



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

Accreditation - (Cycle - 1)

**PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
MALLA REDDY DENTAL COLLEGE FOR WOMEN
C-58516**

**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 DENTAL COLLEGE FOR WOMEN Hyderabad Telangana 500055	
2.Year of Establishment	2014	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	1	
Departments/Centres:	9	
Programmes/Course offered:	7	
Permanent Faculty Members:	65	
Permanent Support Staff:	82	
Students:	580	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Exclusive women's college in Telangana State for Dental Education in the courses offered 2. Backed by Management that runs large number of educational institutes 3. Good infrastructure with experienced and enthusiastic faculty	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 22-11-2024 To : 23-11-2024	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. ABHAY DHARAMSI	Vice Chancellor,Bhaikaka University
Member Co-ordinator:	DR. NEELAM MITTAL	Professor,Banaras Hindu University
Member:	DR. DR R GOWRAMMA	FormerPrincipal,SJM DENTAL COLLEGE AND HOSPITAL CHITRADURGA
NAAC Co - ordinator:	Dr. Vinita Sahu	

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

Malla Reddy Dental College for Women (MRDCW) is affiliated to the KNR University of Health Sciences, Warangal, Telangana (KNRUHS) and is governed by the Regulations laid down by the Dental Council of India.

The institute offers undergraduate (BDS) program and postgraduate (MDS) programs in six specialities.

The institute follows a comprehensive student-centric teaching plan, assessment system, research activities, public health awareness and outreach programs; it is observed that these activities need to be further strengthened for the benefit of the students.

The design, development and implementation of curriculum are customized keeping in line with the guidelines of DCI and is overseen by the Board of Studies (BoS) at the affiliated university and Curriculum Committee of the institute.

The curriculum committee prepares the Academic Calendar, schedules for lectures, internal assessments and examinations which are circulated to the students, HODs and faculty in-charges for their effective implementation. In addition, every department maintains a schedule for hands on preclinical activities, small group discussions, chair-side case discussions and clinical demonstrations of procedures, to ensure consistency of academic concepts with clinical practice.

The faculty and students are encouraged to participate in conferences, presentation of papers and posters, research projects, field visits and outreach programs which add value to the education provided. Though OSCE & OSPE are not mandated by the affiliating university and SRA (DCI) as a part of final examination, the curriculum design for formative and summative assessments as per 2022 Draft BDS Guidelines designed by DCI are adopted since 2022-23. The institute should adopt the National Education Policy as per the directives of the Government of India.

Though feedbacks from the stake holders are collected and need to be strengthened.

The curriculum enrichment is also achieved through integrated issues related to gender, environmental sustainability, human value and ethics and value added courses.

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 is located in the campus that provides good ambience for learning. NEET qualified students are admitted to the BDS and MDS programs offered by the institute by following the admission criteria under various categories as mandated by regulatory authorities.

The institute has 65 well qualified and experienced faculties. The pass percentage of UG and PG students is good as observed from the results declared by the university. The Learning Management System (LMS) provided by the institute is a versatile platform that enhances the teaching and learning process of the students and faculty.

The internal exams, formative and summative assessments are conducted as per the academic calendar. Remedial and tutorial classes are conducted for weak and slow learners. The attendance of the students are monitored and mentor-mentee system is in place to improve their overall performance. Advance learners are encouraged to participate in research activities and for their higher studies. The institute emphasis on preclinical areas with the help of simulation-based demonstrations and hands-on exercises, like cadaver dissections, wax carving, plaster model preparation and model carving.

Clinical postings are in place and the UG students are divided into small groups which are supervised by a faculty to maintain Teacher: Student ratio. The institute conducts chair-side case discussions and clinical demonstrations of procedures for experiential learning. Extra-curricular activities are conducted for the overall development of students. The institute possess good infrastructure facilities and is supported by qualified and experienced teaching faculty to guide and train the students in achieving academic excellence. Workshops and training for teachers in the form of Teacher training programs under the aegis of Dental Education unit are conducted in collaboration with sister concern Malla Reddy Medical College for Women, Hyderabad. It is suggested that the institute should engage in organizing more such activities for developing the skill of the students.

The ICT enabled tools are in place and are effectively used for teaching. The Mentor-Mentee program allows the students to directly interact with the faculty from the first year onwards and is aimed at improving student-teacher relationship and for holistic development of the students. The institution follows the academic calendar for conduct of continuous internal evaluation which is robust and transparent.

The institute follows learners centric experiential teaching and learning practices. Parent-teachers meetings are regularly conducted. The institute follows well laid out grievance redressal mechanism.

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

Malla Reddy Dental College for Women should aim to foster a scientific mindset to conduct high-quality research. The institute research policies and research facilities needs to be more robust to nurture students and faculty members. It was observed that though the institute has many MoU's, adequate number of workshops and seminars on research technique needs to be conducted to encourage the interns and postgraduate students and faculty members to engage in research activities.

The institutional Ethics Committee is in place to reviews research proposals. The faculty members must be encouraged to pursue PhD. It was observed that out of 65 only four faculty members are presently pursuing PhD. The institute should strengthen the incentives for the facilities to promote research. It is also observed that no substantial financial grants have been obtained from various government funding agencies.

The institute apart from providing oral health care treatment through its dental camps and outreach initiatives, it also works to educate the community about issues pertaining to general health, sanitation, and literacy. The institution being the only women’s dental college in the state of Telangana strives towards bringing a considerable change not just within the campus but also within the society on a larger scale by doing a lot of women empowerment activities.

The institute provides free / subsidized dental care for the patients of the remote areas.

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 institute has a total built up area of 11084 Sq Meters built on a sprawling 5.2 acre campus housing adequate classrooms, examination halls, seminar halls, laboratories, departments, hospital etc. To facilitate student-centric learning, ICT enabled teaching-learning facilities are available such as smart-boards in two

class rooms, LCD projectors, audio-visual aids, etc. However, it is suggested that all the class rooms must be equipped with smart TV's for effective teaching-learning.

The institute provides technology-enabled learning spaces, computers with around 1GBPS WIFI internet speed in all the academic areas. The laboratories and clinical departments are equipped with adequate equipments, simulators and softwares as required.

The institute has a voluminous central library and reading rooms. The institute has a good collection of specialty and reference books with adequate titles. About 17 hardbound journals are subscribed apart from access to about 356 on-line journals through the Ebsco and Delnet. The KOHA software is partially activated and needs to be more functional. E-library facilities are provided for remote access. It is suggested that literacy activities must be regularly conducted by the Library department.

The college has gymnasium, auditorium, indoor sports and some outdoor sports facilities.

The institute also utilizes the common facilities available in the campus like auditorium, play ground, gymnasium, bank, food court, etc.

The institute has moderate hostels for girls in the campus. It is suggested that more facilities like air-conditioner, attached wash-rooms, etc may be provided so that students do not opt to stay in neighbouring hostels. Staff quarters are provided for teaching and nonteaching staff.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)	
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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

Malla Reddy Dental College for Women aligns with its vision and mission focusing on student encouragement and empowerment.

The institute has implemented few supporting steps and facilities for the benefit of students like cash rewards for students who excel in academics and extracurricular activities as a part of its policy. The students are also encouraged to participate in street plays, flash mobs, various runs to focus on social issues by spreading the message regarding awareness of cervical cancer, traffic awareness programs, ill effects of tobacco, smoking and benefits of maintenance of good oral hygiene.

The institute has constituted various committees for addressing the welfare of the students such as the student's association council, Grievance Redressal Committee, Anti-Ragging Committee, Students Council

Advisory Committee, Sexual Harassment Prevention of Women at Work Place Committee, Cultural Activities Committee, and Sports Committee. Lectures on cyber-crime, women empowerment and safety of women are also held to sensitize the students against online crime and protection and respect towards women.

The institute supports the deserving students financially by giving scholarships and stipends, fee concessions and other welfare measures. Induction and orientation programs are organised for the newly admitted students.

Various academic enriching activities are held for divulging the students to the various career options for their smooth progression after their graduation for their bright professional career.

The institution has a registered Alumni Association which gives feed-back, supports placement and participates in the college activities and continuing education programs. However, it is observed that the alumni association needs to be further strengthened.

The placement cell though functional needs to be strengthened for the benefit of the students.

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 institute believes in empowering women to enhance society in all aspects. This belief is supported by the institute in providing quality dental education complemented with experiential learning.

The institute's vision and the mission with its primary objective of providing learner centred dental education by efficient titration of theory and practical knowledge that helps:

- To foster Patient centred approach to deliver best service.
- To create a strong bond and relationship with the community to ensure social commitment in achieving the goal of creating public awareness on the importance of achieving & maintaining good oral health.
- To achieve clinical excellence and promote research.

The Governance and Leadership of the institute ensures in providing quality education for nurturing the participative and decision-making process as the key factors.

The Principal along with respective committees looks after the academic activities of the institute and conveys various meetings with all the Heads of the departments to discuss academic and co-curricular activities of the institute and for overall development.

The institute has IQAC cell for monitoring and analyzing the data and needs to be further strengthened.

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

The institute is unique in the sense that it's meant for women for all the UG and PG dental programs offered by it. This is the only dental college in entire Telangana state, and only the 2nd Dental College in India that offers dental graduation and post-graduation education exclusively for women.

The institute has 100% admissions for all the seats offered and it's the most sought after by women for dental education. The institute conducts regular gender sensitization programs to inculcate sense of equality and awareness among women. International women`s day is celebrated every year and various competitions and lectures are organized on the UN theme of the year Bhatukamma regional festival of Telangana State highlighting the importance of women in daily life and to facilitate the importance of nurturing culture.

The institution has solar energy and LED bulbs and utilizes sensor based energy conservation methods as a green initiative. The solid, liquid, biochemical, e-waste produced are disposed via proper channel to conserve

the environment. Water recycling system is in place that reduces wastage of ground water and is used for gardening. The institute has rain water harvesting to enhance the ground water levels.

Other green and eco friendly initiative include adopted by the institute is by having battery powered vehicles and plastic free campus.

The institute provides barrier free facilities for physically challenged by providing elevators, ramps; disable friendly wash rooms, etc.

The institute celebrates festivals of all faith for a harmonious relationship. The students teaching and nonteaching staff strictly adhere to the institutional code of conduct to strive for upliftment of society.

The institute's best practices are:

BEST PRACTICE – 1

Title of the Best Practice: MRDCW - Mahila Saadhikaratha which means (MRDCW- Women Empowerment)

‘Striyahprabuddh??sarvatrapragalbh?? ca bhavanti.’

When women are awakened, they become confident and bold.

The objectives of this best practice are to empower the women of the institute in terms of education, self-defence and decision-making.

BEST PRACTICE - 2

Title of the Best Practice: MRDCW - Danta Velugu which means (Free dental treatment for poor and Socio-Economically backward classes.)

The objectives are to adopt patients from weaker sections of the society and to provide **free dental treatments** in general and subsidized treatments to a majority of the population which are otherwise expensive.

Apart of the above two best practices; the institute also provides in-house Aligners for orthodontic treatment at reasonable cost.

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

Malla Reddy Dental College for Women holds the distinction of being the only women's dental college in Telangana State. The institute admits full enrolment, quickly occupying all available admission slots.

The institute organizes orientation programs and various workshops to foster confidence, professionalism and a strong sense of belonging among students. The institute imparts high-quality educational and training that is supported by well-equipped pre-clinical labs, advanced diagnostic and treatment equipments. The institute conducts specialized clinics including comprehensive, special needs, implant, and geriatric clinics to ensure optimal treatment experience for variety of patients.

The institute maintains adherence to infection control protocols, emphasizing immunization against Hepatitis-B to prevent cross-infection in care providers and patients. The faculty members employ objective methods like continuous internal evaluation, objective structured clinical examinations, and objective structured practical examinations to evaluate student performance which is transparent.

The institute has established methods to measure and certify specific competencies and dental graduate attributes. The institute spends significant amount to procure

dental materials and consumables. In addition the Dental Education Unit conducts faculty development programs on emerging trends in dental education which are aimed at enhancing the skills and knowledge of the faculty.

The institute has tobacco cessation clinic for awareness and also has a comprehensive clinic.

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

Overall Analysis

Strength:

- Experienced Faculty with an average teaching experience of about 9 Years.
- Proactive management with effective leadership.
- Admissions are 100% in both Graduate and Post Graduate programs offered.
- Effective implementation of institute`s core values, vision and mission.
- Good infrastructure and instructional facilities.
- Student centric teaching-learning methodologies.
- Good transport facilities by ac bus for all the stakeholders.
- Implementation of electronic health records system.
- First in-house Orthodontic Aligner program in PG institutions of Telangana.
- Exclusive LMS system, ERP based fee payment platform.
- Implementation of Women empowerment best practice(s)

Weaknesses:

- Lack of autonomy in the development of curriculum.
- Lack of international visiting faculty.
- Very poor research activities in terms of paper publications in peer reviewed journals, obtaining financial grants from various Government funding agencies, etc.
- Less number of patients for experiential learning
- Seed money to promote research
- No NIRF ranking recognition
- Less Ph.D. faculty
- Negligible patents published and granted.
- No active innovation and incubation cell.

Opportunities:

- Encourage faculty members to do research related activities.
- Placement cell to be strengthened.
- To conduct more camps to increase in patient foot fall.
- To enhance innovative teaching methodologies
- Strengthen alumni activities.
- To promote entrepreneurships.

Challenges:

- Government policies regarding admission process and fee structure results in difficulty in sustaining quality of advanced education imparted.
- Geographical presence of college in the vicinity of the GHMC premises is a challenge in itself, as many students prefer to be day scholars. In spite of a very efficient transport system to pick and drop students near to their homes, lot of time (approximately 1hour to 90minutes) is wasted on road in travel to and fro, the college.

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)

- Research papers, patents, books/book chapters etc. be encouraged and rewarded.
- Extramural research grants to be explored
- Incubation and Innovation (R&D Cell) as per NEP requirement needs to be further strengthened.
- Commercialization of patents and subsequent technology transfer.
- External funding through various organizations as well as alumni should be further strengthened.
- Enhancing welfare measures for the non-teaching staff to be considered.
- More seed money to be provided to faculty members to initiate research activities.
- More camps to be organized for increasing patients foot-fall

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. ABHAY DHARAMSI	Chairperson	
2	DR. NEELAM MITTAL	Member Co-ordinator	
3	DR. DR R GOWRAMMA	Member	
4	Dr. Vinita Sahu	NAAC Co - ordinator	

Place

Date