



**INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)**

Accreditation - (Cycle - 1)

**PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
MALLA REDDY INSTITUTE OF DENTAL SCIENCES
C-62601**

**Hyderabad
Telangana
500055**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission
P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA**

Section I:GENERAL INFORMATION

1.Name & Address of the institution:	MALLA REDDY INSTITUTE OF DENTAL SCIENCES Hyderabad Telangana 500055	
2.Year of Establishment	2013	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	1	
Departments/Centres:	9	
Programmes/Course offered:	2	
Permanent Faculty Members:	62	
Permanent Support Staff:	83	
Students:	555	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Part of Health City 2. Good Location 3. Has achieved Deemed status	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 22-10-2024 To : 23-10-2024	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. GEETHALAKSHMI SEKKIZHAR	Vice Chancellor,Dr MGR Educational and Research Institute
Member Co-ordinator:	DR. SHAMA S BHAT	Dean,Yenepoya Dental College
Member:	DR. AJAY REGINALD BERNARD	Principal,Narayana Dental College and Hospital
NAAC Co - ordinator:	Dr. B.s. Ponmudiraj	

Section II: Metric and Criterion Analysis

Observations (Strengths and/or Weaknesses) on each qualitative metrics of the key Indicator under the respective criterion (This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)

Criterion1 - Curricular Aspects (Key Indicator and Qualitative Metrics(QIM) in Criterion1)

1.1	Curricular Planning and Implementation
1.1.1 QIM	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.
1.3	Curriculum Enrichment
1.3.1 QIM	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

Qualitative analysis of Criterion 1

The institute follows DCI and KNR University of Health Sciences approved curriculum. The curriculum committee of the Institute plans the academic calendar at the beginning of an academic session and provides the faculty and students with the same.

The committee strives to align the planned curriculum with that of the delivery. They follow a SPICES model which is student centric and integrated teaching. Though the curriculum as provided by the statutory bodies have limited flexibility the college provides various value based and add on courses for the student to opt from for higher learning.

Other than the above, continuing dental education program/seminars and conferences, outcome based research projects and hands on workshops are conducted towards curriculum enrichment.

The curriculum is effectively delivered using various pedagogic methods, audio-visual aids and other ICT.

The institution has evaluation system which is effective through internal assessment test as per guidelines of the University. The Institution also has its own evaluation system like MCQs, OSCE and OSPE which assess the application of theory in practice.

The institution addresses the cross cutting issues and has constituted institutional level committees on human values, professional ethics, and gender equity. Subsidized health facilities to staff and faculty across all categories are provided. Frequent gender sensitization programs have been organized every year at the start of academic session in the form of workshops, street play etc. Add-on courses enriched with studies on Environmental issues, conservation of ecosystem and social values are provided to create awareness.

The students are posted for various community based Oral Health care programs and the NSS unit is actively involved in social activities thus providing a holistic development of the individual.

The institution also has made effective feedback system of stakeholder where in the feedback is obtained from the faculty, alumni, patients, students and employees. The feedback is analyzed by the governing body and action is needed to be streamlined.

The institution inculcates a sense of empathy towards the patients and integrates issues relevant to patient safety, patient rights and confidentiality in the Curriculum.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.2	Catering to Student Diversity
2.2.3 QIM	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)
2.3	Teaching- Learning Process
2.3.1 QIM	Student-centric methods are used for enhancing learning experiences by: <ul style="list-style-type: none"> • 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
2.3.3 QIM	Teachers use ICT-enabled tools for effective teaching and learning process, including online e-resources
2.3.5 QIM	The teaching learning process of the institution nurtures creativity, analytical skills and innovation among students
2.5	Evaluation Process and Reforms
2.5.1 QIM	The Institution adheres to the academic calendar for the conduct of Continuous Internal Evaluation and ensures that it is robust and transparent
2.5.2 QIM	Mechanism to deal with examination related grievances is transparent, time-bound and efficient
2.5.3 QIM	Reforms in the process and procedure in the conduct of evaluation/examination; including Continuous Internal Assessment to improve the examination system.
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	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
2.6.3 QIM	The teaching learning and assessment processes of the Institution are aligned with the stated learning outcomes.
2.6.4 QIM	Presence and periodicity of parent-teachers meetings, remedial measures undertaken and outcome analysis

Qualitative analysis of Criterion 2

The institute was started in the year 2013 under the Chandramma Educational Society with 100 Intake of UG students and 12 PG seat in the year 2019. The reservation policy, seat allocations and admissions are as per the norms of the Government of India and state government. Students from other states of the country and from abroad are also admitted following the NEET in both UG and PG. A female to male ratio of 80 : 20 exists.

The institution has established measurable criteria to identify the learning process and provide remedial procedures and enhanced learning methods. Student centric methods are used for improving learning

experience and to enhance understanding of the topics with the help of ICT tools, interactive session, patient centric and evidenced based learning and targeted project based learning and self directed learning.

Institution has established protocol to identify the student's talents/skills and understand the aptitude or ability of individual students which allow them to organize and run special programs and activity such as students clubs, cultural activity, sports, personality development and other extra mural activities.

Learning process includes experiential learning, participatory learning, PBL, EBL and projects.

Teachers use the ICT enabled class rooms and seminar halls for effective teaching and learning. The learning resources have also been enriched with e-resources/internet with online lectures. Institution teaching inculcates creativity and innovation in students. Also the mentoring ensures a one on one interaction between the faculty and student helping identify student's weakness and strengths and work on them.

Clinical skills lab are established helping students in the practical training and learning.

Faculty have actively taken part in various state and National conferences and have contributed to the success of these and have been recognized for the same. All the faculty are well versed in the use of ICT in delivering learning content. Online teaching or recorded classes need to be strengthened.

Examinations are conducted on par with the guidelines of the regulatory bodies and affiliating University with well established policies that govern the examination conduction, evaluation and grievance redressal mechanism. The committee oversees the functioning of the exam cell in a time bound and systematic nature.

Learning objective & outcome of the courses have been framed as per provision of regulatory body and are conveyed to the students from time to time and documented. The course outcomes, the program outcomes, and Program-specific outcomes along with Program educational objectives have been defined and displayed in the institution in department notice boards, laboratories, classrooms, Institute brochures, and Institute website. The mapping and the attainment of the CO, PO and PSO need to be initiated.

The assessments of learning outcomes are based on knowledge and skill evaluation.

The Parent Teachers meetings are conducted periodically to identify the issues concerning their wards. Remedial measures and counselling have been ensured to address the issues whenever required. Faculty are attending courses in courseera and Edumy while students can be encouraged to attend short courses in NPTEL and Swayam.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)	
3.2	Innovation Ecosystem
3.2.1 QIM	Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge
3.4	Extension Activities
3.4.3 QIM	Number of awards and recognitions received for extension and outreach activities from Government / other recognised bodies during the last five years
3.4.4 QIM	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

Qualitative analysis of Criterion 3

The institution has a research policy and Institutional Ethics Committee and an Institutional Review Board are in place. The Institutional Ethics Committee registration was renewed in February 2023.

The institution has not earmarked seed money for undertaking research however there are 5 start-up companies of faculties available with external funding DST, DBT, T- spark and VIT and also 6 patents of faculty are available. Collaborations with others higher centres are present and a few projects are underway.

The Institution has MoUs with other institutions where research outcomes are reflected to a certain extent only. Incentives are given for publishing in reputed indexed journals and for attending conferences

Malla Reddy Foundation for Research and Innovation (MR-FRI) was established in 2020, which does a hand holding for researchers.

Institution undertakes socially responsible programs like blood donation camp, swatch bharat program, oral cancer screening are conducted. The institution collaborates with NGO's like Lions Club Rotary and the like and has received letters of Appreciation. Programs on oral health, personal hygiene, and preventive healthcare are conducted. An active NSS unit is present that takes part in extension and out reach activities.

The institution has adopted a school and offers scholarships to underprivileged girls for pursuing dental education.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc
4.1.2 QIM	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
4.1.3 QIM	Availability and adequacy of general campus facilities and overall ambience
4.2	Clinical, Equipment and Laboratory Learning Resources
4.2.1 QIM	Teaching Hospital, equipment, clinical teaching-learning and laboratory facilities are as stipulated by the respective Regulatory Bodies
4.3	Library as a Learning Resource
4.3.1 QIM	Library is automated using Integrated Library Management System (ILMS)
4.3.2 QIM	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
4.3.5 QIM	In-person and remote access usage of library and the learner sessions/library usage programmes organized for the teachers and students
4.4	IT Infrastructure
4.4.2 QIM	Institution frequently updates its IT facilities and computer availability for students including Wi-Fi
4.5	Maintenance of Campus Infrastructure
4.5.2 QIM	There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports facilities, computers, classrooms etc.

Qualitative analysis of Criterion 4

The institution has 4 classrooms, 5 seminar halls, council hall, exam hall and laboratories as per standards of regulatory bodies. Equipment's like Panoramic Radiography, Basic and advanced implant kits, Laser, Cautery, Operating microscope, Intra oral scanner and 3D printer, CAD/CAM, Ceramic labs, Lab scanner are available and 1 mobile dental van is used in community settings.

Students of MRIDS have their basic training in medical subjects in Malla Reddy Institute of Medical Sciences and its attached Malla Reddy Hospital which is 1200 bedded and equipped with emergency medical and surgical care with operation theatres .

It offers sports facilities, like cricket, volley ball, basket ball, and gymnasium. The campus also includes a yoga center, open auditorium,

The institution has UG, PG hostels, staff quarters and mess. 24 hr CCTV surveillance is provided and also can be monitored by the Principal in his office. A power backup generator provides \ power supply to the campus. There is a branch of Bank of India on campus to cater to the banking needs.

The Institute is well supported by a recognised Medical college. One mobile dental van is used in community settings and also the institute has an urban satellite centre and primary health care facility.

The library, has seating capacity of 200 and has textbooks, reference volumes, journals, It is automated through KOHA, Web-OPAC, Barcode and Knimbus Library Remote Access with Wi-Fi. Library was provided with KOHA software in the year 2023. This update involved the installation of advanced networking equipment, ensuring enhanced connectivity across the campus. The institute maintains and updates its IT facilities for Wi-Fi availability campus-wide. Systems are in place to manage the maintenance and utilization of facilities

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)	
5.1	Student Support
5.1.4 QIM	The Institution has an active international student cell to facilitate study in India program etc.,
5.3	Student Participation and Activities
5.3.2 QIM	Presence of a Student Council, its activities related to student welfare and student representation in academic & administrative bodies/ committees of the Institution
5.4	Alumni Engagement
5.4.1 QIM	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.

Qualitative analysis of Criterion 5

There are schemes, soft skill development, communication skills, holistic development that enhance the capability and development of the students. There are national and international collaborations available for education exchange program, where in students have visited Malaysia AMIST university and TUFTS in the USA. There is an active anti – ragging and Internal complaints committee that supports the student community. There is an active cell that provides student progression and placement.

Active participation by the students at the national level in both sports and culture's is seen. The students have taken part in National youth festivals. Student representation in the Library, hostel welfare, evaluation, anti-ragging and placement cell is evident. A registered alumni association is present however the contribution to the alma mater needs to be strengthened.

Students are supported by in taking up GATE/ NEET and TOEFL. 50 percent of the Students on completion of the course get into private practice. Mentor and Mentee system provides support for students both at the academic and psychological level. Frequent meetings are held that are documented in a record book.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	The Institution has clearly stated vision and mission which are reflected in its academic and administrative governance.
6.1.2 QIM	Effective leadership is reflected in various institutional practices such as decentralization and participative management.
6.2	Strategy Development and Deployment
6.2.1 QIM	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
6.3	Faculty Empowerment Strategies
6.3.1 QIM	The institution has effective welfare measures for teaching and non-teaching staff
6.3.5 QIM	Institution has Performance Appraisal System for teaching and non-teaching staff
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	Institutional strategies for mobilisation of funds and the optimal utilisation of resources
6.4.2 QIM	Institution conducts internal and external financial audits regularly
6.5	Internal Quality Assurance System
6.5.1 QIM	Instituion has a streamlined Internal Quality Assurance Mechanism

Qualitative analysis of Criterion 6

The policies of administration are decentralized and inclusive, providing a platform for the faculty to voice their opinions. The faculty are provide with subsidized health care facilities and educational support to the children. Policies towards, incentives for publications, and research are in place. Faculty development programs for both teaching and non-teaching staff are conducted at regular intervals. Faculty are provided with 2 months paid maternity leave.

Appraisal system is in place but needs to be implemented with specific out-comes.

The source of income are mainly from the tuition fees and out patients which is the capital for all the expenditure. There is an internal and external audit mechanism that monitors all financial transactions. E governance with regard to attendance, (Digii campus) KEKA for salary, Patient management software and JODO for fee payment by students.

There is a functional IQAC in place that oversees the quality of the services rendered at all levels.

The faculty of the institute are maintaining their academic and clinical knowledge by attending conferences and workshops at the National level.

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.2 QIM	Measures initiated by the institution for the promotion of gender equity during the last five years.
7.1.4 QIM	Describe the facilities in the institution for the management of the following types of degradable and non-degradable waste (within 500 words) <ul style="list-style-type: none"> • Solid waste management • Liquid waste management • Biomedical waste management • E-waste management • Waste recycling system • Hazardous chemicals and radioactive waste management
7.1.8 QIM	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).
7.1.10 QIM	The Institution celebrates / organizes national and international commemorative days, events and festivals
7.2	Best Practices
7.2.1 QIM	Describe two Institutional Best Practices as per the NAAC format provided in the Manual
7.3	Institutional Distinctiveness
7.3.1 QIM	Portray the performance of the Institution in one area distinctive to its priority and thrust within 500 words

Qualitative analysis of Criterion 7

Malla Reddy Institute of Dental Sciences (MRIDS) ensures a safe and secure environment for all its employees. The campus is safeguarded by security guards and 24/7 CCTV surveillance at strategic locations, including hostels.

All the employees have the benefit of free consultation for medical problems. Professional counseling services are available for the benefit of the students and staff.

All faculty are paid according to the designation and experience with no difference between genders.

Gender Sensitization programs promoting gender equity, such as leadership training programs, workshops, essay competitions, debates, and poster designing are conducted on a regular basis for staff and students.

Solar energy by wheeling to the grid is in place as an alternate source of energy. The rooms in the administrative section are sensor based. All the bio medical waste is taken care by a third party and so also is the E waste management.

Waste water is recycled and used in the gardens. Restricted entry of motor vehicles in the campus with the provision for a large parking facility is available. Pedestrian pathways for ease of mobility are present. Battery operated vehicles for movement within the campus is available. Ramps for exit and entry at buildings with signage provide ease of movement within the campus for visitors.

Criterion8 - Dental Part (Key Indicator and Qualitative Metrics(QIM) in Criterion8)

8.1	Dental Indicator
8.1.2 QIM	The Institution ensures adequate training for students in pre-clinical skills
8.1.4 QIM	Orientation / Foundation courses practiced in the institution for students entering the college / clinics / internship:
8.1.8 QIM	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
8.1.10 QIM	The College has adopted methods to define and implement Dental graduate attributes with a system of evaluation of attainment of such attributes.
8.1.12 QIM	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.

Qualitative analysis of Criterion 8

The student admissions are through NEET. The institute organizes orientation programs, convocation ceremony and student academic awards functions yearly. Preclinical laboratories in the specialities of Conservative Dentistry, Prosthodontics and Orthodontics are available for training the students in skill development. These labs are well equipped with all the required infrastructure.

The institute organizes demonstrations in various departments for the skill enhancement.

The institute organizes clinical society meeting and clinical forum to ensure the staff, post graduates and students with knowledgeable latest trends in dentistry.

Focus is laid upon upgrading and procuring advanced equipment, instruments and machines to enable a dynamic clinical environment with installment of 3- Dimensional Cone Beam Computed Tomography (CBCT), LASER UnitsCAD/CAM etc.

The students are trained to use high end equipment for diagnostic and therapeutic purposes. BLS training programmes are conducted every year. Whenever new equipment are procured demos are given for staff, and students in the proper usage and care of the equipment. There is an industry collaboration to support the specific learning module which enhances the student clinical practice as a program out-come.

The Institution uses the CSSD of the Medical college hospital for sterilizing its instruments. There are training programs in infection control held for all the personnel. Also immunization for HEP- B is carried out free of cost for all students and staff ensuring a safe working environment. The protocols for needle stick injury, hand wash and emergency services displayed at all crucial points. SOPs are available for the same.

A comprehensive dental clinic exists with 4 chairs where students are mentored in providing comprehensive treatment to a patient, thereby nurturing students to develop confidence in a corporate clinical set up. Other clinics like Implant, geriatric, special care and esthetic also exist that cater to the needs of the patients. An Oral Health card system exists where all patients are treated free of cost.

The students are trained in OSCE and OSPE. Sequential learning at different levels provides the student with confidence required to make learned and independent decisions while treating the patient.

Methods to define and implement dental graduate attribute and the Dental education unit need to be strengthened. A few faculty have fellowships while a few of them are pursuing their PhD's and they can be further encouraged.

Section III:Overall Analysisbased on Institutional strengths.Weaknesses,Opportunities & Challenges(SWOC)

Overall Analysis

Strength:

The institution has adequate infrastructural facilities

The leadership is proactive and involved in institutional activities

Treatment at affordable cost is available

Good pass percentage and merit ranks of Undergraduate and Postgraduate students

Weaknesses:

Less faculty with PhD qualification.

Strengthen feedback system from all stakeholders and its analysis.

To get extra mural research grant Upgrade skill labs

Need to map PO & CO

Opportunities:

Patient inflow can be improved

To strengthen the renewable sources of energy.

Simulation lab can be improved.

NIRF ranking

Challenges:

The institute is situated in semi urban area.

Improving the soft skills of the students

Getting accreditation by NABH

Section IV: Recommendations for Quality Enhancement of the Institution

(Please limit to **ten major ones** and use telegraphic language) (It is not necessary to indicate all the ten bullets)

- Short Term and long term goals need to be identified
- All faculty need to get involved in research
- Alumni association to be made active participant
- To provide transport to patients from the main road to the hospital
- Increase research support

I have gone through the observations of the Peer Team as mentioned in this report

Signature of the Head of the Institution

Seal of the Institution

Sl.No	Name		Signature with date
1	DR. GEETHALAKSHMI SEKKIZHAR	Chairperson	
2	DR. SHAMA S BHAT	Member Co-ordinator	
3	DR. AJAY REGINALD BERNARD	Member	
4	Dr. B.s. Ponmudiraj	NAAC Co - ordinator	

Place

Date