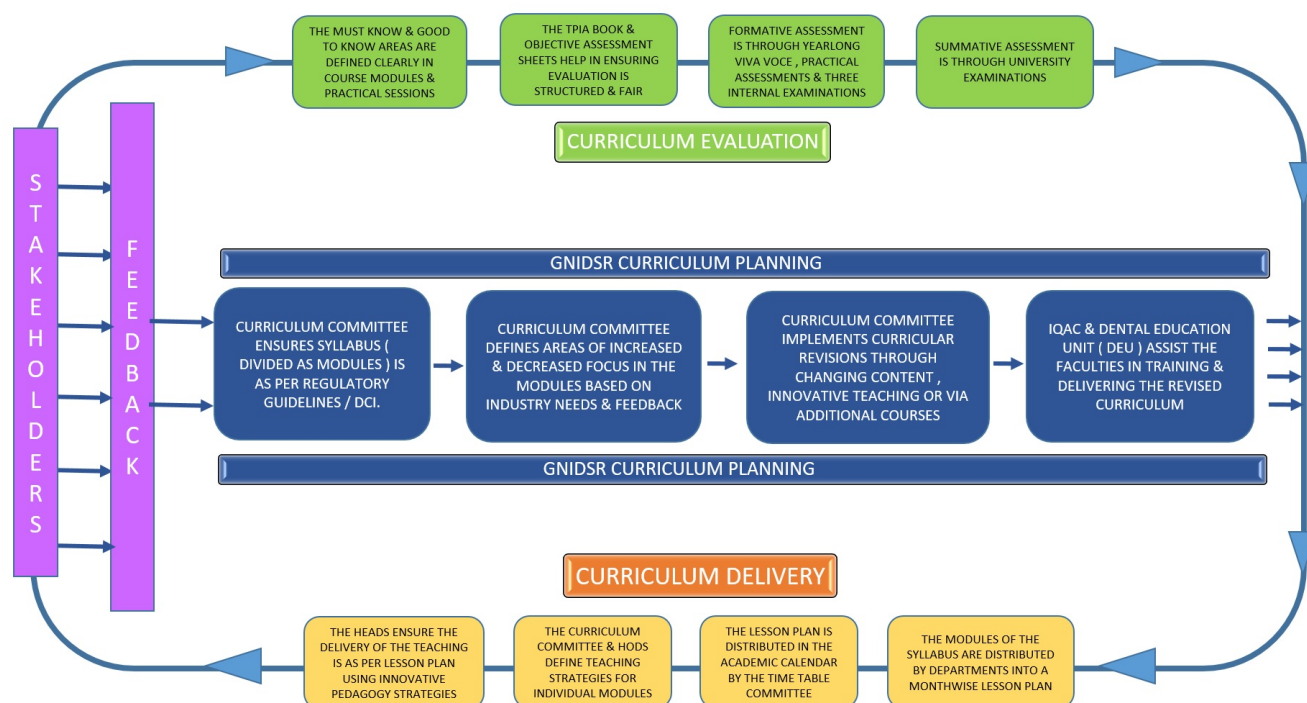
Criterion 1 - Curricular Aspects

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:

Yes the Institution ensures that the curriculum planning , delivery and evaluation occurs through a well defined process in accordance with the regulation of Dental Council of India and the affiliating university i.e WBUHS.



PLANNING :

GNIDSR offers a dynamic , student centric , problem based and integrated curriculum based on **Cyclical and SPICE Models**. The Curriculum Committee ensures that the curriculum responds to four key aspects i.e. changing scenario of state's burden of diseases , national oral health policy , regulatory norms by DCI and stakeholder feedback. The **Curriculum Committee** with the HoDs as internal members define the key areas of the syllabus which **need diminished or increased focus as per current industry needs and feedback from stakeholders**. The committee formulates the improvised syllabus based on such feedback and identifies the areas which need to be covered through **additional courses , innovative teaching and aspects which may need additional faculty training to be implemented**. The IQAC and **Dental Education Unit** assist the Curriculum Committee in training and development of faculty to deliver such content which can attain the desired outcomes as per the new set goals.

DELIVERY:

The GNIDSR Syllabus is divided into **Coded Modules** having specific learning objective , content , multimedia and evaluative method. The **improvised syllabus and additional add on / value added courses** earmarked by the Curriculum Committee for an academic session are placed in the **academic calendar** by the **Time Table Committee**. It divides an academic session into **eight core teaching months** , followed by two adjunct teaching months and finally two year end examination months. The departments distribute their respective syllabus into the eight core teaching months ,which is displayed in the institutional website and documented in the TPIA Book (for clinical dental subjects) . The **TPIA (Teaching Performance Improvisation and Assessment) book** is a unique documentation tool used for recording - feedback of teaching , competency based objective assessments and improvisation measures taken for slow learner improvement. The HoDs monitor the progress of the delivery of the said monthly lesson plan and the **innovative teaching strategies (eg. Flipped Blended Learning , Virtual Enriched Learning , Case Based Learning)** earmarked for delivering them.

EVALUATION :

The “ **Must Know** ” and “ **Good to Know** ” areas are displayed in each course module which are uploaded into the password protected institutional **learning management system** called the DSARP (**Digital Student Academic Resource Portal**). The academic calendar provides provision for **three continuous internal assessments** for formative assessments. Additionally year-long formative assessments are done through the multiple viva voce and daily clinical assessments marked on Objective Assessment Sheets of the TPIA Book. The examinations essentially incorporate certain number of MCQ pattern questions compulsorily for each course and OSPE / OSCE for certain courses .In addition to the above , use of Case / Problem Based Learning type of questions through have been introduced as per its Examination Policy (especially in clinical dental subjects).

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: 1.16

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

2019-20	2018-19	2017-18	2016-17	2015-16
01	01	02	01	01

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
Link for details of participation of teachers in various bodies	View Document
Link for additional information	View Document

1.2 Academic Flexibility

1.2.1 Percentage of inter-disciplinary / inter-departmental courses /training across all the Programmes offered by the College during the last five years Response: 100	
1.2.1.1 Number of inter-disciplinary /inter-departmental courses /training offered during the last five years Response: 230	
1.2.1.2 Number of courses offered by the institution across all programs during the last five years Response: 230	
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: 74.86	

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

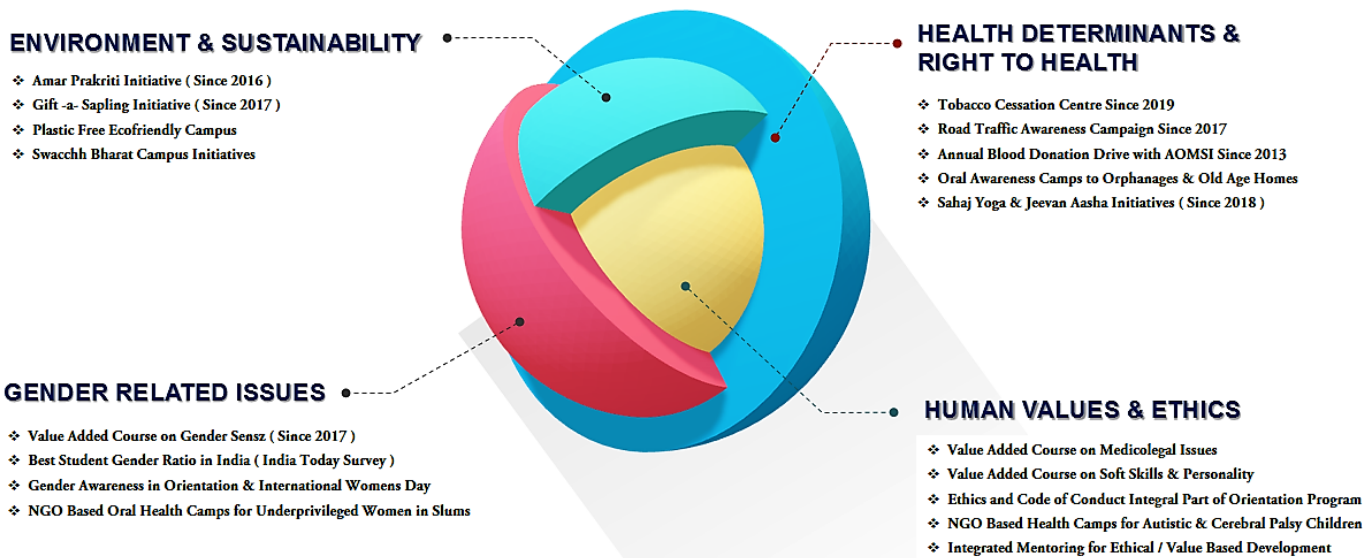
2019-20	2018-19	2017-18	2016-17	2015-16
428	508	471	353	272

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
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:



Yes , Cross Cutting Issues are integrated into the syllabus as designated by **Dental Council of India** and are religiously followed. In addition to being incorporated into the explicit curriculum , the institute also uses the **affective and interpersonal domain of learning** by teaching cross cutting issues through the **Covert Curriculum**.

GENDER RELATED ISSUES: Gender issues are incorporated into the curriculum by **Value Added Course on Gender Equity Sensitisation** annually since 2017. Issues covered are **gender stereotypes** ,

role reversal , wage gaps , workplace harassment , rights and law for women empowerment. Additionally Gender Sensitization is carried out during **Freshers Orientation Program** and on **International Women’s Day** by seminar on **cervical cancer, reproductive health and breast cancer awareness.** Health Awareness Camps for Underprivileged Women are done in association with **NGOs like Sikh Nari Manch, Paripurnata Home , Kalitala Mahila Samity.** Gender Issues are further gelled into the covert curriculum by giving **equal opportunity** to all genders in students council and institutional committees.

ENVIRONMENT AND SUSTAINABILITY: Environmental Issues such as **Biomedical Waste Management , Radiation Hazards , Sanitation , Water Conservation & Community Fluoridation** are included in the syllabus of the graduate program. In addition to this the institute conducts **Swacchh Bharat Drive , Amar Prokriti (Adopt-a-Tree) Initiative (Since 2016) , Gift-a-Sapling initiative (Since 2017)** to inculcate environmental responsibility in its students. A **lush green plastic free campus** with solar panels and street lights further reinforces these aspects into the student's mind.

HUMAN VALUES & ETHICS: Teaching in ethical issues like professional ethics (**liabilities, negligence, malpractice, prudence, code of conduct, contracts, privacy & confidentiality and consents**) , animal ethics and research ethics (**humanness, human experimentation and drug trials**) are included in the syllabus as per regulatory requirements and followed judiciously. The syllabus also imparts aspects like **Behavioural Sciences, Child Psychology, Care of Children with Special Needs, Rights & Duties of Doctor** into the graduate program and the institute ensures its delivery. **Value added course on Medicolegal Awareness and Soft Skills** add to cross cutting learning in human values and ethics.

HEALTH DETERMINANTS & RIGHT TO HEALTH : The institute actively participates in the **National Tobacco Control Program** via a dedicated Tobacco Cessation Clinic. Oral Health Rehabilitation Camps at Old Age Homes and Orphanages for Children of Autistic and Cerebral Palsy Societies are conducted under the Community Health Program of the Institute. The institute focuses on “Right to Health” for masses by conducting annual **Blood Donation drives** (since 2013) and **Road Traffic Awareness Campaign** (since 2018) along with the **Association of Oral & Maxillofacial Surgeons of India.** **World Oral Cancer Day** and **Oral Hygiene Day** (since 2016) are celebrated annually in association with **Indian Dental Association** and **Indian Periodontology Association.** Awareness on burning health issues like **AIDS, Breast and Cervical Cancer, Diabetes Mellitus ,Coronavirus Disease** are conducted through awareness camps , poster competitions and open mic debates.. Physical fitness is given utmost importance under the **Sahaj Yoga** and **Jeevan Aasha Scheme.**

File Description	Document
Link for list of courses with their descriptions	View Document

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

Response: 26

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

Response: 26

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: 53.11

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

2019-20	2018-19	2017-18	2016-17	2015-16
538	327	327	244	195

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: 67.1

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

Response: 361

File Description	Document
Scanned copy of filed visit report with list of students duly attested by the Head of the institution to be provided	View Document
Institutional data in prescribed format	View Document
Community posting certificate should be duly certified by the Head of the institution	View Document
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

<p>1.4.1 Mechanism is in place to obtain structured feedback on curricula/syllabi from various stakeholders. Structured feedback received from:</p> <ol style="list-style-type: none"> 1. Students 2. Teachers 3. Employers 4. Alumni 5. Professionals <p>Response: A. All of the above</p>	
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

<p>1.4.2 Feedback on curricula and syllabi obtained from stakeholders is processed in terms of:</p> <p>Response: A. Feedback collected, analysed and action taken on feedback besides such documents made available on the institutional website</p>
--

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

NAAC

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: 76.32

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

2019-20	2018-19	2017-18	2016-17	2015-16
14	14	14	14	14

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

2019-20	2018-19	2017-18	2016-17	2015-16
18	20	17	19	18

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
Annual Report/ BOM report/ Admission report duly certified by the Head of the Institution	View Document

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

Response: 94.67

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

2019-20	2018-19	2017-18	2016-17	2015-16
133	132	135	116	120

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

2019-20	2018-19	2017-18	2016-17	2015-16
135	132	135	135	135

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

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

Response: 2.66

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

2019-20	2018-19	2017-18	2016-17	2015-16
3	3	5	2	4

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
Any other information	View Document
Link for any relevant information	View Document

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

Response: 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

Other Upload Files	
1	View Document

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

Response:

Yes , GNIDSR nurtures innate talent through Five Student Clubs and its community outreach activities. They function through Six Club Incharges including a **Club Convenor** to coordinate with the Students Council and Administration. The Student Club actively organises year round activities with full support from the faculty and administration for nurturing innate talent.

The Scientific Club proactively organises **Inter College Scientific Paper Presentation Competitions , Quiz Competitions and Dental Idea-a-Thon (InVoDent)** to nurture the innovative young minds. The scientific club members have been winning accolades at the **54th and 55th IDA State Dental Conferences** and other Intercollege Competitions like **Agon - Calcutta Medical College**. Students of the Scientific Club developed a **Oral Hygiene Instruction Booklet in Braille** for the Blind Patient. The club develops **confidence and build capability of self directed exploratory learning** amongst the students

The Art and Literary Club has been organising **Canvas Painting and Face Painting Competitions , Open Mic Debates , Environment Friendly Cooking Competitions , Best Out of Waste Competitions and Drama Competitions** on Burning Social Issues like Gender Bais , Social Inequality , Covid19 Pandemic , Environmental Protection , Road Traffic Awareness and Violence against Doctors. The club organises **Rabindra Jayanti** where poetry and literary work by Rabindra Nath Tagore is showcased. The club nurtures **dedication , perseverance , patience and human values** amongst the students.

The Dance and Music Club is the most vibrant club of GNIDSR and has been the recipient of numerous accolades in intercollege events and conferences. It organises and participates in various Inter College **Group & Solo Dance Competitions on Classical , Contemporary , Folk and Hip Hop Forms**. The club is pivotal in organising the **Annual Cultural Fest** called " Dreamz " and has developed its own **Rock Band called " Occlusion "** in recent years. The Club uses innovative themes like **Save the Forests , Myths & Taboo in India , The Girl Child** in its dance competitions , fashion shows and **Flash Mobs** to pass a social message through its activities. The club nurtures **self confidence , team working , dedication and stamina** in the students.

The Photography and Trekking Club has been instrumental in nurturing the capability of **detailing , documentation , patience , team working and stamina** among students. The photography club has its own **Facebook Page** called “Department of Photography” and conducts **Photo Walks , Gallery Visits and Photography Competitions**. They organise annual excursions and **trekking expeditions in march every year** for an enthralling field experience.

The **Sports & Fitness Club** works in tandem with the Sports Committee to organise the **Annual Sports , Sardar Jodh Singh Memorial Cricket & Football Tournaments , Satnam Kaur VolleyBall and Badminton Tournaments** and represents GNIDSR in the Intercollege Events. They organise Indoor Sports Events and coordinate Table Tennis and Carom Matches amongst students. The Club has been instrumental in implementing the **Sahaj Yoga Program** (for students) and **Jeevan Asha (Free Hand Exercises Session for Faculty)** on Monday mornings.

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:

EXPERIENTIAL LEARNING

- A high patient turnover allows students to practice “ **Learning by Doing** ” for higher knowledge retention rates in the Pyramid of Learning. The teachers practice **Clinical Shadowing** through “ **Observe – Assist – Perform** ” philosophy , especially in clinical subjects.
- Simulation Training by **3D4Medical™ Anatomy Dissection Software , Laerdel™ Electronic Feedback BLS Mannequins , Advanced Phantom-Head Workstations with Smart Controls , Nemoceph™ Cephalometry Software , ImageJ™ Morphometric Software , EzDent-i Implant-Planning Software** enhance the experiential learning experiences.
- **Observerships** (International Medical University - Malaysia , Surgical Super Specialities Training at CMSDH) **Field Trips** (Panihati Water Filtration Plant , CAD CAM Prosthetic Labs , CBCT

Radiological Units) and **Community Outreach Activities** (Schools , Orphanages , Old-Age Homes , NGO's and Missionaries of Charities) are optimum experiential learning experiences used for students.

INTERDISCIPLINARY LEARNING

- Six **Interdisciplinary Clinical-Forums** are conducted yearly for PGs with Case Discussions & Multidisciplinary Treatment Planning Sessions for complex dental disorders.
- **Multidisciplinary Special Clinics** namely Aesthetic-Clinic , Geriatric-Clinic , Special Needs Clinics , Integrated-Clinic , Tobacco Cessation Centre and Implant-Clinic focus on teaching interdisciplinary care to budding graduates.

SELF DIRECTED – PARTICIPATORY & PROBLEM SOLVING LEARNING :

- Blended Learning via **Flipped Mode** (using Canvas TM Portal) and via **Enriched Virtual Mode** (via Institutional LMS i.e. DSARP or other MOOC Platforms) instill self directed and participatory learning in our students.
- **Case Based / Problem Based Learning** Exercises are embedded in each Module and shared with students via DSARP LMS. The Examination Policy provides for inclusion of such case based questioning pattern in Internal Examinations to simulate the analytical and reasoning bent of mind in graduates.

EVIDENCE BASED & PATIENT CENTRIC LEARNING

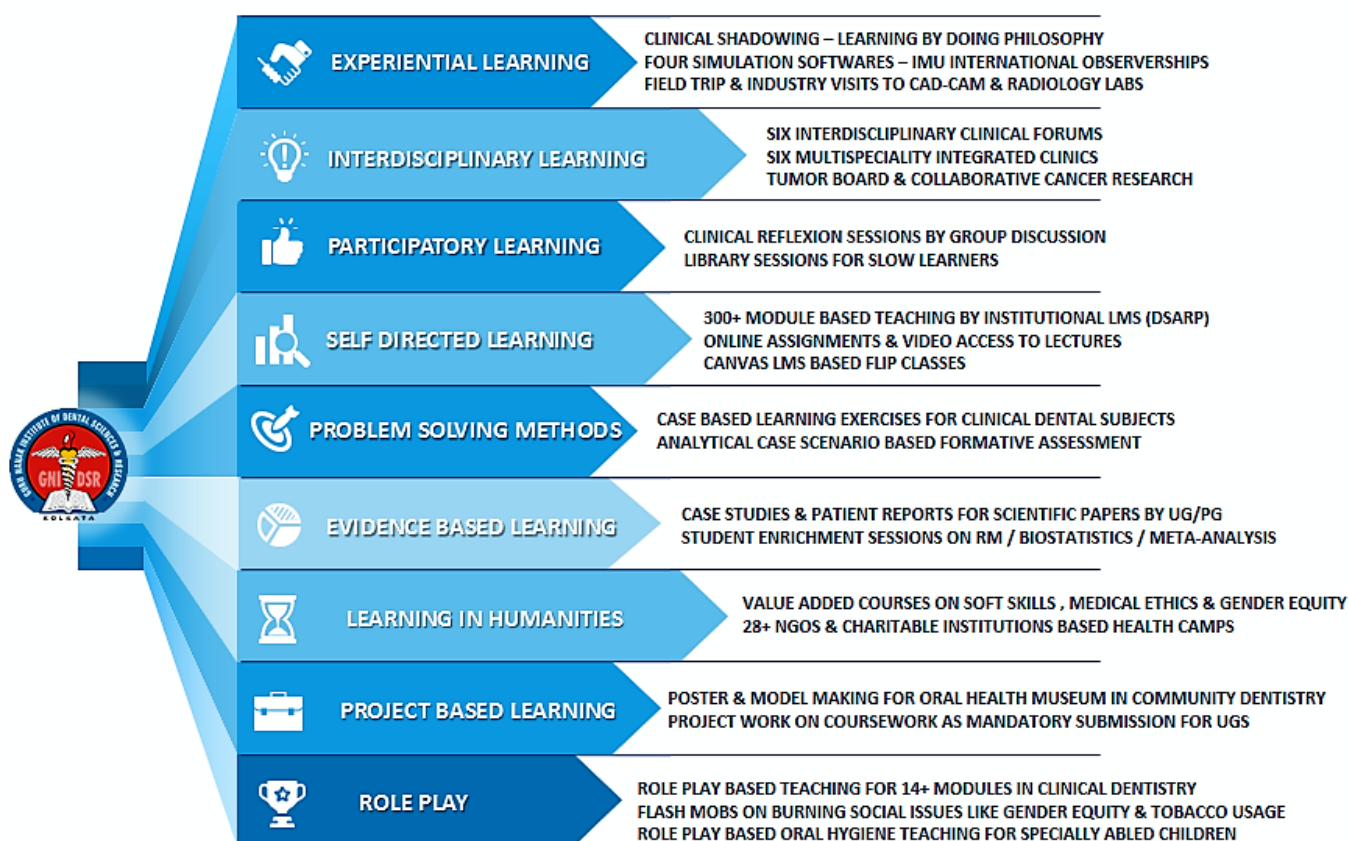
- **Research Studies** based on evidence based data are undertaken by UG / PG students and presented in conferences and other scientific platforms like IDA.
- **Student Enrichment Sessions** are undertaken by the R&D Committee on **Biostatistics , Research Methodology , Sampling and Conducting Systematic Reviews** for learning evidence-based data analysis.

LEARNING IN HUMANITIES & ROLE PLAY

- Role Play is used in Modules on **Medically Compromised Patients , History Taking & Diagnostics , Child Psychology and Ethical Practices**. Students use Role-Play in Community Outreach Camps to teach oral health care to **mentally challenged and socially underprivileged people**.
- Soft Skills and Language Training is imparted through **Freshers Bridge Course** , Soft Skill - Practice Management - Medicolegal Awareness **Value Added Courses** , VELP Online Program 2020. **The British Council Learning Portal and Language EWL Software by Health Bureau** are used for developing English proficiency in learners.

PROJECT BASED LEARNING :

Model and Poster Making is inculcated in the Syllabus of Community Dentistry and the models developed by students are used to educate the masses about oral health care , tobacco cessation and oral cancer. In addition to this – the clubs organise various activities which include project making eg. **Best Out of Waste Competition and Innovative Waste-Management Practices**.



File Description	Document
Link for learning environment facilities with geotagging	View Document

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

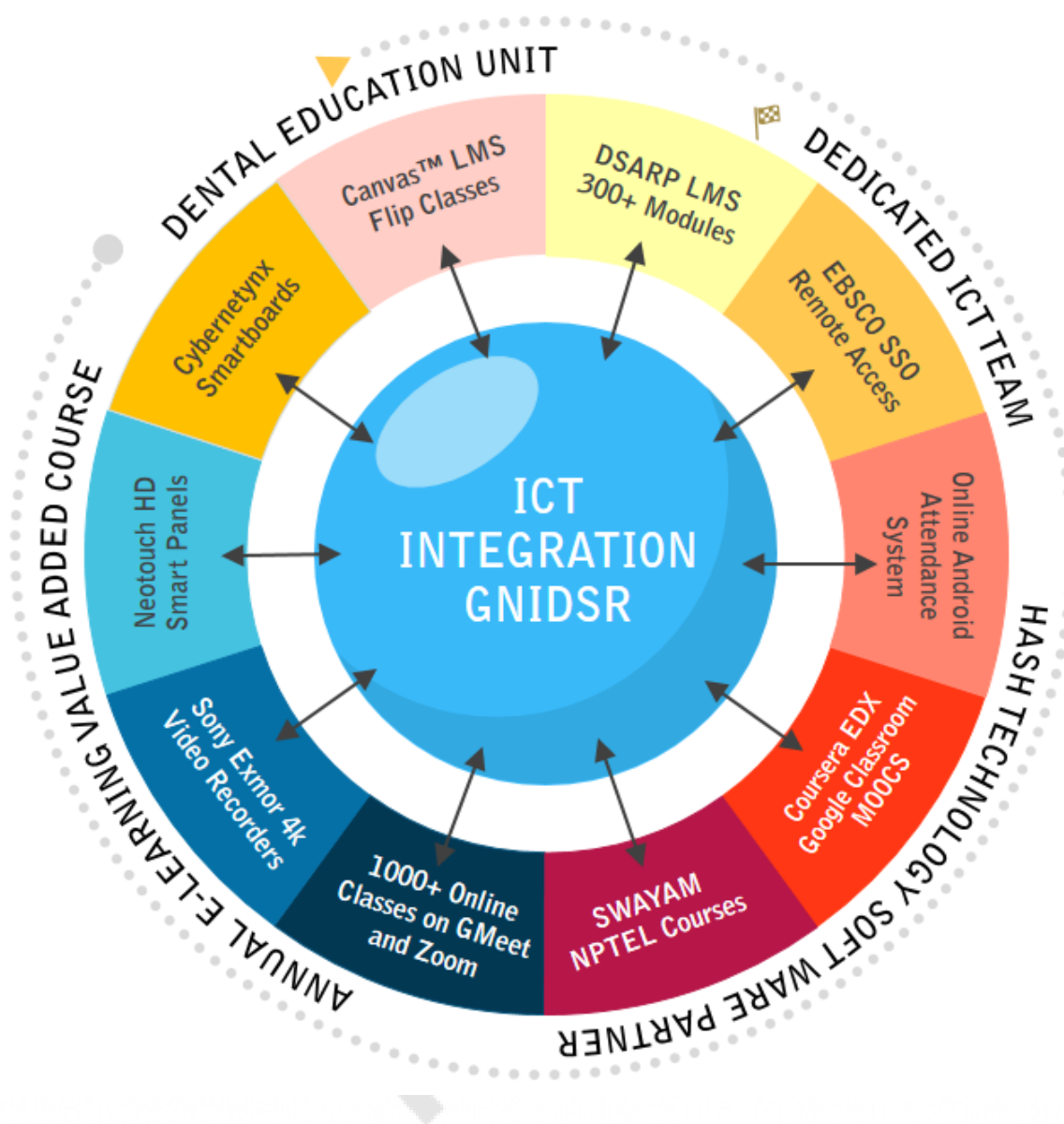
- 1. Has Basic Clinical Skills / Simulation Training Models and Trainers for skills in the relevant disciplines.**
- 2. Has advanced simulators for simulation-based training**
- 3. Has structured programs for training and assessment of students in Clinical Skills Lab / Simulation based learning.**
- 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:



SMARTCLASS BOARDS & INTERACTIVE SMART PANELS – GNIDSR has a dedicated Smart Learning Centre in the Academic Block with Interactive SmartBoards from Cybernetyx , Germany. Additionally the Flip Learning Classroom houses an Interactive Flat LCD Panel from Neotouch , Sweden. These ICT tools allow teachers to effectively impart multimedia based teaching and manoeuvre smoothly among different interfaces and online resources.

DSARP PORTAL - The Digital Student Academic Resource Portal (DSARP) is a dedicated password protected Institutional LMS used by teachers to deliver blended learning to students. It has 30+ GB worth of lecture class videos , course modules and e-courses developed by faculty and assignments for the students of the BDS program. The student through this portal can give a generic 5 star rating feedback of the video content viewed on the portal.

CANVAS™ LEARNING MANAGEMENT SYSTEM – GNIDSR faculty uses Canvas™ LMS to develop e-content for modules with Pre-Post Tests and Assignments built into the content for Flip Learning Teaching Methodology. The superior analytics of Canvas™ , allows teachers to assess the students online activity and assignment progress in detail. This tool allows teachers to encourage participatory ,

exploratory and self directed learning.

MOOC PLATFORMS – The teachers used other MOOC Platforms like Google Classroom and Blendspace for imparting Blended Learning. In the Covid19 Pandemic , the faculties with the assistance of the Dental Education Unit (DEU) imparted teaching (600+ video lectures) via Cloud Video Conferencing Softwares like GMeet and Zoom. These classes were enriched virtually with assignments and e-content shared by faculty in MOOC Platforms.

SWAYAM NPTEL LEARNING RESOURCES - GNIDSR is a local chapter of National Programme on Technology Enhanced Learning (NPTEL) with Chapter ID 3487 since December 2019. Teachers & students use this ICT Tool for getting online training / FDPs in wide variety of courses ranging from research methodology , biostatistics , communication skills and management related. The content of the different Swayam Courses are used by teachers in their presentations as references.

EBSCO™ E-LIBRARY - The Teachers can remote access EBSCO E-Library to download scientific publications for creating evidence based e-content for their students. Additionally Discipline Specific Databases like Medknow , SAGE and National Digital Library can be accessed by the teachers/students via our E-Library.

ONLINE ANDROID ATTENDANCE APP - The android mobile app allows all GNIDSR faculty to provide instant online attendance for students and have data generation available at a click , thereby enabling faster slow learner identification. The routine-faculty allocation including classroom-allotment are done in the software admin portal at the beginning of the session.

OTHER ICT TOOLS - The institution provides the basic multimedia tools like DESKTOPS in all departments for teachers , SHORT & LONG THROW PROJECTORS and DIGITAL CAMERAS to ensure the teaching learning and content development by teachers is as rich and vibrant as possible. The faculty using multimedia in teaching content has witnessed an increase from 66% to 90% since 2017.

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: 12:1

2.3.4.1 Total number of mentors in the preceding academic year

Response: 44

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

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

Response:

Teaching Learning Processes nurture CREATIVITY by –

- Model & Poster Making by undergraduates is undertaken in Public Health Dentistry for demonstrating **Oral Hygiene Aids , Harmful Effects of Tobacco Use , Community Water Fluoridation , Good Sterilisation Practices , Environmental Protection and Oral Disease Burden in India**. Students use these models in community outreach camps for educating general public and for effective knowledge transfer to **mentally challenged children**. All First Year Postgraduate Students present Speciality Based Scientific Posters and “ **Table Clinics – Model Making** ” in their respective Speciality Conferences.
- Preclinical Work in Dentistry nurtures significant creativity through **Wax Carvings of Tooth Replicas , Replicating Dentitions in Wax & Acrylic in Prosthodontics , 3D Wire ReShaping in Orthodontics , Bone Plating in Resin Based Acrylic Skulls , Interdental Wirings in Jaw Replicas**.
- Student Clubs organise competitions like – **Best Out of Waste , Face Painting , Environment Friendly Cooking , Graffiti Competition , Still Photography** to nurture creativity while putting across burning social messages.

Teaching Learning Processes nurture ANALYTICAL SKILLS by –

- **Case / Problem Based Learning** exercises are incorporated in Online Modules in the institutional LMS i.e. DSARP. These exercises inculcate exploratory learning and students use analytical skills to formulate a clinical differential diagnosis in the cases / problems given by teachers.
- GNIDSR is pioneer in imparting Blended Learning by **Flip Learning Modality with Canvas™ LMS**. Flip Learning encourages self-directed learning and in-class activities are based on group discussions , quiz and problem solving rather than didactic teaching.
- The **Six Integrated Multidisciplinary Special Clinics** of GNIDSR focus on teaching graduates to develop multiphasic treatment plans in complex dental disorders, an analytical skill missing in conventional institutional teaching.
- Seminars and Value Added Course on **Research Methodologies , Biostatistics , Modern Tools**

for Short Survey, Undertaking Systematic Reviews and Meta-analysis , Clinical Trials are undertaken by the R&D Committee to develop an analytical bent of mind in learners.

Teaching Learning Processes nurture INNOVATION POTENTIAL by –

- Every year the GNIDSR **Incubation Centre** accepts applications from postgraduates for innovative ideas for research with **maximum scientific and economic impact**. The best ideas are nurtured through research studies and incubated for **publications and prototypes**.
- GNIDSR is partner institute to a **Web Initiative** called “ **Idea-o-Meter** ” by the JIS Group. This web portal is an Innovation Driven Portal for Crowd Funding and Mentoring Innovative Ideas. The **Mentor Bank** of Idea-o-Meter are Principals , Industry Leaders and IIT alumnus.
- The GNIDSR Incubation Centre conducts **Dental Idea-a-Thon** called **InVoDent** (Based on HackaThon concept) in association with IQAC to encourage its learners to present innovative ideas. The top ideas are nurtured further through the Idea-o-Meter Portal.

File Description	Document
Link for appropriate documentary evidence	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
Links for additional information	View Document

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

Response: 6.78

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.

2019-20	2018-19	2017-18	2016-17	2015-16
11	06	05	06	05

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

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

Response: 9.79

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

Response: 832

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: 72.71

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

2019-20	2018-19	2017-18	2016-17	2015-16
75	83	77	60	68

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

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

Response: 12.36

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

2019-20	2018-19	2017-18	2016-17	2015-16
15	14	18	14	7

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:

Yes the institute prepares its **Academic Calendar** in coherence with the university calendar incorporating curricular activities , additional courses , events and co-curricular activities for the UG and PG programs. The **Time Table Committee** formulates the Academic Calendar based on inputs from the University , Curriculum Committee and other necessary Committees , IQAC , Course & Event Incharges and Students Council. The academic calendar once formulated is circulated amongst all stakeholders and is displayed on the **institutional website**.

The Time Table Committee constituting of the Heads of the Departments **monitor the adherence of the academic calendar** to the designated dates. It tries to mitigate any minor deviation from the calendar by close coordination amongst stakeholders and by making necessary adjustments. An academic year is divided into **eight core teaching months , two adjuvant teaching months and last two examination months** , based on major activities untaken during those months. To ensure that the academic calendar is adhered to , the **lesson plan** to be covered for each month of study is pre-circulated on the website and student handbook at the beginning of the session itself.

GNIDSR has a well strategized **Examination Guideline** made in 2016 and further revised in 2019 by the **Board of Governors**. Use of **Global CCTV Coverage , Multiple Evaluators** (To Remove Bias) and a Time Bound & **Transparent Grievance Redressal System** Accessible Online have ensured that the CIE are transparent and impartial. In the Internal Examinations , the mechanism of **scheduling , paper setting , moderation , printing , distribution , invigilation , evaluation , grievance redressal and declaration of result** are all in accordance with the Examination Guidelines (Annexed Below) , As per the Guideline , the syllabus covered upto **10 days** prior to the date of examination are included in the syllabus of the particular internal examinations and any change in the pattern of examination has to be **pre-informed** to the students **30 days** prior.

GNIDSR further ensures transparency and **“true” formative assessment** in examination by imparting the Practical Marks of the First and Second Internal Assessments (in Clinical Dentistry Subjects) based on Scores obtained in the **Daily Objective Assessment Sheets** by the students in his /her clinical duty. This ensures students gets multiple opportunity to improve his / her performance and is a **true dynamic assessment of performance**. **Feedback on the Conduct of the Internal Examination** is done and it had formed the basis for the Review of the Examination Guidelines by **IQAC** in 2019 , leading to its subsequent revision by the **Curriculum Committee**.

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:

The Institute initiates **checks and balances** at every step of the Examination Process to ensure they are **transparent , well defined and provide equal opportunity** to all students as evident in the **Examination Guidelines** of GNIDSR. Being an affiliated college , the institution follows all the University Guidelines to the book , which is ratified by the presence of the “ **Mandatory Observer** ” allotted by the University present in the institution throughout the examinations. The mechanisms to ensure unbiased and fair conduct of the examinations with efficient grievance redressal are -

- 1.The question paper is set by two senior faculty members including the internal examiner and “ **Moderation** ” is done by the HoD . The moderator ensures the question set are within the syllabus and equivocally distributed within the syllabus covered. Similarly university question papers are checked by a process of “ **Validation** ” by a third faculty.
- 2.Absolute **Confidentiality** is maintained in paper distribution from setter to eventual distribution to the examination hall in the internal examinations. Similarly for the the university examination the unique **Electronic QPDS (Question Paper Delivery System)** system of WBUHS ensures the distribution is leak-proof.
- 3.Vigilant invigilation during the examination is ensured through designated set of invigilators as mandated by DCI and continuous **CCTV Monitoring** of the internal and university exam. The **Recordings** of the University Examination is mandatorily sent to WBUHS after the examination.
- 4.The University Examination **Answer Scripts are CODED** to eliminate bias. The evaluation in Internal Examinations is done by **Multiple Evaluators** (group of senior faculty members designated by the internal examiner in accordance with the HoD) to eliminate **evaluator bias**.
- 5.The students can appeal as per guidelines to the **Head of the Department** or **Grievance Redressal Cell** for any grievance related to **retotaling , re-evaluation** or any other contextual issue in the Internal Examinations. Any grievance raised has a **strict timeline of 10 days** for resolution.
- 6.Appealing has been made simpler , time bound and efficient by making the “ **Complain Forms** ” available online (<https://www.gnidsr.ac.in/pdf/complain-form-general-grievances.pdf>) and with a designated step wise approach of **recording - reviewing – analysing and acting** on the complains.
- 7.For the University Examinations in case of any grievance after obtaining the provisional statement of marks , the **university accepts online applications** from students for scrutiny or review **within 7 days** from issue of marks. Two examiners then reassess the marksheets and average of marks given by them is taken as the final mark for the student in question. Final marksheet of students who apply for review or scrutiny is issued **within 15 days** after the publication of results.

To ensure transparency , for **Viewing of Answer Scripts** of University Examinations , it allows the student to apply in a prescribed format to the University **till 30 days of publishing of result**. The university provides a photocopy of the same , without disclosing the identity of the evaluating examiner.

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:

Procedures Integrating IT : To make University Examinations more reliable, efficient and transparent , WBUHS introduced end-to-end use of ICT solutions so that efficiency could be enhanced by automating activities. The **Question Paper Delivery System (QPDS)** implemented by WBUHS ensures effective and secure delivery of question papers. The comprehensive examination management solutions offered by WBUHS includes the following services :

1. Student Registration to issuance of Admit Card/Hall Ticket
2. Question Bank & Question Paper generation.
3. Secure Delivery of Question Papers.
4. OMR and Barcode Technology in Answer Sheets.
5. Digital Scanning & onscreen evaluation of Answer Scripts.
6. Online Application for Re-evaluation of Answer Scripts

IT Integration during Covid19 Pandemic : The second and third continuous internal assessments conducted during the pandemic were done through **single attempt , timed and secure Google Forms** shared via email at the moment of the exam. In addition viva voce assessments were conducted by various departments via online **one to one video conferencing** through GMeet.

Reforms in Examination Procedures : For the Internal Examination , the Institute has a streamlined procedure for **setting , moderation , validation and distribution** of the question paper as per the Examination Policy . **Live CCTV monitoring** of the Examination Process is done for every examination and the **Recording** is sent to the University. The University appointed **Observer** monitors the entire conduct of the examination. In addition to this a Robust Grievance System has been framed which works on a strict timeline of 15 days to mitigate examination related issues.

Reforms in Formative & Summative Assessments :

1. **TPIA System Based Competency Assessments** – The students are assessed for Clinical Work and Viva Voce in clinical dentistry by course specific **Objective Assessment Sheets (OAS)** which have both **Observational & Skill components**. Moreover the Practical Marks for the 1st/2nd Internal Assessments are an average of the marks secured in these OAS year-round , leading to these formative assessments being true to nature.
2. **Selective Response Based Assessments** – MCQ Based questions have been mandatorily incorporated in both internal and university examinations to enable analytical reasoning and prepare students for the NEET exams.
3. **Authentic / Problem Based Assessments** – The internal examination question papers have been improvised to include **Case Based / Problem Based Questions** for topics with high degree of analytical reasoning and clinical implication for the student. Clinical Scenarios are given and students are supposed to formulate treatment-plans based on a differential diagnosis. The teaching of these modules is done in-line using extensive blended component and demarcated on the curricular map.

4. **OSPE / OSCE Based Assessments** – These assessments are routinely done for internal and university examination through **Observed and Non Observed OSPE / OSPE Stations** with well structured **Checklist and Flash Cards** for the stations. Currently they have been made mandatory by DCI and institute adheres to the norms set by the regulatory body.
5. **Blended Teaching Based Assessments** - The Flip Classes blended with Canvas-LMS , use **Superior Analytics and Discrimination-Index** to assess the student performance , routinely during Class-Tests/ Assignments.

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
List of opportunities provided for the students for midcourse improvement of performance in the examinations	View Document
Institutional data in prescribed format	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:**

Yes, the institute has defined its graduate attributes and learning outcomes as per provisions of DCI. The institute has defined its graduate attributes based on the **Knowledge (KU1 - KU2)**, **Skills – Cognitive (CS1 - CS2)**, **Skills - Practical (PS1 - PS2)**, **Attitude and Capability (AC1 - AC2)** it desires to be imparted to the graduating student. Thereby the above **Four Key Learning Components** constitute the generic learning outcomes from each course within the graduate and postgraduate programs of the institute. GNIDSR communicates the Graduate Attributes and Learning Outcomes to the students via the following modalities –

1. The Graduate Attributes, BDS & MDS Program Outcomes (Generic and Specific) and Course Outcomes are displayed in the **Institutional Website** and thereby accessible to all students, teachers and stakeholders.
2. The Graduate Attributes and Generic Program Outcomes are displayed in the campus as **Signage in the Academic Block (SJSM Block) and the Open Access Library.**
3. The Graduate Attributes, Generic and BDS Program Outcome, Course Specific Outcomes are documented in the **Students eHandbook**, which is shared with all students at the beginning of the session.
4. The Course Specific Learning Outcomes are enumerated in the **Online Modules** shared with students via **Institutional LMS i.e. DSARP (Digital Student Academic Resource Portal)** and also in the beginning of the lecture classes for the students.
5. The Learning Outcomes of practical / clinical / preclinical teaching for a particular course are displayed on the **TPIA Objective Assessment Sheets** used by the institute for competency based daily assessments.
6. The learning objectives and outcomes of **Value Added Courses / Add on Courses / Professional Training / FDP** are enumerated to the participants prior to the course (**Course Brochure**) and on completion.
7. The Graduate Attributes and Program Specific Learning Outcomes are described to students in **Graduate Orientation Programs, White Coat Ceremonies and Postgraduate Orientations.**
8. In addition to the above the **Mentors and Teachers** explain the desired Graduate Attributes and Generic Program Outcomes to their mentees and students during regular interactions. The mentors counsel the students regarding favourable attributes and attitudes and competencies expected by them.

The **Curriculum is Mapped** to the **554 Modules** in BDS Program for Attainment of Learning Outcomes. The HoDs select the most appropriate teaching methodology in each module of their respective courses for **attainment of favourable outcomes**. Past experiences, stakeholder feedback and curriculum committee inputs are used in deciding the **best teaching methodologies**. The HoDs choose between a variety of teaching modalities like Didactic, Blended (includes Flip), Role Play, Case Based Learning etc for a particular module. Modules with a high degree **Cognitive & Practical Skill Component (CS1 and PS1)** are preferred to be taught by Blended Learning (**Flip or Virtual Enriched Mode**).

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: 94.97

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

2019-20	2018-19	2017-18	2016-17	2015-16
108	110	115	112	117

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

2019-20	2018-19	2017-18	2016-17	2015-16
115	120	119	119	122

File Description	Document
Trend analysis for the last five years in graphical form	View Document
List of Programmes and the number of students passed and appeared in the final year examination each year for the last five years	View Document
Institutional data in prescribed format	View Document
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:

Yes , the teaching learning and assessment processes of GNIDSR are aligned with the stated learning outcome.

Alignment of Teaching Learning with Stated Learning Outcomes –

The teaching learning methodologies used for the **554 modules** are mapped to the learning outcomes and documented in the **curricular map**. HoDs select innovative teaching modalities like **Blended Learning , Case Based Learning , Role Plays** for modules having a high degree of **CS1 and PS1 component** in the defined learning outcomes. The curriculum committee , past teaching experiences and student feedback also form the additional parameters in selecting teaching modalities. The **attainment of competencies** by students as per the expectations of teachers ratifies the selection of teaching methodologies. Hence the **curricular map is dynamic** and aligns the teaching learning processes with the stated learning outcomes.

Alignment of Assessment Processes with Stated Learning Outcomes –

GNIDSR follows a robust formative assessment which has **informal , formal , competency based and selective response assessments** embedded in it. The modules are assessed by informal assessment and selective MCQ based assessments year round. The modules taught through blended learning (including flip mode) are assessed via assignments in **MOOC platforms , Canvas™ Pre-Post Tests or In-Class Group Assessment**.

GNIDSR uses a copyrighted **Teaching Performance Improvisation Assessment (TPIA) System** as an innovative teaching learning assessment tool. TPIA System is a rapid **slow learner identification**, documentation and improvisation tool for clinical dental subjects using multiple objective **competency based assessments** linked with a **sequential grading key**. The clinical and preclinical work of students for clinical dental subjects are assessed by TPIA competency based objective assessment sheets (OAS) . These OAS have a **observational component** (where faculty assesses the attitude and behavioural component) and **task analysis component** (where faculty assess the desired skill set). In addition to these , the students get three continuous internal assessments for improving his/her performance in the course. The assessment process is evaluated via the TPIA system and by year-end exam based on an institutional grading key. The **Institutional Grading Key** is color coded as **Green , Yellow and Red** based on score obtained by student / faculty in the following six key components –

- Lecture Teaching Feedback – Scored on 0 to 16
- Clinical Teaching Feedback – Scored 0 to 5
- Viva Voce Performance (Objective Assessment Sheet I) – Scored 0 to 10
- Pre Clinical/Clinical Performance (Objective Assessment Sheet II) – Scored 0 to 10
- Continuous Internal Assessment Marks – Scored 0 to 100
- Student Attendance - Scored 0 to 100

The GOAL of teaching is to attain outcomes in the **Green Zone** of the key. Intervention measures like remedial classes , group discussions , home assignments , mentor counselling , library sessions are given to rectify the deviation as much as possible in case of slow learners. If majority of the batch is within the

Green Zone , the **Attainment of the Learning Outcome** is said to be achieved.

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:

Yes , the Parent Teachers Meetings (PTM) occur in GNIDSR in a regular and centralised manner , biannually across all years of study.

Schedule :

As per the **Academic Calendar** twice , once in January after 1st internal assessment and the second in April after 2nd internal assessment.

Planning & Conduct of PTM :

The Institution deposes a **PTM Incharge** , which by trend is the incharge of the mentor program. The Incharge in coordination with the HoDs , depute departmental incharge (one or two teachers) for the PTM who coordinate the departmental interactions with the PTM Incharge. The Online Meetings (during Covid19 Pandemic) had multiple incharges to facilitate faster interaction and reduce waiting time. The Parent are informed with sufficient time in hand to allow them to prepare a visit accordingly. Prior to 2019 , the Institution had a **PTM Week Concept** , where the Parent was given a option of meeting the teachers at a designated 2 hours across 5 working days.

PTM as a Slow Learner Improvisation Tool :

The Departmental Incharges come prepared to the PTM with data of the wards **attendance , assignment marks , clinical & viva voce marks (TPIA OAS Scores)**. The parents are updated about the wards performance , specially the slow learners who would need home support and guidance. In comparison to the teachers role in learning process , the Institute gives **equal importance to the role of the parent**. In view of this idealogy , the parents of slow learners are counselled for providing **supportive and positive atmosphere** at home for learning. It is the goal of every teacher to understand the psychology and social factors behind every students behavior in the academic environment. To ensure this the **parent-mentor interactions** are carried out along with the parent-teacher interactions.

Outcome & Participation :

The participation of Parents in the PTM has been around 60% , which saw a marked improvement and **Positive Trend during the Pandemic** , when PTM participation rose upto 88%. The Online

Interaction were more readily accepted by parents compared to physical interactions. The Institute through its regular counselling of parents in nurturing a positive home atmosphere has shown good results with parents being more receptive to the wards weakness and being supportive rather than vindictive now. The grievances marked by parents majorly include communication issues , hostel and mess issues and examination related issues. Clear guidelines of examination has been displayed on the website and additionally briefed to the parents during PTM. The PTM Incharge submits his/her **PTM Report** to the Principal after conclusion of the PTM and a copy is shared with the **IQAC , Feedback Committee** and **Grievance Cell** Chairperson. This ensures that the Parent Feedback both Institutional and verbal are acted upon and represented appropriately in the said bodies.

File Description	Document
Link for follow up reports on the action taken and outcome analysis.	View Document
Link for proceedings of parent –teachers meetings held during the last 5 years	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: 3.21

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: 34.3

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

2019-20	2018-19	2017-18	2016-17	2015-16
36	38	38	34	31

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

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

Response: 14.79

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

2019-20	2018-19	2017-18	2016-17	2015-16
07	30	04	06	25

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

3.1.3 Total number of research projects/clinical trials funded by government, industries and non-governmental agencies during the last five years**Response:** 12

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

2019-20	2018-19	2017-18	2016-17	2015-16
8	3	1	0	0

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

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:****Ecosystem for Innovation**

- **Environment for Ideation** : GNIDSR creates an environment for ideation at every level by ensuring decision making is not central , rather decentralised. The faculty and students are involved in academic and creative decision-making. The postgraduates present different ideas to the teachers for their dissertations and their creative insight is respected and nurtured. The undergraduates choose preferred topics/ideas for short studies or scientific papers and approach teachers for mentorship. Scientific Mentorship is encouraged and practiced by the faculty actively.
- **Opportunities through Autonomy** : The students and faculty are granted sufficient autonomy to proceed with pursuing their ideation by giving them financial aid (research project money) , research leaves and scientific/physical infrastructure for their respective work. The vast Patient Resource , functional Research & Incubation Centres and Postgraduate Laboratories in Seven Specialities makes GNIDSR a nidus of research and innovation activity.
- **Building Cross Organisation Networks** : The institute has MoUs with Institutes like – IIT - Kharagpur , IEST - Shibpur , Glass and Ceramic Research Institute of India , International Medical University – Malaysia for research collaborations and cross organisational work. In addition , it has partnered with JIS Institute of Advanced Studies & Research – a tertiary advanced research

institute.

- **Diversity in Thought & Goal Based Thinking** – The thought process at GNIDSR emphasises to the innovator and creator the three philosophies of – Start at Bottom , Don't be Afraid to Experiment and Failing is Ok. The creator is directed to focus on the goal , rather than the long hard road of experimentation.

Incubation Centre & Research Centre

GNIDSR has a functional Incubation Centre and a separate Research Centre in the Basic Sciences Block. The incubation centre is an **ICT-Enabled Facility** where students conglomerate and discuss their ideas , prototypes and creations. The research centre facility has hi-end equipments like **Blood-Analyser , Centrifuge , Incubator , Stereo-Microscope and Penta-Head Microscope** ,giving necessary infrastructural support to the ideas nurtured in the Incubation Centre.

Highlights of Incubation Centre Activities

- The Incubation Centre has been instrumental in conceptualising the unique **Copyrighted TPIA System** i.e. Teaching Performance Improvisation & Assessment System (**Registration Number L-105221/2021**) followed in our institution.
- In 2019 with the efforts of the incubation centre , our students made the **Modified Pulse Oximeter to measure Revascularisation of the Root Canal Space** (Clinical Trials Registry Registration Number - India CTRI/2020/01/022892)
- GNIDSR Incubation Centre is the founder partner of the Online Ideation Portal called **Idea-o-Meter**. The portal is an **Online Ideation , Crowd Funding and Mentorship Portal** for nurturing and incubating innovative ideas towards prototype , publications and finally patents. The mentor profile in **Idea-o-Meter** is composed of distinguished academicians, principals and former IIT Alumnus.
- The centre conducts an ideation hackathon event called **InVoDent - Dental Idea-a-Thon** where students present innovative ideas and brightest innovations are nurtured and aided further by the institution though the **Idea-o-Meter** platform. **Four Teams** in 2021 got selected for **Research Funding via Ideo-o-Meter** for incubating their ideas furthur.

File Description	Document
Link for details of the facilities and innovations made	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: 24

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

2019-20	2018-19	2017-18	2016-17	2015-16
8	5	4	4	3

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

3.3 Research Publications and Awards

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

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

Response: 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 format	View Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 0.85

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: 150

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

Response: 177

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: 1.6

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

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

Response: 0

File Description	Document
Institutional data in prescribed format	View Document
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: 88

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.

2019-20	2018-19	2017-18	2016-17	2015-16
26	14	12	13	23

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

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

Response: 68.87

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

2019-20	2018-19	2017-18	2016-17	2015-16
493	432	258	356	329

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:

GNIDSR has been instrumental in contributing to the upliftment of oral health of the District of **North 24 Parganas**, West Bengal through its extension and outreach activities. The target population and the partnering organisations have recognised these efforts by giving **Letters of Appreciation** to the Institute for its efforts.

Recognition for Contributing to National Oral Health Program –

- Recognised by **Indian Society of Periodontology** for spreading awareness about oral hygiene and health annually on Oral Hygiene Day to the general public.
- Recognised by **Association of Oral & Maxillofacial Surgeons of India** for spreading awareness about road traffic accidents, oral cancer, cleft lip and palate, tobacco addiction annually on International Oral & Maxillofacial Surgeons Day to general public and high risk groups (youth, truck drivers, slum dwellers)
- Recognised by **Indian Public Health Association** for spreading awareness about oral health on World Dental Health Day among underprivileged women and children of slums.
- Recognised by **Indian Society of Pedodontics & Preventive Dentistry** for annually spreading awareness about oral hygiene and deleterious habits among school children.

Recognition for Contributing to Oral Health of Deprived Sections of Society –

- **Underprivileged & Specially Abled Women** - The NGOs **Sikh Nari Manch** and **Paripurnata Halfway Homes** have recognised efforts by the institute for annually spreading oral health awareness amongst women and children of the minority sikh community and underprivileged women in slums.
- **Orphanages** – The orphanages **Swayambar Nari**, **Bijan Memorial Trust**, **Kamakhaya Balak** have recognised GNIDSR for relentless efforts to treat and educate their children for oral health care.
- **Specially Abled Children** – NGOs like **Autism Society of India**, **Noble Mission**, **Mahabir Seva Sadan** have recognised the special efforts given by the institute to cater to the needs of the specially abled children (autistic, cerebral palsy, mentally challenged) in their organisations and

conduct health camps for them.

- **Women & Children of Slums** - The **Art of Living Foundation** recognised the efforts of the institute for health awareness and treatments camps for slum dwellers under the “**Adarsh Basti**” initiative by the government.

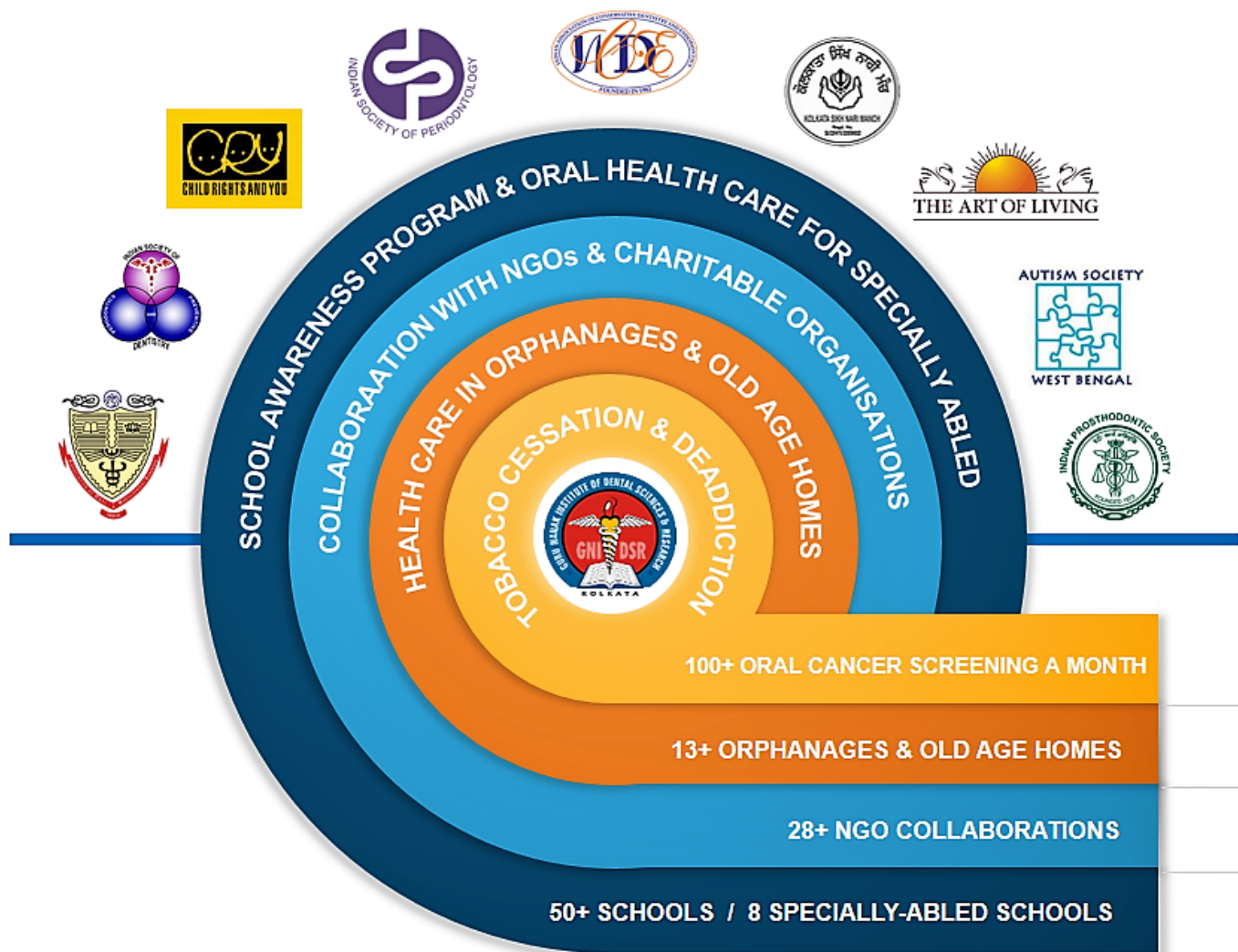
Recognised for Contributing to Social & Charitable Causes by Association of Oral & Maxillofacial Surgeons of India -

- Recognised for annually conducting **Blood Donation Camps** since 2012 , specially in mid year monsoon months when dengue hits the city and leads to severe shortage of blood.
- Recognised for **Planting Saplings for Environmental Awareness** on International Oral & Maxillofacial Surgeons Day.
- Recognised for Spreading Awareness on the deadly disease **AIDS** and using various visual aids to clarify the myths and taboo associated with the disease.

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

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:



GNIDSR through its social responsibility activities delivers awareness and education amongst general public , underprivileged sections of society , high risk groups and children about oral health and hygiene. This is accompanied by distribution of free oral-hygiene kits and free oral-health checkup and treatment camps.

Over the last 5 years such oral health awareness and treatment camps have been conducted in more than fifty **SCHOOLS** namely St Xaviers Sodepur , Pragatishil Vidyalaya , Haryana Vidyamandir Salt Lake , Kidzee Barrackpore. Additionally the most underprivileged sections of the population have been catered to by such visits to **LOCAL ORPHANAGES** like Govind Kumar Home , The-Refuge , Calcutta Muslim Orphanage , Sreebhumi Jigeesha and **OLD AGE HOMES** like Ramkrishna Briddha Ashram , Sri Guru Bholananda Ashram , Maha Devendra Giri Briddha Ashram. The institute is also associated with Dayadaan – Missionaries of Charity to provide periodic oral-health support to its residents and train their care givers.

Oral health is most neglected by the **SLUM DWELLERS** and the institute ensures visit to slums and localities along with NGOs like CRY Foundation , Lions Club , Utthaan Foundation , Sikh Nari Manch , Bijon Banerjee Charitable Trust , Calcutta Rescue , Pranab Kanya Sangha , Dakshineswar Ramkrishna Sangha Indian Cancer Society , RK HIV Care-Centre. Screening camps are organized to educate the dwellers of oral disease and dispel misconceptions myths and taboos about oral health. GNIDSR prioritises

care of **SPECIALLY ABLED CHILDREN** , thereby conducting camps in association with Autistic Society , Cerebral Palsy Society for Children to create better acceptance of oral care in them and train the care givers in specialised techniques best suited for them.

The institute has prioritized **ENVIRONMENTAL AWARENESS** and had initiated the “ Gift a Sapling Initiative ” for all its guest faculty/dignitaries since 2017. In addition initiatives like “ Amar Prakriti ” – Adopt a Tree Campaign (since 2017) and Swaachh Bharat Campus Drive are undertaken by faculty and students to motivate the locality about environmental protection. The lush green plastic free campus with energy saving measures like solar power plant , solar street lights further reinforces these to the students and visitors. **SOCIOECONOMIC DEVELOPMENT ISSUES** like Ethical Practices and Gender Equity are rendered to the masses through Flash Mobs on International Womens Day , Nukkad-Nataks , Role-Play in Health Camps and Student Club Activities.

The amount of **EXPENDITURE** incurred on such social responsibilities activities in the community is multifactorial as charitable organisations are at play and sampling is partially catered by generous contributions by industry players including alumni. The activities encompass wide variety of community programs , student club initiatives and awareness seminars. Moreover , professional speciality organisations contribute resources to such initiatives on basis of institutional reputation , with zero cost implications. Hence , although the expenditure incurred on such activities is approximately an average of 0.46 % of the total expenditure (excluding salary) , the institutional contribution to the community is far ahead in impact , value and kind.

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: 9.4

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

2019-20	2018-19	2017-18	2016-17	2015-16
12	14	12	5	4

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

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: 11

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: 11

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

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:

Yes, adequate facilities exist for teaching-learning like classrooms, seminar halls, laboratories and computing equipment in accordance with the regulatory norms. The Institute has three main buildings in the campus for teaching learning activities –

- **Hospital Building** – Nine Floor Megastructure with Central , Left and Right Wing. It has the 9 Dental Departments (One in Each Floor) , **Multidisciplinary Integrated Clinics (Ground Floor)** , Administrative Office (5th Floor) and Open Access Library (8th and 9th floor)
- **Academic Block** – Also called as Sardar Jodh Singh Memorial Block with **Smart Learning Centre** , Central Auditorium , Student Enrichment Centre , Offices of Alumni / Ethics Committee / International Student Cell and Career Guidance Cell.
- **Basic Sciences Block** - Behind the Academic Block and houses the Basic Sciences Lab , Research Centre , Incubation Centre , Dr R Ahmed Examination cum Seminar Hall and Dental Anatomy & Histology Department.

Classroom & Seminar Facilities :

- **Smart Classroom I & II** – 100 Seater Smart Classes with **Eyeris IX Cybernetyx Smart Boards** , Short Throw Projectors , Audio Systems and High Speed Broadband and Wi-Fi Connections.
- **Flip Classroom I** – 60+ Seater Smart Class with **Neotouch Smart Interactive Panel** , **Sony Exmor 4k Video Recording Facility** , Short Throw Projector and High Speed Broadband and Wi-Fi Connection.
- **ICT Classroom I** – 100 Seater ICT enabled Classroom with Long Throw Projector and High Speed Broadband and Wi-Fi Connection.
- **PG Seminar Halls** – Seven ICT Enabled (35 to 60 Seater) Seminar Halls with Broadband and Wi-Fi Connection for each PG Department.
- **Dr R Ahmed Examination cum Seminar Hall** – 200+ Seater ICT Enabled Air Conditioned Facility with Global CCTV Coverage , Long Throw Projector , Broadband and Wi-Fi.
- **Sardar Jodh Singh Memorial Auditorium** – 500 Seater Air Conditioned Stereo Surround Sound Facility with CCTV , Short Throw Projector , Broadband and Wi-Fi.

Clinical & Pre-Clinical Laboratories :

Students for their training in Basic Medical Subjects use the Laboratory Facilities of the **MCI Recognised 500 Bedded Government Medical College** (College of Medicine Sagar Dutta Hospital) as per the Government Order DME-Spl.Corresp/2017/192 dated 5th Dec 2017.

For Dentistry the Institution has 6 Pre-Clinical Dental Laboratories and 4 Clinical Dental Laboratories well equipped as per regulatory norms. The Phantom-Head Skill Laboratories have 4 **Advanced Phantom Head Workstations** having Luvis C500 Light with inbuilt Camera , Smart Controls and LCD Panel. In

addition 52 polymer based portable workstations are present for effective training of simulation-based learning. The Clinical Prosthodontic **Casting & Ceramic Laboratories** are well equipped with Bego Ceramic Furnace and Sandblaster , Vacuum Mixer and other equipments as per DCI.

Computing Equipment :

More than 75+ computers workstations with 72+ access points , 18+ routers (including booster devices) and hi-speed alliance broadband. **Hash Technologies (Software Partner)** provides dedicated online Server Support to the institution for its academic , administrative , finance ERPs. In addition the campus has 120+ CCTVs and 6 external HDDs to backup data.

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

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:

Yes, the institution provides adequate facilities for physical fitness and recreation to its learners. GNIDSR has sprawling **5.2 acres Centrally Located Campus** with lush green fields having flowering/non-flowering plants and palm trees gracing the walkways. Adjacent to the Central Hospital , **3.6 acres of Multipurpose Grounds** exist to conduct sports and recreational activities.

The institution provides its learners , **Cricket & Football Grounds** of 108877 square feet , along with **Volley Ball / Throw Ball Ground** of 51020 square feet. Well maintained **Badminton Court** (3175 square feet) and **Basket Ball Court** (7094 square feet) are present at the South-West Corner of the Campus. The lawns are kept upkeep and maintained with a **lawn mower , pitch roller and essential ground staff** and gardeners deployed.

Indoor Games & Facilities are present in the **Sardar Jodh Singh Memorial Block (SJSMB)** which houses the **Student Enrichment Centre** having Unisex Gymnasium , Cultural & Yoga Centre and Student Counselling Room . The **Girls & Boys Common Rooms** are well equipped with Table Tennis Board , Carom Board and Indoor Board Games (Ludo , Chess , Scrabble) in each room. The **Gymnasium** has Treadmill , Cross Trainer , Promax Multi-Utility Gymnasium System , Magnetic Bike, Swiss Ball and Skipping Rope , Weights/Dumbbells of 2.5/5/10/15 kgs and Squat Racks. The gymnasium houses separate **Girls and Boys Changing Rooms** and separate timings exist for boys and girls. The **Yoga & Cultural Centre** is used by the students for practising for Yoga (specially those enrolled in the Sahaj Yoga Scheme) , practising for Dance/Drama/Cultural Shows and for Meetings/Discussions of the Club/Council Affairs.

The **Sardar Jodh Singh Memorial Auditorium** serves as a beacon of imparting knowledge to our students through various regional/national scientific conferences/seminars conducted in it. It is refurbished to a 500+ Seater ICT Enabled AC Auditorium with Aesthetic Interiors , CCTV coverage and State of the Art Acoustics. The entire Academic Block is **Wi-Fi enabled** with booster device stationed in the middle of the building. In addition all the classrooms/auditorium have access points for broadband.

The upkeep of the sports and recreation facilities is monitored by the Sports Committee and Repair & Maintenance Committee. **Standard Operating Procedures** are present for usage of the Fields, Auditorium, and Gymnasium. Additionally the **Students Council and Club Convenors** provide the necessary inputs and feedback to ensure the upkeep of these facilities is optimum.

File Description	Document
Link for list of available sports and cultural facilities	View Document
Link for geotagged photographs	View Document

4.1.3 Availability and adequacy of general campus facilities and overall ambience

Response:

The **5.2 acres Campus** is located with a **3.6 acres of Central Green Zone** surrounded by various other sister institutes. The environment friendly campus has **Large Palm Trees** which adorn both sides of the main drive-away. Plantation, which is a mix of **Seasonal Flowering and Non-Flowering Plants** , is selected in a way which ensures that the campus is in bloom throughout the year. The institution maintains a large water body within the campus which serves as a **Natural Bund and Recharges Underground Water**.

GNIDSR is centrally located in a Metro City and it maintains a 20 and 35 Room **Male and Female Hostels** within the campus for its students. Being a **Student First Campus** facilities like **Mess and Laundry** are available right adjacent to the hostels. **Staff Quarters** are available with faculty members including the Hospital Superintendent and Hostel Wardens residing in them. The campus also houses a **3BHK In-Campus Guest House** where external examiners/institutional guests stay as required.

Presence of **24X7 In-House Security** and global **CCTV coverage** of the common areas , ensure the campus is safe for students and residents. **Lucid Pole & Panel Signages** are present on entering the campus to guide the patient / visitor to the institute. Adequate **Wall Signages** are present throughout the institute's hospital , academic and basic sciences block for guiding the visitors across the institution. **Enquiry , Campus Map , Helpline Numbers , Visitor Instructions and Directional Signages** are clear and explicit to the new visitor and patients.

The **Central OPD** at Oral Medicine and Radiology is well equipped with an **Enquiry and Assistance Booth , Ramps & Rails , Divyangjan Friendly Toilets , Dedicated Patient & Student Lifts , Water Filter , Baby Feeding Area and Coffee Kiosk**. The campus has two 50+ Seater **Canteens** , accessible to all employees , students , patients , visitors where meals and snacks are conveniently available. Separate

seating arrangement is provided for faculty and students. The institute also has an **State Bank of India** (Guru Nanak Campus Branch) with an **ATM Counter** for convenience of patients and students. Our **Ambulance** and **Mobile Dental Van** is stationed 24X7 in the Central OPD for its services as needed. The Institution has an appointed, on-call **medical officer** for its students for any emergency. In addition the campus is well placed with three Hospitals and two Nursing Homes within a radius of 3 kms.

GNIDSR prioritises environmental protection , hence the **Plastic Free Campus** is lined with **Solar Street Lights** and has an **5KW Solar Power Plant**. The water supply is treated by our **Water Purification Plant** , which is RO enabled and wastage of water is avoided by using **Rooftop Rain Water Harvesting** upto a capacity of 2000 Litres. The water tapped through rain is used for gardening and other general chores. The biomedical waste generated is disposed as per guidelines by Government of West Bengal through a **Waste Management Provider - Medicare** , whereas the E-waste is managed by **Hulladek Services**.

File Description	Document
Link for photographs/ Geotagging of Campus facilities	View Document

4.1.4 Average percentage of expenditure incurred, excluding salary, for infrastructure development and augmentation during the last five years

Response: 26.57

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

2019-20	2018-19	2017-18	2016-17	2015-16
95.77	27.26	7.29	46.72	179.97

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

4.2 Clinical, Equipment and Laboratory Learning Resources

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

Response:

The Dental Hospital Building is an **9 Floor Mega Structure** with a Clinical Left and Right Wing , catering to an average turnover of 1.8 lakh patients a year, The Right Wings are primarily the Undergraduate Departments and Left Wings , the Postgraduate Departments. GNIDSR maintains an **Excess of Dental Chairs** i.e. 351 chairs which is well above the required number of 319 as stipulated by DCI. Abundance of patients ensures that the students are trained adequately in expected clinical skills. To ensure optimum training , GNIDSR has recruited faculty in excess of the DCI benchmark, and at 100% of its sanctioned strength.

All Departments possess Equipments which are in accordance with the norms laid down by the **DCI**. The Institute has **four Implant Kits with Physiodispensors , Harmonic Scalpel , Fibreoptic Bronchoscope , Dragers Anaesthetic Workstation , Soft Tissue Lasers , Endodontic Microscope , Penta-Head Microscope , Phase Contrast Microscope and RVG Sensors/IOPA Machines** (in excess of DCI requirements) to cater to the substantial patient load. Beyond the recommended requirements by the DCI, the institute possesses **Special Multidisciplinary Clinics** namely the Tobacco Cessation Centre , Integrated Clinic , Geriatric Clinic , Special Needs Clinic , Aesthetic Clinic and Implant Clinic. GNIDSR deploys a **Mobile Dental Van** fully equipped with a reclining dental chair, suction motor and compressor connected to a portable generator having emergency equipment like oxygen cylinder, pulse oximeter and emergency drugs for outreach treatment camps.

The dental hospital has well equipped **Support Services** for delivering patient care. Each department has a **Central Sterilisation Area** for proper sterilisation and disinfection of instruments monitored by **Chemical Indicator Tapes** for Autoclaves. The Hospital Building has a **Central Compressor Line** Supported by Elgi Compressor Systems, with additional **Stand-Alone Compressors** for high dependency areas and two Generators for uninterrupted power supply.

Adequate **Pre-Clinical & Simulation Training** is attained by Laboratories equipped with State of the Art **Advanced Phantom Head Workstations** , Well Equipped **Dry & Wet Laboratories** (As per DCI) and **Simulation Softwares** like EzyDent-I Implant Planning , Complete Anatomy 3D4Medical™ , Nemoceph™ Cephalometry Software , ImageJ™ Softwares. Although the Students avail the Laboratories of the MCI recognised **500 Bed Government Medical College (CMSDH)** for Basic Medical Subjects , GNIDSR has additionally developed a 50+ seater **Basic Sciences Lab** for Saturday Basic Sciences Classes for students within its campus for doubt clearing.

GNIDSR has an **In-Patient Bed Allotment** of 20 Beds at College of Medicine Sagar Dutta Hospital (CMSDH) under the Govt Order dated December 2017. In addition to this , a further 20 Bed Allotment has been procured at the **Government Municipality Hospital (Dr BC Roy Hospital , New Barrackpore)** by GNIDSR to cater to its patient load. The Public Health Department runs a **Satellite Clinic at Ramakrishna Mission Seva Ashram , Rahara** and it deposes faculties and students to the Satellite Centre to render patient care to the ashram dwellers.

File Description	Document
Link for the facilities as per the stipulations of the respective Regulatory Bodies with Geotagging	View Document
Link for the list of facilities available for patient care, teaching-learning and research	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: 188250.4

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

2019-20	2018-19	2017-18	2016-17	2015-16
127864	196125	193261	216590	206586

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

2019-20	2018-19	2017-18	2016-17	2015-16
128	214	190	142	152

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

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:** 500.8

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.

2019-20	2018-19	2017-18	2016-17	2015-16
438	442	441	440	450

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.

2019-20	2018-19	2017-18	2016-17	2015-16
59	60	60	57	57

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

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: B. Any three 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 is automated using **LibMan™ Library Management Software** and OPAC (Online Public Access Catalogue) Facility. Additionally students and teachers are given **Sign-On-Service based Remote Access** to Digital Library Resources (EBSCO) for Access to Journals and e-Books.

Features of ILMS Software :

LibMan™ is integrated, versatile, user friendly and multi-user library automation software designed and developed by Hash Technologies to improve and streamline the library operations in a more effective and efficient manner. With LibMan™, the library provides Web based PAC (Web Based Online Public Access Catalogue) facility to its clients such that users can search the library collection remotely. It helps to provide information about –

- Availability of Library Resources to Stakeholders
- Maintains Various Library Accession Registers
- Generate Necessary Cataloguing and Accession Reports

Extent of ILMS Based Library Automation :

The Database has Seven Modules. The features and functions of the modules are given below:

1. **Master/ System Module:** To import student name and other details , reader data update , holiday master , publisher master , material type master etc.
2. **Cataloguing :** To generate Accession , Accession Cancellation , Accession Sub Allotment.
3. **Circulation :** To Update Accession Issue , Return of Accession, Late Fine Recovery, Accession Re-Issue
4. **Serial control :** Journal Details
5. **Utility :** Change Password Facility
6. **Query:** Searching by Title , Author and Type of Documents

7. Report Generate Module : Provides Report of Accession Register , Accession Cancellation , Accession Issue Register , Accession Return , Fine Recovered and Accession Transaction Register.

Year of Commencement and Completion of Automation :

- Year of Commencement – 2016
- Year of Completion of Automation – 2017

File Description	Document
Link for geotagged photographs of library facilities	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:

GNIDSR Library is well equipped with **4511+ Copies of Dental and Medical Books (including Reference & Rare Books)** , **32+ Titles of E-Books** , **58+ Journal Subscriptions (Hardcopy)** , **4467+ Issues of Major National and International Print Journals (Back Volumes)** , **309+ Online Journals** , **26+ Titles of E-Magazines and 366+ Units of CD / DVDs**. In addition , the library has 480+ titles of Library Dissertations done by postgraduates.

Book Purchase is a Streamlined Process , starting from obtaining Requisition Lists from HoDs , followed by inputs from Library Advisory Committee and finally procurement via the Finance & Purchase Committee. **321 copies of Books containing 148 titles have been purchased in the preceding academic year**. In the preceding academic year, library subscribed to **58 Print Journals** especially for Post Graduate Students and Faculty Members. Out of those , 42 titles were International and 16 were National.

Reference Books

The GNIDSR Library has almost **49% acquisition of reference books when compared with the total procurement**. In comparison to the 411 Book Titles added in last 5 academic years , 203 reference books were added in the same period. The books with **focused & detailed content , extensive evidence based data , encyclopedias , bibliographies , medical and dental clinical atlases , healthcare handbooks has been designated as reference books** and maintained in the Reference Book Section. Some of prized reference books are Fonseca Oral & Maxillofacial Surgery, (7 Vol. Set) , Surgical Pathology of the Head & Neck, 3rd ed. by Barnes (3 Vol. Set) , Distraction of the Craniofacial Skeleton by McCarthy , Implant and Regenerative Therapy in Dentistry by Pugazzetto , Dental Implant Complications by Stuart , Colour Atlas of Dental Medicine - TMJ Disorders , Oral and Maxillofacial Pathology - A Rationale for Diagnosis and Treatment by Marx (2 Vol Set) , Clinical Periodontology and Implant Dentistry 6th Ed (2 Vol. Set) by Lindhe , Cytology : Diagnostic Principles & Clinical Correlates 4th Ed by Cibas , Management of Complications in Oral and Maxillofacial Surgery by Miloro.

Rare Books

The Collection of Rare Books is based on the **Early Printing Date , Its Historical Importance , Limited Availability or Special Character or Binding of that Edition**. The Rare Books are protected from humidity and preserved in a separate book shelf in the library. Few Rare Books in Libraries Possession are Gray's Anatomy 34th Ed. by Davies & Crupoland 1967, Shafers Textbook of Oral Pathology 2nd Ed. Hine & Levy 1963 , CRC Handbook of Experimental Aspects of Oral Biochemistry by Lazzari 1983 , Bailey and Love's Short Practice of Surgery by Lewis, 1968.

Special Reports

The Library is in possession of Special Reports of survey , policies and annual reports of Regulatory Bodies , Indian Dental Association and similar. Eg. 19 Copy Set (18 State Copies + 1 National Copy) of **National Oral Health Survey & Fluoride Mapping (Published 2002-03)**

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

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: B. Any four of the above

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

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

Response: 42.31

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)

2019-20	2018-19	2017-18	2016-17	2015-16
69.1	41.95	35.45	40.76	24.31

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

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

Response:

The Central Library is a **10907 Square Feet** dual tier structure present in the **8th and 9th floor** of the Hospital Building. The total seating capacity of the library is for **270+ Personnel**. The **Lower Tier** library section houses the books and general reading material , reprographic section , librarian room , storage racks and toilet. The **Upper Tier** section houses the reference books , journals with back volumes , library dissertation and thesis section and audiovisual section. The entire library premise is **Wi-Fi Enabled** and well lit and aerated for proper reading ambience. The Library has lucid and clearly displayed – **Rules & Regulations , Working Hours , Graduate Attributes , Generic Program Learning Outcomes** and other necessary signages.

INPERSON ACCESS: The library in-person usage at GNIDSR is adequate and movement is documented in the **Entry-Exit Registers**. The HoDs motivate the students to ensure the library usage is optimum and evaluation of the usage is done by the **Library Advisory Committee**. The **Book Issue and Return Report** are **auto-generated** from **LibMan™ ILMS**. There were **38147 recorded In-Person Access** to the Central Library for the working days of 2019. The HoDs and Mentors pledge further increase in student access through awareness , regulations and **orientation towards benefits of usage**.

REMOTE ACCESS: The institution has subscribed to EBSCO Host Dentistry E-Books and E-Journal Database since 2010. Users can **Remotely access EBSCO portal** through **Single Sign On (SSO Service)** through GNIDSR website. Remote Access is monitored through Usage Reports generated from the **service provider**. In addition , the institute provides access **52+ online e-resources** including to discipline-

specific databases (**Sage Database and Medknow Database**) through the Institutional Website. The institution is a **Local Chapter of Swayam NPTEL** since Dec 2019 and students / faculty can enroll in its courses using this facility. The Library Advisory Committee issues regular updates to students regarding launch of new **MOOC Courses** in Swayam Portal or any new eContent which is recommended for dentistry via the student addressal system.

LIBRARY USAGE PROGRAMMES: There have been 12+ structured library usage educational programmes through annual **E-Learning Value Added Course** (In Association with Hash Technologies) , UG/PG Orientation Programs , Induction Trainings of 2018 and 2019 (for Faculties by DEU & IQAC) or **EBSCO Service Provider Based Training Programs**. In addition to these **Library Orientation Sessions** for Fresher's and **Library Tours** for Fresher's and First Years PGs. The main focus of training is Use of E-Library including EBSCO portal , Using LibMan™ OPAC , Swayam Portal , MOOC Platforms and Finding Online eResources and using them effectively ,

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

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

Response: Any Three of the above

File Description	Document
Institutional data in prescribed format	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: 08

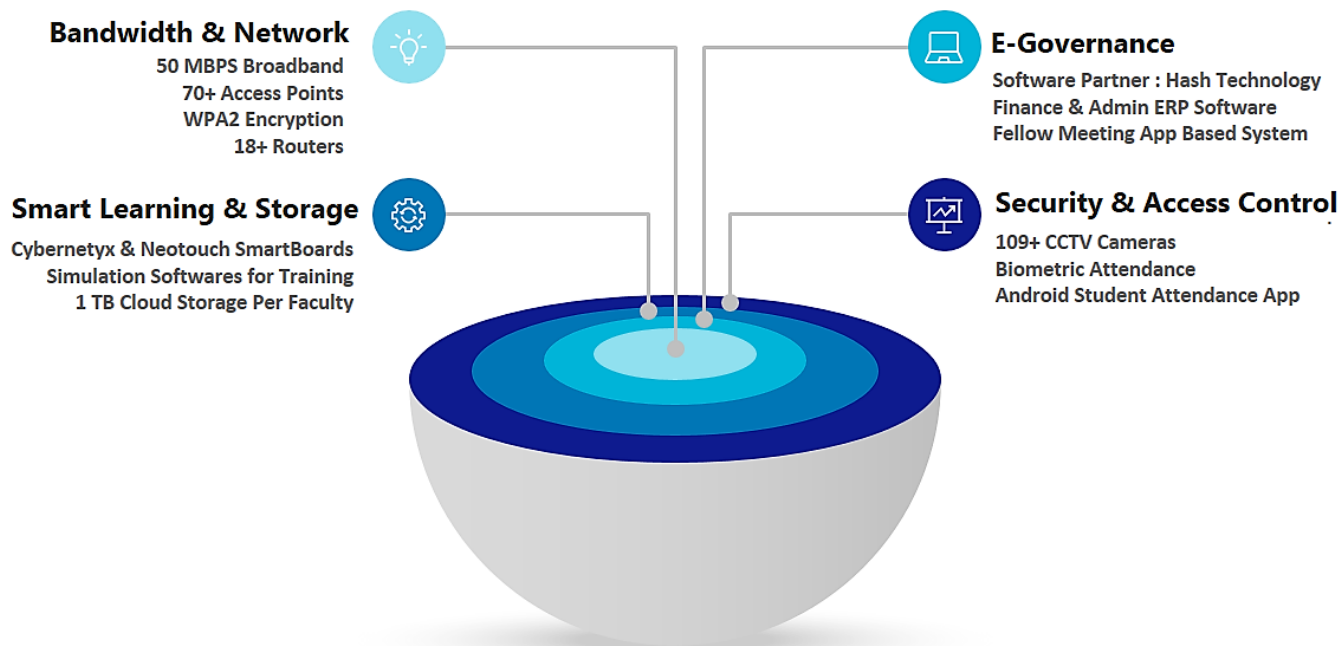
4.4.1.2 Total number of classrooms, seminar halls and demonstration room in the institution

Response: 08

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

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

Response:



Yes , institute prioritises its IT infrastructure upgradation as part of its strategic plan to include digitalisation in all sectors of governance and teaching – learning.

Internet Bandwidth – The Institute has **Hi-Speed 50 mbps Alliance ISP Broadband** across the Hospital Building and Academic Block

Wireless Network – Across the Institute, fibre optic LAN fibres have been laid out for **72+ Access Points with WPA2 encryption using AES algorithm**. 18+ routers (including booster device) ensure students get optimum Wi-Fi coverage at all areas of the Institute.

Computers – 75+ desktops ensure the teachers and learners get adequate computer availability. All desktops procured post 2019 are with **i5 intel core processor and Windows 10 OS**.

Security – Currently 39 Professional Antivirus Licences are being used along with Windows Defender in all Desktops procured after 2019.

LMS Upgradation – The Institutional LMS was upgraded further in 2020 to the current **Digital Student Academic Resource Portal (DSARP)**. Facility of adding **video lectures , video e-content , linking assignments , generic feedback and utility tools** were added to the previous LMS.

Storage – All faculties and administrators are provided **GSuite Email IDs** , each with **1TB of Cloud Space at domains @gnidsr.ac.in and @jsgroup.org**. In addition the Institute has **six HDD external drives** to backup critical institutional data.

Technical Manpower – GNIDSR has **Partnered with Software Firm Hash Technologies** for technical and logistic support for its administrative , academic and finance ERP , training , troubleshooting and back end service. In addition , the institute recruits an IT officer / programmer for handling system maintenance in campus.

Website – The website is managed by the software partner Hash Technologies and the website has been upgraded to included multimedia , comprehensive institutional data and links to LMS , ILMS and Attendance Portal.

Surveillance – **109 CCTV Cameras** man the institute and campus common areas to ensure safety and security is maintained. The **Digital Video Recorders (DVRs)** with Hard Disks are housed in administrative office and have secured access.

Projectors & SmartBoards – The Institute has **22 projectors** including the upgraded short throw projectors , which are combined with the **Cybernetyx Eyeris IX devices**. In addition **Interactive Neotouch Smart Flat Panel** is present in the Flip Learning Centre.

Access Control System – The PG students and Faculties use **Biometric Attendance System** (as per DCI norms) for attendance. Furthur the institute upgraded the Student classroom attendance also to be logged in via the **Android Based App**.

Softwares – There are continuous upgradations in software procurement namely the **Administrative , Finance , Library and Purchase ERP** which is updated every year by Hash Technologies. In addition GNIDSR has procures softwares like Adobe™ Acrobat DC 2013 - 2017 - 2019 editions of MS Office™ , Nemoceph™ , EzyDent-i™ Imaging and Complete Anatomy 3D4Medical™ for further IT integration.

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

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:** 8.95

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)

2019-20	2018-19	2017-18	2016-17	2015-16
37.62	40.43	17.84	19.53	20.85

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

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

GNIDSR ensures maintenance and optimum utilisation of its facilities through –

1. Well Structured **Standard Operating Procedures**
2. Deputation of **Supervisors & Incharges** in each of the Three Building
3. Monitoring Vigil by **Regular Physical Inspection**
4. **Annual Maintenance Contracts (AMC)**
5. Active **Repair Cell** with Modular Tools and Skilled Personnel
6. Periodic **User Trainings for High End Equipments** like X-Ray Units , Laboratory Furnaces , Milling Machines , Microscopes , Lasers and Bronchoscopes.
7. **Preventive Maintenance** to Minimise Breakdown.
8. **Periodic Calibrations** of Laboratory Equipment by Lab Incharges , supervised by HoDs
9. Maintaining Adequate Housekeeping Staff with **Job Cards and Checklists for Work Audit**

Their exists fixed SOP for maintenance of academic, hospital , laboratory and sports facilities. The **Repair & Maintenance Committee** along with One **Departmental Incharge** and Administrative Personnel monitor the Maintenance of these facilities along with a team of supervisors and incharges. Major Repairs and Maintenance is supervised by the HOD's , by placing the order of repair / AMC to the **Hospital Superintendent** , who chairs the Repair & Maintenance Committee. The institute has an in-campus **Civil Incharge** , who regularly inspects to maintain the building (for dampness , plumbing issues, cracks and expansions) and its facilities in accordance with the norms of **BIS and Metric Standards** . **Fire Equipment** is maintained as per service provider and **NBC Code**. A team of housekeeping staff , gardeners and ground staff are designated to maintain the common areas of the campus.

Utilisation of the facilities is maximum , as evident by usage of the facilities even during **weekends and holidays**. Classroom usage is booked through the **Online Attendance App** where **Room Allotment** is done. Usage of **IT equipment** is at 90 % and Sports Fields and Recreation Facilities are **used optimally with no wastage of resources**. The **Auditorium and Examination Hall Booking Facility** is available and all program have a “ **Program Planner Checklist** ” for prior **resource mapping and utilisation**.

The college maintains **Three Central Registers - Civil & Electrical Maintenance , Plumbing Maintenance and Hostel Maintenance** which are made available in the administrative office , where students can record there complains and appropriate rectification is carried out within time bound manner. In addition to this there are " **Complain Forms** " available online and offline (in office) , in which any maintenance/infrastructure related issues can be reported to the concerned chairperson directly.

To maintain the smooth functioning of **350+ dental chairs, central and chair-side compressors and suctioning apparatus** there exists a team of dental chair technicians from the **Repair Cell** who routinely visit all the departments for scrutinizing these equipment's. Routine maintenance of computers, LCD projectors, CCTV cameras, software installations and networking are handled by AMC or through **service providers/IT officer/software partner (Hash Technologies)** . All common facilities with high - end equipment including central compressors, lifts, aqua guards installed in the whole building have AMCs which are **renewed periodically without fail**.

File Description	Document
Link for any other relevant information	View 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

NAAC

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 22.14

5.1.1.1 Number of students benefited by scholarships /free ships / fee-waivers by Government / Non-Governmental agencies / Institution during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
121	143	132	122	83

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

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
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: 41.21

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

2019-20	2018-19	2017-18	2016-17	2015-16
427	198	151	201	139

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
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:

The institute has an active International Student Cell which facilitates and assists outbound externships/observerships and also modulates inbound students to India for externships/observership. The International Student Cell was formed in 2019 with six members. The role of the cell encompasses –

- 1.Fostering **Global Tie Ups and Collaborations** for Externships, Exchange and Research
- 2.Arranging **Logistic and Academic Support** for the travelling students and arranging necessary documentation
- 3.Providing **Career Guidance and Academic Support** to students who wish to study in Foreign Universities (In Association with **Career Guidance Cell and Alumni Association**)

The college entered into a formal **Memorandum of Understanding** with **International Medical University, Kuala Lumpur** for exchanging students for inbound or outbound mobility/externship programs. The MoU was signed between **Prof Abdul Aziz B (IMU Vice Chancellor)** and Prof Dr Jayanta Bhattacharyya (Principal, GNIDSR) on 7th Nov 2018.

IMU ranks among the top private universities in Malaysia with a **6-star rating in Setara 2017 in Mature University Category**. Selected students from our institution now are given the opportunity to go for a

15-30 days International Inbound Mobility/Observership Program to gain clinical knowledge and a rich cultural experience. Our Delegation visited IMU campus on 27th March 2019 to strengthen the partnership and discuss future exchanges of students. Our first batch of 6 Interns, along with faculty Dr Anupam Sarkar visited IMU in October (12th-25th) 2019 last year. Our International Student Cell ensured all the arrangements, along with air tickets, visas, IMU documentation, hotel bookings and health insurance. It was made sure that the students who were selected for the program had an impeccable academic record throughout their graduate course. The students had an enriching experience and interacted with students of UK, Australia, New Zealand and Canada with whom IMU offers credit based transfer programs.

The International Student cell also works in close association with our Career Guidance Cell to help students seek proper advice regarding study abroad options and other logistics governing the same. The International Student Cell mediated **Induction of Two Distinguished Alumni** (Dr Kasturi Mukherjee MOrtho RCS and Dr Adeeba Adil - MFDS RCS) in our Career Guidance Cell who use their experience of studying abroad to offer counselling to students regarding the same. The cell has developed liaison with **14+ International Mentors** across the globe in **US , Canada , UAE , Nepal , Australia and Singapore** who guide and assist our students in mitigating queries related with studying abroad. This intricate network of mentors provide vital information regarding studying abroad and act as a cushion to mitigate fear and apprehension among our students travelling abroad for the first time.

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: 64.72

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 ..

2019-20	2018-19	2017-18	2016-17	2015-16
32	16	22	18	6

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**

2019-20	2018-19	2017-18	2016-17	2015-16
42	26	34	24	13

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: 77.36

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

2019-20	2018-19	2017-18	2016-17	2015-16
80	86	83	97	77

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
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: 7.76

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

Response: 9

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

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: 7

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 .

2019-20	2018-19	2017-18	2016-17	2015-16
2	1	1	2	1

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:

Structure of Student Council

GNIDSR has an active and functioning Students Council. The council consists of **24 Members** equally distributed from all six batches of study (5UG and 1PG) in the institute. The 25th member of the council is a faculty representative, nominated by the Extension Activity Committee. The council has an **Executive Committee** of 7 members constituting of the **President , Vice-President , General Secretary and Joint Secretary**. The council has a healthy distribution of gender with 50:50 **male to female ratio**.

Functioning of Student Council

The students council functions under lucid **GUIDELINES** framed by the administration as per **Gn/Admn/18/086** and the guidelines henceforth **displayed on the website**. The students council thereafter mediates selection of **Club Convenors** and **Club Incharges** for running the six institutional clubs smoothly. The **Core Executive Committee** and Club Convenors form the backbone of coordination of various academic , administrative , social responsibility and recreational activities conducted with students.

Student Council & Student Welfare

1. It potentiates the occurrence of student seminars , debates , cultural events , annual fest and various **inter/intra-college competitions**. It populates students ideas and converts them into desired events for nurturing holistic student development.
2. It is the **Single-Point-Contact for Alumni Association** to coordinate **Career Guidance Activities**. Alumni-Body takes inputs , feedback and participation through the council for conducting its annual **FOCUS (Career Guidance Seminars)** and **AMAR-SATHI (Industry Externships)** initiatives.
3. They are equal Stakeholders and Participants in **Allocation of Resources** related to Sports Grounds , Indoor Games , Gymnasium and Yoga Room facilities. The council mediates these allocation with the Supervisor/Incharge of the Resource and also gives feedback to them regarding **usage and upgradation of resource** if required.
4. It mediates the distribution and collection of daily **Teaching-Feedback** through Form A1 (Lecture Teaching Student Feedback) and Form B1 (Clinical Demonstration Student Feedback) directly with the HoDs , to **eliminate any collection bias** from the teacher delivering the lectures.
5. Gives Feedback about the Current and **Desired Content** of the Learning Management System (DSARP). Any student facing any login difficulties in the **LMS or Canvas™ Course** may appeal through the council members for immediate rectification by ICT Team.

Student Representation in Academic & Administrative Bodies -

1. Fifty Percent of the Students Council (one male and one female) i.e. 12 members are by default inducted into the **Anti Ragging Committee**. They attend committee meetings and form the student fraction of the **Anti Ragging Squad**.
2. The **President** of the Council is by default selected as the **Student Member** in the Institutional **Internal Quality Assurance Cell**.
3. The Sports & Fitness Club Convenor are “de-facto member” in the **Sports Committee**.
4. The Four Club Convenors of Scientific , Art-Literary , Dance-Music and Photography-Trekking Club are “ de-facto members ” of the **Extension Activity Committee**.
5. The Executive Committee is consulted by the **Time Table Committee** Chairperson prior to finalising the yearly Academic Calendar for their inputs.

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

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

Response:

7.4

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

2019-20	2018-19	2017-18	2016-17	2015-16
10	10	7	5	5

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

5.4 Alumni Engagement

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

Response:

The GNIDSR Alumni Council (GNIDSRAC) was formed in 2015. The GNIDRAC ran successfully till April 2018 following which it was renamed as GNIDSR Alumni Association (GNIDSRAA) in July 2018. Some dynamic amendments were made in the Regulations and Bye Laws of the association with a view to increase more student participation and emphasize on activities and increasing memberships. The Alumni Association is registered under the **West Bengal Societies Act 1961 with Registration Number No. S0017838 of 2020-21**. Currently the alumni association of GNIDSR has a strength of **550 members** and it is growing each year. It has its **Registered Office** on the **1st Floor , Sardar Jodh Singh Memorial Academic Block , 157/F Nilgunj Road , Panihati** i.e. in the academic block of the campus premise.

The commitment of the Alumni body to the institution is highlighted in a host of activities it conducted for the last five years - .

- 1. Annual Donation Drive** since 2016 for books, journals , electronic gadgets and medical instruments.
- The **“FOCUS Initiative”** has been a constant source of career guidance to the students through various educational programs from 2015. Under the FOCUS initiative the alumni body has been doing seminars, online webinars, scientific paper presentations, clinical case discussions in the interest of the members/students of the institution. The objective of the FOCUS initiative is to help members and students by showcasing the **journey of distinguished alumni and over-achievers** to motivate them. Some guest speakers across years in this initiative were - **Prof Dr Samiran Das (AIIMS Alumnus & Faculty) , Rathin Bera (2017 PG NEET Topper & GNIDSR Alumnus**

-) and **Dr Arunangshu Sarkar (GNIDSR Alumnus at MD Anderson Cancer Centre , USA)**
3. The **“AMAR SATHI” initiative** of the association has been catering to the development of the clinical experience of the interns, by giving them the opportunity to attend multispeciality clinical practices of their renowned practioners/faculty/alumnus , with an objective to develop an **industry connect** and a **real world experience** for the young student. Such initiative has been undertaken since 2016 with participation growing steadily across the years.
 4. The **“AMAR PRAKRITI” Initiative** , arranged annually in the month of July in conjunction with **“Van Mahotsav Week”** has been instrumental in creating an eco-friendly campus by plantation of saplings, increasing awareness and maintenance of the existing trees in the campus. Till now more than 190+ saplings have been planted and four trees in the campus adopted by the Alumni Body.
 5. Cultural Programs are arranged in regular successions along with **Teacher’s Day Celebration** focussing on felicitation of the Senior Faculty of the Institute.
 6. The alumni association plays a significant role in the strategic planning of the Alma Mater. The Association nominates representatives to the institutional **Internal Quality Assurance Cell , Career Guidance Cell , Curriculum Committee and Code of Conduct & Disciplinary Committee**. In addition to that the members provide **Annual Feedback** to the Feedback Committee , thereby contributing to the building of a better education environment in the institution.

File Description	Document
Any additional information	View Document
Link for details of Alumni Association activities	View Document
Link for frequency of meetings of Alumni Association with minutes	View Document
Lin for quantum of financial contribution	View Document

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

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

Response: C. Any three of the above

File Description	Document
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

NAAC

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:

To be an Institution of Excellence for Imparting Dental Education , Research and Patient Care.

Mission:

- To Develop Experienced and Quality Faculty In Different Domains of Oral Health Care.
- To Inculcate High Degree of Professional Competence Amongst the Learners in the Institution.
- To Provide Comprehensive and Affordable Patient Care to the Society

Vision & Mission Integrated to Governance : The institution achieves its slated goals by providing a **high turnover of patient** to its learners thereby increasing their **professional competence**. The patient exposure provided to our students and teachers is **higher than the stipulated DCI guidelines** , leading to better quality of education. The administration and academicians focus on providing updated and comprehensive patient care at an affordable cost to the masses , thereby ensuring that its “ **Learning by Doing** ” philosophy benefits the professionals and society equally. Measurement of competency is done in a objective manner for each student through the innovative **TPIA System** of assessment followed in the institution.

Governance: The institution follows a **harmoniously representative, accountable, decentralised and participative governance**. The operational decision-making process involves clearly defined administrative guidelines , but with necessary flexibility for academicians to achieve favourable educational outcomes. It has five **Statutory Committees** i.e. the **Board of Governors** , **Curriculum Committee** , **Internal Quality Assurance Cell** , **Finance & Purchase Committee** and **Institutional Ethics Committee**. Being an affiliated institution, the nominated members represent the college in the **University Board of Studies and Academic Council**. The Principal is assisted by **Head of the Departments, Administrative Head** , **Hospital Superintendent** and Incharges of various **Cells/Committees** in the decision making process of the Institute. Such participation brings transparency to the governance and inherently encourages participation in the decision making process. Various other **Non-Statutory Committees** headed by Senior Professors and Heads of the Departments work as **small engines**, together driving the growth story of the institute.

Stakeholder Participation : The six stakeholders give feedback on the academic and non academic parameters of the institution through a streamlined process. The Feedback Committee places the **stakeholder feedback reports** before the statutory committees and key decision making committees of the institute. The **action taken is analysed annually** and respective reports are **displayed on the institutional website** for ensuring transparency.

Achievements : The Institute was Ranked 16th and 18th among Dental Colleges of the country by “

Outlook-I-CARE” and “ The Week ” respectively in 2020. The institute has MOU with **IIT Kharagpur and IEST Shibpur** for Interdisciplinary Research , **International Medical University , Kuala Lumpur** for Student Observership Program and a **Unique Public Private Partnership with Government Medical College (CMSDH)** for undergraduate teaching. An indigenously developed and copyrighted system called **TPIA (Teaching Performance Improvisation Assessment) System** is used as a competency based objective assessment and feedback tool for **quick identification of slow learners** in academics. The institutional ethics committee is registered with **DHR and CDSCO** and the institute has its own LMS called **DSARP** and an innovation portal called **Ideo-o-Meter**.

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

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

Response:

Yes the institute has effective leadership which governs the institute through a decentralised and participative structure. The Institutional **Board of Governors** regulates important policies of the institute related with programs , courses , collaborations , scholarships , recruitment and finance. Being an affiliated college the Principal represents the institution in the **University Academic Council and Board of Studies** as an ex-officio member. The Board of Governors and **Internal Quality Assurance Cell** uses the regulatory guidelines and the stakeholders feedback to take key decisions and frame policies. The Board is assisted by the **Finance & Purchase Committee** for proper financial audits and budgeting. The **HoDs** are strategic members of all major **Statutory and Non Statutory Committees** and thereby assist the Principal in all the key decision making processes.

The Principal is assisted by the **Administrative Head** in monitoring important aspects of management like admissions , examinations , student & faculty welfare , academic and hostel infrastructure. The **Hospital Superintendent** ensures smooth functioning of the dental hospital by collaborating with the Heads and his team of **Paramedical Staff , Store Supervisor , Security and Housekeeping Supervisor**. The HoDs ensure effective functioning of departmental academic and OPD services by the **designated unit incharges**.

The Principal is assisted by the **Dental Education Unit** in formulating and executing effective and modern teaching learning practices (education technology) , updating ICT skills of manpower and collaborating with IQAC in its quality initiatives. The **Research Officer** provides administrative support to the **Institutional Ethics Committee and Research & Development Committee** and coordinates directly with

the Principal in matters related to formulating research proposals , ethical clearances , clinical trials and research collaborations. Senior Professors function as Incharges in certain critical committees like **Anti Ragging Committee , Internal Complaints for Women and Grievance Redressal Committee**. The decentralisation and participative management of the institute is visible by the fact that more than **sixty percentage of faculty** are involved as members in the statutory and non- statutory committees of the institution.

Financial Decentralisation : The process of allocation of finances is **transparent , need based and prioritised to hospital services**. The HoDs submit their requirements for equipment/material augmentation to the Finance & Purchase Committee and Book/Journal procurement to the Library Advisory Committee. Based on these inputs the Finance & Purchase Committee frames the **annual budget** and places it before the Board of Governors for sanctioning. All departmental heads enjoy financial autonomy as per grade for recurring and non-recurring expenditure. The Principal has the **financial autonomy** of upto two lakhs rupees , hospital superintendent and administrative head upto one lakh rupees , whereas individual HoDs are given financial autonomy of upto 25000/- (Twenty Five thousand Rupees only) , and faculty upto a sum of Rs 5000/- (Five thousand only) for purchase of books , materials or equipment and provisions are made in the budget to accommodate such expenditure. Therefore, at all levels financial autonomy is enjoyed upto the extent as approved by the BoG.

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

6.2 Strategy Development and Deployment

6.2.1 The Institutional has well defined organisational structure, Statutory Bodies/committees of the College with relevant rules, norms and guidelines along with Strategic Plan effectively deployed

Response:

Yes , the institution has a well defined organisational structure , evident in the institutional organogram which follows a hierarchical pattern of governance at a broader level. There are 25 committees in the institution which encompass participation of sixty percent of faculty. The committees follow the composition as per regulatory guidelines and thereby ensure participation of all stakeholders in decision making process. The list of committees of the institution is as follows -

1. BOARD OF GOVERNORS
2. FINANCE & PURCHASE COMMITTEE
3. INTERNAL QUALITY ASSURANCE CELL
4. CURRICULUM COMMITTEE
5. TIME TABLE COMMITTEE
6. DENTAL EDUCATION UNIT
7. RESEARCH & DEVELOPMENT COMMITTEE
8. INSTITUTIONAL REVIEW COMMITTEE

9. INSTITUTIONAL ETHICS COMMITTEE
10. EXTENSION ACTIVITY COMMITTEE
11. REPAIR & MAINTENANCE COMMITTEE
12. INFECTION CONTROL COMMITTEE
13. FEEDBACK COMMITTEE
14. LIBRARY ADVISORY COMMITTEE
15. ANTI RAGGING COMMITTEE
16. INTERNAL COMPLAINTS COMMITTEE FOR WOMEN
17. CODE OF CONDUCT & DISCIPLINARY COMMITTEE
18. GRIEVANCE REDRESSAL COMMITTEE
19. STUDENT & FACULTY WELFARE COMMITTEE
20. CAREER GUIDANCE CELL
21. INTERNATIONAL STUDENTS CELL
22. SPORTS COMMITTEE
23. JOURNAL COMMITTEE
24. STUDENTS COUNCIL
25. ALUMNI ASSOCIATION

The salient points of the STRATEGIC PLAN for the current 5 year term (2018-2023) for development of the institution and its current deployment status is as follows -

Strategic Plan Broad Parameter	Details of the Plan	Deployment Status
Teaching & Learning	Enhance E-Learning Initiatives	Smart Learning Centre at Sardar Jodh Singh Memorial Block constructed with Cybernetyx™ Smart Classrooms and DSARP Portal as Institutional Learning Management System.
	Use Innovative Educational Technologies	1 st Flip Learning Enabled Dental Institute in East with Dedicated Flip Classroom with Neotouch™ Interactive Smart Panel. Flip Teaching Blended with Canvas™ LMS
	Build 360 Degree Objective Assessment and Feedback System	TPIA System of Assessment & Feedback for Rapid Slow Learner Identification since 2018.
	Accreditation by NAAC & NIRF	In Progress
Research & Development	Registration & Approvals of Institutional Ethics Committee.	CDSCO & Registry for Biomedical & Health Research Registrations Done
	Dental Research & Incubation Centre	Ideo-o-Meter Web Portal Launched with Partnering JISU.
	Enhanced Publications & Patents	49 Indexed Publications were done in 2019-20 session. IPR Training regularised. Deployment In Progress.
Human Resource Development	Enhance Faculty Development Programs	72.9 % teachers participated in FDPs in 2019-20 session. Institute added as Swayam NPTEL Local Chapter in Dec 2019. Swayam Course Enrolment Regularised.
	Enhanced Interdisciplinary Student & Faculty Exchange with Professional Domain	Five Inter - Disciplinary Clinical Forums are conducted yearly and Six Multidisciplinary Special Clinics operational with Structured Training.
	Value Addition & Curricular Enrichment	Advanced Dentistry Program and 9 Value Added / Add on Courses Currently Pursued in Institute
Clinical Skill Development	Use of Simulation Training	Advanced Phantom Head Simulators and Anatomy Dissection Software 3D4Medical™ procured.
	Upgrade Infrastructure of Hospital	Annual Upgradation being done yearly as planned.
Globalisation	International Collaborations for Externships	Externship MOU with IMU Malaysia signed in 2019 , First Visit done in Oct 2019 by Interns.
Community Engagement	Pursue Holistic Wellness	Yoga Centre Revamped in 2019. International Yoga Day Initiatives regularised.
	Enhanced Environmental Awareness	Gift a Sapling Initiative , Amar Prokriti Initiatives religiously followed. Spectrum of Activities being Increased Yearly.
	Swacchh Bharat Campus Initiatives	First Swacchh Bharat activity undertaken in 2020. Activity Regularised.

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

6.2.2 Implementation of e-governance in areas of operation

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

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

Response:

The Institute has effective welfare measures for its staff as defined in the **Policy for Professional Development** as approved in 2nd May 2016 at Board of Governors Meeting vide **Gn/Admn/16/204** and via **Service Rules** as approved on 5th Sep 2016 at Board of Governors Meeting vide **Gn/Admn/16/375**.

Welfare Measures for Staff Members -

- Leaves - 12 days of Casual leave , 10 Days Sick leave , 15 Days Earned Leave
- Lady Teachers can avail Maternity Leave
- On Official Duty (OOD) Leave Facility – Duty Leaves to staff members to attend various Training Programmes / Workshop / Seminar / Courses
- Gratuities as per Government Welfare Schemes and Measures
- Group Medical Insurance – Corporate Mediclaim
- Provident Fund (50% Contributions from Institution , wherever applicable)
- Ex-Gratia – Non Teaching staff are provided Ex-Gratia at Durga Puja Festival
- Interest Free Loan – Employee can avail 3 Months' Salary As Loan without Interest
- Medical Benefit under ESI Facility (for those who coming under the purview as per rules)
- Dental Treatment Benefit – 50 to 100% concession in treatment to students , faculty & dependents
- Staff Quarters for Teachers On Demand
- Transport Facility – Bus Facility is provided daily for Staff

Welfare Measures for Career Development & Progression -

- Grant for Professional Training & Development (Upto a maximum of 25000 INR for one financial year)
- Financial Support for Attending National & International Conferences – (5000 INR or Cost of Registration whichever is lower)
- Financial Support for Membership of Indian Dental Association (Annual Renewal Only)
- On Duty Leave is granted to the faculty for presenting the Research Papers in National / International Conferences and pursuing Collaborative Research
- On Duty Leave is granted for appearing in Course Work / Examination for PhD / Comprehensive Examination for Professional Training & Swayam Courses

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

6.3.2 Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years**Response:** 21.88

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

2019-20	2018-19	2017-18	2016-17	2015-16
26	25	21	23	13

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

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

Response: 8.6

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

2019-20	2018-19	2017-18	2016-17	2015-16
8	11	12	8	4

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
Copy of circular/ brochure/report of training program self conducted program may also be considered	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: 47.08

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

2019-20	2018-19	2017-18	2016-17	2015-16
62	52	59	22	36

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:

GNIDSR strictly abides by the regulations specified by the DCI for appointment of Faculty and other Staff members. The appraisal of faculty is done at - **completion of one year of service and on-promotion to higher designation** as per **Service Rules** defined by **Board of Governors in 2016**. The annual appraisal is conducted internally by HoDs to demarcate employees for **optimum performance in scientific publications , attendance , participation in departmental activities and peer/student review**. The **Dental Education Unit** works in close coordination with the **Head of the Departments** to shortlist faculty with below-par performance through academic contributions. These faculty members are provided **one-to-one additional training** through DEU in **teaching methodologies , ICT Skills and soft skills**.

In addition to the annual appraisal , a more stringent **Performance Appraisal Form** based appraisal is done on **Application for Promotion to Higher Rank/Designation**. The performance appraisal form consists of a **structured questionnaire** which includes personal details such as name, designation, employee ID, department and date of joining, and details of his/her **academic achievements** and details of **research projects** carried out. Besides academics, the Questionnaire seeks information on **additional duties and responsibilities shouldered on social and administrative fronts** for the Institution. Appropriate weightages are considered during appraisal for all these contributions in their overall

assessment. The faculty members are also requested to provide information regarding their initiatives / **innovative measures in teaching and clinical training. Mentoring Effectiveness** of the faculty members is also taken into consideration. On completion of the self-assessment in the said form , the respective **Heads of the Departments** and **Principal** evaluate and put their respective scores. On evaluation of the total score , if found suitable , the employee is granted promotion and financial upraise.

The annual performance appraisal system also applies to **Non-Teaching Staff** through **Confidential Reports (CR)**. They are assessed under different categories including **character/habits, discipline, reliability, relationship with superiors/subordinates and colleagues, students and public, and technical abilities (for technical assistants)**. Each non-teaching staff (non-administrative) is graded by the administrative officer into Excellent, Very Good, Good, Highly Satisfactory, Satisfactory, Average and Poor categories. On satisfactory performance, the employees are granted promotions and financial upgradation based on their evaluation by the authority.

The present Performance Appraisal System has significantly helped in the evaluation of the performance of employees, in motivating them and analysing their strengths and weaknesses and ensuring **optimum human resource management**.

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

6.4 Financial Management and Resource Mobilization

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

Response:

Resource Mobilisation Policy and Procedure:

The Institute being a **Self – Financed Organization** the primary objective is to provide the best resources and opportunities to its students and faculty in-line with realizing the vision and mission of the Institute. The core component of resource constitutes the **Tuition Fee** from students which is periodically fixed by the **Fee Fixation Committee of Government of West Bengal** based on Honourable Supreme Court guidelines. The other resource generating avenues are **Hostel Fees, OPD collection, Contribution from Trust** for Infrastructural Development and **Interest on Savings Account**.

Utilisation of Resources:

The resources accrued are judiciously utilised on the basis of **Systematic Budgetary Control** and is primarily aimed at deriving optimum benefits and all round **Development and Quality Enhancement** of the institute.

Areas of utilisation include investment towards cost of infrastructure development and augmentation, new

laboratory setup, procurement of new laboratory equipments, upgradation of old equipments, to meet the staff cost (salary with perquisites and benefits to the faculty and staff members) , purchase of library books, journals, subscriptions and other course materials, purchase of consumables for laboratory use and subsidized treatment of patient, maintenance expenses to facilitate academic support and physical support, holding seminars and workshops for faculty and students.

Apart from these, funds are also utilised for maintenance for hostel facility, recurring expenditure like electricity, internet, registration and affiliation, mandatory hospital regulatory obligations, security and other running expenses.

Funds are also utilised to provide financial assistance to faculty and staff members to attend seminars/conference/workshops , seed money for research work, conducting national and international seminar/conference , for internship stipend to freshly graduated doctors & postgraduates , as financial aid for advanced studies to teachers , sponsor cultural/sports and other related activities.

File Description	Document
Link for resource mobilization policy document duly approved by College Council/other administrative bodies	View Document

6.4.2 Institution conducts internal and external financial audits regularly

Response:

Guru Nanak Institute of Dental Sciences & Research (GNIDSR) has over the years conducted both Internal & External (Statutory) audits by Professional Chartered firms at regular intervals and **till date there has been no serious issue raised by the auditors involving financial irregularity.** The timelines for the same are periodic in nature and adhered with due diligence.

Usually, the Internal Audits are conducted on a half yearly basis for the period from **April to Sept and from Oct to March**, whereas statutory audit is done once in a year at the after closing of Books.

Internal audit takes care of all transactions and maintenance of compliance level across the hierarchy. It also authenticates the accuracy in financial transactions with respect to the accounting standards and commercial laws, regulatory compliances along with monitoring of tax liabilities. These audits were conducted by **M/S Subhendu Dutta & Co, Cost Accountant, FRN No: 100863, 66 Malanga Lane, Kolkata 700012 for the year 2015-16 and 2016-17 and DPC & Associates, Cost Accountants, FRN No: 001147, 3 Kapallitala Lane, 1st Floor, Kolkata 700012 for the year 2017-18, 2018-19 and 2019-20.** They have submitted their reports regularly to **Finance & Purchase Committee** of the Institute which were subsequently reviewed by Statutory Auditor at the time of conducting statutory audit after completion of Financial Year.

M/s. Bandyopadhyay Associates, Chartered Accountants of 350 (370/6) Pearapore Road, P.O-Sheoraphuli, Dist - Hooghly, Pin-712223 West Bengal has been appointed as Statutory Auditor in accordance with **Generally Accepted Auditing Principles (GAAP)**, as prescribed by relevant regulatory

authorities. They conduct the audit procedures to ensure a reasonable assurance about a true and fair view of the state of affairs and also to assure whether the financial statements are free from any material misstatement at the year end.

Apart from above, the external auditors also review the status of procedural and transactional compliance in all financial transactions of Guru Nanak Institute of Dental Sciences & Research, mainly conducted through ERP.

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

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

6.5 Internal Quality Assurance System

6.5.1 Institution has a streamlined Internal Quality Assurance Mechanism

Response:



The Institution formulated its IQAC in **11th Dec 2017** vide Circular **Gn/Admn/17/726** with a mission to monitor and assess if the systems of the institutions are designed and functioning optimally for excellence in education.

GNIDSR ensures its Quality Assurance Mechanism is optimal by the following measures -

1. Formation of IQAC in line with the **UGC Guidelines** with representation from the necessary **stakeholders** (management , student , industry , alumni , society and parent)
2. Selection of Faculty Representation in IQAC such that it get **micro representation** of the Governing Body , Curriculum Committee , Feedback Committee , Dental Education Unit and other key Statutory and Non Statutory Committees within it.
3. Self Monitoring of the TPIA System mediated Teaching Feedback , **in addition** to the receipt - analysis and improvisations based on Annual Institutional Feedback Reports.
4. Continuous Review of any 2 Areas of Institutional Functioning every 3 months by comparing it with regional and national best practices.
5. Developing Objective means to Measure Quality by Post - Course/Workshop/Training Tests, Point Based Faculty Performance Appraisal System , Accreditation Ratings and Precisely Calculated Outcome Analysis of Teaching.

The IQAC has been instrumental in the following activities which is reflected in the minutes attached with the document -

1. Aligning the systems and methodologies of the institution with guidelines from **Premier Accreditation Bodies like NIRF and NAAC.**
2. It was instrumental in participating in various **Educational Surveys** by India Today , The Week and Outlook , and the results have been encouraging with the institution ranking 18th Best Private College by Hansa Research Survey 2020 of “ The Week ”
3. It played a pivotal role in **Restructuring the Teaching Learning System** from a variable to a uniform assessment system of teaching and performance with embedded feedback copyrighted by

the institution called the **TPIA System** It linked the graduate attributes , learning outcomes with the performance indicators and grading key. The identification of slow learner has become rapid and objective with the current TPIA system.

4. It was instrumental in formulating the **Revised Examination Policy of 2019** and changing the pattern of examination to three continuous internal assessments.
5. The IQAC gave the necessary inputs and direction for initiating International Collaborations for the Institute and the outcome of the efforts was seen in the positive feedback from the **International Externship Program** by our students with International Medical University , Kuala Lumpur , Malaysia in Oct 2019. The MOU is now being extended to research externships at the postgraduate level.
6. The IQAC along with the **Dental Education Unit** in the Institution has accomplished a plethora of E-Learning initiatives like Online App Based Attendance System , Indigenously developed Learning Management System called DSARP, Flip Learning Initiatives and Smart Classrooms at the Smart Learning Centre.
7. The IQAC facilitated the **Registration** of the **Institutional Ethics Committee** with the Central Drug Standard Control Organisation (CDSCO) and National Ethics Committee Registry for Biomedical and Health Research , DHR.
8. It streamlined the **GNIDSR Soft Skill Initiatives** through the VELP Program (Value Ethics Language and Personality Development) which conducted 14 training sessions in the preceding academic session on a range of topics from Yoga , Medical Law/Ethics , Personality & Leadership Skills and Spoken English Modules.
9. The IQAC has played a leading role in changing the **Mentor Mentee Program** in 2019 to a more structured and comprehensive system with a Mentor Log-Book. The **Parent-Teachers Meeting** patterns were structured and centralised by IQAC and outcome analysis made more objective.
10. The **Orientation Program** was improvised by the IQAC to an elaborate **week long spectrum of activities** as per **MCI guidelines** and encompassed numerous academic , ethical , social and career oriented sessions.
11. The cell introduced the concept of the “ **Principals Interaction** ” Sessions into the graduate program to get direct and comprehensive feedback from the students and ally any bureaucratic redtape between the Head of the Institution and the primary stakeholders i.e. students.

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

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

Response: 47.43

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

2019-20	2018-19	2017-18	2016-17	2015-16
64	58	41	34	33

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

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
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: 12

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

2019-20	2018-19	2017-18	2016-17	2015-16
5	2	3	1	1

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

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

Response:

Gender Equity & Sensitisation in Curriculum Activities

- 1. Role Modelling** – Teachers are encouraged to show unbiased approach in teaching and address and encourage males and females equally in class.
- 2. Random Group Division & Seating** - Formation of Groups in Quizzes / Case Based Learning or other Classroom Orientated Competitions are random . The teachers ensure seating is random and mixed , with no segregated rows/sides fixed for boys/girls.
- 3. Using Gender Neutral Language** – Teachers are instructed to use Nouns and Pronouns like “ them , they , their ” instead of him/her as classroom etiquette.
- 4. De-Linking Gender with Ability** – The teachers are counselled to delink gender with ability by regularly doing Role-Reversal Activities for them.
- 5. Inviting Female Over-Achievers & Entrepreneurs** - The females who achieved resounding success in their careers are invited for Guest Lectures in Seminars/Workshops , International Women’s Day (Since 2019) , Anti Ragging Seminar (Since 2017) and Orientations (Since 2016)
- 6. Value Added Course on Gender Equity** – Since 2017 , the Institute’s Internal Committee for

Women has been organising Gender Sensitization Programme with Sessions on Role Reversal , Breaking Stereotypes , Gender Related Health Issues , Rights & Laws , Work Life Balance , Pay Disparities etc.

Gender Equity & Sensitisation in Extra-Curriculum Activities

1. Supporting Equal Gender Participation in Athletics , Indoor and Outdoor Sports
2. Encouraging Mixed Groups in Drama , Dance , Fashion Show and Singing.
3. Challenging Rigid Ideologies by Debates/Open-Mics on Issues like Women Empowerment , Equal Opportunities and The Third Gender.

Physical & General Support Facilities for Women on Campus

1. **Global CCTV surveillance** in Campus Common Areas
2. **Female Security Guards** in Girls Hostel & Main Campus Gate
3. Adequate Solar **Street Lights and Illumination** in the Evening
4. **Baby Crèche & Baby Feeding Room** in OPD
5. Lucid Display of **Helpline Numbers** in Campus , OPD and Website
6. Clear Guidelines for Grievance Redressal and **Complain System**
7. Availability of Complain Forms in **Hostels/Website/Administrative Office**
8. Separate **Common Rooms and Toilets** for Women in Campus/Hospital
9. Availability of **Sanitary Pad Vending Machine (JNJ Automatic 50 Napkin Dispenser)** in Girls Hostel.
10. **Mentor System** for all Study Years as a Support System for monitoring occult harassment or abuse.
11. **Committees** for Anti-Ragging , Grievance , **Internal Complaints Women** and Code of Conduct
12. Presence of **Structured Student Council** with mandatory **50:50 Gender Ratio**. Current serving President of the Student Council 2020-21 is Ms Trisha Banerjee.

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

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

Response: B. Any four of the above

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

The **Biomedical Waste** generated in the hospital is collected and segregated as per **Solid Waste Management Rules 2016**. All the departments at GNIDSR have **Designated Waste Disposal Area** with **Color Coded Waste Bins**. The housekeeping staff, laboratory assistants, nurses and surgical assistants ensure that the waste disposed in the coloured bins is transferred in **Bar Coded Biohazard Bags**. The institute has an **Memorandum of Understanding** with **Medicare Environmental Management Pvt Ltd**, an authorized **Waste Collection Agency** by **Government of West Bengal**. The biohazard disposal bags are transferred to the pickup truck of the said agency at designated days on the week and hence disposed safely.

For **Solid and Liquid Waste Management**, the institute is under the **Jurisdiction of Panihati Municipality**, which collects the general solid waste and disposes it by its Incinerator. The Institute has authorisation for the same through Certificate No 44/BM/WPB/P(VI)/05 dated 25/01/2017 from **West Bengal Pollution Control Board**. For Liquid Waste Management, similarly the Institute has been granted permission through **Certificate No 43/10/12/WPB/BR/814/05** from West Bengal Pollution Board and complies with all regulatory guidelines to municipal discharge to drains mentioned therein.

The Housekeeping & Sanitation Staff associated in this process are **Trained Annually (Since 2017)** by the institutional **Infection Control Committee** in Biomedical Waste Management. In addition to this the Infection Control Committee has been organising **Value Added Courses on Infection Control and Biomedical Waste Disposal for Students** (since 2015). The committee ensures adequate **Signage & Posters** describing the segregation of waste is displayed at all major waste disposal areas. The Institute was a partner institution in the **Industry Academic Meet on Waste Management in Nov 2019** with **MHRD**,

Government of India and **Mahatma Gandhi National Council of Rural Education** where innovative and economical ideas and reforms in the waste management were showcased.

The institute does not generate hazardous **Radioactive Wastes**. The institute has been following the **Policy of Minimizing the Generation of E-Waste** within the college by adopting a procurement policy where most computers, laptops, electronic components of dental chairs, X-Ray machines and other electronic goods are purchased in **Buy Back Mode**. The Institute ensures that the e-waste generated even after these interventions are disposed safely via a registered E-Waste Disposal Vendor i.e. **Hulladeck Recycling**. The institute generated **264.40 kgs** and **693.10 kgs of E-Waste** in the session 2019-20 and 2020-21 respectively which was disposed safely via the said vendor.

Each Department has its own **Sterilisation Room** well equipped with **Vertical & Horizontal Autoclaves**. The daily autoclaving cycle are done at designated timings and evaluated by **Chemical Indicator Tape** and recorded daily in **Sterilisation & Disinfection Checklist**. The Housekeeping Staff does cleaning mopping and disinfection of dental chairs, water lines and suction apparatus as per the Disinfection Checklist and record their activities therein. This entire process is monitored by the Housekeeping Supervisor, HoDs and Hospital Superintendent.

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

7.1.5 Water conservation facilities available in the Institution:

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

Response: Any Three of the above

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

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

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Geotagged photos / videos of the facilities if available	View Document
Geotagged photo Code of conduct or visitor instruction displayed in the institution	View Document
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. Disabled-friendly washrooms**
- 3. Signage including tactile path, lights, display boards and signposts**
- 4. Assistive technology and facilities for persons with disabilities (*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
Link for additional information	View Document

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

Response:

Classroom Inclusivity:

1. By Innovation Driven Initiatives (InVoDent , IdeaThon , Ideo-o-Meter) where students keeping their diversity behind , work together in groups while appreciating each other to innovate & invent.
2. By Instructional Strategies (Panel Discussions/Debates) to develop ability to listen to alternative viewpoints with Democratic Zeal and Secular Outlook.
3. By Information for All Initiatives like LMS (DSARP) where content is available to all students irrespective of their diverse backgrounds.
4. By Preventing Conflicts through Committees like Anti-Ragging, Grievance Redressal, Code of Conduct , ICC for Women and trying to resolve them by non-violent means which helps in maintaining peace and harmony.
5. By teaching Gender Equity through Value Added Course (Since 2017) and thereby catering to the diversity of gender.

Linguistic Inclusivity:

1. By addressing Language Barriers as early as on-admission (EWL English Software , Freshers Bridge Course , Soft Skills Value Added Course , VELP Module) so that social gelling of students happens unhindered.

Social Inclusivity:

1. By well-structured Orientation Programs & Mentor Program to assist students to adjust socially in their new surroundings with ease and accept change and challenges.
2. By Students Council where 24 students with diverse academic/social/skill/religious background conglomerate to run a council and its activities effectively.

Cultural Inclusivity:

1. By Extra-Curricular Activities like Dances in different Regional Forms , Fashion Shows with different Regional Outfits , Cooking Competition with different Culinary of States , Excursions & Trekking Trips , Flash Mobs , Sports Events act as the best avenues for nurturing diversity and

building bridges in students.

2. By Celebrating Diwali , Durga Puja , Eid , Guru Nanak Birthday , Rabindra Jayanti , Saraswati Puja all with same zeal and enthusiasm so that students explore commonality in human values.
3. By having a Non-Communal , Ragging Free and Socially Inclusive environment in the Hostels to promote respect to diversity.

Location As Leverage : The Institute is located in Panihati Municipality , which along with the nearby localities of Liluah, Kalyani, Patulia and Rahara have a higher percentage of minority population compared to Kolkata City proper. A Good Connectivity by Road (5 min from Dunlop Crossing) , Train (5 min from Sodepur Railway Station) and Waterway (15 min from Hooghly River Ferry Station) clubbed with the institute's initiative to keep treatment cost as minimal as possible (dental extraction is done free of cost) has been successful in attracting these patients to the hospital for their oral health needs. The institute is sensitive to their needs and takes additional measures in months of Ramadan to modify treatment protocols as per dietary restrictions.

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
Any other relevant information	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:

NATIONAL COMMEMORATIVE DAYS

- **National Prosthodontists Day** – Celebrated in association with Indian Prosthodontics Society with Oral Health Camps to Old Age Homes like Ramakrishna Briddha Ashram since 2019.
- **International Oral & Maxillofacial Surgeons Day** – Celebrated in collaboration with Association of Oral & Maxillofacial Surgeons of India (WBB) by awareness camp on Road Safety (National Face-It Campaign) measures and Oral Cancer to High Risk Groups since 2017.
- **Oral Hygiene Day** - Celebrated in association with Indian Dental Association and Indian Society of Periodontology by public awareness camps since 2014.
- **National Pedodontists Day (Childrens Day)** – Celebrated since 2016 with Indian Society of Pedodontics & Preventive Dentistry by week long activities and awareness camps in Schools (St.Xaviers, Haryana Vidya Mandir, KidZee)
- **Van Mahotsav** – Celebrated since 2016 in collaboration with Alumni Body by “ Amar Prakriti Initiative ” i.e. by adopting a tree and planting dozens of saplings.
- **Rabindra Jayanti** - Celebrated since 2018 by Art-Literary Student Club by Rabindra Sangeet , Nritya and Poetry Recitation by the Nobel Laureate.

INTERNATIONAL COMMEMORATIVE DAYS

- **Womens' Day** - Celebrated by Internal Committee for Women since 2018 by Seminar by Women Entrepreneurs on Gender Equity , Work Life Balance and Gynecologist on vaginal cancer , breast cancer and reproductive hygiene
- **World Oral Health Day** - In collaboration with Indian Dental Association by oral health awareness camps for general public.

- **World No -Tobacco Day** - In collaboration with National Tobacco Control Program by Tobacco Cessation Centre, GNIDSR and AOMSI WBB by screening camp for high risk group since 2018
- **International Yoga Day** – Celebrated in collaboration with JIS University and Mrs Dipti Sarkar (Yoga Instructor) since 2019 by Live Yoga Workshops and Online Yoga Sessions.
- **World AIDS Day** - Celebrated by Scientific Club since 2017 by spreading awareness through posters , flash cards , banners and nukkad nataks.

NATIONAL EVENTS

- **Republic and Independence Day** - National Flag is hoisted along with sister institutes in campus.
- **Teachers Day** – Celebrated since 2016 by Alumni Body by Facilitating Senior Professors / Teachers of the Institution along with cultural program.
- **Swaachh Bharat Abhiyaan** – Celebrated since 2019 by Cleanliness Drive in the Panihati Locality and Inner Road.
- **Hand Wash Day** – Celebrated by Periodontics Department by awareness sessions for general public and OPD patients.

NATIONAL FESTIVALS

- **Saraswati Puja** – Celebrated by Art/Literary Club Members and all Hostelites with Painting & Sculpturing on beautifully decorated Pandal , with the customary Anjali Pujo and Khichuri Bhoj since 2005.
- **Diwali/Kali Puja** – Celebrated by Lighting up the Entire GNIDSR Building and Diya Decorations and Crackers bursting by Hostelites.
- **Guru-Nanak Birthday** – Since 2010 by offering prayers and organizing free for all LANGAR to celebrate the Spirit of Generosity Peace and Giving Back to the Community.

MISCELLANEOUS DAYS

- **Founders Day (1st Feb)**- By remembering the great philanthropist and visionary Late Sardar Jodh Singh and organizing food and kind donations to poor and needy.

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 01 : TEACHING PERFORMANCE IMPROVISATION ASSESSMENT - TPIA SYSTEM

WEBLINK : <https://www.gnidsr.ac.in/pdf/TPIA%20System.pdf>

OBJECTIVE : To eliminate bias and follow an objective and systematic method of measuring clinical competencies, while defining the must-know/good-to-know areas to the learners. To identify slow-performers based on daily academic performance and undertake necessary improvisation measures/remedial/innovative teaching throughout the year.

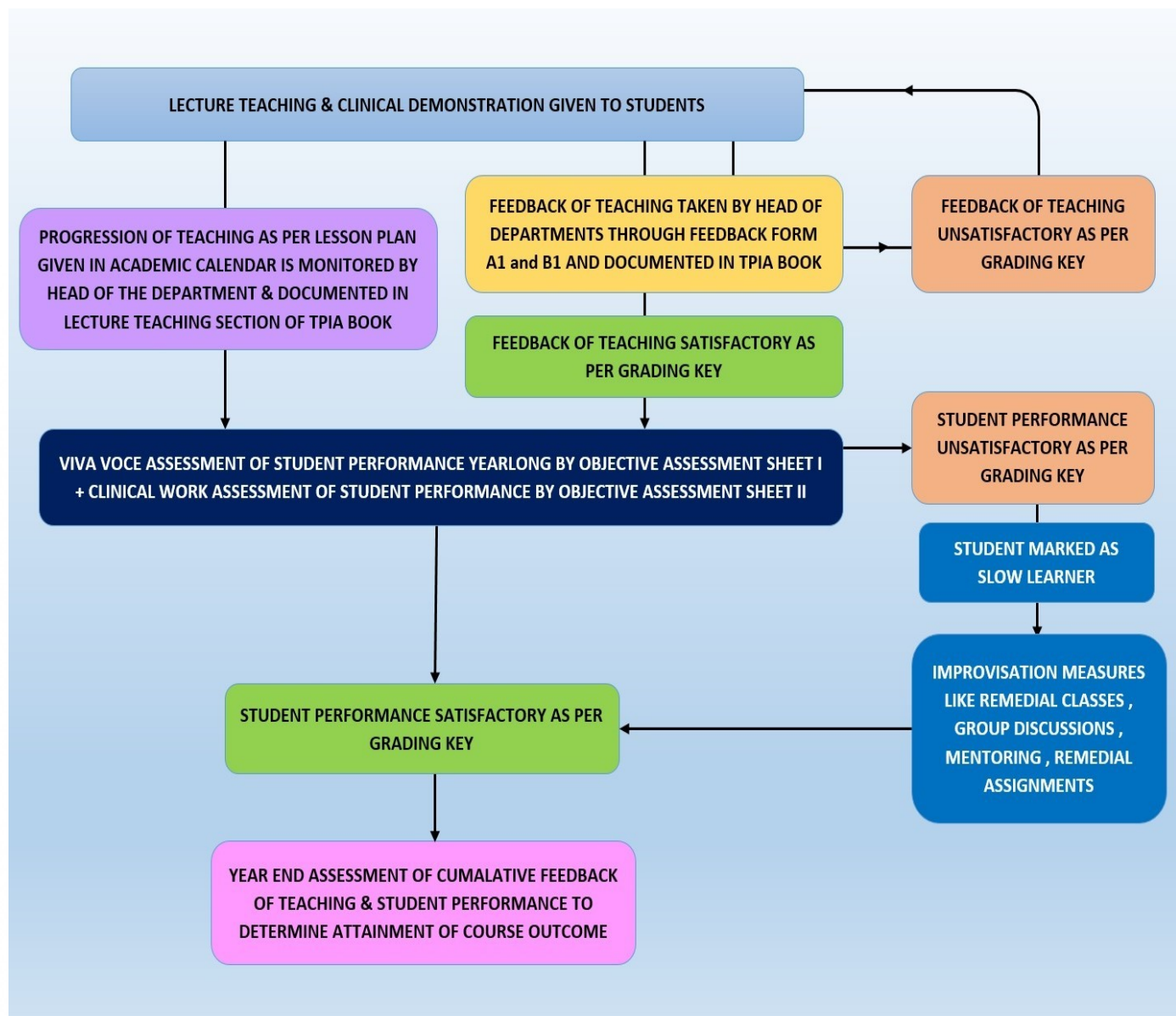
CONTEXT & CHALLENGES : Students in an institution comprise of different categories of learning abilities, thereby demanding different modalities of teaching-learning even within a small group. There is a lack of dynamic/year-around identification of the slow-learner and seldom review of effectiveness of improvisation measures is done.

THE PRACTICE : TPIA SYSTEM is a copyrighted rapid slow-learner identification, documentation and improvisation tool for clinical dental subjects using multiple objective competency based assessments linked with a sequential grading key. It has three components namely -

1. **TPIA Book :** One Book for Each Course
2. **Feedback Forms :** Feedback Form A1 (Student Feedback of Lecture Teaching) and Feedback Form B1 (Student Feedback of Clinical Demonstration)
3. **Objective Evaluation Sheets (OAS) (Course Specific) :** OAS I (Objective Marking Sheet for Viva Voce), OAS IIA and IIB - Objective Marking Sheet for Clinical/PreClinical Work

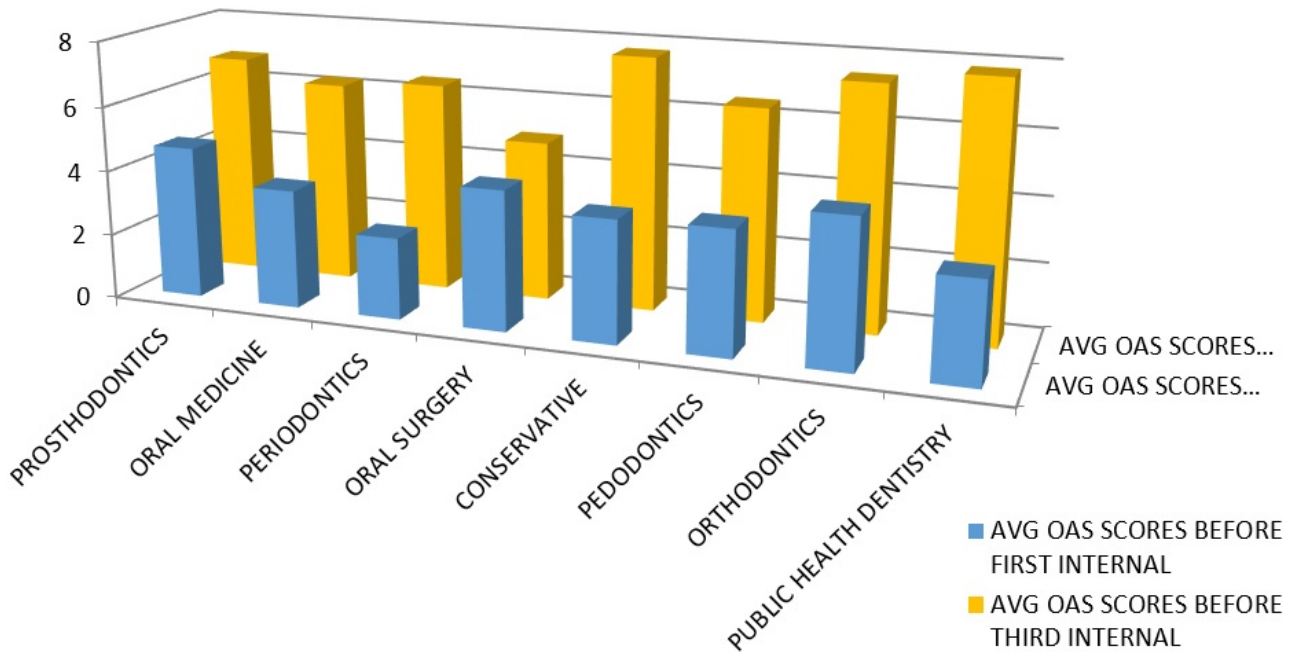
Four Innovative Methods followed in TPIA System -

1. The satisfactory feedback of teaching (FormA1/B1) is a prerequisite for any assessment of student performance to begin, thereby ensuring that quality of teaching is optimum.
2. It documents all clinical performances based on objective assessment sheets which are competency based assessments, thereby eliminating bias and subjectivity into the evaluation method.
3. It uses a TPIA book which is a documentation tool which marks all the six institutional grading-keys sequentially and has a provision to mark a slow learner at any stage of the academic year.
4. It documents all the improvisation measures at a place so that comparison with pre-improvisation scores becomes easier.



EVIDENCE OF SUCCESS

1. The TPIA book served as the single book which needed to be maintained to note feedback scores , objective assessments of students in viva-voce/practical work, internal-examination marks and finally effectiveness of improvisation methods. Due to the comprehensive nature of the book , it was easy to pin-point slow learners and keep a track on the improvisation measures.
2. The improvement in slow learners was rapid due to early identification and reporting by teachers, as TPIA system has a streamlined data recording system. The improvement was reflected in better scores in OAS(See Figure) as the year progressed.



PROBLEMS ENCOUNTERED & RESOURCES REQUIRED : Problem which the institute faced in formulating the TPIA System was devising a common systematic 10 point-scale for all dental subjects, which have a wide variation in teaching method, skill domain and evaluative methodology. The hindrance was overcome by the Dental Education Unit (DEU) and IQAC finding a common ground amongst the different dental subjects.

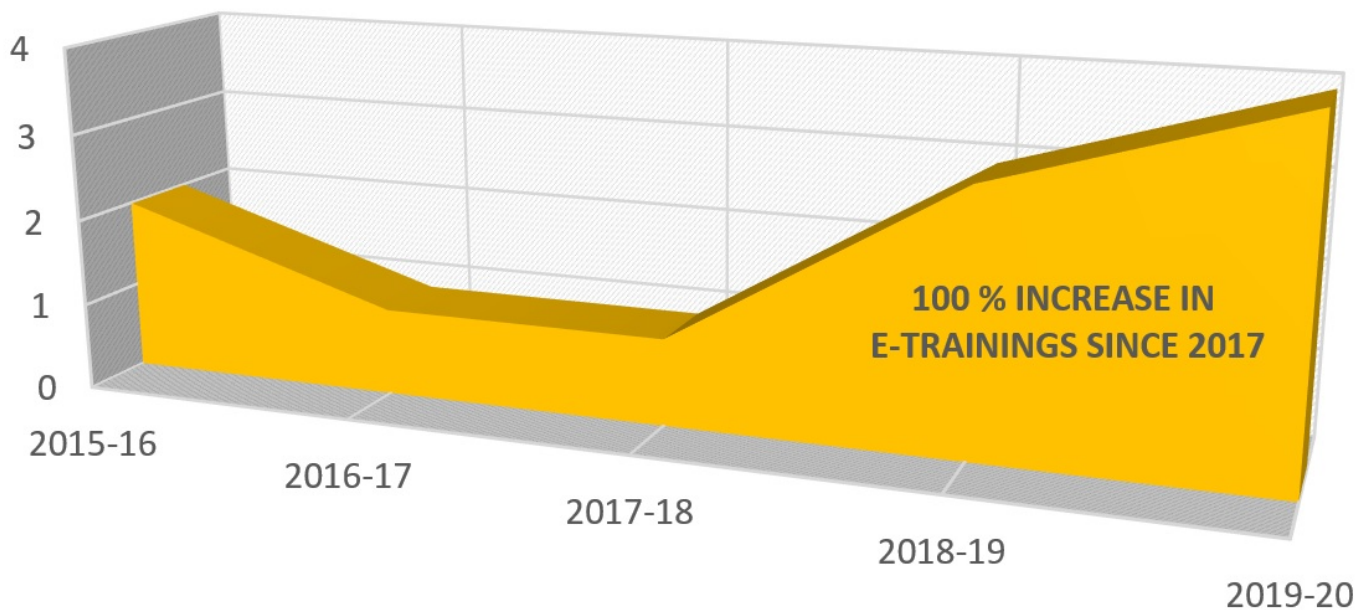
BEST PRACTICE 02 : DEVELOPMENT & IMPLEMENTATION OF E-TOOLS FACILITATING TEACHING AND LEARNING IN GNIDSR

WEBLINK : <https://www.gnidsr.ac.in/pdf/E-Tools.pdf>

OBJECTIVE To ensure better outcome of teaching-learning and understanding of courses amongst students by using innovative and modern digital-tools and processes.

CONTEXT & CHALLENGES : Students show better compliance/attention to teaching when it is interactive in-nature and aided with dual-channel multimedia-based learning using blended learning. The goal was to innovate and develop teachers of GNIDSR to adopt modern teaching strategies with advanced digital tools.

E-TRAININGS CONDUCTED FOR STUDENTS & TEACHERS

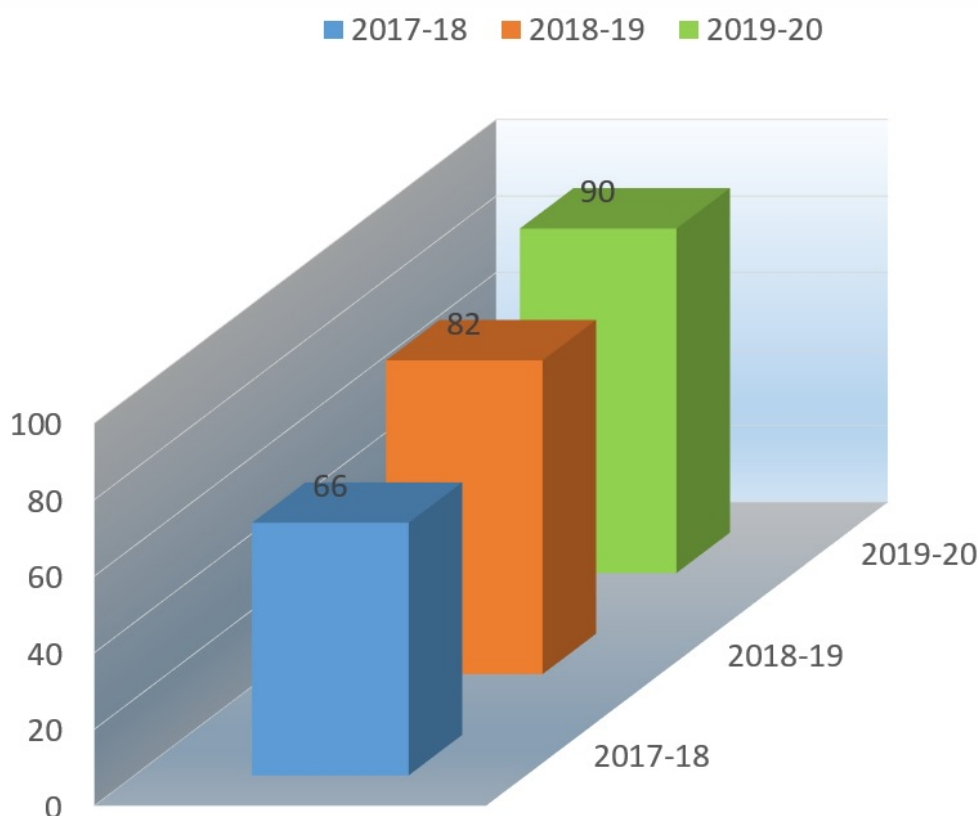


THE PRACTICE : The institute has pioneered in creating a digital ecosystem by adopting following strategies –

- 1. Developing a Robust Dental Education Unit (DEU)** – Formed in January 2018 , DEU has been instrumental in strategizing , incubating and implementing the digital tools incorporated in GNIDSR since its 2018.
- 2. Systematic Training to Teachers & Students for Optimum Usage of E-Tools** - The institute has witnessed a 100% increase in conduct of e-training/e-learning courses since 2018. The institute provides annual structured value added courses for e-learning/e-trainings in specific digital tool usage every year. The DEU along with IT partner Hash-Technologies conducted focused training on JIS E-Resources, Flip-Learning Technology, Digital Content Creation, Canvas™ Coursera™ ,MOOCs, Cyber Security, Cloud Based Data-Management and E-Library.
- 3. Infrastructure Upgradation for Implementation of Advanced Digital Tools** – The Wi-Fi enabled institute has a dedicated academic block with Smart-Classrooms and Flip-Learning Classrooms having 3rdGeneration Smartboards from Cybernetyx™ ,Germany and Interactive Panel from NeoTouch™ ,Sweden.
- 4. Incorporation of Institutional Learning Management System , ERP and Softwares to support the E-Learning Ecosystem** – The institution has an indigenously developed LMS(DSARP), a dedicated ERP for managing administrative/library/financial services of the institution and uses softwares like Canvas™ LMS, 3D4Medical™ Anatomy Simulation Software, Nemoceph™ Cephalometry Software, ImageJ™ Morphometric Software, EzyDent-i Impant Planning Software as e-tools for implementing various digital initiatives for students.
- 5. Facilitating MoU with Software Company for Effective IT Integration and Training** – The MoU with Hash-Technologies had been implemented in GNIDSR since 2008 for providing technical/logistic support in usage/upgradation and training for IT services.

EVIDENCE OF SUCCESS :

1. As per Stakeholder Feedback Reports , the use of audio-visual aids/multimedia/e-learning resources by teachers, increased steadily from a meagre 66% in 2017-18 session to a satisfactory 90% in 2019-20 session.
2. In a Feedback taken on Sep 2020 amongst all faculty/students, 96.7% respondents claimed Whatsapp™ was an effective communication e-tool which is used as a Broadcasting Service by GNIDSR.
3. In spite of the Covid19 Pandemic, the E-Tools used by teachers enabled them to complete the syllabus online ON TIME and start the new session on 1st November, minimising deviation from the academic calendar. Approximately 600+ classes were conducted online in the academic session 2019-20.
4. 1806 logins were clocked in the DSARP portal in the last six months (Dec 2020 to May 2021) and approximately 385 modules have been uploaded in the portal till date by faculties.



USE OF AUDIOVISUAL AIDS , MULTIMEDIA & E-LEARNING BY TEACHERS OF GNIDSR AS PER STAKEHOLDER FEEDBACK REPORTS FROM 2017 TO 2020

PROBLEMS ENCOUNTERED & RESOURCES REQUIRED : The main hindrance to implementation of E-Tools was rendering skill specific training to teachers/students , which was overcome by DEU by conducting more than 10 skill specific programs. Major infrastructure upgrade was required and making digital integration a Strategic Goal by IQAC made budgetary provisions for these come smoothly.

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

7.3 Institutional Distinctiveness

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

Response:

The Institution has been distinctive in developing itself as a **Tertiary Care Referral Centre for Oral Cancer Screening Diagnosis and Treatment in West Bengal**. Aligned with the Mission of the Institute to provide “ *Comprehensive and Affordable Patient Care to the Society* ” the institute has developed its distinctiveness in providing cancer care by addressing each aspect oral cancer in totality.

Screening of Oral Cancer

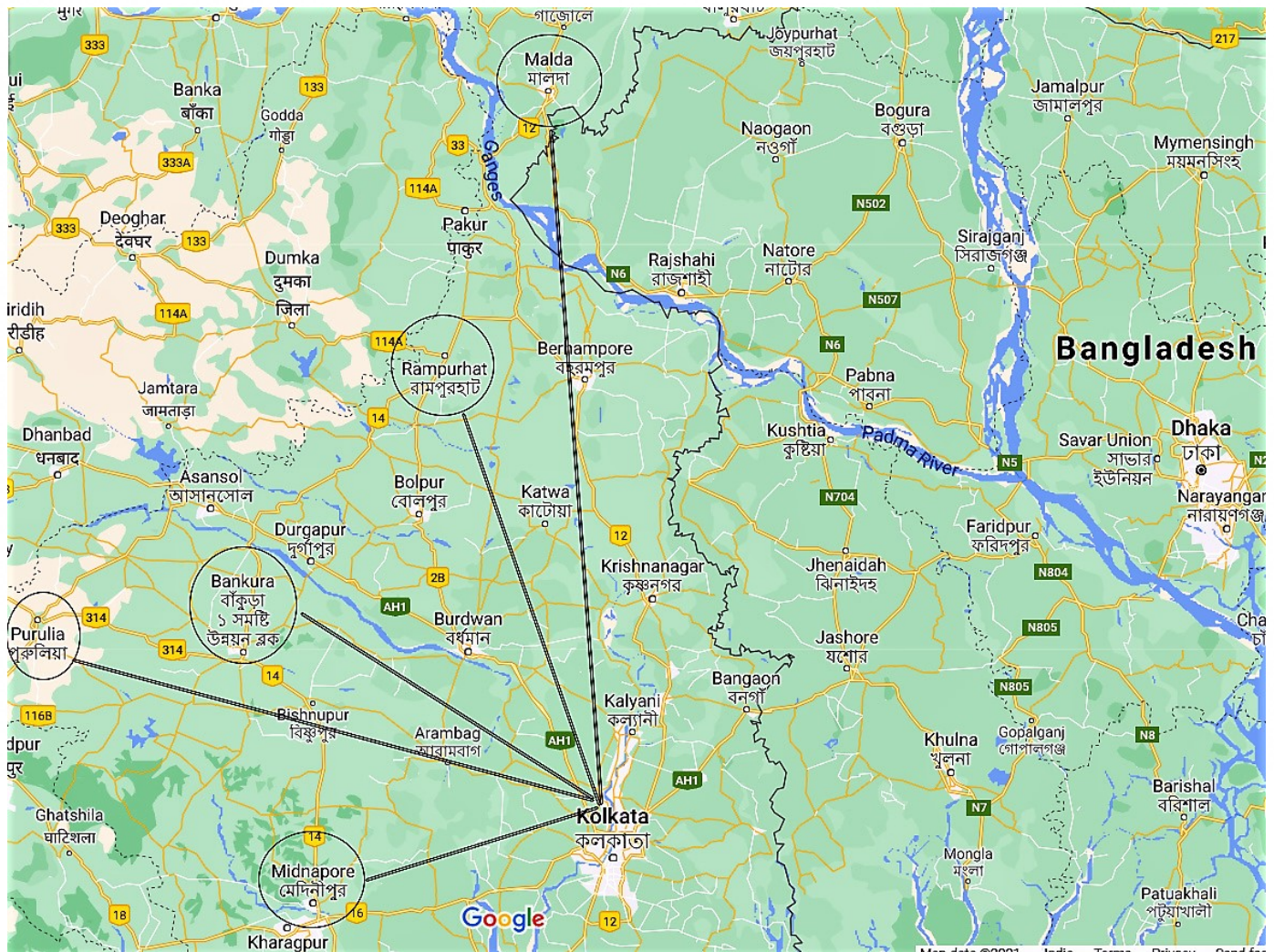
The Institute has an established **Tobacco Cessation Centre** under the Operational Guidelines 2018 under the **National Tobacco Control Program**. The centre provides mass screenings, tobacco use assessment and sequential visits for behavioural , pharmacological or surgical intervention. 1675 screenings were done between June 2019 to March 2020 in high risk individuals.

Diagnosis & Treatment Planning

Use of **Toluidine Blue Staining** (Mass Screenings) and **Brush Biopsy** (Rapid Screening within 2 hrs) are done to high risk groups to identify oral cancer and precancerous lesions for necessary intervention. **Interdisciplinary Tumor-Board/Seminars** are conducted between Departments of Oral & Maxillofacial Surgery & Oral Pathology for lesions which have obscure and indistinct clinicopathological picture.

Geographical Coverage

GNIDSR has a geographical coverage of influx of oral cancer patients from regions of **Bankura** , **Balurghat** , **Rampurhat** , **Purba Mednipore** and **Malda**. This encompasses an outreach of more than **350+ km** from **Kolkata**.

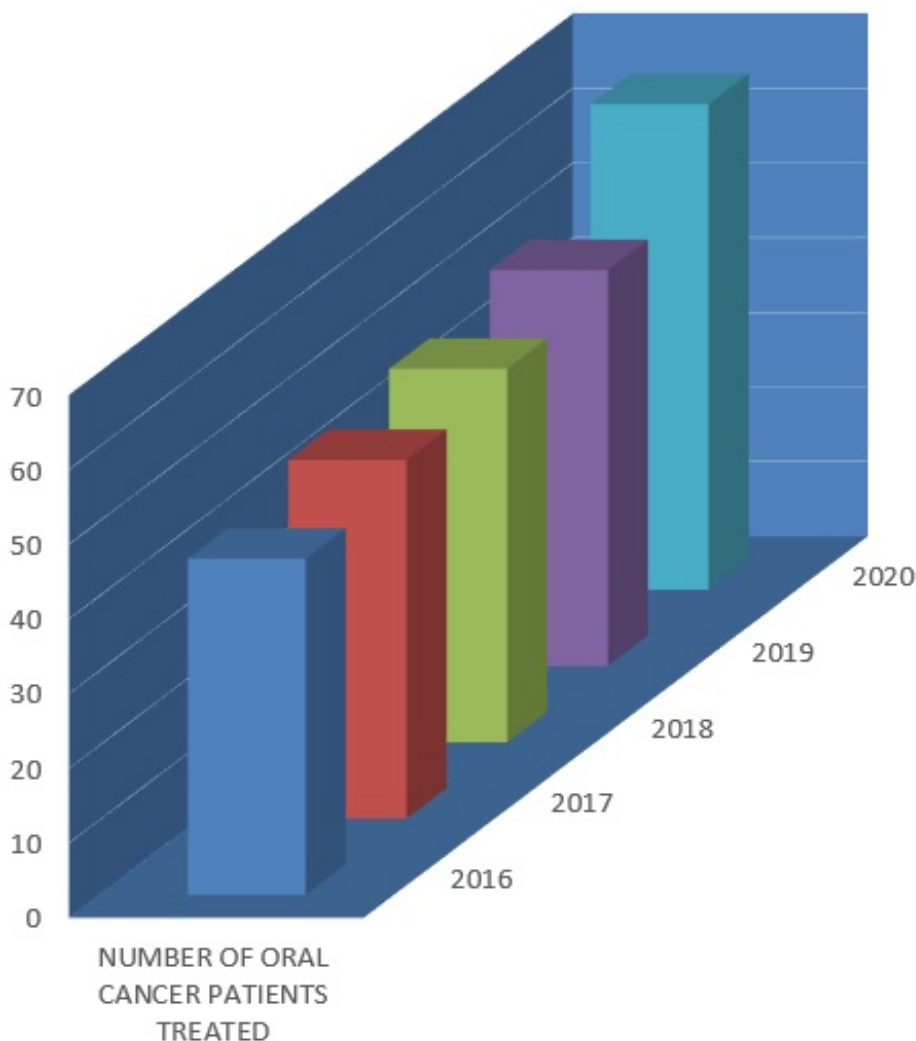


Infrastructure & Resources

The Institute has well equipped Operation Theatre both at **College of Medicine Sagar Dutta Hospital (CMSDH)** and **Dr B.C Roy Hospital , New Barrackpore** with a 20 bed allotment at each hospital. The operation theatre is equipped with **Dräger™ Anesthetic Workstation** , **Fibreoptic Brochoscope** , **Harmonic Scalpel** and **Ultra-Thin Colorado Electrocautery Tips** for precision surgery. For Histopathological Evaluation there exists fine **Rotary Microtome (Leica)** for precision sectioning.

Spectrum of Care

A total of **301 Oral Cancer Patients** have been operated in the Institute over the last five years , with the maximum number of patients treated in the last year i.e. during the Covid19 Pandemic. The Institute was the only private dental institute to be serving indoor and outdoor patients throughout the lockdown in West Bengal. Almost 55% of the treated patients were from **Rural and Semi-Urban Areas** who are deprived of quality health care. 72% of the patients had mandibular carcinomas , compared to the 28% with maxillary lesions. Even lesions with N0 Neck Lymph Nodes were treated with **Primary Excision/Resection with Prophylactic Neck Dissection** to ensure better survival rates. Approximately 20% lesions were reconstructed by primary rotation flaps , whereas 80% lesions were reconstructed by regional pedicle flaps like **Forehead , Pectoralis Major Myocutaneous , Nasolabial , Temporalis Myofascial , Skin Grafts and Fascia Lata Grafts.**



NUMBER OF ORAL CANCER PATIENTS OPERATED IN GNIDSR

Contribution to Cancer Research

The Institute has contributed to Cancer Research with Studies on Tumor Invasion in Mandibular Bone , Diagnosis of Lymph Node Involvement , **Nano Textural Attributes in Oral Cancer Cells , Surface Characteristics of Oral Cancer Cells by SEM and Alpha Enolase as a Prognostic Marker in Oral-Submucous-Fibrosis , Pax Gene as Prognostic Marker in Oral Cancer (in collaboration with IIT Kharagpur)**

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

NAAC

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: 84.44

8.1.1.1 Institutional mean NEET percentile score

Response: 84.44

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

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

Response:

Adequacy of Training in Pre-Clinical Skills

1. GNIDSR complies with all the regulatory norms of **Dental Council of India** with regards to availability of pre-clinical laboratories , equipment , teaching and non-teaching staff for pre-clinical skill training in medical and dental subjects.
2. The graduate program syllabus and teaching hours followed complies with the guidelines set forth in the **BDS Course Regulations 2007** framed by DCI and approved by **MHFW Letter No.V.12012/3/2006-DE**
3. The Medical Basic Sciences Pre-Clinical Training is done in a MCI recognised **Postgraduate 500 Bedded Government Medical College (CMSDH)** as per **Govt Order DME - Spl.Corresp/2017/192 dated 5th Dec 2017**

Details of Facilities for Pre-Clinical Skills

The Institute has 11053 square feet of Pre-Clinical Dental Laboratories (Pre-Clinical Prosthodontics(PCP) , Pre-Clinical Conservative (PCC) , Dental Materials , Pre-Clinical Orthodontics & Pedodontics , Oral Pathology Laboratory) against the regulatory requirement of 9500 square feet. The attached medical college i.e. CMSDH has Anatomy Dissection Hall , Histology , Physiology , Biochemistry , Pathology , Microbiology and Pharmacology Laboratories as per MCI norms for 100 admissions.

Steps to Improve Pre-Clinical Skills

In addition to following the regulatory guidelines , the Institute follows the below measures to improve the Pre-Clinical Skill training given to students –

1. **Basic Sciences Lab** : In addition to the Medical College Campus facilities , the Institute has a Basic Sciences Lab with a 50+ seating capacity for conducting **Saturday Doubt Clearing Classes** and One-to-One Interactive Sessions for mitigating student's doubts in these subjects.
2. **Simulation Based Softwares** : The teachers use simulation softwares like **Anatomy Dissection Software 3D4Medical™ by Elsevier** to augment understanding of these critical subjects. Each first year student is provided remote access to the software by the institution , which was a boon to the students in the Covid19 Pandemic.
3. **Advanced Phantom Head Workstations** : In addition to the conventional PCC laboratory , we have **Advanced Phantom Head Workstations with Luvis C500 Light with Camera , Smart Controls and LCD Panel**. These workstations enable teachers to demonstrate the pre-clinical procedures in-detail , record them and broadcast them remotely for effective teaching learning.
4. **Advanced Maniquins & Models** : GNIDSR has **Laerdal™ Electronic Feedback Basic Life Support Mannequins** for training CPR Skills to students , and conducts annual workshop on BLS training for them. The pre-clinical skill training of postgraduates are improvised by using **Resin Models of Skulls for Bone Plating , Osteotomies and Suturing Artificial Skin Pads**.
5. **Objective Assessment of Pre-Clinical Skills** : For Pre-Clinical Dental Subjects , rather than assessing in subjective biased manner , the institute uses a **10 Point Scaled TPIA Based Objective Assessment Sheet (OAS - IIA)** , specific for each skill , to evaluate student work.
6. **Blended Teaching** : A robust ICT enabled learning environment with DSARP LMS , Canvas™ LMS , Smart Classrooms and Flip Classroom enable use of multimedia and **video demonstrations** in teaching Skill Sets , enabling effective learning and retention of knowledge.

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
Link for Additional Information	View Document

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

Response:

Yes , the Institute conducts Orientation Programs for Graduates (1st , 2nd & 4th Year) and Postgraduates , White Coat Ceremony for Third Year Students and Value Added Courses on Infection Control & Biomedical Waste Management (Since 2016) , Soft Skills and Practice Management (In 2016 , 2018 , 2020) , Gender Equity (Since 2017) etc.

Goal of the Orientation Programs :

1. On-Boarding and Welcoming Exercise
2. Delivers Information about College Resources
3. Communicates Expectations from Both Ends
4. Ice Breaker for Students entering College/Clinics/Postgraduation
5. Promotes Engagement in College Traditions to Build College Community
6. Establishes Mentorships & Customises them to the Support System

Structure & Organisation :

GNIDSR Orientation Programs are organised by the **Principals Office , Student Council , Extension Activity Committee and HoDs**. The pattern of Orientation has been improvised over the years to be based on the pattern followed by the **Medical Council of India**. The content of the Orientation Program at GNIDSR has the following aspects covered –

1. Know Your Heads
2. Campus Resources & Opportunities
3. Curriculum Briefing & Statutory DCI Guidelines
4. Library , E-Resources and Their Usage
5. Examination Rules & Regulations
6. Mentorship Program and Buddy System
7. Grievance Redressal & College Complain System

- 8.Sensitisation in Rights & Response to any Ragging or Sexual Harassment
- 9.Code of Conduct ,Work Ethics and Gender Equity in Institute
- 10.Student Enrichment – Value Added Courses (VAC) & Add-on Courses Available

Participation & Outcome :

Generically Orientations Programs have had a 90% and above participation of students and HoDs. The programs are scheduled in **September** yearly after completion of the admission process of the graduate program. Parents have been included in the Orientation Program since 2018 and they are encouraged to meet the **Mentors** of their wards on the said day. Involvement of **Students Council** is customary , to instill the **Buddy System** amongst them. The Council acts as the student-guardian to them and primary responders for basic information , help and support.

White Coat Ceremony has been organised in GNIDSR (Since 2018) with the motto of instilling the **ethical , moral and professional responsibilities** which need to be inculcated in the students with wearing the customary “ White Coat ” on entering clinical environment (3rd Year Graduate Program). The main emphasis of the program is on **Ethics , Rights of Patients , Students Duties & Responsibilities , Soft Skills Grooming and Communication , Breaking the Bad News and Conflict Management**. This sensitisation has resulted in better patient doctor relationships , **positive patient feedback** and lesser conflicts since 2018.

GNIDSR has six value added courses (<https://www.gnidsr.ac.in/student-enrichment-programs.php>) and an **annual BLS certification workshop** gelled into the curriculum and followed judiciously as per the **academic calendar**. **Professional Ethics** is discussed with case based scenarios in **VAC on Soft Skills & Practice Management**. The Infection Control Community has been conducting VAC on **Infection Control & Biomedical Waste Management since 2016**. The institute ensures all its students are BLS Certified and conducts annual workshop on BLS in association with **Association of Oral & Maxillofacial Surgeons of India(WBB)**.

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: B. Any 4 of the above

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

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

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

Response: B. Any 4 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: 3.33

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

2019-20	2018-19	2017-18	2016-17	2015-16
5	4	4	2	1

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

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:

Defining Competencies as per DCI

The institute has defined the competencies expected from a Graduate based on the **List of Competencies** described in **BDS Course Regulations 2007** framed by DCI and approved by MHFW Letter No.V.12012/3/2006-DE. The Competencies expected to be attained are mentioned in the **Student Log Books** and additionally verbally explained to the students by their teachers.

Objective Methods to Measure Competencies in Formative Assessments -

- 1. TPIA Based Objective Assessment Sheets (OAS)** – The **OAS II-A** (Pre-Clinical Assessment) and **OAS II-B** (Clinical Assessment) used for formative assessment in laboratories use **10 point Objective Scale** to measure competency of a particular skill set. The 10 point scale have both **Observational and Task Analysis Component** to measure competency.
- 2. Selective Response Assessment** – The Examination Papers in Continuous Internal Examinations have essentially **MCQs** embedded in them for selectively/objectively measuring competency. MCQs with a high degree of analytical reasoning are used for effectively demarcating slow learners from advanced learners.
- 3. Case Based Learning Exercises** – The teaching process in GNIDSR for the dental subjects have been reformatted into approximately **348 Modules** and integrated to the LMS , Curricular Map and Monthly Lesson Plan as per Academic Calendar. The Institute boasts of Case/Problem Based Learning Exercises in almost 45% of the modules. These exercises are vital and objectively assess a student's ability to apply knowledge , skill and understanding of the subject.
- 4. Blended Learning** – The teaching methodologies are blended with Pre and Post Test via Platforms like Google Classroom , **Canvas™ LMS (Flip Classes)** and DSARP (Institutional LMS). Such blended teaching enables objective assessment of pre and post knowledge of the learner , and need for any immediate remedial intervention. Almost 40% of the modules in dental subjects have been blended in the last two years. Blended Modules via Canvas™ LMS use **superior analytics , question discrimination index** and even measure the **online activity** of the student in the LMS for objective assessment of performance.

Objective Methods to Certify Attainment of Competencies in Summative Assessments –

- 1. University Question Papers** – As per University Guidelines , 14.28% of the university theory question paper has to be Selective Response based i.e MCQ based and this rule is religiously followed. In addition to objectively assessing competency , it prepares the student for national competitive exams like NEET.
- 2. OSCE/OSPE** – The use of Objective Structured Clinical / Practical Examination is favoured and mandated by DCI in many courses in the graduate program like Oral & Maxillofacial Surgery, Oral & Maxillofacial Pathology , Prosthodontics and Orthodontics. The examiners construct **Observed and Non-Observed Stations** , use **Flash Cards and Clinical History Sheets** for conducting effective OSCE/OSPE.
- 3. Pre/Post Test in Value Added Courses/Add-on Programs** – The certification in various value added/addon courses are based on completion of Pre/Post Objective Assessment Test , thereby certifying attainment of competency objectively. For some courses eg. Basic Life Support ability to demonstrate the skill (Cardio-Pulmonary Resuscitation) measured objectively is used for certification.

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:** 36.64

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	60	73	91

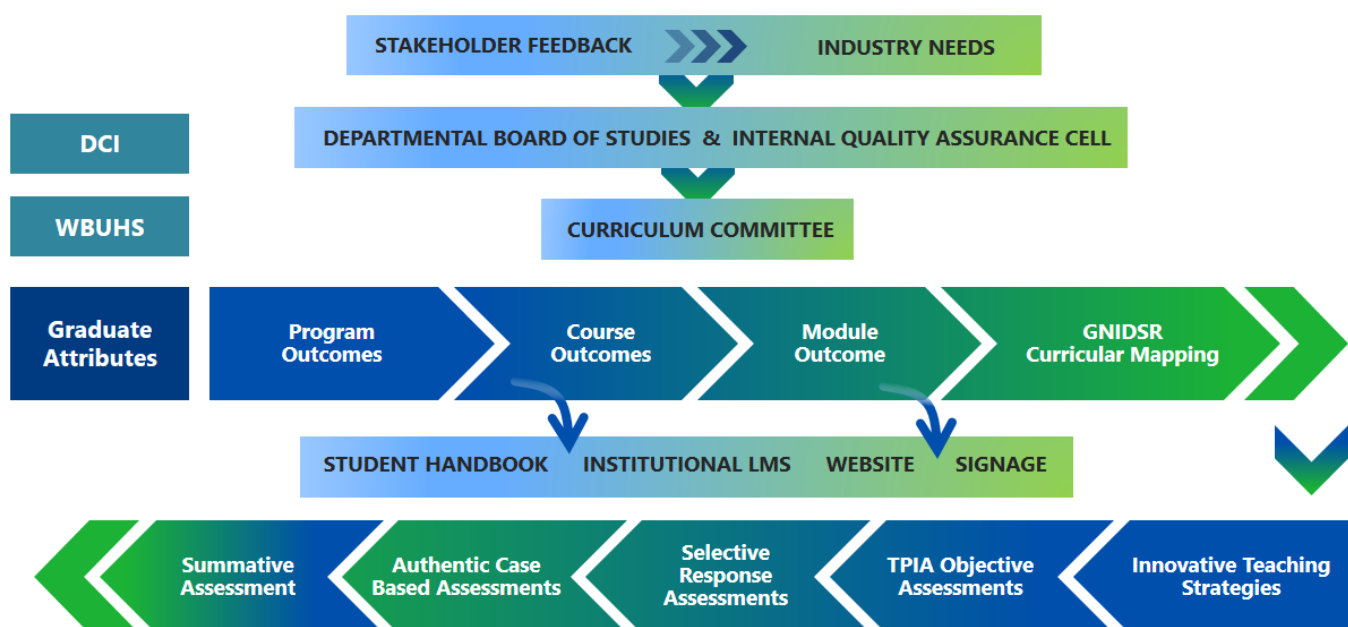
8.1.9.2 Number of first year Students admitted in last five years

2019-20	2018-19	2017-18	2016-17	2015-16
100	100	100	81	85

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

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

Response:



Defining Graduate Attributes

The Institute has defined **12 Graduate Attributes** based on the knowledge , skill and attitudes intended to be imparted in the graduating student when in the institution. A thirteenth graduate attribute was added in 2019 i.e “ *Ability to Apply Holistic Approach of Treatment* ” considering the **multidisciplinary nature of dentistry**. The generic program learning outcomes are defined as per guidelines of the DCI and has four key components (**Knowledge , Cognitive Skills , Practical Skills and Attitude & Capability**). The program and course specific learning outcomes are formulated and displayed on the website , institutional library , academic block , student e-handbook and DSARP Learning Management System.

Graduate Attribute Linked to Teaching Process

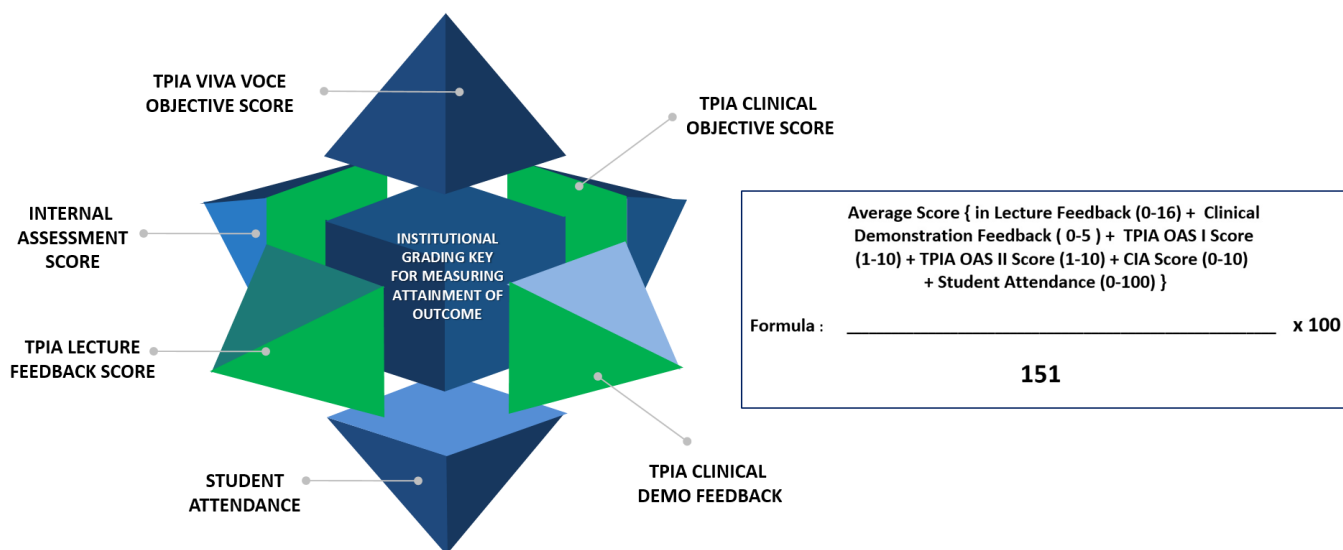
Teaching Learning Process is integrated to the graduate attributes and learning outcomes. Each module has defined the learning outcomes in the e-content of LMS and the objective assessment sheets describe the outcomes for viva-voce/clinical work (OAS-I/IIA/IIB). The **teaching methodology needed to attain the intended outcome is defined in the curricular map and displayed on the website**. The HoDs ensure the teaching methodologies mapped to the modules are religiously followed. The modules with essential analytical reasoning and diagnostic acumen aspect are **BLENDED** and Case/Problem Based Learning is imparted for them. The goal of the institute is to blend the entire syllabus by 2023.

System of Evaluation of Attainment of Graduate Attribute

The institute uses a **Robust Formative Assessment** of Three Continuous Internal Assessments (CIA) , Daily Clinical Work/Viva-Voce Assessment by TPIA based Objective Assessment Sheets (OAS) , Selective Response Assessments , Blended Module Based Assessment via Canvas & LMS and Authentic Assessments like Case Based/Problem Based Assessments. The **Summative Assessment** is by Year End University Examinations giving the regulatory attainment of attributes as per DCI.

In addition , the Institute measures the attainment of the **academic domains of graduate attribute** by evaluating the six components of the **Institutional Grading Key** (<https://www.gnidsr.ac.in/institutional-grading-key.php>) The HoDs measure the cumulative attainment of scores recorded in the TPIA Book for the Key and certify the Attainment of Learning Outcomes and Graduate Attribute. The cumulative score in the GREEN ZONE (above 75%) of the key is considered successful attainment of learning outcome and subsequently favorable graduate attribute.

The **Ethics , Team Working , Leadership and Communication domains** of the graduate attributes are evaluated by keen observation by mentors/teachers/guides , participation and certification in Value Added Courses , Community Based Activities , Role and Participation in Students Council and Institutional Clubs Activities , Orations & Presentations in Scientific/Public Platforms of Repute.



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: 0.06

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

2019-20	2018-19	2017-18	2016-17	2015-16
50	38	29	24	30

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:

Establishment - The DEU was established on **15th Jan 2018** vide **Circular Gn/Admn/18/011** for updating and educating the faculty about the emerging trends in educational technologies and refining the ICT skills of students and teachers. The activities of DEU are intricately linked with inputs from HoDs regarding the **performance and capability of their teachers** in imparting newer better **blended teaching modalities** and **enhancing ICT skills**. The HoDs identify teachers needing assistance and mentorship leading to DEU taking necessary steps in providing one to one training to them.

Website : <https://www.gnidsr.ac.in/e-resources.php>

Official Email : eresources@gnidsr.ac.in

Activities of DEU

1. Launching the Android App Based Online Attendance System for Students
2. Training of Teachers in Creating eContent via Structured FDPs.
3. Conversion of Teaching Content of the Graduate Program to e-Modules for DSAR Portal
4. Training of Teachers in Blended Teaching Modalities i.e. Enriched Virtual & Flip Modes , Microteaching and Case Based Learning
5. Training of Teachers & Students in Cloud Video Conferencing Solutions like GMeet , Zoom , Cisco Webex during Covid19 Pandemic.
6. Has developed a dedicated ICT Team for Cyber-Security & Network Issues , LMS Management & Troubleshooting , eContent Management , Online Class Coordination , Cloud Storage & Management of Institutional Records for Activities & Events.
7. Training of Students through Value Added Courses on Accessing eCourses through Institutional LMS (DSAR Portal) , MOOC Platforms , Swayam along with E-Journals & Simulation Software Access.
8. Assisting the Institutional machinery in designing & structuring New-Age Smart Classrooms and Recording Studio in-line with the strategic goals of GNIDSR to upgrade teaching learning infrastructure by 2023.

Range & Quality of FDPs

1. Seminar On Integrated Mentoring - Quality Initiative By IQAC & DEU On 27/07/2018 By Mr Santanu Chakraborty – GNIT - Applied Sc & Humanities
2. Teacher Training Program On Using Online Attendance App & E-Learning Portal By Dental Education Unit GNIDSR From 7th Feb To 9th Feb 2019
3. Seminar On Preparing Quality Digital Teaching Material For Flip Classes - Quality Initiative By IQAC & DEU - By Dr Richi Burman 22/03/2019
4. Seminar On The Five Effective Teaching Strategies - Quality Initiative By IQAC & DEU - By Dr Biswaroop Chanda On 28/06/2019
5. Seminar On Nurturing Concentration & Focus In Students - Quality Initiative By IQAC & DEU By Dr B C Maal (Vice Chancellor JIS University) On 03/01/2020

6. ICT Training In Dental Education & Smartclass Room Systems By Dental Education Unit In Association With Cybernetyx And Hash Technologies From 17th To 21st Feb 2020
7. Teachers Training Program On Using LMS & MOOC Platforms On 20th March 2020 By ICT Team On 20th March 2020
8. Flip Learning & Digital Transformation By Global Flip Learning Initiatives , Dept of Innovative Learnings , JIS College Of Engineering , Kalyani done Online In 3 Phases On 8th July 2020 Onwards In Three Phases led by Prof Dr Malay Dave.

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 :

Future Plans :

1. GNIDSR envisions growth into a **National Institute of Excellence** for Dentistry and attract diverse student talent from across the nation.
2. To become a Centre of Excellence for **Treatment of Complex Oral Conditions** like Oral Cancer , Cleft Care and Reconstructive Surgery.
3. To fully Integrate its teaching into a **Blended Curriculum** and Develop **Credit Based System** for Holistic Student Assessment
4. To develop State of the Art **Simulation Skill Lab** and **Sports Complex Facility** for its learners.
5. To Foster Global Tie-Ups for Knowledge Transfer specially in **Genetics , Oral Biology and Tumor Markers**.

Concluding Remarks :

GNIDSR growth story has been inspiring and intricately connected with its contribution to the development of the **Panihati Region & North 24 Parganas District**. It has built a name for itself in providing round the year **subsidized quality dental treatment** to this region and beyond. Its **scientifically rich educators** have developed graduates who are **superior in skill and capability to their peers** thorough **extensive hands-on training** and vibrant clinical exposure. GNIDSR has balanced its **clinical and digital connect** by embracing **future technologies , blended education , competency based assessments and holistic value added teaching**.

The challenge faced by GNIDSR of being a **stand-alone institute** does not hold it back in aspiring to be a **national leader in education** and provide its learners opportunities equal to those by expansive universities. In spite of being an affiliated Institute it strives to create its **academic - research - innovation - social ecosystems in-line with the best practices followed internationally**. The goal is to not just create skilled clinicians , but to create **national and global leaders in oral health care** by lifting the institutional standards of education towards excellence.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
2.1.1	<p>Due consideration is given to equity and inclusiveness by providing reservation of seats to all categories during the admission process.</p> <p>Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years</p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>18</td> <td>20</td> <td>15</td> <td>10</td> <td>12</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>14</td> <td>14</td> <td>14</td> <td>14</td> <td>14</td> </tr> </tbody> </table> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>18</td> <td>20</td> <td>17</td> <td>19</td> <td>18</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>18</td> <td>20</td> <td>17</td> <td>19</td> <td>18</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per provided report (SC, ST and OBC) by HEI.</p>	2019-20	2018-19	2017-18	2016-17	2015-16	18	20	15	10	12	2019-20	2018-19	2017-18	2016-17	2015-16	14	14	14	14	14	2019-20	2018-19	2017-18	2016-17	2015-16	18	20	17	19	18	2019-20	2018-19	2017-18	2016-17	2015-16	18	20	17	19	18
2019-20	2018-19	2017-18	2016-17	2015-16																																					
18	20	15	10	12																																					
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18	20	17	19	18																																					
2019-20	2018-19	2017-18	2016-17	2015-16																																					
18	20	17	19	18																																					
2.4.5	<p>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</p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16																																			
2019-20	2018-19	2017-18	2016-17	2015-16																																					

16	14	18	14	7
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Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
15	14	18	14	7

Remark : DVV has not consider provided certificate of appreciation by HEI.

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:

2019-20	2018-19	2017-18	2016-17	2015-16
296.11	50.72	116.61	52.89	191.57

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
95.77	27.26	7.29	46.72	179.97

Remark : DVV has made the changes as per provided audited statement of expenditure incurred, excluding salary, for infrastructure development and augmentation by HEI.

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.

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.

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16

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.

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
60	60	60	57	57

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
59	60	60	57	57

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:

2019-20	2018-19	2017-18	2016-17	2015-16
39.33	41.93	19.02	20.50	21.82

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
37.62	40.43	17.84	19.53	20.85

Remark : DVV has made the changes as per provided audited statement (repair & maintenance) by HEI.

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:

2019-20	2018-19	2017-18	2016-17	2015-16
2	1	6	2	1

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
2	1	1	2	1

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

Answer before DVV Verification : A. Any 5 of the above

Answer After DVV Verification: B. Any 4 of the above

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>819.84</td> <td>551.38</td> <td>380.30</td> <td>304.28</td> <td>450.10</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>374.26</td> <td>440.82</td> <td>224.14</td> <td>226.17</td> <td>233.21</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	819.84	551.38	380.30	304.28	450.10	2019-20	2018-19	2017-18	2016-17	2015-16	374.26	440.82	224.14	226.17	233.21
2019-20	2018-19	2017-18	2016-17	2015-16																	
819.84	551.38	380.30	304.28	450.10																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
374.26	440.82	224.14	226.17	233.21																	