



College of Dental Sciences & Research Centre

Maa Kamla Charitable Trust

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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)

The institution prepares and publishes the academic calendar for the academic year which includes plans for curricular and co-curricular activities based on the available working/teaching days, in order to promote the culture of extra-mural activities and participative management at various levels by forming various committees, managed by students, along with a faculty advisors. The students plan annual activities along with the help of the other committees. Faculty and management shower enough praise and awards to boost their confidence and help them to work further on their hidden talents to progress it to a career sometimes.

Institute organizes various other social activities where student can interact with community and can understand their needs and expectations from the dental services provided by the college, in the form of camps and awareness drives. These activities beyond classroom teach students things which help them a lot in their day-to-day life. Their innate talent gets platform to grow. These activities enhances the higher mental functions of a student and open up the thought process to a broader horizon. Students participate in a variety of indoor and outdoor games inside the college campus, such as Table Tennis, Football, Cricket and Badminton for which the college provides with designated play areas and courts for these games. The college organizes “Sports Week” and “Cultural Week” annually, in which all students and faculties are encouraged to participate wholeheartedly. It encourages students to participate in co-curricular activities so as to develop their sportsmanship, inter-personal relationship, leadership skills etc.



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Moreover, the student council provides a forum for interaction among themselves and the outside world, by sending the a few students to intra- and inter- university competitions. It may be formal or informal aimed at bringing out the passion in youngsters and develops their organizational skills. It fosters a good balance of work, fun and leisure activities and ensure all round development of students. The harmony amongst diverse groups of students adds to the uniqueness and contributes towards holistic development of students. This helps to bring all the students together and promote unity in diversity. They learn to adapt individual differences and accommodate good practices from each other. The development of a student as a whole is one of the principal of the institution, and the entire academic, extramural, sports and other enable one to attain all dimensions of personal, social, intellectual, emotional, physical and psychological development.

2018-2019

1. Anti-tobacco Rally
2. Tobacco-cessation camp
3. Under 25 summit
4. Navratri celebration
5. Sports week
6. Children's day celebration
7. Convocation

2019-2020

1. Anti-tobacco Rally
2. Tobacco-cessation camp
3. Under 25 summit
4. Navratri celebration
5. Annual Function
6. Sports week
7. Children's day celebration
8. Convocation



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2020-2021

1. E-Poster competition

2021-2022

1. World No-Tobacco Day
2. World Yoga Day
3. Annual Function
4. Sports week
5. Convocation
6. Republic day celebrations
7. Poster competition
8. Rangoli competition

2022-2023

1. Independence day celebration
2. White coat ceremony
3. Navratri celebration
4. Rangoli competition
5. Republic day celebrations

File Description	Document
Appropriate documentary evidence	
Any other relevant information	



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2.3.1 – Student-centric methods are used for enhancing learning experiences

The institution achieves holistic development of the student in professional etiquette, ethics, morals and communication skills through diverse methods.

Experiential learning is achieved by students practicing through simulation to improve their skills. Students are exposed to various levels of pre-clinical, para-clinical and clinical work like dissection, physiological and biochemical reaction, community posting, bacteriology, virology studies, specimens for histopathology, drug studies. In the third and fourth year, BDS students are rotated in clinical postings to learn clinical examination, diagnosis and management of various diseases. Postgraduate students are focus on experiential learning through integrated learning and comprehensive management of patients while participating in intra – and inter- departmental discussions, journal clubs etc.

Integrated/Interdisciplinary presentations are conducted to enable students to think critically by considering conflicting insights from alternative disciplines, to help them develop multiple perspectives.

Participatory learning is achieved by organizing group projects and brainstorming sessions, by increasing student participation in implementation of these projects. Microteaching, seminars and group discussions are organized by the institution where students are allotted topics for presentation under the guidance and supervision of faculty members. Poster, quiz, model competitions and other innovative exhibitions are being organized to learning through participation.



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Problem solving methodologies help students to develop critical thinking skills by providing them with case scenarios to diagnose and give differential diagnosis, treatment and prognosis.

Self-directed learning gives freedom to students to choose their seminar topics since it entails students to take initiative and responsibility for their own learning and self-monitoring, under the guidance and supervision of the faculty members.

1. Seminars- The student prepares for seminar on his/her own contributions
2. Group Discussion - Special Topic Given to the group & group members discuss the topic.
3. Clinical cases are taken up for the UG and PG students- Students attempt to learn diagnosis, treat and manage the patients.
4. Journal Club, seminars and case analyses for PG - discuss scientific paper found in research journal.
5. Home assignment is given to the students.

Patient-centric and Evidence-based learning is encouraged to respect patient's values, beliefs and preferences and provide care based on clinical expertise and best current evidence from clinical trials. Evidence based treatment includes full history taking, physical examination, systemic examinations, investigations, visual diagnosis, differential diagnosis and final diagnosis. Student will learn on latest technology as per available latest drugs and as per evidences available.

Learning in Humanities encourages acknowledgement of cultural disparity, language barriers and contrasting beliefs of various communities.

Project-based learning empowers the students do projects to nurture their creativities and thinking skills. Students are directed to take up scientific research either individually or in groups under the guidance of senior faculty members. STS, ICMR projects taken up by UG students. The PG students carry out their theses research projects.



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Role-play lets students simulate actual case scenarios to learn empathy and decision making, allowing them to gain confidence.

File Description	Document
Link for learning environment facilities with geotagging	
Link for any other relevant information	



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

The institution has computers with an internet connection exclusively for academic purposes. Teachers adopt various ICT enabled tools that are appropriate to teach both undergraduates and postgraduates. LCD projector with a computer to display PowerPoint slides, videos, and animated pictures is widely used. The institution has developed an online platform to support active learning and pedagogical innovations. Teachers are planning their daily classroom activities by using ICT tools for an entire teaching learning process that include desktops, laptops, projector, digital cameras, printer, photocopiers, Pen-drive, scanner, microphones, DVDs, CDs etc.

All the faculties of the institution use ICT-enabled tools for effective teaching and learning process. Interactive ICT enabled lectures – Students are taught by didactic lectures with PowerPoint presentations on smart boards and 3D and simulation based models. Wi-Fi facility is provided for free to all teachers as well as students. All lecture halls are enabled with smart- boards, computer, internet and audio-visual aids for effective learning. All clinical departments have individual seminar hall with projector facility which enables micro-teaching. The seminars of previous batches of students are kept in the department libraries.

The central library is equipped with automated management system, computers, printers, and internet to encourage the use amongst students and faculties. Students are motivated and guided to use the digital library for specific references pertaining to the courses. Faculty members and students update themselves through various e-learning resources before teaching a particular topic, with the use of PubMed, EBSCO database etc. Clinical procedures are taught to students with the help of various e-learning sources and through animated as well as clinical videos. Special surgical procedures are streamed live to the lecture halls for learning recent advances in the particular topic. Live Webinars have been conducted by various departments on several topics, as well as online tests were conducted during the pandemic.



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As an innovative method, many teachers use diagrams, pictures and video clippings of critical concepts through multimedia applications that assure productive, interesting, motivating, interactive and quality delivery of classroom instruction. Spreadsheets are used by the teachers for creating class lists, to record the student's performance and execute statistical analysis which will help them to make necessary modifications in the method of teaching.

Faculty members utilize Android supported Mobile, online journals, e-mails, e –notes, e- chapters, e-questions, e-books and WhatsApp to share digital learning sources to enhance the teaching and learning process. At administrative level, college & staff information through website, e-record maintenance is promoted.

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



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

Creativity of students develop by taking the study case based learning, chart based learning, poster competition and hand based model competition. Student participation in academics, cultural events, sports and scientific activities bring about their overall development. The institution instills creativity, originality, artistry, expressiveness, inventiveness, imagination, vision and innovation in students by hosting various competitions in the institute like poster competitions, essay writing competitions, Treasure hunt, extempore competitions, Debates, Quizzes, Pictionary, Innovative wax carving, Best out of dental material competitions, etc.

Faculties encourage them to present scientific papers at International, National and regional conferences, to nurture the logical thinking, problem-solving skills, inquisitive and investigative behavior, systematic and thorough conduct, interpretive practices and analytical skills of students. Case scenarios are prepared and finalized by departmental faculties and discussed with the students, they will be familiar with problems which they will face in clinical practice.

Debates are conducted, which develops analytical skill, thinking, empathy, and verbal communication of medical students. Quiz competition conducts in various departments which provide excellent opportunity and platform to students which share knowledge and update it. Moreover, every department keeps the seminar on specific topics related to syllabus which improve the depth of learning, teacher-student and student-student interactions.

The postgraduate students are taught by lecture cum discussion, seminar, debate, case presentations, scientific conferences and field visits in order to help them to develop analytical



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skills and to function as educators, managers and researchers. They are motivated to present research papers at conferences. Students are encouraged to perform dissertation and research projects which improve their analytical skills. The students are exposed to problem-based learning, projects and methods of statistical analysis to enrich their analytical skills.

Both undergraduates and postgraduates are posted in the clinical specialties on a rotation basis to help them to learn. Clinical procedures are supervised and evaluated by the faculty members for each student and mistakes are explained and guided to improve their performance. Clinical skills are taught in the laboratories in simulators and feedbacks are discussed with the students to improve the reliability of the procedure. Workshops on various clinical procedures are organized to nurture creativity and innovation. Institution adopts different teaching methods for the comprehensive development of the students.

Students are trained in various public health related aspects like tobacco cessation, patient counselling and other motivation skills through the various specialty cells functioning in the institution. Students are stimulated to create innovative presentations, rallies and plays for regional dental camps to spread awareness and impart knowledge to the community.

File Description	Document
Link for appropriate documentary evidence	
Link for any other relevant information	



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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

Three Continuous Internal Evaluation (CIE) examinations are carried out for undergraduates. Theory as well as practical examinations are carried out as per the prescribed format given by university. Institute maintains transparency in assessment of evaluations. After every CIE marks obtained in the respective subjects by the students are displayed and queries if any are discussed with the concerned faculty.

Schedule of the theory classes, clinics and CIE for every undergraduate is planned in an academic calendar. Evaluation dates are displayed at the beginning of the academic year. Year-wise course coordinators are entrusted with the responsibility of transparent and smooth conduct of the internal evaluation. Theory classes and clinical posting are conducted according to the academic calendars for the students in each year, respectively. Question papers are prepared by the concerned respective faculties with due consideration to the uniform representation from all topics of the syllabus. The theory paper includes Long answer questions (LAQ), short answer questions (SAQ) and multiple choice questions (MCQ). Practical examinations are structured to evaluate affective, psychomotor as well as other cognitive areas. Viva –voce is one of the sections of practical examinations which is conducted by using standard guidelines. The cumulative scores of formative assessment are converted into internal assessment marks and sent to the university.

However at the institutional level in addition to the internal exam, the department conducts formative exams, which enables continuous assessment of student performance and their clinical skills. Apart from the three internal evaluations conducted by the college, regularly, many revision tests are conducted by individual Departments. This is in the form of posting end tests, as well as section- wise tests. OSCE and OSPE method of evaluation has been implemented at PG level.



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Post graduates appear for theory evaluation on basic sciences and research methodology in first year as per university norms. Throughout their three year course, postgraduates are assessed for their cognitive, psychomotor and affective domains by respective PG guides as well as HODs. A structured and well planned preliminary exam is conducted for PGs for theory and practical.

The question papers for internal exams are prepared in advance. The invigilators are appointed by rotation. This demonstrates robust and transparent assessment system which aims at developing competent health professionals and also fosters quality development of the institute.

File Description	Document
Link for any other relevant information	
Link for dates of conduct of internal exams	
Link for academic calender	



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

The institution looks into any complaints by any student regarding internal/university exams, and ensures that the process is smooth and effective. The payment of exam fees, uploading exam application forms and obtaining hall tickets are streamlined and completely monitored by the administrative office members.

The college appoints office staff to obtain marks results, marks card and degree certificate from the university. The marks card obtained from university are distributed to students and grievances related to the same addressed swiftly. The institution takes serious cognizance of examination related grievances and it has an effective and robust mechanism for their redressal. For both theory as well as practical formative evaluation, a three-stage methodology is adopted to redress the grievances. First Stage – Teacher level: by providing with answer books to students corrected by the teacher along with the model answer, so as to enable them to clear their doubts, if any. Second stage – Departmental level: in case the student is not satisfied with the modality at level one, he/she can approach to the head of the concerned department who is required to look into the matter and do the needful. Third stage is through an Institutional Student Grievance Redressal Committee. In case the student is aggrieved with the decision at the departmental level also, he / she can “appeal” in writing to the Institutional Student Grievance Redressal Committee, which will take appropriate steps to resolve the matter. The decision so given by the committee is final and binding. This entire procedure is completed within a period of 15 days from declaration of results for all three stages.

However, for Summative Examinations, the student has to apply to Gujarat University directly, for verification & Re- totaling of the marks, within fifteen days from the date of declaration of the result by the University. The University upon looking into the matter will decide the issue within one month from the prescribed last date of the receipt of the application pertaining to grievances.



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Main grievances are related to re-checking and re-evaluation process. The office staffs and representatives to university help the students to rectify and set right any difficulties related to university exams. The institution is hundred percent committed to provide time-bound, effective and transparent mechanism to address grievances related to exam relate issues.

File Description	Document
File for number of grievances regarding University examinations/Internal Evaluation	
File for details of University examinations / Continuous Internal Evaluations (CIE) conducted during the last five years	
File for any other relevant information	



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

The necessary regulations of the affiliating university, examination related guidelines, disciplines, eligibility, requirements of attendance are informed to the concerned. The performance of a student in each year shall be evaluated subject wise with a maximum of 100 marks for theory (70 marks in university exam, 20 marks in grand viva conducted during university practical examination and 10 marks in internal assessment for yearly pattern and 90 marks in university practical exam and 10 marks in internal assessment) and total 100 marks for practical/clinical.

The academic calendar comprises of tentative dates of internal exams and university exams. Before the date of every internal examination, the department furnishes and display the portions in the department notice boards. Three sets of question papers are prepared and submitted to the exam cell and one question paper is secretly selected by the exam cell based on choice based system. Continuous Internal Assessment System: The examination calendar is prepared with the intention to establish a continuous evaluation system. The Internal Assessments, Practical Assessments are and chair side clinical assessments are prescheduled. These examinations are fractionalized and assessed based on the part of the syllabus covered. There are two Internal Assessments for Theory and one Practical's conducted for undergraduate students and monthly evaluations are conducted for students. The marks of the Internal Assessment component are shown to the students. The marks submitted to the university are cross checked by respective teachers & Head of the department. Internal assessment in college is so transparent that every student has an idea about the standard internal evaluation process of the theory & practical subjects.



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Competency –based assessment: Every student is assessed for his clinical competency by allotting different clinical task and students are assessed for their competency for handling the problems and their ability to communicate and document. Workplace-based assessment: Every student is assigned a subject wise Pre -clinical / Clinical work and assessed based on the completion of the work to the satisfaction of the Teachers. Self-assessment: Students are encouraged to conduct the self-assessment of the work and scope for improvements are discussed.

All examinations are conducted in the examination hall under strict surveillance by faculty members. The internal exams answer sheet evaluation is centralized that is as same as that of the affiliating university. The institute follows a double evaluation process for internal exams to avoid evaluation bias. If the difference between the first and second evaluation is less than 15 marks then the average of the two evaluations is taken in to consideration. If the difference between the first and second is more than 15 marks then the papers are sent to third evaluation. Third evaluation is made final. The evaluation blue print is shown to the students so that they are aware of the evaluation process before the examinations. Various class-tests and term-end evaluations are conducted throughout the year using google forms, leading to automation of exam system.

File Description	Document
Link for information on examination reforms	
File for any other relevant information	



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2.6.1 – The Institution has stated the learning outcomes and graduate attributes as per the provisions of the Regulatory bodies and the University

Yes, the program outcomes, program specific outcomes and course outcomes are displayed in the website and the copies of the same are available with the IQAC who creates awareness periodically. The syllabus of each program is prepared by the affiliating university that is uploaded in the website and communicated to the students at the onset of the classes by providing a copy of the same. Continuous educational programs and clinical training programs are conducted at regular periods to upgrade the knowledge as well as sharpen the clinical skills. Continuous evaluation by two internal exams and one prelim exam is done for assessment of academic, diagnostic, comprehensive treatment planning and clinical skills. Apart from this monthly monitoring of academics is done to assure the knowledge dissemination as well as feedback of learning from students. Academic unit focuses on outcomes, competencies and learner centeredness in education. It entails the ongoing assessment to help the teachers find the stage of competency of the learner, need for further interventions and better learning. University examinations are designed with a view to ascertain whether the candidate has acquired the necessary knowledge, minimal level of skills, ethical and professional values with clear concepts of the fundamentals which are necessary for him/her to function effectively.

The key approach is direct observation. It is not concerned with detecting incompetence but helps the learners to acquire competence by providing developmental guidance based on direct observation. While learning objectives can be straight forward and measurable, competencies are often complex and made up of more than one domain. There is a high context specificity of tasks in clinical area, meaning thereby that attaining one competency in say physical examination does not automatically mean competence in area say counselling. Therefore, each competency has to be assessed.



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To inculcate graduate attributes like high-level qualities, presentation and communication skills, team-work and a sense of social responsibility in students, we encourage them to participate in critical thinking, problem-solving student engagement in workshops, group exercises, debates, seminars, journal clubs, inter-departmental case presentations, multi-disciplinary treatment, participation in social awareness, community screening and treatment camps, sensitizing students to special needs of pediatric and geriatric populations. The objective will be to assess proficiency and skills to conduct comprehensive assessment, form a structured intervention and conduct oneself within the ethics laid by the statutory bodies. Clinical cases kept in the examination must be common conditions that the learner may encounter in the community.

File Description	Document
Link for upload Course Outcomes for all courses (exemplars from Glossary)	
Link for relevant documents pertaining to learning outcomes and graduate attributes	
Link for methods of the assessment of learning outcomes and graduate attributes	
Link for any other relevant information	



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2.6.3 - The teaching learning and assessment processes of the Institution are aligned with the stated learning outcomes

Each course outcome of individual courses are assessed based on the student average performance and on the individual marks obtained by the students against the maximum marks. Every subject faculty will set a target to achieve. If the entire class crosses this target, the particular course outcome is attained. The outcomes are assessed through the success rate of students in internal assessments and university exams. All students at the time of graduation will be able to do critical thinking, effective communication, acquire the ability to engage in an independent and life-long learning and be a citizen with ethical values who can empathetically demonstrate social concern and understand the moral dimensions of life.

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

Teaching learning- Apart from the regular academic curriculum, the students are also encouraged to attend various value added courses offered by the institute that impart basic life skills and other executive development programs for enhancing communicative skills involving patients. This enables our students to acquire the ability to work independently and as an effective team member. The element of research is achieved through our students involving in short research projects during their course of study. Also, the research component of the study enables the students to update them with the contemporary trends in research settings and paves way for innovation.



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File Description	Document
Link for programme-specific learning outcomes	
Link for any other relevant information	



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2.6.4 – Presence and periodicity of parent-teachers meetings, remedial measures undertaken and outcome analysis

In the beginning of the academic year it is insisted upon that parents of 1st year students attend an orientation on all academic programmes and student support services offered on campus.

The parents are regularly posted & informed about the attendance, internal assessment performance in general for all students of all batches. A letter summarizing their wards attendance, performance in internal exams and teacher's remarks are mailed to their addresses. The parents as well as their wards are free to discuss any issues that is hindering with the academics and remedial measures in order to enhance their wards academic & clinical acumen are discussed.

Parents are free to interact with the Director and Principal of the institute whenever required. The Parents and their close relatives of graduating Interns are invited for the Graduation day.

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