



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

## **MARATHA MANDAL'S NATHAJIRAO G. HALGEKAR INSTITUTE OF DENTAL SCIENCES AND RESEARCH CENTRE**

**R.S.NO 47A/2, NEAR KSRP GROUND, BAUXITE ROAD, BELAGAVI  
590010**

**[www.mmdc.edu.in](http://www.mmdc.edu.in)**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**April 2023**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

In a small tranquil town of 'Venugram' (Belgaum, now Belagavi) in the northern part of present day Karnataka on 3rd January 1931, 'THE MARATHA MANDAL' was established.

'THE MARATHA MANDAL is a trust registered in the year 1938-39 under Societies Registration Act KKJ of 1860. The first Marathi Medium free night school was started on 7th May 1934 at Kamat Galli with aim of educating the laborer community. Our illustrious group is today proud of Managing 35 well established educational Institutions.

Maratha Mandal's Nathajirao G Halgekar Institute of Dental Sciences & Research Centre, founded in 1992 is situated on Bauxite road, next to Karnataka State Reserve Police ground in Northern part of Belagavi

We owe a deep gratitude to our former dynamic President, Late. Shri. Nathajirao G Halgekar, who was an outstanding organizer, a sophisticated statesman, as eminent educationalist, a great visionary and with his sterling character, honesty, integrity and his devotion to work steered the establishment to new heights.

After his unfortunate, premature demise in the year 2005, Smt. Rajshree Nagaraju, the daughter of Late. Shri Nathajirao took over the reins of The Maratha Mandal and the glorious work of the Institution continued. Her vision of delivering what was entrusted to her started taking shape where in a short span of seventeen years, she has managed to modernize the Institutions of Maratha Mandal.

We at MMNGHIDS, believe that education is the most powerful weapon to change the world. Our aim is to educate students with state of art technologies by adopting integrated teaching modules and evidence based dentistry to assist them in emerging as competent professionals with high ethical values.

In our expedition of over a quarter of a century, our Dental College has been a platform for providing a graduate degree in Dental Sciences (BDS), Post Graduate degrees in seven specialties (MDS) and Ph.D degree.

Our 6.18 acres lush green campus houses 1,31,366 sq.ft dental college academic building, home to all clinical and basic sciences departments, a Central Research Laboratory of International standards, an Animal house, a Medicinal / herbs garden and a Drug discovery lab. We also have Boys and Girls hostels and staff quarters within the campus.

We have an annual intake of 50 BDS seats and 27 MDS seats. We are affiliated to RGUHS, Bengaluru and follow curriculum designed by RGUHS, Bengaluru, which follows DCI guidelines which is our apex body. Regularly DCI revises and updates the Curriculum.

Our vision, mission and objective reflect our march towards building excellent career for our students by providing holistic approach towards teaching and learning. Emphasis is given for overall development of students both in academics/research as well as extra-curricular activities like sports and literature.

### **Vision**

We focus on shaping the dreams of students that will ensure real success in life through achieving excellence in Oral health care and building up an intellectual pool for advanced research. Also shape professionals imparting knowledge in cutting edge dentistry to serve humanity with compassion.

### **Mission**

To be an institute/organization par excellence in providing holistic professional dental education and clinical skills to students and make them professionally competent general and specialty personnel to meet regional, national and international dental health needs. Also inculcate in them Human values and ethics.

## **1.2 Strength, Weakness, Opportunity and Challenges(SWOC)**

### **Institutional Strength**

1. Our institution which is located in smart city Belagavi (second capital of Karnataka) is backed by a strong Management and has invested in the objective of developing a center of excellence in dental education, research and treatment.
2. Our institution houses a State of the Art Central Research Laboratory, Animal House, Drug Discovery lab and A Medicinal Garden and has numerous MOUs with various organizations and funding from different national bodies(ICMR,VGST),industries, universities( RGUHS, Bengaluru)which provides students opportunities from all over the country to undertake various research projects.
3. A good flow of outpatient ensures adequate clinical exposure to students.
4. We also have experienced and dedicated team of teaching staff members imparting quality education to the students which has translated into outstanding student results.

### **Institutional Weakness**

1. Decrease in undergraduate admissions over the past few years resulting into limited funding.
2. Absence of our own Medical hospital.
3. Lack of MOUs with International bodies.

### **Institutional Opportunity**

1. Due to the ongoing pandemic the student have opportunities to participate and present scientific poster and papers online at various national and international conferences at minimal expense of time and money
2. To facilitate advanced training of Faculty members (International Fellowships).
3. Collaborative studies with other universities

### **Institutional Challenge**

1. Incorporating innovative teaching methodologies.
2. Being in a Tier II city with limited population and resource , not having our own medical college and

having existing two medical and one dental college , we need to constantly strive to improve and enhance our visibility.

3. Scientific Publications in high impact journals.

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

MMNGHIDS is recognized by Dental Council of India (DCI) and affiliated to Rajiv Gandhi University of Health Sciences (RGUHS), Bengaluru. Hence Institute follows the curriculum prescribed by DCI and RGUHS.

Institute offers BDS, MDS and PhD Courses. The curriculum delivery for the above programs is done through well planned teaching learning and evaluation practices. The planning and execution of the curriculum is a continuous process, the Institute always strives to achieve excellent outcomes, which is accomplished by adhering strictly with the curriculum designed by the regulatory bodies.

Program outcomes and course outcomes are kept in mind during curriculum planning so as to successfully achieve Graduate attributes at the end of both bachelor and Master's degree program.

At the beginning of the academic year the calendar of events which includes student teaching and learning methods is designed with suggestions of all the Head of the department. Our faculty members represent RGUHS University's and other Universities as members of BOS and actively contribute to the required modification in curriculum.

Even though we have minimal role with respect to flexibility in modification with respect to curriculum, we try to incorporate modification within the existing pattern, which will enhance the learning environment for the students.

Interdepartmental training activities are regularly conducted at our Institute for both post graduates and undergraduates which enhances their clinical acumen. Since 2010 our Institute has introduced an add on Certification course on 'Dental Implantology'. We also conduct many value added programs such as "Communication skills", "Basic life support" and "Tobacco Cessation". Various activities conducted instill human values, ethics and morals among the students and helps in enhancing their social responsibilities.

Social activities are carried out through NSS unit where students involve with different organizations in conducting blood donation camp, sharing is caring etc.

For continuous improvement we collect feedbacks on curriculum from various stakeholders like staff, students, employees, professionals regarding our curriculum delivery process. The feedbacks are evaluated on regular basis and appropriate action is taken for the benefit of students.

### Teaching-learning and Evaluation

MMNGHIDS&RC caters to students from various socioeconomic backgrounds. The admission process for both Under Graduate and Post Graduate program is through the KEA and NEET is the only qualifying examination through which students are admitted to both the programs. Ph.D. scholars are admitted through

RGUHS. Around 33.11% of our students come from other states displaying diversity. We identify students as slow and advance learners, through a systematic process and help slow learners with remedial coaching, personal counselling, chapter-wise discussions and tests. We also encourage advanced learners to participate in various scientific activities like scientific presentations, seminars and serving as a member in various committees. We thoroughly believe in overall grooming and development of students, hence conduct various co-curricular activities such as sports and cultural events.

We also practice various innovative ways of teaching learning such as Problem Based Learning, ICT enhanced learning, Self-directed learning, participatory learning etc. The Institution organizes various training programs where students are provided with simulation-based learning environment. Various ICT tools such as LCD projector, smart board, digital library are regularly used for effective delivery of content to the students. Since long, Mentor-Mentee system is in place at our Institute which helps to solve the academic and personal issue of the students. Every mentor conducts regular meeting with the mentee and maintain log book. Student mentor ratio is 5:1.

Faculties of Institute are regularly updated with e-content development through various workshops. We follow our University's (RGUHS) guidelines for conducting Formative Assessment which gives students a chance for mid-course improvement; where in a constructive and immediate feedback is given to students. At the beginning of each year, program outcomes, course outcomes and Graduate attributes are listed and communicated to students to have clarity and transparency. Several times our college students have secured University ranks at undergraduate and Post Graduate level. PTM are conducted regularly to discuss both academics and non-academic activities.

In last five years we have achieved 100% pass percentage with Final MDS result and 86.90% pass percentage of outgoing UG students.

### **Research, Innovations and Extension**

MMNGHIDS&RC has a good number of recognized PG guides and Ph.D guides who help students to carry out research projects.

Our Institute believes in research and extension activities for overall development of students. Hence has developed a cohesive research environment by providing state of the art Central Research Laboratory (CRL) along with necessary financial support for collaborative research activities. Our students and staff are engaged in carrying out research related to Oral health with financial assistance from both Government and non-government agencies. We are proud to say that all our research projects undergo a rigorous review process for both scientific and ethical component by a well-organized and structured Institutional review board. Our IRB follows ICMR guidelines for review process as well as for publications. Policy for Research and Ethics in publication is made and is followed by all the students and faculty who are involved in research activity. Various workshops related to Research Methodology, Ethical aspect of Biomedical research, Publications ethics are conducted regularly. We are credited with 89 publications in National, International, peer reviewed and Indexed Journals during the last five years. Public Health department of our Institute constantly conducts various screening and treatment campus for different strata of community like school children, geriatric population, mentally and physically challenged, anganwadi's, PHCs etc. Dental Health talk is a regular activity along with distribution of a various oral hygiene aids to the needy population. Dental mobile van, helps to reach out various interior villages of Belagavi district and render basic treatment for the needy.

Social activities like blood donation camp, vanmahotsav, sharing is caring and Swachh Bharat Abhiyan (conservation of energy, e waste management etc.) activities are regularly organized and students and the faculty actively take part in these activities.

A total 23 MOUs are in place and prominent MOUs include from RGUHS, ICMR which help us in collaborative research and multicenter clinical trials. Institute also has Institutional Innovation council which encourages students and faculty to develop innovations.

### **Infrastructure and Learning Resources**

The Institution provides adequate infrastructure for student's overall growth and development including curricular and extracurricular activities. ICT enabled lecture halls, demonstration rooms well equipped laboratories, skill labs, simulation labs, hospitals are available for both pre-clinical and clinical training of our students. For curricular and co-curricular activities, we have an Auditorium with 200 seating capacity. Both Indoor and outdoor play areas are available with various equipment's and facilities. We even have a dedicated gym, yoga and meditation room for holistic development of students. The college campus is spread over 6.18 acres of land with lavish green environment constituting of beautiful land scape and herbal garden. Built-up area of the campus is about 1,31,366 sq. ft comprising of lecture halls, central library, laboratories, and common room for girls and boys, seminal halls, examination hall, Central Research Laboratory and various pre-clinical and clinical departments. Institute also has facility for out patient's service and inpatients care with bed capacity of 20, ICU with ventilators and defibrillator.

We also have multidisciplinary special clinics (Geriatric, esthetic, implant clinic, tobacco cessation cell, Comprehensive and special care needs clinic). Mobile dental van for community needs.

We have a Pharmacy in the campus which is very helpful for our patients. Washrooms/toilets are available on each floor for both men and women. A disabled friendly wash room is available at ground floor for the needy patients. All these facilities are well placed and display boards are placed in the prominent areas of the building. We have a canteen with hygienic kitchen and refrigerator.

Various sign boards are displayed in the campus for parking, ramp, canteen, toilets and laboratories, also instruction boards like no tobacco zone, no plastic, clean and green camps etc, are also displayed for information of students and patients. Clinical and pre-clinical infrastructure is as per Dental Council of India requirement. Students are regularly posted to CRL, herbal garden and Animal house as a part of extension activities. The central library has a digital library with Helinet connection and houses 3653 books of 1333 titles which includes advanced and referral books, national and international journal, e journals are available. College as Wi-Fi and Leased Line facility of 100MBPS.

Maintenance committee looks after maintenance of all the departments, including clinical and administrative section. Regular meetings are conducted by the committee and issues are addressed immediately and efficiently, which helps to maintain the infrastructure of the Institute.

### **Student Support and Progression**

As a Institute we believe in the growth and bright future of our students. Hence, we have various student centric activities that are conducted to support and encourage our student in overall development

Various value based workshops and programs are conducted for overall development and benefit of students throughout the year which include human values, personality and professional development, communications and language skills, clinical skills development along with wellness and yoga related programs. The students are also benefitted by various scholarship and which are an integral part at the Institute. Students are provided with training for PG NEET exam at our Institute by expert faculty members. The women's grievance and redressal committee and anti-ragging committees conduct regular meetings and activities to keep the campus ragging free and also avoid any kind of gender bias. Our college campus, including the hostel are installed with safety measures such as CCTV cameras. Outgoing students are either self-employed or are well placed in various National and International agencies. Well established student council with student representation in various academic and administrative bodies is an addition. The students excelling in curricular and co-curricular activities comprise the student council which helps in promoting leadership qualities among students.

Institute also has active international student cell which caters to the needs of international students. Annual sports and cultural activities are conducted by the institution which encourages active participation of all students and helps students to mould themselves. Our students also participate in various university zonal and state level sports and have won awards for the same.

The registered 'Alumni Association' of the college meets regularly and plans various development activities for the 'Alma Matter'.

### **Governance, Leadership and Management**

The Institute Governing Council is formed as per the guidelines of Maratha Mandal Trust. Our Governing council is chaired by Mrs. Rajashree Nagaraju, President Maratha Mandal Trust. Major decisions related to college developments are taken in Governing Council meetings. Various working committees are established within the Institute to ensure the smooth implementations of various Government policies, regulations and guidelines laid down by DCI and RGUHS. The academic and administrative activities of the Institute follow the vision, mission and objective of the Institute. Principal of MMNGHIDS &RC serves as 'Chairman' for all the committees with one faculty members as Coordinator/Incharge and others as committee members. A proper hierarchy is maintained at Institute, wherein Principal serves as Head of the Institute who supervises the smooth functioning by according work to HOD's and various committee co-ordinators/Incharges. All committees conduct periodic meeting and proceedings are documented. The decisions that are taken are notified to IQAC.

E-governance is well reflected in admission process, academic planning, administration and maintenance of accounts, finance and library through Edumerge app/software. We also have patient management software named densmart.

Institute also has its own web site [www.mmdc.edu.in](http://www.mmdc.edu.in) which gives comprehensive information regarding the course offered, different departments, admission process, faculty details, activities conducted at the Institute, research activity, various policies of the Institute etc.

The Institute believes in welfare of its employees and has taken effective measures for welfare of teaching and non-teaching staff. Our Institute has developed a systematic mechanism to conduct audits for all its financial year to improve its operative efficiency. IQAC of our Institute effectively supports various governing mechanism of the college. IQAC consists of Principal as Chairman, senior faculty as IQAC coordinator, representative from management, representatives from other stakeholders such as Alumni, student and

Industrialist respectively.

Feedback from various stake holders like students, parents, employers and patients are taken for continuous improvement. So that quality service is rendered. We have NABL accredited Covid-19 Testing Laboratory during pandemic.

### **Institutional Values and Best Practices**

MMNGHIDS & RC believe in “gender equality and hence do all small or big things to reflect the same. We try and provide a conducive environment, where in females from any strata (Students, employees or staff) feel safe and work to their fullest potential. Various sensitisation programs are held throughout the year.

The Institute has adequate alternate source of energy. There is a biomedical waste management system at our Institute agreement signed with pollution control board, Belagavi. The nursing staff, technicians and attenders are trained on a regular basis regarding segregation and handling of Biomedical waste.

Water conservation facilities are available include rain water harvesting, Borewell/Open well recharge, waste water recycling and construction of tanks. The campus has restricted entry of automobiles and has pedestrian friendly pathways and landscaping with trees and plants. The campus has strict ban on use of plastics by students and staff. The Institution has displayed friendly barrier free environment with ramp for easy access to divyang (physically challenged) patients with disable friendly washrooms, lift and help desk. Display of various signboards for students, patients and visitors. We have separate Code of conduct for students and staff of our Institute. A committee overlooks and sensitizes regarding the code of conduct and checks for adherence of these code by both students and employees of the Institute. Various National days such as Independence Day, Republic Day, Gandhi Jayanti, are celebrated to bring the spirit of patriotism and National Integration.

An inclusive environment of tolerance and harmony towards different cultural, regional, linguistic socioeconomic and other diversities is provided for students with different backgrounds. The Institutions “Best Practices” reflect on our core values and our culture for research reflects on our unique distinctiveness.

### **Dental Part**

Undergraduate and Post Graduate students are admitted to the Institute through NEET eligibility criteria. Admissions are done through KEA.

MMNGHIDS provides state of art facilities in preclinical laboratories with simulator to help students practices the skill and gain the required level of competency. This makes practicing of dentistry safer and the graduates will have more confidence in their skills and knowledge. The Institution follows proper “Infection Control protocols which include wearing of all protection gear while working on patients, periodic disinfection and fumigation of all the clinical areas done daily. Policy and SOP for infection control, sterilization and disinfection and needle stick injuries are in place and are followed strictly.

All staff and students are immunized for communicable diseases like Hepatitis B and Covid-19. Various foundation and orientation programs are held for both UG’s and PG’s to help them achieve competency. Students are well trained for using high end equipment’s for diagnosis and treatment, which includes use endodontic microscope, dental laser unit, Immunohistochemistry and research microscope with fluorescent



attachment. The Institution provides students training in specialized clinics and facilitates for treatment at comprehensive/integrated clinic, Tobacco cessation clinic and Esthetic clinic. Objective methods are in place at our Institute to measure graduate attributes and clinical competencies. Preclinical and clinical examination are conducted as per RGUHS and DCI guidelines. Out of three Internal assessment one internal assessment is conducted according to OSCE/OSPE, which helps students to improve in their clinical skill and enhances their confidence while making certain clinical decision.

Continuing Dental Education (CDE) at our Institution was initiated by pioneers of dental health profession of the Institute to keep updated with newer development in dentistry. Education as a healthy link between the Institution administrative, teaching faculty, various departments and students for overall welfare of staff and students. We have trained faculty members who train faculty members with various aspects of curriculum development and students' evaluation. The core vision behind CDE is to continuously improvise the quality of teaching and to make learning as enjoyable experiences for students.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	MARATHA MANDAL'S NATHAJIRAO G. HALGEKAR INSTITUTE OF DENTAL SCIENCES AND RESEARCH CENTRE
Address	R.S.NO 47A/2, NEAR KSRP GROUND, BAUXITE ROAD, BELAGAVI
City	BELAGAVI
State	Karnataka
Pin	590010
Website	<a href="http://www.mmdc.edu.in">www.mmdc.edu.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	RAMAKANT NAYAK	0831-2477682	9448122895	-	mmnghids@gmail.com
IQAC / CIQA coordinator	VIJAYALAK SHMI KOTR ASHETTI	0831-2479323	9448929312	-	drviju18@yahoo.com

Status of the Institution	
Institution Status	Private
Institution Fund Source	No data available.

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

<b>Recognized Minority institution</b>	
If it is a recognized minority institution	No

<b>Establishment Details</b>	
Date of establishment of the college	25-07-1992

<b>University to which the college is affiliated/ or which governs the college (if it is a constituent college)</b>		
State	University name	Document
Karnataka	Rajiv Gandhi University of Health Sciences	<a href="#">View Document</a>

<b>Details of UGC recognition</b>		
Under Section	Date	View Document
2f of UGC		
12B of UGC		

<b>Details of recognition / approval by statutory / regulatory bodies other than UGC (MCI, DCI, PCI, INC, RCI, AYUSH, AICTE etc.)</b>				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
DCI	<a href="#">View Document</a>	14-03-2023	60	one time recognition inspections are periodic

<b>Recognitions</b>	
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

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	R.S.NO 47A/2, NEAR KSRP GROUND, BAUXITE ROAD, BELAGAVI	Rural	6.18	12204.3

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/ Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BDS,Bds,	48	HIGHER SECONDARY EDUCATION	English	50	31
PG	MDS,Paedodontics,	36	BDS	English	3	3
PG	MDS,Orthodontics,	36	BDS	English	3	3
PG	MDS,Periodontics,	36	BDS	English	5	4
PG	MDS,Prosthodontics,	36	BDS	English	5	5
PG	MDS,Conservative Dentistry,	36	BDS	English	5	5
Doctoral (Ph.D)	PhD or DPhil,Oral Pathology And Microbiology	48	MDS	English	9	1

### Position Details of Faculty & Staff in the College

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	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	29				18				0			
Recruited	18	11	0	29	8	10	0	18	0	0	0	0
Yet to Recruit	0				0				0			
	<b>Lecturer</b>				<b>Tutor / Clinical Instructor</b>				<b>Senior Resident</b>			
	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	40				3				0			
Recruited	17	23	0	40	2	1	0	3	0	0	0	0
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
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				119
Recruited	58	61	0	119
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
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				19
Recruited	12	7	0	19
Yet to Recruit				0

### **Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/M CH	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	18	11	0	8	10	0	0	0	0	47
UG	0	0	0	0	0	0	0	0	0	0
<b>Highest Qualification</b>	<b>Lecturer</b>			<b>Tutor / Clinical Instructor</b>			<b>Senior Resident</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/M CH	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	12	21	0	2	1	0	0	0	0	36
UG	5	2	0	0	0	0	0	0	0	7

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/M CH	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
UG	0	0	0	0	0	0	0	0	0	0
<b>Highest Qualification</b>	<b>Lecturer</b>			<b>Tutor / Clinical Instructor</b>			<b>Senior Resident</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/M CH	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
UG	0	0	0	0	0	0	0	0	0	0



<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	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
UG	0	0	0	0	0	0	0	0	0	0
<b>Highest Qualification</b>	<b>Lecturer</b>			<b>Tutor / Clinical Instructor</b>			<b>Senior Resident</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	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
UG	0	0	0	0	0	0	0	0	0	0

<b>Details of Visting/Guest Faculties</b>				
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
	0	0	0	0
<b>Number of Emeritus Professor engaged with the college?</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
	0	0	0	0
<b>Number of Adjunct Professor engaged with the college?</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
	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	32	7	0	0	39
	Female	113	29	0	0	142
	Others	0	0	0	0	0
PG	Male	8	8	0	0	16
	Female	26	14	0	0	40
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Category</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	0	1	0	0
	Female	4	0	2	3
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	1	1	1	1
	Others	0	0	0	0
OBC	Male	2	3	3	0
	Female	3	2	7	5
	Others	0	0	0	0
General	Male	8	12	14	14
	Female	23	37	31	42
	Others	0	0	0	0
Others	Male	0	0	0	1
	Female	2	1	2	2
	Others	0	0	0	0
<b>Total</b>		<b>43</b>	<b>57</b>	<b>60</b>	<b>68</b>

<b>General Facilities</b>	
<b>Campus Type: R.S.NO 47A/2, NEAR KSRP GROUND, BAUXITE ROAD, BELAGAVI</b>	
<b>Facility</b>	<b>Status</b>
• Auditorium/seminar complex with infrastructural facilities	<b>Yes</b>
<b>• Sports facilities</b>	
* Outdoor	<b>Yes</b>
* Indoor	<b>Yes</b>
• Residential facilities for faculty and non-teaching staff	<b>Yes</b>
• Cafeteria	<b>Yes</b>

<b>• Health Centre</b>	
* First aid facility	<b>Yes</b>
* Outpatient facility	<b>Yes</b>
* Inpatient facility	<b>Yes</b>
* Ambulance facility	<b>Yes</b>
* Emergency care facility	<b>Yes</b>
<b>• Health centre staff</b>	
* Qualified Doctor (Full time)	<b>79</b>
* Qualified Doctor (Part time)	<b>0</b>
* Qualified Nurse (Full time)	<b>4</b>
* Qualified Nurse (Part time)	<b>0</b>
• Facilities like banking, post office, book shops, etc.	<b>Yes</b>
• Transport facilities to cater to the needs of the students and staff	<b>Yes</b>
• Facilities for persons with disabilities	<b>Yes</b>
• Animal house	<b>Yes</b>
• Power house	<b>Yes</b>
• Fire safety measures	<b>Yes</b>
• Waste management facility, particularly bio-hazardous waste	<b>Yes</b>
• Potable water and water treatment	<b>Yes</b>
• Renewable / Alternative sources of energy	<b>Yes</b>
• Any other facility	<b>NA</b>

<b>Hostel Details</b>
<b>Hostel Type</b>
* Boys' hostel
* Girls's hostel
* Overseas students hostel
* Hostel for interns
* PG Hostel

### **Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	<p>The vision of multidisciplinary/interdisciplinary program is to establish and equip the institute to be able to train the students in various interdisciplinary/multidisciplinary approaches within health care professions. Higher education plays an important role in building and promoting human values like empathy, sharing and caring, kindness towards patients. It plays a major role in building societal well-being. We at our institute inculcate human values through various academic and non-academic activities. To inculcate this, we plan to collaborate with various health science disciplines and other non-health sciences organizations. In future, we plan to collaborate with STEM to develop applications of genetic engineering in dental health</p>
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	<p>sciences. Currently we are regulated by our apex body Dental council of India (DCI) which develops the curriculum which in-turn is adapted by RGUHS, to which our institute is affiliated. Hence, we have very limited scope to modify the curriculum to adapt for multidisciplinary approach. However in coming years we would like to adapt credit based courses and projects in the areas of community engagement and services, environmental education. The institute intends to treat patients with interdisciplinary approach by enhancing the infrastructure by providing good patient care facility through comprehensive dental care. Currently the most pressing and challenging issues related to oral health is habit related (tobacco chewing), oral potentially malignant diseases and oral cancers in our geographical area. To address this we have tobacco cessation cell (TCC) at our institute which identifies patients with tobacco habits and help them quit the habit through active counselling sessions . Students are also being trained for the same and they assist in treating their dental issues through multidisciplinary approach. The TCC will be upgraded in future whereby the students will be professionally trained by the psychologist in dealing with the patients with habits and use of alternative modalities. This will help in reducing the disease burden in general and oral cancer in particular.</p>
2. Academic bank of credits (ABC):	<p>The main objective of ABC is to promote student centric education, focus on learning friendly teaching approaches, implement an interdisciplinary approach and allow students to learn best the best courses of their interest and also makes student learn at their own pace. Considering the objective of ABC our institute plans to implement student centric learning by introducing credit based scoring for the academic activities performed by the students at different disciplines of dentistry. Also students will be encouraged to take up extra training in the discipline of their interest. This will be brought into function by collaborating with various science and technology institutes/ foreign universities. We will encourage students for exchange program with National/International health care and technical universities. Currently our Institute is not recognized under the ABC to permit its learners to avail benefit of multiple entries and exit during the chosen</p>

	<p>program. The reason for this is we are affiliated to RGUHS and regulated by DCI. Thus we have limited scope to modify the curriculum which makes it difficult for the faculty to design their own curriculum and pedagogical approach in teaching. However within the available sources we are focusing to enhance student centric learning by encouraging students to involve in various exchange program. DCI is in the process of modifying the curriculum following the NEP guidelines which emphasis on ABC scoring. Once notified in the gazette we would be implementing the same.</p>
<p>3. Skill development:</p>	<p>As per National skill qualification framework learning happens at a series of levels which includes knowledge, skill and aptitude. We at our institute truly believe in this. Since dentistry is a skill based profession our curriculum already has one year of vocational training in the form of rotatory internship. Apart from this in future we would like train undergraduate students of institute and other institute in various skill based programs. We would like to provide platform for various online and distant learning courses for enhancement of soft skills like communication and managerial skills. At our institute we already follow certain citizenship values like greeting everyone when we meet with a “Jaihind” and every day morning we recite and play the national anthem at our campus at 9.00am. National days like republic day, Gandhi Jayanti and Independence Day are religiously celebrated. We have regular training program for students to address various human values. In future we would like to depute our graduate students to industrial exposure by deputing them to established general dental practitioner in and around our city, so as to make them understand the dynamics of general dental practice. Also depute them to Dental manufacturing units, pharma industry manufacturing dental products, ICMR-NITM. Belagavi for understanding importance of traditional medicine in treating diseases.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>To improve communication with patients students from other states are taught local language (Kannada) during I BDS. During their clinical years they are encouraged to communicate with patient in local language. At our institute we celebrate all national and regional festivals to bring a culture based</p>

	<p>environment among student. The art and literary club is established in the institute to make students understand and appreciate our rich Indian heritage. Students are also encouraged to display their talent with respect to Indian art form through dance, music and skits during cultural week celebration. We have a medicinal garden consisting of different Indian herbs. We encourage our students and faculty to take up research project to work on herbal medicines, so that it can be used to treat various dental and oral diseases. In future we have plans to develop herbal medicine to treat regular dental problems like halitosis, gum diseases etc.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Our UG education policy has started focusing on comprehensive dental care to the patient. Our aim is to identify certain competence which helps the student to establish himself/herself as a successful independent general dental practice.. This can be achieved through the following model: The institute will support this model by providing various resources like administration, quality assurance, and faculty along with finance. Competence based curriculum A. Input process 1. Student B. Institutional process 1. Establishing educational Strategy and assessment mehtods and assessment methods 2. Student centric methods C. Output 1. Competent general dental practitioner. In future, permission will be obtained from regulatory bodies and affiliating university,for introducing distance learning courses. Students are also going to be motivated and facilitated to learn from NME ICT resources.</p>
<p>6. Distance education/online education:</p>	<p>During academic year 2020-21 our institute started with online teaching program for both undergraduates and postgraduates which gave platform to widen our horizon on understanding online platform for teaching and learning. Various platform like zoom, webex and google meet were used as mode of communication. In future we plan to develop our own educational software to enhance distant learning, However dentistry being a skill based and practice oriented patient management health care profession use of online learning is minimal. In the view of this we at our institute upload online teaching material (ppt, videos, 3 dimensional models) at our institutional software management system, which students can access easily. In future as a good</p>



	practice we would like to invite on our online platform various national and international academicians and researchers from different fields to share their experience with our students so that our students will have the benefit.
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### Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, It has been set up for the current academic year. The objective of the committee is a. To educate the new eligible voters aged between 18-21 years to register themselves in the voter list of Indian Constitution. Also educate them the importance of voting b. Also educate the general population regarding importance of voting. Committee constitutes of Student members Mentor (two faculty members) Executive committee: Includes students coordination committee, which is the elected body of the students of our Institute
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, all student members of both BDS and MDS are ELC members. All the students between the age group of 18-26yrs are included along with two faculty members as mentors.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	At our Institute every year I BDS students are taught Constitution of India class, where importance of registering themselves in the voter list of Indian constitution and importance of casting Vote is informed. The best example of this is our student coordination committee is a framed by the process of elections where student choose their representatives by casting their vote.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	Our Institute plans to create a "wall of democracy" to display the various activities of the ELC. We have planned to conducted awareness rally, street plays and road shows to create awareness among general public. We will be targeting mainly rural population of Belagavi district and educate them regarding importance if voting and helping the new age voters to register themselves as voters.
5. Extent of students above 18 years who are yet to be	About 80% of our students are yet to be enrolled as

enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.

voters for electro; role. Our Institute as planned to conduct young voter's festival, where students who have not enrolled as voters will be guided by the committee members to register themselves in voters list.

## Extended Profile

### 1 Students

#### 1.1

##### Number of students year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
229	245	253	269	275
File Description		Document		
Institutional data in prescribed format(Data templ		<a href="#">View Document</a>		

#### 1.2

##### Number of outgoing / final year students year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
65	55	51	80	84
File Description		Document		
Institutional data in prescribed format(Data templ		<a href="#">View Document</a>		

#### 1.3

##### Number of first year Students admitted year-wise in last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
43	57	60	68	48
File Description		Document		
Institutional data in prescribed format(Data templ		<a href="#">View Document</a>		

### 2 Teachers

#### 2.1

##### Number of full time teachers year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
87	72	80	76	78
File Description		Document		
Institutional data in prescribed format(Data templ		<a href="#">View Document</a>		

## 2.2

### Number of sanctioned posts year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
87	72	80	76	78
File Description		Document		
Institutional data in prescribed format(Data templ		<a href="#">View Document</a>		

## 3 Institution

### 3.1

#### Total Expenditure excluding salary year-wise during the last five years ( INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
394	294	584	369	890
File Description		Document		
Institutional data in prescribed format(Data templ		<a href="#">View Document</a>		

## 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:**

The Maratha Mandal's Nathajirao G. Halgekar Institute of Dental Sciences and Research Centre is affiliated to Rajiv Gandhi University of Health Sciences, Bengaluru and follows curriculum prescribed by the University and Dental Council of India.

Our Institution offers undergraduate program BDS (Bachelor of Dental Surgery), Post Graduate program MDS (Master of Dental Surgery) and Ph.D program (Doctor of Philosophy).

The academic program of the institute is designed considering the requirements of stakeholders and is in sync with vision and mission of the institute.

Various means are used by the college to execute the curriculum. Yearly academic programs are designed depending on the recommendation made by different committees in our institution. The Academic, Examination, Time table and Curriculum committees prepare the academic calendar before commencement of the academic year. The implementation of the same is monitored by the various committees and evaluated for any digression from the recommended curriculum prescribed by the institution. Effective curriculum provision is confirmed through a documented process. Research projects, field work in community settings enrich the curriculum. Feedback from all stake holders helps to evaluate the effectiveness of the existing curriculum and the ever-growing need to enrich knowledge and skills of our students by introducing various courses / CDE programs in addition to the prescribed curriculum.

Following are the committees:

- 1. Curriculum Committee:** The Curriculum committee plans and decides about any modification in the curriculum for the particular academic year during the meetings and provides a calendar of events for the academic year.
- 2. Academic Committee:** Plans academic affairs in the college.
- 3. Examination Committee:** The committee plans and decides dates and timings of examination for a particular academic year.
- 4. Time Table Committee:** The committee plans and decides the time table for a particular academic year.
- 5. Student coordination Committee:** The staff and Class coordinators for respective batches are made for smooth execution of curriculum.

File Description	Document
Link for Minutes of the meeting of the college curriculum committee	<a href="#">View Document</a>

### 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:** 1.51

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

2021-22	2020-21	2019-20	2018-19	2017-18
02	01	01	01	01

File Description	Document
Provide scanned copy of nomination letter such BoS and Academic Council From University/ Autonomous college	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

## 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:** 44.08

1.2.1.1 Number of inter-disciplinary /inter-departmental courses /training offered during the last five years

**Response:** 108

1.2.1.2 Number of courses offered by the institution across all programs during the last five years

**Response:** 245

File Description	Document
Minutes of relevant Academic Council/BoS meetings	<a href="#">View Document</a>
List of Interdisciplinary /interdepartmental courses /training across all the the programmes offered by the University during the last 5 years	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 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:** 43.16

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

2021-22	2020-21	2019-20	2018-19	2017-18
165	10	211	79	74

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Details of the students enrolled in subject-related Certificate/Diploma/Add-on courses	<a href="#">View Document</a>

## 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:**

### **On Gender Related Issues:**

- The college abides by the “no gender” discrimination in the admission process.
- There is no glass ceiling in our Institution as most of the top coveted positions namely President, Vice Principal, most Heads of Departments and office bearers are women.
- A mechanism has been put into place by women’s grievance committee to address promptly any concern about sexual harassment.
- Sensitization programs are conducted through interactive lectures.
- Students are regularly informed regarding conceptual, theoretical and analytical understanding about gender.

### **On environment and sustainability and emerging demographic issues:**

- Several environmental and sustainability programs are conducted by the Red cross and NSS committee.
- Plantation programs are conducted every year on Vanamahotsava day.
- Every 2nd of October our institution celebrates Swachh Bharat Abhiyan by encouraging students and staff to be aware of cleanliness of self and society and participates in community cleaning programs.
- The world environment day is conducted on 5th of June every year and saplings are planted to comply with the theme "Ecosystem Restoration"

### **On human Values, health determinants and right to health issues:**

- Our institution has a CDE cell which in association with other departments enthusiastically conducts several programs pertaining to human values.
- Every year programs are conducted to create awareness amongst the staff and the students about issues like the right to health, human values and health determinants by the NSS, Red Cross and CDE cell.
- The course curriculum and extracurricular activities for UG’s, and PG’s prepare them to assess the effect of social and economic environment on human health. It sensitizes them to an individual’s characteristics and behaviour to generate the correct responses to the varied nature and temperaments of patients, their relatives, colleagues and community at large.
- Blood donation camps are conducted every year on the 3rd of Jan to mark the Foundation day of Maratha Mandal.
- To promote healthy life style college provides indoor and outdoor sports facilities with ample area and equipment to support the same.

### **Professional Ethics:**

- The code of belief of professionalism and doctrine of ethical practice are introduced in the core teaching program itself.



- Interactive lectures on Ethics in Dentistry are also conducted periodically by professionals.
- During the Orientation day every year, emphasis is placed on Code of Ethics and Code of Conduct so that these virtues are inculcated and embossed into the tender impressionable minds of students who have just joined the program.
- Upon completion of the BDS program the young graduates take the Hippocratic Oath and swear themselves into an unflinching adherence to the Code of Conduct and Ethics as Doctors.

File Description	Document
Link for list of courses with their descriptions	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

### 1.3.2

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

**Response:** 3

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

Response: 03

File Description	Document
List of-value added courses	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Brochure or any other document related to value-added course/s	<a href="#">View Document</a>

### 1.3.3

**Average percentage of students enrolled in the value-added courses during the last five years**

**Response:** 34.55

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

2021-22	2020-21	2019-20	2018-19	2017-18
99	10	175	79	74

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Attendance copy of the students enrolled for the course	<a href="#">View Document</a>

### 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:** 70.74

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

Response: 162

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

## 1.4 Feedback System

### 1.4.1

**Mechanism is in place to obtain structured feedback on curricula/syllabi from various stakeholders. Structured feedback received from:**

1. Students
2. Teachers
3. Employers
4. Alumni

## 5. Professionals

**Response:** A. All of the above

File Description	Document
Stakeholder feedback reports as stated in the minutes of meetings of the College Council /IQAC/ Curriculum Committee	<a href="#">View Document</a>
Sample filled in Structured Feedback to be provided by the institution for each category claimed in SSR	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

### 1.4.2

**Feedback on curricula and syllabi obtained from stakeholders is processed in terms of:**

**Response:** A. Feedback collected, analysed and action taken on feedback besides such documents made available on the institutional website

File Description	Document
Stakeholder feedback report	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Action taken report of the Institution on feedback report as minuted by the Governing Council, Syndicate, Board of Management	<a href="#">View Document</a>

## 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:** 70.59

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

2021-22	2020-21	2019-20	2018-19	2017-18
12	8	15	12	13

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

2021-22	2020-21	2019-20	2018-19	2017-18
17	17	17	17	17

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Final admission list published by the HEI	<a href="#">View Document</a>
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)	<a href="#">View Document</a>
Annual Report/ BOM report/ Admission report duly certified by the Head of the Institution	<a href="#">View Document</a>
Admission extract submitted to the state OBC, SC and ST cell every year.	<a href="#">View Document</a>
Link for Any other relevant informatio	<a href="#">View Document</a>

## 2.1.2

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

**Response:** 71.69

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:

2021-22	2020-21	2019-20	2018-19	2017-18
43	57	60	68	48

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

2021-22	2020-21	2019-20	2018-19	2017-18
77	77	77	77	77

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	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 2.1.3

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

**Response:** 33.11

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

2021-22	2020-21	2019-20	2018-19	2017-18
13	19	17	26	17

<b>File Description</b>	<b>Document</b>
List of students enrolled from other states year-wise during the last 5 years	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
E-copies of admission letters of the students enrolled from other states	<a href="#">View Document</a>
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	<a href="#">View Document</a>

## 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

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Criteria to identify slow performers and advanced learners and assessment methodology	<a href="#">View Document</a>
Consolidated report of special programs for advanced learners and slow learners duly attested by the Head of the Institution	<a href="#">View Document</a>
Any other information	<a href="#">View Document</a>

### 2.2.2

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

**Response:** 2.63

<b>File Description</b>	<b>Document</b>
List of students enrolled in the preceding academic year	<a href="#">View Document</a>
List of full time teachers in the preceding academic year in the University	<a href="#">View Document</a>
Institutional data in prescribed format (data Templates)	<a href="#">View Document</a>

**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:**

The student's council is formed to promote and nurture extramural activities. Student's election is conducted annually for the posts of Gen. Secretary, Joint Secretary, Treasurer, Cultural, Sports & Scientific secretary to frame the student's council. Students' council conducts annual cultural, Sports & scientific activities. Students are encouraged to participate in Intercollegiate fest both cultural and sports intra and interstate. Students are sponsored for traveling allowances and registration fees for the events. NSS wing has taken good initiative in conducting Swachh Bharat Abhiyan, World Environmental Day, World Health Day, World AIDS Day, Antidrug Addiction Day in which the students actively participated and exhibited social concern. Tobacco cessation and cancer awareness programs, no tobacco day are conducted by Tobacco Cessation Cell of the institute. Rajiv Gandhi University of Health Sciences annually conducts cultural and sports activities, in which our students actively participate in variety of events & have won many prizes at university level. Participation in sports events conducted by various associations is also encouraged.

Bridge course is conducted regularly at the entry level for the first BDS students every year wherein there are a series of motivational talks and experiences shared to the freshly admitted students by our own efficient faculty members/ teachers.

Our Institute has an active Women's grievance cell which takes care of gender sensitization for the students. Special programs for the students regarding gender equality, sexual harassment issues etc are conducted for the newly joined students in the beginning of the year and also throughout the year for the other students. Guest talks are conducted on these issues.

Our talented students also contribute to the college magazine/ newsletters every year in the form of articles, poems, paintings, crosswords, etc., to name a few. Students have been actively participating in skits, short movies, etc and show great enthusiasm in intra- and inter- collegiate competitions held annually to promote beyond the classroom activities. Students are encouraged to take part in these initiatives. The activities also include sports, literary and cultural activities. Our students (undergraduates

and postgraduates) are encouraged to take part in sports and cultural programs at the State, and National levels. The participants enjoy financial assistance and special leave provided by the institution. The institute facilitates building and sustenance of aptitude of individual students by engaging them in annual, literary and cultural fests. Students are deputed to participate in dental camps conducted at surrounding villages and PHC, thereby increasing their social awareness and creating an attitude of empathy in them.

Students (undergraduates and postgraduates) are encouraged to take up academic research projects and are to make scientific paper presentations at the State, National, and international levels. They are appropriately guided by the faculty to write research articles to translate their research into useful publications.

Internees and Final year BDS students played a major role in monitoring and containing COVID 19 pandemic over the last 2 years by actively participating in the Online Home Isolation Monitoring program of RGHUS.

File Description	Document
Link for Appropriate documentary evidence	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

## 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:**

At our Institute, we believe in 'Student Centric Learning Methods', which shifts the focus of instruction from teacher to the student. Rather than acting as an authority, teacher acts more like a facilitator.

We encourage 'Self Directed Learning' among students by giving them various projects like designing a survey, doing a survey, presenting papers at National and International conferences and conventions, and publishing their research work in local, National and International Journals. On a regular basis, many



interdepartmental and intercollegiate scientific activities are carried out wherein more of integrated learning happens. Educational and Dental awareness talks are given by students at various camps at schools and rural areas.

Experiential Learning- Each student has numerous opportunities to experience experiential learning as he/she participates in pre- clinical exercises on models, simulators and supervised clinical work on patients throughout the BDS and MDS program.

Working directly with public gives a student an experience of learning in humanities. Our student volunteers are a part of many committees like NSS (National Service Scheme), YRS (Youth Red Cross) and Human Rights. These committees conduct various social service activities throughout the year wherein students come across contemporary social issues and gain experience in dealing with them. This instills a great deal of learning, values in humanities. At some point in the student career a student is allotted a project -small research topic in the form of questionnaire survey/ interviewing, lab studies wherein he or she has to present the outcome of the study as a project report.

Many complex subjects become simple and clear by using 'Role Play' as an aid in the learning process wherein students are made to conceptualize, participate and enact in skits / dramas. Not only does the participant understand the subject better but also the onlookers have a brilliant learning experience.

Students are encouraged to plan treatment in patients by following the principles of 'Evidence Based learning and Decision Making'. This will help students to explore various treatment modalities and they also learn to practice 'Tailor Made' Dentistry which focuses on individual management than universal treatment of all patients alike. 'Holistic' approach is taught to students.

Students are encouraged to learn by 'Problem Solving' rather than giving them a readymade solution. Day to-day teaching in our Institute is hence a combination of many modern teaching learning methods which will suit the situation and the learning style of the student.

File Description	Document
Link for any other relevant information	<a href="#">View Document</a>
Link for learning environment facilities with geotagging	<a href="#">View Document</a>

### 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

<b>File Description</b>	<b>Document</b>
Report on training programmes in Clinical skill lab/simulator Centre	<a href="#">View Document</a>
Proof of patient simulators for simulation-based training	<a href="#">View Document</a>
Proof of Establishment of Clinical Skill Laboratories	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Geotagged Photos of the Clinical Skills Laboratory	<a href="#">View Document</a>
Details of training programs conducted and details of participants.	<a href="#">View Document</a>

**2.3.3**

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

**Response:**

**2.3.3**

Over the past few decades, technology has developed by leaps and bounds encompassing all aspects of human life. Methods of teaching has also evolved from chalk and talk to information and Communication Technology (ICT). Teachers are trained for delivering ICT enabled presentations, use of ICT enabled tools and interactive presentations on hand held devices.

As a consequence, teachers are combining technology with traditional mode of instruction to engage students in their learning process. Our teachers use ICT in Teaching-Learning process to support, enhance, and optimize the delivery of knowledge.

**The following ICT tools are used by the Institute:**

1. Projectors- 14 projectors are available in different classrooms/labs
2. Desktop- All departments have at least 3 desktops which are connected by LAN to the central server. The library has a separate digital section with 15 desktops which is connected to Helinet access for

various national, international journals and books.

3. Laptops- 4 laptops for the staff, to be utilized at digital Lab and Faculty cabins all over the campus.
4. Each department is equipped with their own dedicated printer, scanner. Also, two advanced photocopier facilities are available in the institute.
6. Seminar Rooms- All seminar halls are equipped with all digital facilities like projectors for didactic teaching and live projection of clinical procedures.
7. Smart Board- Smart boards are installed in three lecture halls.
8. Auditorium is fully equipped with ICT tools with LAN connection.
9. Online Classes, guest lectures, webinars and staff meetings are conducted on the following platforms- WebEx, Zoom, Google Meet, Microsoft Team, Google Classroom
11. Digital Library resources (Helinet)

### **Use of ICT By Faculty**

A. PowerPoint presentations- Our faculty routinely use power-point presentations, smart boards and overhead projectors for teaching. Our staff keep their knowledge up to date by accessing online data bases, other resource personnel and leaders in their individual fields via LAN and Wi-Fi. The pandemic offered a challenge to regular teaching and our staff rose to the occasion by quickly adapting and adopting online mode of teaching successfully.

B. Seminar rooms, Board room and auditorium are digitally equipped where guest lectures, expert talks and various scientific deliberations are regularly organized for students and faculty.

C. Online quiz- Faculties prepare online quiz for students after the completion of lecture topics with the help of Google Forms.

D. Video Conferencing- In difficult time of pandemic students were regularly counselled with the help of online video conferencing apps.

E. Video lecture- Recording of video lectures are available to students for reference.

F. Online competitions- Various scientific and cultural events such as Poster making, Ad-mad show, Project presentations, Business quiz, Debates, paper presentations etc. are organized with the help of ICT.

G. Online NEET coaching classes for PGET are conducted on a regular basis.

H. Workshops- Teachers use various ICT tools for conducting workshops on current and emerging fields in dentistry.

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

### 2.3.4

#### Student :Mentor Ratio (preceding academic year)

**Response:** 5.45

#### 2.3.4.1 Total number of mentors in the preceding academic year

Response: 42

File Description	Document
Log Book of mentor	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Copy of circular pertaining the details of mentor and their allotted mentees	<a href="#">View Document</a>
Approved Mentor list as announced by the HEI Allotment order of mentor to mentee	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 2.3.5

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

**Response:**

We at our Institute believe in “Newer methods” of teaching and learning.

Institute has tobacco cessation cell which equips the students with skills to recognize patients who are tobacco users and help them quit their habits through regular psychological counseling. Each and every UG student carries out this program by ‘using 5A’s technique. Students also visit deaddiction centers as

part of the community program where they create awareness about ill effects on health.

To enhance the communication skills and presentation skills UG students are given chance to present a small topic as “seminar”. Internees are required to present specified small topics.

Post graduates are encouraged to use innovative teaching -learning methods in the form of debate, just a minute talk, Role play, skits and talk of the month.

Quiz competitions are conducted in some departments as a fun learning method.

UG present “Scientific paper or Poster where they will be provided with the topic to present during regional student conferences.

Undergraduates are involved in creative teaching learning methods at the end of the academic year by revising the entire portion of a particular subject in the sprawling lawns of our institute using Dumb charades, poem, song creations and so on.

In an effort to increase analytical skills, UG’s are motivated to conduct research in the form of surveys to understand the intricacies and basic requirements of carrying out research.

Educating geriatric people to maintain good oral hygiene and explaining oral care is a part of personal grooming care. Awareness program and local group discussions among industrial working communities. Educational storytelling by the students about oral health care to differently abled children. Screening and House to house visits of the students creating an awareness about oral health care among families residing in the villages.

Special cases- including ocular prosthesis, implants and full mouth rehabilitation.

Rapid revision course- for PGs are held regularly.

Study models -cavity preparation, scaling, flap incisions were given to undergraduates’ students during covid 19.

PG & Interns- to develop and get acquainted to the newer research techniques are posted to Central Research Laboratory

The Institute also has well equipped clinical skill laboratories and simulation-based teaching for both Undergraduates and Post graduates

Orientation program for first BDS and interns are held regularly. Bridge course is conducted regularly at the entry level for the first BDS students every year wherein there are a series of motivational talks and experiences are shared by faculty.

Leadership training programs- This workshop helped students recognize their inherent capabilities and develop leadership qualities.

WebEx and zoom are being used since the covid 19 times for all the lectures and / discussions and presentations.

Innovation council is established in the institute which caters to research and innovation on a broader scale with integration of multiple disciplines.

Tele dentistry and Online Covid counselling: Free Teleconsultation service at our institute to help people with dental problems from 20th December 2021 Patients with dental issues can call the number provided via WhatsApp video call and speak to the dentist.

File Description	Document
Link for any other relevant information	<a href="#">View Document</a>
Link for appropriate documentary evidence	<a href="#">View Document</a>

## 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)	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

### 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:** 5.11

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.

2021-22	2020-21	2019-20	2018-19	2017-18
4	4	4	4	4

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Copies of Guideship letters or authorization of research guide provide by the the university	<a href="#">View Document</a>

### 2.4.3

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

**Response:** 8.69

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

Response: 756

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Consolidated Experience certificate duly certified by the Head of the insitution	<a href="#">View Document</a>

### 2.4.4

#### Average percentage of teachers trained for development and delivery of e-content / e-courses during the last 5 years

**Response:** 19.63

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	65	0	5	1

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Certificate of completion of training for development of and delivery of e-contents / e-courses / video lectures / demonstrations	<a href="#">View Document</a>
Web-link to the contents delivered by the faculty hosted in the HEI's website	<a href="#">View Document</a>

## 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:** 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	00

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-Copies of award letters (scanned or soft copy) for achievements	<a href="#">View Document</a>

## 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:**

1. The examination committee provides calendar of events for the academic year. The examination committee informs the students well in advance the dates of the internal assessments through circulars on office and hostel notice boards as well as through social media (what's app student groups).
2. Three internal assessment examinations are conducted for the undergraduate students which includes theory, practical and viva-voce as stipulated by the university.
3. After every internal assessment the answers sheets are discussed with all the students and explained the students on areas of improvements.
4. At the end of each posting, practical and viva voce are conducted. The students are assessed and given



feedback on their performance.

All the marks are displayed on notice boards, conveyed to student mentors who in turn discuss same with student's parents/Guardians.

5. Assignments of answering previous university question papers is given to all the students.

6. Preliminary examination is conducted for 3rd year and 1st year postgraduate students at least two months prior to the university examination. A year end internal assessment examination is conducted for the 2nd year postgraduate students.

File Description	Document
Link for academic calendar	<a href="#">View Document</a>
Link for dates of conduct of internal assessment examinations	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

## 2.5.2

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

#### **Response:**

**Institutional internal assessment:** The academic calendar is prepared by academic committee of our Institute in consultation with various other committees at the beginning of every calendar year. The academic calendar of RGUHS is taken into consideration while preparing our institutional calendar.

The students are made aware of this academic calendar by mentors and class representatives, ahead of time. These notices are also prominently displayed on the student notice board. Three internal examinations are conducted as per the academic calendar.

Assessment of the three internal examinations conducted by the College is done in a timely manner. The answer scripts once evaluated are shown and discussed with the students. The marks of the three internal assessments are displayed on the departmental notice board. The best of two IA are considered to arrive at the final IA marks. This is displayed on departmental notice boards and students are requested to approach the departmental staff in case of any discrepancies. If the student is agreeable to the final IA, his/her signature is obtained and sent to the university. Therefore, transparency is maintained at every stage of IA and the student is free to approach departmental staff in case of any grievances.

Though RGUHS and Dental Council India (DCI) does not mandate any IA for postgraduate students, our institution goes the extra mile by preparing the students for university exams by conducting CIE throughout the course. IAs are conducted for 1st and 2nd MDS. For 3rd MDS students mock preliminary exams are conducted prior to final University exams. The answer scripts of the PG students are evaluated and discussed with them.

**University examination:** Digital online valuation is carried out by RGUHS at appointed Centre's with high degree of security. This system is therefore, both fast and efficient and prevents any delay in announcement of results. The in charge of institutional examination committee is the de-facto liaison officer who approaches the University on behalf of the students to deal with any grievance associated with these examinations. RGUHS has a well-established digital online evaluation software for evaluation of answer scripts. University practical/Clinical examination marks are uploaded through RGUHS online portal on the very day that the examination is conducted. This RGUHS software is secure and transparent.

**Grievances Redressal mechanism:** The RGUHS offers the facility to any student to challenge the declared results. Any grievances related to examination are dealt immediately by the institutional liaison officer to solve the grievances.

**Providing access to answer scripts:** The University has a facility wherein the aggrieved student can request a photocopy of their answer scripts if they have any issues related to marks obtained.

**Provision of re-totaling:** After evaluating the photocopy of the answer scripts, if the student feels there is an issue with the totaling of marks the student has got provision to apply for re-totaling of marks online.

File Description	Document
File for number of grievances regarding University examinations/Internal Evaluation	<a href="#">View Document</a>
File for details of University examinations / Continuous Internal Evaluations (CIE) conducted during the last five years	<a href="#">View Document</a>
File for any other relevant information	<a href="#">View Document</a>

### 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:**

- 1. Examination procedures:** Every year during University theory exams, the subject expert will verify the question paper which is received by the university through online portal half an hour before examination. If there are any discrepancies immediately information is sent through online portal for rectification. All this process will happen before commencement of exams. Upon verification and rectification if any, the question papers are distributed to the students.
- 2. Processes integrating IT:** University exams are completely digitalized from receiving online question paper to scanning the answer scripts and digital evaluation of the same. Examination happens in a very transparent manner and is monitored continuously through CCTV cameras and video recording which is also centrally monitored live by RGUHS. Online uploading of both

theory and practical marks on the secure university examination software facilitates accurate and rapid announcement of results. Our institution is currently using a comprehensive campus management software-Edumerge solutions. This software has an internal IA examination and evaluation module with facility for online tests and assessment, Performance Evaluation & generation of progress Report card.

3. **Continuous Internal Assessment system:** Three internal examinations are carried out for undergraduates. Three internal examinations are carried out for post -graduate students. Apart from this periodic test are also conducted for UGs & PGs at department level.
4. **Competency based assessment:** The practical/clinical internal assessment conducted for both UG and PG helps our faculty to assess the competency level of students. Apart from this various clinical and preclinical activity carried out on models, simulators and patients also help in competency-based assessment. Question banks for MCQs are prepared topic wise and exams are conducted which helps UG student to think analytically which in turn helps them to prepare for their PG entrance exams.
5. **Work place-based assessment:** Day to day assessment of students' preclinical work and clinical work are continuously monitored, evaluated and documented in the student's log book /journals.
6. **Self-assessment:** After completing the syllabus UG students are given tests which they have to evaluate themselves. The answers are provided by the staff. This exercise lets them know their shortcomings and motivates them to perform better.
7. **OSCE/ OSPE:** The clinical departments have adopted this method of assessment for the undergraduate students. The students are trained and examined on all the components of comprehensive patient care using stations. Viva cards have been used for objectively assessing the students.

Examination process is continuously reviewed by the departmental staff on an annual basis and efforts are made to bring about reforms and improvement in the exam process by including innovative, clinically oriented and evidence-based assessment methods.

File Description	Document
Link for any other relevant information	<a href="#">View Document</a>
Link for Information on examination reforms	<a href="#">View Document</a>

#### 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	<a href="#">View Document</a>
Policy document of midcourse improvement of performance of students	<a href="#">View Document</a>
List of opportunities provided for the students for midcourse improvement of performance in the examinations	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

## 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:**

On the first day of entry of a student (UG/PG) an orientation program is conducted by our institution wherein learning outcomes (generic and program-specific) and graduate attributes as per the provisions of the Regulatory bodies and the University are conveyed.

#### **1. Stated learning outcomes for each program / course as stipulated by the appropriate Regulatory bodies and the University:**

**Learning outcomes of the BDS course:**

The graduate should acquire the following during the period of training: Adequate knowledge of the scientific foundations on which dentistry is based and good understanding of various relevant scientific methods, principles of biological functions and should be able to evaluate and analyze scientifically various established facts and data. Adequate knowledge of the development, structure and function of the teeth, mouth and jaws and associated tissues both in health and disease and their relationship and effect on general-state of health and also the bearing on physical and social well-being of the patient. Adequate knowledge of clinical disciplines and methods, which provide a coherent picture of anomalies, lesions and diseases of the teeth, mouth and jaws and preventive, diagnostic and therapeutic aspects of dentistry. Adequate clinical experience required for general dental practice.

Adequate knowledge of biological function and behaviour of persons in health and sickness as well as the influence of the natural and social environment on the state of health so far as it affects dentistry. Able to diagnose and manage various common dental problems encountered in general dental practice

Acquire skill to prevent and manage complications if encountered while carrying out various procedures. Possess skill to carry out required investigative procedures and ability to interpret laboratory findings. Promote oral health and help to prevent oral diseases Competent in control of pain and anxiety during dental treatment.

**Learning outcomes of the MDS course:** The postgraduate should be able to describe etiology, pathophysiology, principles of diagnosis and management of common problems within the specialty in adults and children. Identify social, economic, environmental and emotional determinants in a given case and take them into account for planning treatment. Recognize conditions that may be outside the area of specialty/competence and to refer them to an appropriate specialist. Update knowledge by self-study and by attending courses, conferences, seminars relevant to specialty. Undertake audit, use information technology and carryout research with the aim of publishing or presenting the work at various professional gatherings. Take a proper clinical history, examine the patient, perform essential diagnostic procedures and order relevant tests and interpret them to come to a reasonable diagnosis about the condition. Acquire adequate skills and competence in performing various procedure required in the specialty.

**2. Methods adopted by the College for the assessment of the same:** Formative assessment and feedback with grades Online tests and quizzes Three internal assessment for UG students, revision tests and PG mock examination for PG students, evaluation forms, viva voce, pedagogy and practical examination.

File Description	Document
Link for methods of the assessment of learning outcomes and graduate attributes	<a href="#">View Document</a>
Link for relevant documents pertaining to learning outcomes and graduate attributes	<a href="#">View Document</a>
Link for upload Course Outcomes for all courses (exemplars from Glossary)	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

## 2.6.2

### Incremental performance in Pass percentage of final year students in the last five years

**Response:** 90.51

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

2021-22	2020-21	2019-20	2018-19	2017-18
64	51	47	76	74

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

2021-22	2020-21	2019-20	2018-19	2017-18
65	55	51	80	84

File Description	Document
Trend analysis for the last five years in graphical form	<a href="#">View Document</a>
Reports from Controller of Exam (COE) office/ Registrar evaluation mentioning the relevant details and the result analysis performed by the institution duly attested by the Head of the Institution	<a href="#">View Document</a>
List of Programmes and the number of students passed and appeared in the final year examination each year for the last five years	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for the annual report of examination results as placed before BoM/ Syndicate/ Governing Council for the last five years	<a href="#">View Document</a>

### 2.6.3

**The teaching learning and assessment processes of the Institution are aligned with the stated learning outcomes.**

**Response:**

Each course outcome of individual courses is assessed with respect to the attainment level. The attainment level is judged based on the student average performance in the university examination as reflected in the results analysis. Attainment is measured in terms of actual percentage of students getting a set percentage of marks. If targets are achieved, then all the course outcomes are attained for that year and the program is expected to set higher targets for the following years as a part of continuous improvement. If targets are not achieved then an action plan is put in place to attain the target in subsequent years. Course outcomes are measured based 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 Program outcomes, program specific outcomes

and course outcomes are assessed through the success rate of students in internal assessments, university exams, ability to handle situations and being employed as per skills.

**All students at the time of graduation will be able to do:**

1. **Critical Thinking:** Take informed actions after identifying the assumptions that frame thinking and actions.
2. **Effective Communication:** Speak, read, write and listen in person and through electronic media and make meaning of the world by connecting people, ideas, books, media and technology.
3. **Social Interaction:** Elicit views, mediate disagreements and help community.
4. **Environmental Sustainability:** Understand the issues of environmental context and sustainable development.
5. **Life-long Learning:** Acquire the ability to engage in independent and life-long learning in the broadest context of socio-technological changes.
6. **Be a Citizen with Ethical Values:** 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. The high pass percentage is another indication of the success of learning process in the course outcomes. A large number of students are inspired and enthused by the successful outcome of their learning throughout their graduate program and pursue postgraduate studies. This is an indication of attainment of program outcomes, program specific outcomes and course outcomes as desired by the institution.

File Description	Document
Link for programme-specific learning outcomes	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

**2.6.4**

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

**Response:**

The freshly joined students and their parents attend an orientation program immediately after their admission. They are sensitized regarding the academic curriculum, disciplinary measures and anti-ragging rules. On the same day the mentors will interact with the parents and collect their address, phone

numbers and email ids. They are also taken for a guided tour of the college campus including visit to all departments, hostel and mess facilities. The mentors' reports are regularly communicated to the students by telephone, private social media groups and emails. Hence the mentors(teachers) are in regular contact with each other.

Parent teacher meetings are conducted annually.

After conducting parents' teachers meet for 1st, 2nd 3rd, 4th and Interns batch, some of the parents had posed a few queries which were addressed suitably.

To quote a few queries and answers: -

1.Parents asked internal assessment marks to be sent to them

-All mentors have been instructed to send the Internal Assessment Marks to the parents regularly

2. Some Parents wanted to know about the examination dates

-All mentors were instructed to convey the examination dates to Parents regularly.

File Description	Document
Link for proceedings of parent –teachers meetings held during the last 5 years	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>
Link for follow up reports on the action taken and outcome analysis.	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

### 2.7.1

**Online student satisfaction survey regarding teaching learning process**

**Response: 3.71**



## 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:** 43

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

2021-22	2020-21	2019-20	2018-19	2017-18
33	35	37	32	32

#### 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](#)

Any 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:** 2.33

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	2	3	0	4

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Fellowship award letter / grant letter from the funding agency	<a href="#">View Document</a>

### 3.1.3

#### Total number of research projects/clinical trials funded by government, industries and non-governmental agencies during the last five years

**Response:** 9

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

2021-22	2020-21	2019-20	2018-19	2017-18
3	0	2	0	4

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

## 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:**

Central Research Laboratory (CRL), established in 2004, plays a pivotal role as an Incubation Centre of Maratha Mandal Group of Institutions. Housed in the premises of Maratha Mandal's Nathajirao G Halgekar Institute of Dental Sciences and Research Centre, it boasts of state of art facilities for research in Oral Microbiology, Molecular Biology and Immunology and Cell Culture.

The institution has been credited for establishment of facilities for research in Oral Microbiology for the first time in the country. Another unique feature of the laboratory is that it offers infrastructure and

technical expertise in the above-mentioned fields of life sciences to students and faculty from all over the country in the field of Dentistry, Medicine, Pharmacy, and Ayurveda to undertake research activities. Over the past 17 years, over 2100 students from all streams of Health Sciences (Post Graduate and Undergraduate students, Research Scholar's, Entrepreneur's) have used the facility of our CRL to bring their innovative ideas to fruition. Several students have won best paper awards at national and international fora.

Our institution is also recognized as Scientific and Industrial Research Organization (SIROs) by the Department of Scientific and Industrial Research under the scheme of Recognition of Scientific and Industrial Research Organization (SIROs), 1988. We have registered Ethics committee under Drug Controller General (India) Central Drug Standard Control Organization. Our institution has a Animal house, Drug Discovery Lab, Herbal garden and COVID testing lab, which is NABL accredited. In recognition of our contribution for promoting Oral Microbiology research in India, the center has been awarded the status of "Nodal reference center for research work in oral microbiology" in the year 2009 by RGUHS, Bangalore. The institution is also a recognized PhD center by RGUHS since 2010.

The CRL has MOUs with various universities, academic institutions, industrial setups and regional center of ICMR (ICMR-NITM) to promote research in the area of our expertise. The center is also involved in working on several funded projects from VGST Karnataka, ICMR, industry and RGUHS Bangalore. The centre has grown in strength with each passing year and today has advanced research facilities and expertise in the fields of anaerobic bacteriology, various aspects of molecular biology, immunology and tissue culture. Ours was the only stand alone institution amongst the 16 awardees in the world, (the rest being Universities), to be recognized by Seeding Laboratory, Boston, USA for being awarded with Instrumental Access program in the year 2018-2019.

Faculty from the Centre have delivered guest lectures and also conducted workshops in various parts of the country to create awareness and promote research in the field of Oral Microbiology, Molecular Biology, and Immunology. Our Centre also conducts hands on training to postgraduates and faculties from different branches of life sciences all over the country to optimize protocols in the areas of their interest.

File Description	Document
Link for details of the facilities and innovations made	<a href="#">View Document</a>

### 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: 6**

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	2	1	0	1

File Description	Document
Report of the workshops/seminars with photos	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 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:** B. Any 3 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	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 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:** 0.67

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: 116

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

Response: 173

File Description	Document
PhD/ DM/ M Ch/ PG Degree Award letters of students (with guide's name mentioned)	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 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:** 2.58

File Description	Document
Institutional data in prescribed forma	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 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	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 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:** 24

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.

2021-22	2020-21	2019-20	2018-19	2017-18
4	3	5	5	7

File Description	Document
List of students in NSS/NCC/Red Cross/YRC involved in the extension and outreach activities year-wise during the last five years	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated	<a href="#">View Document</a>
Any additional informatio	<a href="#">View Document</a>

#### 3.4.2

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

**Response:** 67.18

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

2021-22	2020-21	2019-20	2018-19	2017-18
136	133	165	169	259

File Description	Document
Institutional data in prescribed forma	<a href="#">View Document</a>
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	<a href="#">View Document</a>

### 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:

**GUINNESS world record:** “Largest Bollywood dance” was achieved by MM group of institutions in Belagavi, Karnataka in 2017, for this unique performance. GUINNESS world record was awarded & was handed over to our chairperson Smt. Rajshree Nagaraj. All the Staff and students of our Institute enthusiastically participated in this event.

At our institute we always encourage all staff and students to actively take part in extension activities. In 2017, 2018 and 2019 we received certificate of appreciation from **Sahara Drug de-addiction and rehabilitation center, Shree shakti de-addiction center** for conducting dental checkup camp and counseling. Similarly, every year we conduct **blood donation camp** for which we have received certificate of appreciation from Belagavi institute of medical sciences, Mahaveer blood bank and Belgaum blood bank.

**BEST BRANDED PHOTO:** World oral health day is an initiative of FDI world dental federation; an organization that brings together the world of dentistry with the aim of achieving optimal oral health for everyone. On the 20 march every year, FDI ask the world to unite to help reduce the burden of oral diseases, which affect individuals, health systems and economies everywhere. World oral health day aims to empower people with the knowledge, tools and confidence to secure good oral health. World oral health day targeted to individuals to take personal action, schools and youth groups to deliver learning activities about oral health, oral health professionals and the wider healthcare community to educate the populations they serve and governments and policymakers to champion better oral health for all. FDI relies on individual action worldwide to roll out world oral health day in each country and create a truly global movement. The activities will be recognized as most educational activity, best media campaign, most original activity, best social media campaign, best campaign by a dental practice or other healthcare setting and best branded photo. A winner is selected for each award category. FDI recognized the activity conducted by Public health dentistry department and awarded the Best Branded Photo Award in 2021 to Maratha Mandal’s Nathajirao G Halgekar Institute of Dental Sciences and Research Centre, Belagavi. Public health dentistry department organized school visits to raise awareness about oral health and demonstrate the proper tooth brushing technique. The winning photo was taken at Maratha Mandal's Central High School, Belagavi, Karnataka, India. The children used the World Oral Health Day campaign frames to show that they were proud of their mouths. Toothie, FDI’s oral health mascot

for children, featured on posters and fact sheets that was displayed in the background.

Our institute is actively involved in spreading awareness about female hygiene and distributed free sanitary pads at various school and organization for which we have received certificate of appreciation from the organization.

File Description	Document
Link for any other relevant information	<a href="#">View Document</a>
Link for e-copies of the award letters	<a href="#">View Document</a>
Link for list of awards for extension activities in the last 5 year	<a href="#">View Document</a>

### 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:**

The students and staff from our Institute are involved in carrying out institutional social responsibility activities, which includes diagnostics, screening and treatment camps for oral diseases, blood donation camps, Padmanath Anna Bhagya Scheme (this scheme provides free nutritious and sumptuous Indian meal for the patients on a daily basis at the dental college premises). We were awarded a Guinness world record for conducting Aarav 2017 - A dance for peace- where uniformly dressed students of Maratha Mandal Institutions danced on 5 patriotic songs. Awareness programs like World Oral Health day, World Health day, World No Tobacco day, Aids awareness program, World environment day, National toothbrushing day, Female foeticide, Shikha-Shikva (learn-teach) and Rally for rivers. The institution encourages the involvement of students and staff in socially responsible activities including participation in NSS, Youth Red Cross (YRC) and other national / international programs. NSS helps the student's development and appreciation to other persons point of view and also show consideration towards other living beings. Activities such as Van-Mahotsav, flood relief camps, Swachh Bharath Abhiyan, sharing and caring event (donations for NGO working towards HIV Children) and many rallies were conducted to bring awareness to society at large. The genesis of YRC unit formed in association with Indian Red Cross Society, Belagavi is to inculcate an attitude of service in our youth towards society, understanding and accepting of civic responsibility, maintaining a spirit of friendliness and helpfulness towards other youth globally. To inculcate the spirit of the Red Cross movement, the students of our institution participate in various events organized by YRC committee like National youth day, Voluntary blood donation camps, World Red Cross day, First aid workshop, Vanmahotsav by planting saplings in various schools. The Institution also conducted a Basic Life Workshop for teachers of Maratha Mandal schools wherein they were trained in management of airway obstruction, CPR and emergency management of unconscious victim. With the objective of disseminating knowledge of health and personal hygiene among women, our women staff were trained in imparting education within their homes and



neighborhood. Sanitary pads were distributed free of cost to them. also provided for distribution to them. Sanitary pad vending machines have been installed at easily accessible areas of the city, where sanitary pads are distributed free of cost.

Our students visit schools, deaddiction centers, primary health center to know various aspects of oral health care in the community. Students are involved in periodic house to house visits to create awareness in community regarding the dental disease, ill effects of tobacco and other deleterious substances, importance of dental hygiene. These extension activities conducted by our Institute sensitize our students in understanding various socio-economic issues plaguing our society. Students are sensitized about the oral health conditions of the rural populations by visiting to the primary health center and dental checkup camps. As a direct consequence of the above activities development of soft skills and attitude of empathy and compassion are generated in the tender hearts of the students.

File Description	Document
Link for details of Institutional social responsibility activities in the neighbourhood community during the last 5 years	<a href="#">View Document</a>

### 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:** 4.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
6	06	3	0	6

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Certified copies of collaboration documents and exchange visits	<a href="#">View Document</a>
Any other Information	<a href="#">View Document</a>

#### 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:** 23

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: 23

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
E-copies of the MoU's with institution/ industry/ corporate house, Indicating the start date and completion date	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 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:**

There is adequate technologically advanced facility for teaching and learning in the institute. There are 4 ICT-enabled classrooms with 60-seater capacity with total of 4412 sq. ft area. LAN connection and smart boards are present in three classrooms and white projection board in one classroom. There are 09 seminar rooms which are ICT enabled with LAN facility and LCD projectors. Auditorium is ICT enabled with Air-conditioned 180-seater capacity, LAN facility and projectors where live demonstrations can be given, webinars are conducted, and tele-conferencing is done. A 6500 sq. ft. examination hall is also wi-fi enabled with 2 computers, scanners, and printers for ease of operation and a projector to conduct various academic programs as well.

We have well equipped 9 spacious dental departments that enable proper learning for students and facilitates quality patient care with desired outcomes. Students are encouraged to carry out evidence-based treatment modalities. Regular checkup and treatment camps along with patient education programs are held to facilitate community-based learning. We have a well-equipped mobile van where basic dental procedures are carried out in the camps. We have well equipped medical and dental laboratories which helps students attain strong foundation on basic medical and dental knowledge.

We have a state of art Central Research Laboratory of 10500 sq. ft, with sophisticated equipment with great ambience and infrastructure. It is Wi-Fi enabled and have all the facilities to render great platform for research nation-wide. CRL has MOUs with various institutes and research Centre's which makes it research hub. The work of the research grants awarded to the faculty is carried out in CRL. Additionally, we also have drug discovery lab and animal house of 2512 sq. ft. which is utilized for research purpose.

We have skill labs in departments of Conservative dentistry and Endodontics, Prosthodontics, Crown and Bridge, Oral Pathology and Microbiology. Department of oral and maxillofacial surgery has Basic life support training lab. All these labs are well equipped and provide a basic platform to enhance their skills before working on patients in the clinical area. Casting laboratories and ceramic laboratories also add to the quality treatment care for our patients

File Description	Document
Link for geotagged photographs	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>
Link for list of available teaching-learning facilities such as Classrooms, Laboratories, ICT enabled facilities including Teleconference facilities etc., mentioned above.	<a href="#">View Document</a>

#### 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:**

Our institution provides adequate facilities for recreational activities for staff and students. Staff and students are encouraged to participate in the same. We have a 16000 sq. ft playground in the campus established in 2004 which is regularly utilized for outdoor games such as football, cricket, throw ball, volleyball. An indoor games room at the basement of the college building is established since 2017 with various indoor games facility for table tennis, carom, and chess. A bigger playground close to our campus is also rented during the annual sports events.

A 2630 sq. ft large auditorium is established in 2004 where all the cultural events are conducted. Auditorium has good audio-visual aids to carry on the programs. A 12350 sq. ft. outdoor space in the campus established since 2004 is also utilized for cultural events which also has an open-air amphitheater.

A well-equipped gymnasium and yoga room is present in the hostel premises for students to use during their free time

File Description	Document
Link for any other relevant information	<a href="#">View Document</a>
Link for list of available sports and cultural facilities	<a href="#">View Document</a>
Link for geotagged photographs	<a href="#">View Document</a>

#### 4.1.3

**Availability and adequacy of general campus facilities and overall ambience**

**Response:**

Our campus has a very pleasing ambience with lot of greenery as well as herbal garden. Institution is located within the heart of the city and has good connectivity for patients and student commuting. A bus stop is situated adjacent to our institute.

One boys' hostel and two girls' hostel are present within the campus with good facilities for a comfortable stay for our students. We have Single rooms and sharing rooms for two students in each room facility. There are attached bathroom facility for single rooms and common bathroom for sharing rooms. The ratio of students to rest rooms is adequate for comfortable stay. We also have shared apartments for girl students to stay where two students share a room. We have two guest apartments and an apartment for warden within the campus. We also have security guard for hostel. A hygienic mess with nutritious food is available in the hostel and a canteen is also present within the campus. The mess facility is free for the hostilities. Anna Dana Kendra is a facility provided, exclusively in our campus, where patients are provided with free food between 12.00 am-1.00 pm.

A MOU with Kasbekar Metgud hospital (KMC) has been signed to take care of hospital needs of the students and staff at concessional rates. KLE Arogya card has been issued to all the non-teaching staff by the management. An ambulance is available for any medical emergency and a medical store is also present in the campus. Adequate signage is available for proper guidance within the campus. Special ramps and toilets along with wheelchair are available for physically challenged students & patients. Lift facility is being made available in the academic building.

File Description	Document
Link for photographs/ Geotagging of Campus facilities	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

**4.1.4**

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

**Response:** 20.69

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

2021-22	2020-21	2019-20	2018-19	2017-18
62	36	205	35	275

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.	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Audited utilization statements (highlight relevant items)	<a href="#">View Document</a>

## 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:**

We far exceed the requirement as stipulated by DCI/RGUHS for laboratory facilities for teaching and learning in the hospital. Well-equipped preclinical laboratories provide students with the skill sets needed to work on patients.

There are 10 spacious well-equipped specialty departments which render good patient care and facilitates to teach and upskill the students. Our clinical departments are equipped with sophisticated equipment like multiple lasers, endodontic microscopes, digital OPG radiographs, Radiovision graphics, Stereomicroscope, well equipped OT in oral surgery department, Conscious sedation unit for pediatric patients, piezo surgical unit, multiple implant systems.

All the skill labs along with the Central research laboratory, animal house and medicinal garden provide a great support for research and development. We have well equipped medical and dental laboratories which helps students attain strong foundation on basic medical and dental knowledge.

Though it is not stipulated by regulatory body (DCI), we have a state of art Central Research Laboratory of 10,500 sq. ft, with high end equipment pertaining to molecular biology and immunology and has great ambience and infrastructure. It is Wi-Fi enabled and has all the facilities to render great platform for research nation-wide. CRL has MOUs with various institutes and research Centre's of repute.

Many grants are facilitated to research work that is carried out in CRL.

Research facility is augmented by state-of-the-art animal house, drug discovery lab and medicinal garden with over 70 varieties of medicinal plants. The animal house presently is built in 1,200 square feet and is used for housing rats, mice, guinea pigs and rabbits. The animals are housed in an individual room where temperature and humidity are maintained at 22 degree C with CC camera in place as per CPCSEA guidelines. The facility is being used to evaluate the new chemical moiety from natural products and for toxicity and safety studies.

The laboratory is established to evaluate the medicinal plants/ new chemical entities for their pharmacological activity, safety, and toxicity. The facility is used for the Post Graduate students, Researchers and Pharmaceutical industries to carry out their dissertation and thesis work by following the OECD guidelines.

We also have skill labs like Preclinical Operative, preclinical prosthetics, Dental anatomy. Our Basic life support training skills lab is equipped with world class mannequins and other accessories to impart knowledge and preclinical skills in saving lives. These labs provide a basic platform to enhance students skills before working on patients in the clinical area.

Casting laboratories and ceramic laboratories also add to the quality treatment care for our patients. We have department specific museum which demonstrate to students the gist of every department.

Our Institute has a MOU with government district hospital for utilization of facilities for training of students in General Medicine and General Surgery. We also have MOUs with various other hospitals to enhance clinical exposure of our students. Regular camps are held to facilitate community-based learning. We have a well-equipped mobile van where basic dental procedures are carried out in outreach programs.

File Description	Document
Link for the list of facilities available for patient care, teaching-learning and research	<a href="#">View Document</a>
Link for the facilities as per the stipulations of the respective Regulatory Bodies with Geotagging	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

#### 4.2.2

##### Average number of patients per year treated as outpatients and inpatients in the teaching hospital for the last five years

**Response:** 376003.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
211992	181404	386855	444198	490390

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

years.

2021-22	2020-21	2019-20	2018-19	2017-18
30941	18100	34036	37536	44565

**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](#)

**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:** 113.4

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.

2021-22	2020-21	2019-20	2018-19	2017-18
89	95	121	105	91

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.

2021-22	2020-21	2019-20	2018-19	2017-18
11	15	13	12	15



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	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Details of the Laboratories, Animal House and Herbal Garden	<a href="#">View Document</a>
Detailed report of activities and list of students benefitted due to exposure to learning resource	<a href="#">View Document</a>

#### 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:** A. All of the above

File Description	Document
Institutional prescribed format	<a href="#">View Document</a>
Government Order on allotment/assignment of PHC to the institution	<a href="#">View Document</a>
Geotagged photos of health centres	<a href="#">View Document</a>
Documents of resident facility	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 4.3 Library as a Learning Resource

#### 4.3.1

**Library is automated using Integrated Library Management System (ILMS)**

**Response:**

Library has been designed with a lot of care, paying adequate attention to the needs of both the faculty and students.

It has rich collection of textbooks, reference book and good number of International/ National Journals, Newspapers, Magazines. Library provides electronic resources (E-Journals, E-Question papers) facility. The material is also easily accessible on all computers of the college.

Library area is 5416 sq. ft & Seating capacity of reading 150. The entire library is covered by CCTV camera surveillance.

Integrated Library Management System (ILMS):-

Library was initially automated with Book Vault software and now migrated to Edumerge. It is used for various housekeeping operations such as Inquiry, Circulation, and Management Reports.

Features of Library Software: -

- Total no. of books
- Books issued & returned today
- Due books of current day
- Number of subjects
- Books being maintained
- Books being requested and pending fees

Library Services: -

The Library offers many services in support of academic and research work.

Library provides the following services: -

1. Circulation Service
2. Reference Service
3. Printing and Reprographic / Scanning Service
4. E-Resource access
5. Question Bank facility

Year of commencement completion of automation: 2015

File Description	Document
Link for any other relevant information	<a href="#">View Document</a>
Link for geotagged photographs of library facilities	<a href="#">View Document</a>

### 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:**

The main focus of any good library is to promote educational, research, cultural, recreational and informational requirements of students, teachers, researches and general users. A library also disseminates useful information and encourages life-long learning. To do so the primary focus of our institute is to keep our library up-to-date and make it user friendly for all the staff and students. Our library houses total of 3653 books of 1333 titles, 28 specialty-based journals with 227 back dated volumes, 162 e-copies (CD) of books, 48 e-journals (Helinet), 81 back volume e-journals (CD), 245 rare/advanced books, 05 Manuscript, daily newspapers and other study materials for all departments. We have approximately 1: 14 students to books ratio even when all students referred books at a time. Our Library also caters to the specific and general requirements of each department and houses various advanced references other than those recommended by regulatory bodies.

The library has reference materials from multiple authors and a number of copies for the same, so as our students and staff have availability of a wide choice, and multiple copies of each can be issued if needed for the same. We also have advanced references or rare books, manuscript in the reference section of library.

All books and journals pertaining to dental and medical literature are available in English language. Journals are issued for reference on daily basis, whereas books are issued for a week, and reissued as per need. A separate section of reference books are available for SC\ST students where books are issued for the students which they can retain for the period of a year.

Journals besides being in paperback form are also available online and different journals can be accessed through online portal. We have back volumes of journals since 1990. Our students can have access to the library from 8:30 am to till 9:00 pm. on all working days and on Sunday from 9.00 am to 12.00 noon. During exam preparatory days, from 8:30 am to 12.00 midnight.

Regarding automation of our library, we are in the process of migrating from Book vault software to Edumerge. This enterprise resource planning system for the library will enable to track items owned, orders made, bills paid and patrons who have borrowed and will help save time and enable easy maintenance. The goal of our library is to promote round the clock availability of reading material and eliminate physical boundary.

We have also undertaken digitization to increase efficiency and productivity, better resource

management, enhance access to reading material and to improve the preservation of the available library material.

Every department of our institute has their own department library consisting of routinely used specialty reference books, dissertations of our students and students of other university, library dissertations and reference books donated by Alumni and journals pertaining to specialty donated by staff.

We earmark a budget of 35 lakhs annually for the central library, which is utilized for books, journals, e-journals, library equipment and maintenance.

File Description	Document
Link for geotagged photographs of library ambiance	<a href="#">View Document</a>
Link for data on acquisition of books / journals /Manuscripts / ancient books etc., in the library.	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

### 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:** C. Any three of the above

File Description	Document
Institutional data in prescribed sormat	<a href="#">View Document</a>
E-copy of subscription letter/member ship letter or related document with the mention of year	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 4.3.4

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

**Response:** 20

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)

2021-22	2020-21	2019-20	2018-19	2017-18
16	15	23	25	21

<b>File Description</b>	<b>Document</b>
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	<a href="#">View Document</a>
Proceedings of library Committee meeting for allocation of fund and utilization of fund for purchase of books and journals	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Audit statement highlighting the expenditure for purchase of books and journal library resources	<a href="#">View Document</a>

**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:**

Our library is situated on the second floor of our building with 5416 Sq. ft area and 150 seating capacity. It offers a quiet place to study as well as computer access. The primary function is to provide a comfortable ambience to study. Our students and faculty use library to research their topics for papers, thesis, prepare for exams from books, journals available. Not all information is available in offline mode hence our library is equipped with Helinet consortium facility where our students and faculty can access e-journals and e-books through our digital library. Log in Ids are created for every individual.

**Our library at Maratha Mandal's Nathajirao G. Halgekar Institute of Dental Sciences and Research Centre also offers many other resources such as: -**

- Library staffs, who can offer research assistance, help you cite courses properly, direct you to appropriate scholarly articles, and much more.

- Our institute has library committee consisting of faculty members from different departments and the librarians who actively participate in smooth functioning of library. They regularly interact with students and faculty members to disseminate the information available of different types of resources and their effective utilization.
- Regular feedback is taken from students and faculty for upgradation of resources that are required and accordingly the updation of resources in the form of books and journals is carried out.
- The students also use LMS system to access library regarding availability of books, journals and other reading materials available at any point that saves their time and tedious task of searching through every book available.
- Our library has a separate reading section for undergraduates, postgraduates, faculty and Separate digital library section.

In addition, our students are all oriented with the usage, timings, access, resources available any or all other relevant information for our students. Library access to our student is from 8:30 A.M to 9:00 P.M every day except Gazetted holidays.

**Library user programs organized:**

- Central library along with the CDE cell conducted program to highlight the importance on effective use of library as an informative source. Dr Bharat Alasandi, gave a brief lecture on “Information Sources and services to Medical College Library Users: with special reference to Dental college library users”. He also demonstrated the effective use of digital library for searching information. Highlights of his talk were on
  - o Useful information sources
  - o Web based information sources for medical science
  - o Various library Services offered to medical college library users

File Description	Document
Link for any other relevant information	<a href="#">View Document</a>
Link for details of learner sessions / Library user programmes organized	<a href="#">View Document</a>
Link for details of library usage by teachers and students	<a href="#">View Document</a>

**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 One of the above

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Give links e_content repository used by the teachers	<a href="#">View Document</a>
Links to additional information	<a href="#">View Document</a>

**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: 15

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

Response: 15

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Geo-tagged photos	<a href="#">View Document</a>
Consolidated list duly certified by the Head of the institution	<a href="#">View Document</a>

**4.4.2**

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

**Response:**

Institution frequently updates its IT facility and computer availability for students learning. There are 21 desktops with Wi-fi facility and academic block with LAN facility.

Central library has 14 dedicated LAN computers in the digital section for use of the students to access e-learning resources including Helinet Consortium. Departments have 39 N-computing computers for learning purpose. Central Research Laboratory has 6 desktops with Wi-Fi facility and 4 N-computing computers which are accessed by the students for research purpose.

3 desktops, one in each classroom, are available with LAN facility. 1 separate computer is available additionally in the classroom for NEET online coaching for the enrolled interns. Laptop with Wi-Fi facility is available in Classroom 4

Institution is aware of Digital India empowerment as well as importance of information and communication-based technologies for learning and updating of knowledge. Thus, the institution has invested in the various infrastructural facilities

**1.Internet facilities:** The campus has ICT enabled classrooms, auditoriums, seminar halls, office workspaces, library, computer labs and digital library. Currently, we have three connections for internet facility; a bandwidth of 100 MBPS, and one broadband connection up to 30 MBPS is available. The internet bandwidth in the campus is enhanced periodically as per the technological advancements and requirements. Our entire Campus is Wi-fi enabled.

**2.Hardware:** Hardware consisting of Desktops, laptops, printers, scanners, LCD projectors, SMART classrooms (4), Photocopiers and CCTVs cameras. Every department has its own set of hardware required for academic and administrative purpose. Periodic upgrading and investment in newer hardware is always in process. 2 Central servers are available with the capacity of 4 TB and has connectivity to all LAN computers.

**3.Software –** Densmart Patient Management and Edumerge Learning Management Software

File Description	Document
Link for documents related to updation of IT and Wi-Fi facilities	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

**4.4.3**

**Available bandwidth of internet connection in the Institution (Lease line)**



**Response:** 50 MBPS-250 MBPS

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Details of available bandwidth of internet connection in the Institution	<a href="#">View Document</a>
Bills for any one month of the last completed academic year indicating internet connection plan, speed and bandwidth	<a href="#">View Document</a>

## 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:** 34.61

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)

2021-22	2020-21	2019-20	2018-19	2017-18
186	87	173	158	212

<b>File Description</b>	<b>Document</b>
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	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Link for any additional information	<a href="#">View Document</a>

### 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:**

The academic assets in the form of classrooms, Laboratories and dental clinics are optimally utilized. The faculty are provided with the staff rooms and student common rooms are available. The campus is disabled friendly with lifts, wheelchair, and facilities like ramps. Reserved car parking dedicated for faculty and patients is provided.

**Maintenance of Physical Infrastructure:** There is an in-house maintenance engineer with a team of Carpenters, Electricians, plumbers, and Gardeners who take care of the maintenance of the campus. Housekeeping is done by the institute's inhouse help and maintenance of Air Conditioners are outsourced.

Dedicated well trained full-time dental technicians are appointed who take care of maintenance of dental chair and dental equipment's. CMC/AMC with various companies are made for specified hi-tech dental equipment. Repair and maintenance of the sophisticated equipment are outsourced. Yearly maintenance of the equipment is done by the maintenance staff. Systematic waste disposal of Biomedical waste is done regularly and is outsourced to Common Bio Medical Waste Treatment Disposal Facility (CBMWTF). General waste too is disposed through city corporation waste disposal service.

**Library:** There is a central Library with a seating capacity for 150 students and staff with adequate number of books and Journals available. There are two librarians and two support staff for management and maintenance. Every year new books and journals will be added to the library. Each department has a departmental Library. The records of daily number of visitors, students and staff are maintained in a register. The library committee formulates the library policies which includes SOPs on schedule of issue/return of books etc.

**Sports:** Institute has a Sports committee, which looks after the sports facilities provided to the students. The committee, along with the engineer, helps in maintenance of Indoor sports room which is located in the campus. Students are encouraged to participate in annual sports/cultural activities conducted by our institute, other institutions, inter-institutional and university events.

**Computers:** All departments have been provided with desktops with N-computing facility. An adequate number of computer systems are provided to each department and maintenance of these computers are done by in-house technicians. For accessing e-content in the library, 14 computers with LAN facility are provided.

**Classrooms:** Well ventilated spacious classrooms with ICT enabled facility specified to each class for lectures are present. In the department Seminar Halls postgraduates present Seminar, journal clubs and case presentations. Laboratories, clinics, examination, and the auditorium are maintained by in-house attendants and by housekeeping staff.

There is round the clock security service provided in the campus. Equipment like generators, compressors, water motors, water purifiers, coolers, water pumps are maintained by the in-house Engineer. Firefighting and safety equipment's, Extinguishers are installed in the academic building, as well as hostel. All the teaching departments have well maintained museum.

The maintenance committee meets regularly to discuss and suggest the measures taken to improve the overall maintenance. In the committee meetings the pending works and forthcoming works are discussed along with the implementation strategies.

<b>File Description</b>	<b>Document</b>
Link for minutes of the meetings of the Maintenance Committee	<a href="#">View Document</a>
Link for log book or other records regarding maintenance works	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

## 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:** 25.78

5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2021-22	2020-21	2019-20	2018-19	2017-18
89	69	56	60	48

#### 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	<a href="#">View Document</a>
Detailed report of the Capacity enhancement programs and other skill development schemes	<a href="#">View Document</a>
Link to Institutional website	<a href="#">View Document</a>

### 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:** 34.71

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

2021-22	2020-21	2019-20	2018-19	2017-18
161	194	32	15	16

File Description	Document
Year-wise list of students attending each of these schemes signed by competent authority	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Copy of circular/ brochure/report of the event/ activity report Annual report of Pre-Examination Coaching centers	<a href="#">View Document</a>

### 5.1.4

**The Institution has an active international student cell to facilitate study in India program etc.,**

**Response:**

International student cell of the institution comprises of chairperson, secretary, student members, as

designated by head of the institution.

Objectives of international student cell are

- Welfare of international students which includes visa procedure, accommodation, travel.
- Guiding and maintaining the healthcare needs.
- Orienting the student to various sensitization programs about the local language, culture, lifestyle practices and legal requirements.
- Ensuring safety of international students
- Creating awareness about local law and orders.

International student cell takes care of stay during their course and acts like mentor to address the difficulties. students are assisted in their documentation by providing requiring certificates or reference letters for visits and VISA, on receiving confirmation from parents institutes.

Cell ensures active participation of foreign students in various academic and co-curricular activities of the institution.

File Description	Document
Link for international student cell	<a href="#">View Document</a>

### 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	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Circular/web-link/ committee report justifying the objective of the metric	<a href="#">View Document</a>

## 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:** 33.34

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 ..

2021-22	2020-21	2019-20	2018-19	2017-18
0	4	11	9	7

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**

2021-22	2020-21	2019-20	2018-19	2017-18
0	14	32	15	16

#### **File Description**

#### **Document**

Scanned copy of pass Certificates of the examination

[View Document](#)

Institutional data in prescribed format

[View Document](#)

### 5.2.2

**Average percentage of placement / self-employment in professional services of outgoing students during the last five years**

**Response:** 41.71

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

2021-22	2020-21	2019-20	2018-19	2017-18
19	14	32	31	44

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
In case of self-employed professional services registration with MCI and documents for registered clinical Practitioner should be provided	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Annual reports of Placement Cell	<a href="#">View Document</a>

### 5.2.3

**Percentage of the batch of graduated students of the preceding year, who have progressed to higher education**

**Response:** 10.77

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

Response: 7

File Description	Document
Supporting data for students/alumni as per data template	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any proof of admission to higher education	<a href="#">View Document</a>

## 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:** 4

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 .

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	1	1	2

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Duly certified e-copies of award letters and certificates	<a href="#">View Document</a>

### 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:**

Student council of the institution comprises of committees such as cultural, sports, magazine, arts and literary. The in-charge of each committee is elected by students of the college. Apart from this, there will be representatives from interns and PG students in each committee. Students committee includes general secretary, co-general secretary and members. Cultural committee conducts various cultural events of the college such as cultural week, annual day, fresher's day. Cultural week includes events such as ramp walk, singing competition, dance competition, skits, group dance competitions, rangoli, best out of waste etc. Sports committee includes sports in-charges and members. Sports committee organizes indoor events such as carrom, chess, table tennis and badminton. Outdoor events like cricket, football, volleyball. Athletic events such as running, long jump, shotput etc. are held. Art and literary committee take the responsibility of organizing the cultural events in coordination with cultural committee.

Sports and cultural competitions are held by segregating students into 4 groups. Based on points secured, general championship of that particular academic year is declared. Our institution releases a newsletter called STRIDE at an interval of every 3 months and it also releases an annual magazine. Committee members collect all the relevant information regarding academic, sports and extra-curricular activities which are published in newsletters and annual magazine.

Apart from this student are also part of library activities, gender equity etc. Students are also members of Red cross events and NSS activities of the Institute, where they play an important role in organizing social activities like blood donation camp, sharing and caring activities. Being part of various committee, they participate in meetings and play a pivotal role decision making.

File Description	Document
Link for any other relevant information	<a href="#">View Document</a>
Link for reports on the student council activities	<a href="#">View Document</a>

### 5.3.3

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

**Response:** 3

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

2021-22	2020-21	2019-20	2018-19	2017-18
3	2	4	3	3

File Description	Document
Report of the events with photographs or Copy of circular/ brochure indicating such kind of activities	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## 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:**

Alumni association of the institute comprises of resident chairman, treasurer and four committee members. The main aim of the association is to keep in contact with the alumni through a proper channel and update the alumni regarding advancements and achievements of the institution.

Main objectives of the association include –

- Conduct regular alumni meetings and update the alumni regarding upgradation of the institute.

- Update the various contributions made by the alumni towards improvement of the institute.
- Encourage alumni to contribute for the institution. It can be in the form of donation of books, research equipment's, financial contributions or in any other relevant forms.
- Update alumni regarding career opportunities.
- Update alumni regarding placements.

The association has a dedicated bank account through which it maintains the records of expenditures and financial donations.

The alumni association has received donations in the form of journals, text books. The post-graduate and under-graduate students have donated the text-books to the department library and central library. Financial contributions are also made by students every year. Institution utilizes the financial donations by giving awards for academic achievers as recommended by the contributors. Awards given are Suvarna Gaonkar award, Sourabh Khanvilkar award, Academic Topper Prize, Dr. Khanvilkar award

Institution receives contributions towards research and CDE programs by alumni. Eminent alumni are invited as resource persons to conduct various CDE programs at the institution. Alumni are also invited to attend various CDE programs at the institution, this helps them to update their clinical skills and knowledge. All the post-graduate departments of the institution have scheduled scientific events in every academic year in which alumni take active participation.

These are the various modes through which alumni association contributes to the overall welfare of the institution.

File Description	Document
Link for frequency of meetings of Alumni Association with minutes	<a href="#">View Document</a>
Link for details of Alumni Association activities	<a href="#">View Document</a>
Link for audited statement of accounts of the Alumni Association	<a href="#">View Document</a>
Lin for quantum of financial contribution	<a href="#">View Document</a>

## 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	<a href="#">View Document</a>
Certified statement of the contributions by the head of the Institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
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	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## 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:**

We focus on shaping the dreams of students that will ensure real success in life through achieving excellence in Oral health care and building up an intellectual pool for advanced research. Also shape professionals imparting knowledge in cutting edge dentistry to serve humanity with compassion.

**Mission:**

To be an institute par excellence in providing holistic professional dental education and clinical skills to students and make them professionally competent general and specialty personnel to meet regional, national and international dental health needs. Also inculcate in them Human values and ethics.

**OBJECTIVES:**

- 1.To provide necessary infrastructure and learning resources for dental health education
- 2.To provide current and relevant curriculum that helps to acquire and integrate the knowledge, skill and attitude, which is accomplished by continuous learning
- 3.To excel in academics and make our Institute a Centre of Excellence Nationally and Globally
- 4.To provide students with adequate clinical experience that offers wide access to consultative, comprehensive and emergency oral health care
- 5.To develop, apply, evaluate and share new technology in dentistry
- 6.To excel in dental health service by providing effective, efficient and quality dental care to the community
- 7.To inculcate strong community relationship through research, services and linkages
- 8.To excel in specialized dental care supported by comprehensive research and education
- 9.To undertake basic and clinical research which directly and indirectly contribute to oral health care keeping the community need in mind.

File Description	Document
Link for Vision and Mission documents approved by the College bodies	<a href="#">View Document</a>
Link for achievements which led to Institutional excellence	<a href="#">View Document</a>

## 6.1.2

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

#### **Response:**

The Organizational structure of our institution as depicted in the organogram reflects the absolute decentralization and participatory involvement of all stakeholders. The Management, Maratha Mandal, is involved in our institutional practices via the Governing Council (GC) comprising of President and governing council members. This governing council meets annually to monitor the functioning of all aspects of the college and include policy decision and reviews, assessment of feedback and action taken of stakeholders, budgeting and sanction of posts for healthy development of the institution. The GC does not interfere in the academic processes of the institution except for budgeting sanctioning of additional post and funds for various newer activities. Academic calendar is formulated by the IQAC after a series of meetings with various stakeholders. Teaching learning process are modified and upgraded by regular meetings of Principal; Vice Principal Head of Departments, various committee in charges in consultation with the representatives from the student's community. Regular feedback are taken from students regarding the quality of teaching learning activities and these are evaluated and acted upon to create a continuous evolution of ecosystem which result in the maximum benefits to our budding young doctors. Reflecting the continuous changing needs of patients and the rapid explosion in technological advances, additional courses are added to the regular curriculum, CDE programs are conducted to keep the student and staff abreast in the frontiers of sciences. A spirit of service and empathy to society is created by daunting outreach programs via Camps, social awareness, flash mobs, road shows, street plays and donations to charity.

The student council along with students actively participate in planning, budgeting, executing various cultural, sports, literary events thereby creating leadership skills in each of them. The students are encouraged to seek participation if possible, win in various intercollegiate, university, state and national level events. Our institution happily sponsors these participants and rewards them with recognition, felicitation and considerations in Internal Assessment. To inculcate a feeling on responsibility towards society and environment various awareness and participatory activities are planned by the students under the umbrella of the YRC, NSS units and SESREC committees.

Before the admission of fresh grad batch, the senior (current UG, PG) are sensitized to the issue of ragging and are educated on its various forms, dangers and penalties involved. A soft approach is majorly used in these issues. However, a strong anti-ragging committee with anti-ragging squads, a strict but just disciplinary committee, a sympathetic women grievance cell, sexual harassment cell, human rights are continuously monitoring the campus and brought into play when necessitated.

The institution is also striving hard to assemble all the data required for various accreditations like NAAC, NIRF which will increase the brand value of the institution.

To create sparks of ingenuity which will light the flames of innovation in the tender impressionable minds of students the Institutional Innovation Council conducts various programs, industry visit and inspirational talks by entrepreneurs.

File Description	Document
Link for relevant information / documents	<a href="#">View Document</a>

## 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:**

#### **TEACHING LEARNING QUALITY**

1. To regularly update the teaching and Learning methods that will result in students being up-to-date with current advances in dentistry information's by using ICT enable tools
2. To implement evidence-based learning, case studies, projects to improve their

understanding of grass root level issues.

1. To provide better training facilities to improve the chances of our students scoring well in the NEET PG entrance examination so that more students can secure post graduate seats.

#### **RESEARCH, INNOVATIONS**

1. To encourage more undergraduates to undertake research activities.
2. To encourage Post Graduates to involve in lateral research activities.
3. To encourage staff to write research grants from various governmental, quasi-governmental organizations

1. To encourage the Staff and Post Graduates to publish research papers in national and international journal which are indexed in PubMed/ Scopus/ web of sciences

5. To improve the H- Index of the college.
6. To foster and nurture small innovative ideas that could be taken forward to a point of patenting and monetizing the same

#### **SKILL DEVELOPMENT**

1. To introduce Additional courses and training programs for Hands on training of students in latest

techniques and technology, thereby enhancing their skill sets and clinical competence to achieve better outcomes in treatment of patients

2. To conduct regular CDE programs to keep staff and students abreast of advances in

dentistry

1. To encourage Staff to undertake higher learning programs, FPDs quality improvement

programs, training the trainer workshops. Staff are in turn asked to share this increase in knowledge and skill with their colleagues, so that all staff are benefited.

### **COMMUNITY SERVICES**

1. To Involve students in NSS and YRC activities of the college

2. To involve students in Health checkup camps, community services and charitable ventures

3. To provide quality dental treatment at highly subsidized rates for the betterment of the society.

### **SPORTS CULTURAL AND LITERARY**

1. To encourage students to participate in University, state level and national level

tournaments and activities

2. To provide students with various outdoor and indoor sports facilities

3. To continuously upgrade the above facilities

4. To introduce Yoga, martial arts, Meditation etc. to improve the overall wellbeing of the staff and students.

### **ACCREDITATION AND RECOGNITION**

1. To improve NIRF ranking of the institution.

2. As our institution is going for the 1st cycle of NAAC, untiring efforts are being put in by all stakeholders to procure a good ranking.

### **FUTURE GROWTH AND BUDGETING**

1. The institution places its concept, ideas and measures to achieve the same on the desk of the GC for their approval and suggestions.

2. Appropriate budgetary sanctions are requested to materialize the same

3. The vast experience and visionary outlook of the Chairman and Board members of the GC is tapped



to keep the institution perennially one step ahead

4. The various committees scour the scientific world globally to usher in the latest inventions, methodology and technologies into the curriculum of our institution

File Description	Document
Link for strategic Plan document(s)	<a href="#">View Document</a>
Link for organisational structure	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>
Link for minutes of the College Council/ other relevant bodies for deployment/ deliverables of the strategic plan	<a href="#">View Document</a>

## 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	<a href="#">View Document</a>
Policy documents	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

### 6.3.1

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

**Response:**

The Maratha Mandal Board of institution does provide various welfare measure to the teaching and the non- teaching staff member of the institution. Few of the welfare measure that are provided by the institution are.

1. Public Provident fund for the teaching and the non-teaching staff members.
2. ESI (Employees' State Insurance Corporation) facility has been also extended to the teaching and the non-teaching staff members. A total of 104 member of the college benefit from the scheme.
3. Health cards have been issued to the non-teaching staff member, which will allow them the avail the best medical facility at a subsidized rate.
4. All non-teaching staff and administrative staff are provided with 2 pairs of uniform.
5. The teaching staff has also been provided with 15 casual leaves which can be availed by the staff in the year. Earned leaves are also sanctioned to the staff which can be carried forward at the end of the year. Duty leave are also sanctioned to teaching staff member which can be utilized for attending conferences, workshops, external examinership etc.
6. A yearly increment in the salary has also be approved by the management for the staff members of the institution.

File Description	Document
Link for list of beneficiaries of welfare measures	<a href="#">View Document</a>
Link for policy document on the welfare measures	<a href="#">View Document</a>

**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:** 0.52

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	1	1

File Description	Document
Relevant Budget extract/ expenditure statement	<a href="#">View Document</a>
Policy document from institutions providing financial support to teachers, if applicable E-copy of letter indicating financial assistance to teachers	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

### 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:** 4.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
8	2	6	2	5

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Detailed program report for each program should be made available Reports of the Human Resource Development Centres (UGC ASC or other relevant centres)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 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:** 25.52

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

2021-22	2020-21	2019-20	2018-19	2017-18
67	2	31	3	4

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
E-copy of the certificate of the program attended by teacher	<a href="#">View Document</a>
Days limits of program/course as prescribed by UGC/AICTE or Preferably Minimum one day programme conducted by recognised body/academic institution	<a href="#">View Document</a>

### 6.3.5

#### **Institution has Performance Appraisal System for teaching and non-teaching staff**

**Response:**

#### **TEACHING STAFF**

The performance of the teaching staff are done in a staggered manner at the institution. The performance appraisal is done by self-appraisal system, evaluation by the various Head of the Departments on a routine basis. The Teaching staff have to provide the college the details of conferences, workshops, educational training programs, Hands-on courses attended, original research/ case reports published in international/ national journals. Each Heads of the Department has to send the feedback to the Head of the institution of the staff present in the department which is then evaluated by the head of the institution. The Principal gives the feedback about the overall performance on the basis of the information provided by the Heads of Departments which is then forwarded to the Management board. The feedback of the teaching staff is also taken by the students, for which the students are provided with a form which has to be filled immediately and submitted back to the college.

#### **NON-TEACHING STAFF**

The non-teaching, are a very important part in functioning of the college. The performance appraisal of the non-teaching staff is carried out on a routine basis. The Heads of the Department will also send the appraisal report of the non- teaching staff performances which are based on their punctuality, efficiency in working and managing the daily work allotted to them. These are then forwarded to the Principals

office for evaluation

Based on the feedback received from various stake holders, managing committee decides upon yearly increment of the salary for the faculty. Based on the performance of the non-teaching staff the managing committee declares increments as well as bonus.

File Description	Document
Link for performance Appraisal System	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

#### **Institutional strategies for mobilisation of funds and the optimal utilisation of resources**

##### **Response:**

The Maratha Mandal's Nathajirao G Halgekar Institute of Dental Sciences and Research Centre Belagavi was established in 1993 and is a self-financed trust formed and has 38 institutions. The sources of income generation include the Tuition fees and material fees, that are collected for Under Graduate, Post Graduate course and PhD, as prescribed by the Affiliated University and the Government of Karnataka. Other sources of income include, payments obtained from Patient treatment charges and imaging charges. The institution also generates a small portion of earnings from rents from the mess, canteen and other outlets. The organization also receives donations from other organizations/individuals/alumni. The institution also attempts to generate extra revenue from introduction of additional courses/ CDE programs/ Workshops etc. The budget for each year for the curricular and extra circular activities are proposed to the governing council which are then discussed and funds are granted to the Institution. A major portion of this budget is utilized for maintenance, improvement of infrastructure and procurement of equipment's and materials, as per the requirements by the Dental Council of India and Rajiv Gandhi University of Health Sciences. The college also allocates a designated sum of amount to extracurricular activities like celebration of the annual sports week, annual cultural fest, the printing of the college magazine which benefit the students. The college also provides all dental treatments at a very subsidized rate which helps the community at large and also creates awareness among the community. The college also provides free denture to the patients with a BPL card under the Dantha Bhagya Yojana Scheme. The college also is equipped with a state of art Central Research Laboratory which is one of its kind in India. The college also generates income from undertaking various research grant activities from various University / Organizations.

File Description	Document
Link for resource mobilization policy document duly approved by College Council/other administrative bodies	<a href="#">View Document</a>
Link for procedures for optimal resource utilization	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

#### 6.4.2

##### **Institution conducts internal and external financial audits regularly**

##### **Response:**

The institution has a defined, structured and organized manner to conduct external audits on a routine basis by Chartered Accountants from reputed firms. The external audit will be conducted on a yearly basis at the college premises by the external auditors appointed by the Board of management. All the audits are entered manually. The institution has a qualified superintendent and an accountant to look into the day to day accounting of institution. The office superintendent is assisted by, is an office assistant to assist the accountant. The external audit is carried out by CA Shivkumar J Shahapurkar, CCB-10- Jyoti Saroj, Maratha Colony Tilakwadi, Belagavi and his qualified team. The team plans annual visits to the institution to carry out the external audit and submits a detailed report to the Head of the Institution. Any objections if raised in the audit are then forwarded to the Management for discussion and the necessary steps are taken to resolve the matter. The external audits are stored in the institution office. The audit report will be made available to all the stake holder with due permission from the Head of the institution. The process of auditing at the institution is done in a very organized and transparent manner.

File Description	Document
Link for documents pertaining to internal and external audits year-wise for the last five years	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

#### 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)

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	00	0

File Description	Document
Provide the budget extract of audited statement towards Grants received from nongovernment bodies, individuals, philanthropist duly certified by Chartered Accountant and the head of the institution	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Copy of letter indicating the grants/funds received by respective agency as stated in metric	<a href="#">View Document</a>

## 6.5 Internal Quality Assurance System

### 6.5.1

#### Institution has a streamlined Internal Quality Assurance Mechanism

#### Response:

The Internal Quality Assurance cell was established in the year 2016 at the Institution which was headed by Dr Ramakant Nayak ( Principal, Maratha Mandal's NGHIDS & RC Belgaum). A internal Quality Assurance Cell comprised of a total of 7 staff members. The Cell was established to organizes and plan the activities that will be conducted in the academic year at the institution. The meetings for IQAC are conducted once a year in the month of September. The IQAC cell also aims at the continuous improvement in the quality that will help in achieving academic success. The IQAC cell is instrumental in streamlining the various CDE programs and other extracurricular event that are planned out for the academic year The members of the IQAC cell will also plan and to in cooperate newer teaching aids and methods that will be helpful to both the staff as well as the students to sharpen their skills and acquire more knowledge. The IQAC member are also involved with the NAAC coordination committee to help in the smooth functioning.

File Description	Document
Link for the structure and mechanism for Internal Quality Assurance	<a href="#">View Document</a>
Link for minutes of the IQAC meetings	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

### 6.5.2

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

**Response:** 50.11

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

2021-22	2020-21	2019-20	2018-19	2017-18
50	37	51	30	30

File Description	Document
List of teachers who attended programmes/workshops/seminars specific to quality improvement year-wise during the last five years	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Certificate of completion/participation in programs/workshops/seminars specific to quality improvement	<a href="#">View Document</a>

### 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

<b>File Description</b>	<b>Document</b>
Report of the feedback from the stakeholders duly attested by the Board of Management	<a href="#">View Document</a>
Minutes of the meetings of IQAC	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
AQAR submitted to NAAC and other applicable certification from accreditation bodies	<a href="#">View Document</a>
Annual report of the College	<a href="#">View Document</a>

## 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:** 13

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	5	1	3	2

File Description	Document
Report gender equity sensitization programmes	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Geotagged photographs of the events	<a href="#">View Document</a>
Extract of Annual report	<a href="#">View Document</a>
Copy of circular/brochure/ Report of the program	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 7.1.2

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

**Response:**

Gender equity refers to promoting fairness in education, as well as confronting stereotypes and biases that have historically limited a student's potential. It helps people in examining their personal attitudes and beliefs and questioning the realities of both sexes. When we achieve gender equality, all students will be free to pursue their education without fear of discrimination or harassment because of their gender. Hence at our Institute we conduct our curricular and extracurricular activities in a gender neutral manner. We encourage staff to use gender neutral language during clinical discussions and classroom teaching.

The Institution has an efficient security system at the campus for students. The security personnel monitor the movements occurring in the campus - 24 x7. Each floor is equipped with fire extinguishers and high pressure water pipeline as per prescribed fire safety guidelines. CCTV cameras with recording

facilities are installed in strategic locations within the campus and also in the academic building.

Facilities like gymnasium, yoga and other indoor sports facilities to empower women holistically are provided within the hostels. Outdoor sports facilities and equipment are provided within our sprawling campus. Women grievance cell is managed under the guidance of senior faculty to periodically sensitize students and staff and also to address the complaints filed by the girls and women faculty. The women grievance cell encourages the students to lodge complaints fearlessly.

The Institute has a robust system of addressing such issues with SOP's in place. The untiring efforts of Women's grievance cell in sensitization of our students and staff on these issues has resulted in no untoward incident being reported so far.

In a concentrated effort to strengthen the emotional and psychological fibre of students and staff, and to increase the sensitivity of all stakeholders towards women and issues related to them, sensitization programs, group counseling and one to one counseling where indicated are conducted on a regular basis. Group counseling is advocated in order to make the student aware of newer strategies along with new behavioral practices. 'Goal focused individual counseling' to address the personal concerns of the students also exists within our Institution. A dedicated and professional counsellor looks into the issues pertaining to their problems and grievances. The students have been provided with a separate room for counseling with the psychologist. Mentors have been nominated among the teaching faculty to solve the different issues of the students. A group of students are assigned to a mentor who guides each student throughout their academic career and also liaisons between them and their parents/guardians. Girls and boys are provided with separate common rooms.

A well-appointed day care center has been provided for toddlers, infants and young ones to be looked after when their parents are at work. This facility is also extended for patients undergoing treatment.

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	<a href="#">View Document</a>
Annual gender sensitization action plan	<a href="#">View Document</a>

### 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:** C. Any three of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Installation receipts	<a href="#">View Document</a>
Geo tagged photos	<a href="#">View Document</a>
Facilities for alternate sources of energy and energy conservation measures	<a href="#">View Document</a>

#### 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:**

Health care waste (HCW) is defined as the total waste stream from a health care facility that includes both potential infectious waste and non-infectious waste materials. Infectious wastes include infectious sharps and infectious non-sharp materials. Infectious Sharps consist of syringe or other needles, blades, infusion sets, broken glass or other items that can cause direct injury. Infectious non-sharps include materials that have been in contact with human blood, or its derivatives, bandages, swabs or items soaked with blood, isolation wastes from highly infectious patients (including food residues), used and obsolete vaccine vials, bedding and other contaminated materials infected with human pathogens. Non-infectious wastes may include materials that have not been in contact with patients such as paper and plastic packaging, metal, glass or other wastes which are similar to household wastes.

At our Institute, we take great care in disposing both Infectious and Non-infectious waste material. We have established SOP's for waste management wherein, a In-charge takes care of day to-day activities. At individual departments, we use color coded bins for different biomedical waste so that the waste gets segregated at the source which helps in proper handling, segregation and disposal of waste at the end of the day. The Institution had established a Memorandum of Understanding with 'Association of Medical Establishments, IMA, Belagavi until 2020, currently registered with Belgaum Green Environment Management Pvt Ltd, which collects and disposes the segregated Bio-medical waste according to the Government of India (pollution control board)guidelines. General waste is collected separately and disposal of the same is done by Belagavi Municipal Corporation.

The institute has Bio-Gas Plant which is used for disposing Kitchen solid waste.

Liquid pathological waste must be treated with chemical disinfectants, neutralized and then can be flushed into the sewage system while the chemical waste need to be first neutralized with appropriate reagents before being flushed into the sewer. Thus, liquid waste management includes procedures and practices that prevent discharge of untreated pollutants to the drainage system or to water bodies as a result of the creation, collection, and disposal of non-hazardous liquid wastes. In our campus we have two dedicated liquid waste treatment plants.

We at our Institute have a Sewage treatment plant (STP), and a liquid waste management system which are types of wastewater treatment which remove contaminants from sewage and produces effluent water which makes it suitable for reuse application. . This way we are preventing water pollution from raw sewage discharge.

Dry leaves from the campus and kitchen waste from the mess are utilized for the preparation of manure which in turn is used for our campus gardens.

File Description	Document
Link for relevant documents like agreements/MoUs with Government and other approved agencies	<a href="#">View Document</a>
Link for geotagged photographs of the facilities	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

### 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

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Installation or maintenance reports of Water conservation facilities available in the Institution	<a href="#">View Document</a>
Geo tagged photos of the facilities as the claim of the institution	<a href="#">View Document</a>
Geo tagged photo Code of conduct or visitor instruction displayed in the institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 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:** B. Any four of the above

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Geotagged photos / videos of the facilities if available	<a href="#">View Document</a>
Geotagged photo Code of conduct or visitor instruction displayed in the institution	<a href="#">View Document</a>

### 7.1.7

**The Institution has disabled-friendly, barrier-free environment**

- 1. Built environment with ramps/lifts for easy access to classrooms**
- 2. Divyangjan friendly washrooms**
- 3. Signage including tactile path, lights, display boards and signposts**

**4. Assistive technology and facilities for 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:** B. Any four of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Geo tagged photos of the facilities as per the claim of the institution	<a href="#">View Document</a>

### 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:**

The Undergraduate and Post graduate students, who take admission in our Institute, belong to various states such as Goa, Maharashtra, Kerala, Gujarat, Assam, Uttar Pradesh etc. We even had International students (from Iran). The cultural diversity is kept in mind and we encourage them to celebrate their indigenous festivals and days at our college and at our hostels. Every year we celebrate Onam, Lohri wherein students put colorful Rangolis in the college, and wear their traditional outfits.

Ganesha Pratisthapana and Mahaprasad are the yearly events. The five days festival brings joyous environment among support staff, faculty and students alike. The ' Satyanarayan Pooja ' during Ganesha brings peace and spiritual environment in the campus.

Celebration of Navaratri is done with great zeal and enthusiasm. Garbha night is celebrated in the college during Navaratri (Dussehra) , wherein staff and students play Garbha in their traditional and colorful outfits. Ayudh pooja is celebrated by worshipping all the equipments and instruments during Vijay dashami. Diwali, Eid, Christmas and New year are celebrated by decorating the college with colorful lights and lighting candles and decorative diyas.

Cultural week is celebrated every year, wherein students from diverse backgrounds showcase their talents through various activities thereby encouraging them to bond, ideate, create an environment for communal and linguistic harmony.

The Institute caters to nearby rural places (Kangrali, Uchagaon, Mannur, Kadoli, Sambra.), by conducting Dental awareness and treatment camps. Camp patients are given free cards which are utilised on visiting the Institute for basic free treatment and for advanced treatments at discounted charges. The

Institute has a Satellite center at Kadoli village which caters to the basic dental needs of rural people.

The Public Health Department, on regular basis conducts Health talks, and Comprehensive Oral examination (Cancer screening) at De-addiction centers near our college. School, Army, Police training institute, Corporate offices, Other educational institutes,

Celebrating National festivals, National Anthem singing, Constitution of India classes, Kannada classes for students outside Karnataka state. Linguistic- Marathi and kannada speaking patients are catered (Border district), Signages are displayed in English, Marathi, Kannada.

File Description	Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View Document</a>
Link for any other relevant information/documents	<a href="#">View Document</a>

### 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	<a href="#">View Document</a>
Information about the committee composition number of programmes organized etc in support of the claims	<a href="#">View Document</a>
Web link of the code of conduct	<a href="#">View Document</a>

### 7.1.10



## **The Institution celebrates / organizes national and international commemorative days, events and festivals**

### **Response:**

The Institution believes in Overall (Social, Psychological, Spiritual, emotional, Intellectual, and Physical) development of a student, hence organizes and conducts various events and celebrates various National and International days of importance throughout the year.

Maratha Mandal was founded on 3rd of January 1931. Every New Year in our Institute begins with the celebration of Maratha Mandal's Foundation day on 3rd of January. To mark the day, the Institute organizes a 'Voluntary Blood Donation Camp', wherein students and staff volunteer to donate their blood. The importance of giving back to society is instilled with such events.

The celebration of Various National days like Republic day (26th January), Independence day (15th August), Gandhi Jayanti (2nd October) are carried out with great zeal and enthusiasm. Various activities reflecting patriotism, cleanliness programs are conducted on these days.

Various Departments in the college conduct their Department days such as 'Oral Hygiene Day' (1st August), by Periodontology Department, 'National Oral Pathologist Day' (25th February), by Oral Maxillofacial Pathology and Microbiology Department, Prosthodontist Day (22nd January) by Prosthodontics and Crown and Bridge Department, and Roentgen Day (8th November) by Oral Medicine and Radiology Department, Conservative and Endodontist day ( 5th March) Various competitions are held on these days to encourage UG and PG students and to sensitize them regarding importance of each specialty.

International Women's Day is celebrated each year on 8th March to bring Gender equality among the student community. Various guest speakers are called who address the students and staff regarding various aspects of subject such as 'Women and Health', 'Legal aspects for women'.

The Youth Red Cross (YRC) and National Service Scheme (NSS) committees of the college with a staff as In-charge and students as volunteers conduct various activities throughout the year to mark various days. The National Youth Day is celebrated on 12th of January to mark Swamy Vivekanand's Birthday. Various motivating and spiritual lectures are held on these days to motivate the youth of our college. Various other events like 'Vanamahotsav' (tree plantation) Day (August) and 'Sharing is Caring' (December) are celebrated every year. Donations are collected in the form of 'Hygiene products' and are donated to various NGO's working for HIV positive Children.

The Tobacco Cessation Cell (TCC) of the college along with Department of Oral Medicine and Radiology celebrate 'World No Tobacco Day' on May 31st of every year. Various guest lectures are delivered by the staff in the college and in nearby Government agencies to bring awareness about ill effects of tobacco habit and benefits of quitting tobacco. Interns of the college are trained for tobacco cessation counseling.

The Department of Pediatric Dentistry celebrates 'Children's Day' each year on 14th November. The department conducts various events and competitions for children visiting the college and for school children in and around the college.

Other than the above social responsibility events the staff and students of the college contribute to 'Flood affected Communities' and other natural calamities by donating groceries, blankets and other needful products.

File Description	Document
Link for additional information	<a href="#">View Document</a>

## 7.2 Best Practices

### 7.2.1

**Describe two Institutional Best Practices as per the NAAC format provided in the Manual**

**Response:**

#### **Best Practice no 1**

**Title of the practice-** Developing herbal medicines to use for prevention and treatment for Oral diseases.

**Objectives-**

1. To evaluate the role of herbal products in prevention and treatment of oral biofilm related diseases.
2. To prepare herbal formulations both in topical and systemic form for sustenance release.
3. To prepare herbal formulations which are economical. (cost effective).
4. To prepare safe herbal products which do not have any local or systemic adverse effects.
5. To apply for patenting of these herbal products.
6. To have multiple industrial collaborations to help commercialize the herbal products.

**The Context-**

The trend of current medications for prevention and treatment of oral diseases related to biofilm are derived from chemicals and have some observable local and systemic adverse effects. They are most of the times symptomatic and are heavily prized. Economically challenged patients in our country will not be able to afford these medications. The clinical trials to approve these medications are usually carried out in Western countries and hence their efficacy cannot be totally relied upon for Indian population.

The above contextual issues encouraged us to establish a herbal garden within our campus which made it convenient for us to procure active ingredients from the herbal plants.

The establishment of state of the art Central Research laboratory at our Institute also encouraged us to get involved in various In-vitro and In-vivo studies wherein the efficacy of the herbal ingredients are evaluated. Preparation of various sustainable release topical medications especially in nano-formulations attracted different research grants in the field of oral health research.

### **The Procedure-**

- A detailed literature search is carried out to study the properties of various parts of herbal plant. (seeds, leaves, branches, roots...etc)
- A hypothesis is derived to evaluate the efficacy of herbal plant for a particular oral disease.
- An In-vitro study is carried out to evaluate the biochemical properties of the plant derivative.
- Toxicity studies are carried out.
- Various formulations of the plant derivatives are prepared focusing more on sustainable release and nano-formulations.
- The formulations are used among experimental animals before conducting a clinical trial among human participants.
- Randomized Control Trials are carried out after safety evaluation and animal experimentation.
- The outcome of RCT's are used to apply for 'Patent' and further commercialization of the product.

### **Challenges-**

- The research projects mentioned above need elaborate procedures and a continuous back up of finances in the form of 'research funding' which is always a challenge to procure.
- It is quite challenging to motivate patients to enroll into these clinical trials.
- It is equally challenging to apply for patent and get it approved.

### **Evidence of success-**

The Institute has received good amount of research funding for carrying out the research projects which involve the herbal products from various Government and private universities and associations.

The process of patenting these products so as to make them available for commercial use is under way.

### **Best Practice no 2**

**Title of the Practice-** Free Mid-day meals to patients visiting our Dental Institute (Annabhagya yojana).

#### **Objectives**

- To provide hygienic, healthy and tasty mid-day meals to economically challenged patients visiting our Institute for Dental treatment.
- To reduce the cost of dental treatment where in a patient also spends some amount of money on meals.
- To inculcate the value of 'social responsibility' among staff and students.
- To motivate patients to avail the dental facilities without having to worry about their mid-day meals, who come from nearby villages.

### The Context.

Patients visiting our Institute are usually economically challenged individuals who come from nearby villages. They spend money on travelling, on dental treatment and on mid-day meals. They also tend to miss their daily wages by coming to treatment on working days. Even nominal amount collected towards material charges is unaffordable for this group of patients. To reduce their total expenditure, our management initiated a program wherein 'Free mid-day meals' is provided to all patients and accompanying persons visiting the Institute. This will give patients a cost effective choice to have a healthy, hot, hygienic meal during their dental treatment. This program is called as 'Annabhagya Yojana'.

### The Procedure

Procuring the grocery, preparing food, serving it hot, and cleaning the utensils is looked after by a dedicated team of the Institute. Every day, from 12.00 noon to 1.30 PM. the food is served in a cool shaded place.

Patients enjoy their meals seated in park benches in the garden with background music of chirping birds.

### Challenges

- Motivating patients to utilize the facility was a challenge to begin with.
- Covid 19 pandemic has been a challenge for us to continue the practice.

### Evidence of Success

Over the time, patient flow to college has increased which has helped students to get good amount of clinical material. The students also value the initiation which has helped building the value system of 'Social responsibility' among them.

The practice has enhanced the reputation of our Institute in the neighboring villages. The practice has turned out to be a boon for daily wage workers. It has also inculcated in our students a feeling of empathy and responsibility towards the patients by providing holistic care.

File Description	Document
Link for best practices page in the Institutional web site	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

## 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:**

#### **Central Research Laboratory**

Our Institution is credited with establishing facilities for research in *Oral Microbiology* for the first time in a Dental Institute in the entire country. Central Research Laboratory, popularly known as CRL was established in the year 2004 in the premises of our Institute. A unique feature of the laboratory is that it offers infrastructure and technical expertise in the field of life sciences to students and faculty from Dentistry, Medicine, Pharmacy, and Ayurveda to perform their research activities. The laboratory is spread in a space of around 10,500 sq. ft with ultra-modern and state of the art facilities. The major subdivisions at CRL are Microbiology, Molecular Biology, Immunology and Tissue culture sections.

The CRL has 23 MOUs with various Research Centers like Regional Medical Research Centre (RMRC) of Indian Council of Medical Research (ICMR), Dental Colleges within and outside the state of Karnataka, Hospitals and various industries for carrying out research in the field of Oral Microbiology (Molecular Biology, Immunology and Genetics). The Centre has also been working on several funded projects from VGST Karnataka, ICMR India, and RGUHS Bengaluru. The total amount of grants received so far accounts to Rs. 1.1 Crore.

The laboratory has been accredited by National Accreditation Board for Testing and Calibration Laboratories (NABL) to carry out COVID-19 RT-PCR testing by True-Nat in February 2021. The '*Covid Testing Center*' was a silver lining for local community amidst the dark hours of Pandemic.

Our CRL is also a recipient of '*Seeding Labs 2018 Instrumental Access Program*'. We were selected from a pool of 51 applications received from 22 countries through a rigorous selection process. Instrumental Access makes high-quality laboratory equipment and supplies available to university departments and research institutes in developing countries. It is the flagship program of Seeding Labs, a US-based nonprofit organization, working to help scientists make a discovery that improves life.

In the last sixteen years more than 2100 students have utilized the facility of CRL and many of them have won '*Best Paper*' awards at *National* and *International* venues. In recognition of our contribution for promoting oral microbiology in India, the Centre has been awarded the status of "*Nodal Reference Centre for Research Work In Oral Microbiology*" in the year 2009 by *Rajiv Gandhi University of Health Sciences, (RGUHS)* Bengaluru, Karnataka. The Institution is also a recognized *PhD Centre* by *RGUHS*.

A major focus of the research at CRL in the immediate future is to establish stem cell technology. Efforts are underway to isolate stem cells from various sources of oral cavity. These stem cells will be allowed to differentiate into different lineages and work would be taken up for dental tissue regeneration with collaboration of different Institutions. All isolated stem cells will be stored for future studies.

Over the last 15 years of its establishment, it would not be an exaggeration to implore that the CRL has been instrumental in revolutionizing research in the field of oral microbiology in the region of North

Karnataka and beyond.

<b>File Description</b>	<b>Document</b>
Link for any other relevant information	<a href="#">View Document</a>
Link for appropriate web page in the institutional website	<a href="#">View Document</a>

## 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:** 77.57

8.1.1.1 Institutional mean NEET percentile score

Response: 77.57

File Description	Document
NEET percentile scores of students enrolled for the MBBS programme during the preceding academic year	<a href="#">View Document</a>
List of students enrolled for the BDS programme for the preceding academic year	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

#### 8.1.2

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

**Response:**

The objectives of the Preclinical training is to introduce the students to laboratory and clinical procedures involved in dentistry in a simulated environment.

Our institution provides state of the art facilities in the preclinical laboratories.

The **Department of Prosthodontics** has a Pre-clinical lab which trains the Under graduate and Post graduate students to learn and refine their Pre-clinical skills from 1st to 4th BDS and during post-graduation. The 1st BDS Undergraduates students are trained to use the various impression materials and their manipulation, in 2nd BDS the under graduate students are taught artificial teeth arrangement and, in the 4th, BDS the student are taught tooth Preparation on the phantoms head that the lab is equipped with. The pre-clinical lab has a total of 51 phantom head that are attached to the tables. The department also has a well-furnished Ceramic Laboratory which is used by the Post Graduate Students for ceramic buildup of teeth along with the separate Casting Lab for the casting of metal alloys used to make crown and Bridges.

The **Department of Conservative Dentistry & Endodontics** is equipped with 30 preclinical phantom heads for undergraduates and 5 for postgraduates. The department aims to enhance the preclinical skills

of undergraduate and postgraduate students by allowing them to first perform preclinical work on plaster models to give gross idea about various cavity designs. Post graduate students perform all types cavity preparations including Class I, II, III, IV &V for amalgam, composite and complex restorations using ivory teeth mounted in metal jaw of phantom heads. The department is equipped with ceramic firing machine, induction casting machine & lab micromotors.

The **Department of Orthodontics** trains UG students for basic wire bending exercises & PG for bonding procedure, wire placement and ligation of the wire to the bracket's exercises on typodont's as a preclinical work. The department is equipped with biostar machine, thermoforming machine, electroforming machine, hydrosolder machine, acrylic trimmer, spot weld machine, model trimmer & acrylic polishing lathe.

**Department of Pedodontics** is equipped with spacious preclinical area with 3 phantom heads for PG's where they learn to fabricate various appliances, cavity preparation on extracted tooth/typodont's. UG students are taught to fabricate appliance & cavity preparation on typodont's. The department is equipped with easy vac, soldering unit, acrylizer & trimmer.

**Department of Periodontics** assigns the pre-clinical works to UG before the student's starts to work on the patient. Students are made to practice the principals of instrumentation on the models and PG's learn various suturing, splinting techniques on mackintosh sheet adapted to cast.

The Preclinical work for **Department of Oral medicine & Radiology** for PG's include tracing of IOPA, OPG, anatomic landmarks & age estimation.

**Department of Oral Pathology** have a spacious Undergraduate lab with the sitting capacity arranged for 60 students. Students here learn tooth carvings, identification of teeth through study models, morphological characteristic, identification of oral pathological disease through models and specimens, age identification through cast models.

File Description	Document
Geo tagged Photographs of the pre clinical laboratories	<a href="#">View Document</a>

**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
Institutional data in prescribed format	<a href="#">View Document</a>
Immunization Register of preceding academic year	<a href="#">View Document</a>
Disinfection register (Random Verification by DVV)	<a href="#">View Document</a>
Central Sterile Supplies Department (CSSD) Register (Random Verification by DVV)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

#### 8.1.4

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

#### **Response:**

Every year Orientation program and 3 days bridge course is held for newly admitted students in the college Auditorium Hall, the orientation program is organized for the incoming 1st BDS students every year. The major objective of the program is to make the students and their parents aware of the BDS curriculum and rules & regulations of the Institute. The students are also made aware of different committees in college like Antiragging, woman's grievance cell, hostel, library etc. The students are taken on a campus tour to familiarize with the existing facilities for their academic, co-curricular activities.

In bridge course they talk on various topics like how to deal stress in professional life, creating smiles, dentistry past present & future etc.

Implant modules, an academic program introduced by the college for the students was conceptualized keeping in mind the changing trends in implant dentistry. Restoration and replacement of missing teeth has undergone revolutionary changes with the advent of implants making it essential for the new graduates to equip themselves with the necessary knowledge and skill to perform implant treatment. Hence, an in-house comprehensive training program is designed exclusively for students. The students will be exposed to all steps of implant placement including case diagnosis, surgical management and insertion of the prosthesis.

Antiragging sensitization program will be conducted every year for II, III, IV BDS, interns & MDS students by Antiragging committee members. Orientation program for I BDS will be held in which Antiragging measures taken by institution will be addressed. Each fresh I BDS students is given a copy of names & phone numbers of the Principal, Warden, Antiragging committee & squad members. All the names have been displayed at prominent places in the campus which includes hostel, mess area &

canteen etc. Squads take a surprise visit to hostels and check for any incident of ragging.

Various academic programs are conducted for students which includes hands on training, workshop, guest lectures. During celebration of various national days like Roentgen day, world no tobacco day, national oral pathologist day etc., students participate in essay competition, quiz competition and scientific paper and poster presentation. Students are also involved in counselling session for stress management, analytical skill development program and various other events.

File Description	Document
Programme report	<a href="#">View Document</a>
Orientation circulars	<a href="#">View Document</a>

### 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:** A. Any 5 of the above

File Description	Document
Usage registers	<a href="#">View Document</a>
Invoice of Purchase	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Geotagged Photographs	<a href="#">View Document</a>

### 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:** A. Any 5 of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Geotagged Photographs of facilities	<a href="#">View Document</a>
Certificate from the principal/competent authority	<a href="#">View Document</a>

### 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:** 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Attested e-copies of certificates of postgraduate Degrees, Diplomas or Fellowships	<a href="#">View Document</a>

### 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:

The institute lays emphasis that the student has acquired competent clinical skills and knowledge as the student appear for the final exam. College has trained its staff in OSPE/OSCE and case presentation for evaluating students' clinical skill and judgment. The OSPE/OSCE provide a comprehensive picture of a student's knowledge of clinical concepts and areas of strength and weakness. However, the final assessment of the students is still held as per the guidelines by DCI / Rajiv Gandhi University of Health Sciences, Bengaluru.

### List of Measures

1.OSPE/OSCE -The students are assessed through these objective methods during their internal exams. Different work stations pertaining to the skills are set up & examiners observe the students while performing these skills.

- 1.Seminar- the faculty in-charge allot topics for seminar presentation & guides the student to perform a well-structured seminar.
- 2.Community health programs – as a part of social outreach programs the students treat the vulnerable communities like orphanage, rural population, government schools etc.

### STEPS FOLLOWED

- Orientation of teachers towards OSPE &OSCE.
- Content & delivery assessment of seminars in the form of evaluation form
- Students report on community dental health programs
- Infection control protocol & patient safety measures.

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	<a href="#">View Document</a>
List of competencies	<a href="#">View Document</a>
Geotagged photographs of the objective methods used like OSCE/OSPE	<a href="#">View Document</a>

### 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:** 90.31

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

2021-22	2020-21	2019-20	2018-19	2017-18
70	77	13	26	45

8.1.9.2 Number of first year Students admitted in last five years

2021-22	2020-21	2019-20	2018-19	2017-18
85	245	27	28	45

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.	<a href="#">View Document</a>
List of students, teachers and hospital staff, who received such immunization during the preceding academic year	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

### 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:**

**Dental Graduates are trained to be competent to**

- To evaluate and diagnose oral health problems
- To educate and motivate public for maintaining good oral hygiene
- Diagnose accurately by using recent diagnostic aids and interpret data
- Diagnose etiologic factors responsible for oral health problems
- Perform interceptive procedures to reduce oral health problems

### The Dental Graduates attributes are

- Knowing practical / clinical skills
- Address oral health issues at community level
- Inter-professional relationship and ethics
- Inclination towards research
- Good communication skills
- Ability to understand the effect of maxillofacial health care solutions on legal, cultural, social, public health and safety effects.

### Evaluation

College has implemented Objective Structured Clinical Examination (OSCE) and case presentation for evaluating students' clinical skills and judgment. OSCE provides an overall picture of the student's general knowledge across several disciplines, diagnostic and treatment planning skills, and presentation skills. Both forms of student assessment encourage interactions with faculty members at the examination and provide immediate and formative feedback from the examiners. This enables faculty members to evaluate students' knowledge in pathophysiology, clinical diagnosis and treatment planning.

File Description	Document
Dental graduate attributes as described in the website of the College.	<a href="#">View Document</a>

### 8.1.11

**Average per capita expenditure on Dental materials and other consumables used for student training during the last five years.**

**Response:** 0.42

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

2021-22	2020-21	2019-20	2018-19	2017-18
122.94	29.46	160.33	92.80	128.26

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Audited statements of accounts.	<a href="#">View Document</a>
Links for additional information	<a href="#">View Document</a>

### 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:**

The development of the teaching skills by the faculty is the most critical component of health professionals' education, keeping this in mind our institution has established continuing education cell which consists of faculty members to facilitate in conducting various faculty development programs as well as dental education programs.

FDPs are structured to improve teaching methodology to transfer the knowledge to the students and to improve their learning qualities. FDPs are focused to establish an educational system to foster the excellence and mold a teacher into a competent and trained educator in dental sciences. Since all the faculty members are responsible for all the educational processes, the efforts are put to plan implementation of curriculum in an organized manner. Focus of FDPs is to ensure continuous quality improvement in teaching, learning, assessment and evaluation. Teaching faculties will be trained to promote teaching through interdisciplinary multimodule, outcome-based education through FDPs. FDP helps to keep faculty updated of current trends in dental education through educational workshops and conferences. Orientation and induction programs and refresher courses to all the faculty members are an integral part of FDPs.

Rajiv Gandhi University of Health Sciences takes up regular training program for faculty under the banner of RAATI and all faculty members are trained adequately. As a part of CDE program, regular programs are conducted to update recent advances in dental treatment and so that faculty can utilize the knowledge for training the students.

FDP will emphasize to train the faculties in the teaching methods which will help students in integration of theoretical knowledge and clinical skills. Teachers will learn to make the student apply integrated knowledge for clinical decision making in practice and encourage for self-directing learning methods as well. Teachers will also be trained through FDP to teach students how to evaluate clinical scenarios in a systematic manner to arrive at a scientific and ethical decision for patient management. Academic vitality is dependent on faculty member's interest and expertise.

Thus, faculty development has a critical role to play in promoting academic excellence and innovation that result in a high level of satisfaction and gains in teaching skills.

<b>File Description</b>	<b>Document</b>
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	<a href="#">View Document</a>
List of seminars/conferences/workshops on emerging trends in Dental Educational Technology organized by the DEU year-wise during the last five years.	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>



## 5. CONCLUSION

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### Additional Information :

- Well ventilated ICT enabled eco-friendly Institute affiliated to Rajiv Gandhi University of Health Sciences (RGUHS), Bengaluru.
- 10,500 sq. Ft Central Research Laboratory (CRL) equipped with the latest equipment to cater for Molecular Biology and Immunology and Oral Microbiology. Over 3000 research projects are completed since the establishment of the lab in the year 2004.
- Recognised as Scientific and Industrial Research Organisation (SIRO) by the Department of Scientific and Industrial Research (DSIR), Ministry of Science and Technology, Government of India Since 2016.
- Campus has Animal House maintained as per Committee for the Purpose of Control and Supervision of Experiments on Animals (CPCSEA) guidelines.
- Drug discovery laboratory and Medicinal Garden with over 50 varieties of Medicinal plants within campus.
- Our Institute has attracted numerous research projects in the field of Dentistry, Ayurveda and Pharmacy.
- Awarded with Instrumental Access program from seeding Labs, Boston, USA. One amongst the 16 awardees from all over the world for the year 2018 and the only standalone Institute to receive the award.
- MOU's with reputed Universities, Institutions and Industries, which include ICMR, Belagavi and RGUHS, Bengaluru.
- Our staff and Students address social issues through skits, rallies, lectures on issues such as Rally for river, learn and teach, prevention of atrocities on women.
- 210 KV Solar electrification unit installed on rooftop of academic building which caters to the energy needs of entire campus.
- "Padmanath Anna Bhagya" scheme implemented since 2015 to provide free lunch to patients.
- Dedicated clinic to treat specially abled patients.
- National Anthem played and sung in the campus every working day at 9am.
- Institution innovation cell established since 7th October 2022 to have a functional, ecosystem for scouting ideas and develop better cognitive ability for our students.
- NABL accredited COVID-19 testing lab established during Covid-19 pandemic.

### Concluding Remarks :

Our Institute's future goal is to provide the students with adequate clinical experience that offers wide access to consultative, comprehensive and emergency oral health care. Our goal is to make them excel in dental health service by providing effective, efficient and quality dental care to the community by providing access to various cutting edge technologies and develop the infrastructure for the same.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.2	<p>Percentage of fulltime teachers participating in BoS /Academic Council of Universities during the last five years. (Restrict data to BoS /Academic Council only)</p> <p>1.1.2.1. Number of teachers of the Institution participating in BoS/Academic Council of universities year-wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>3</td> <td>0</td> <td>1</td> <td>2</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>02</td> <td>01</td> <td>01</td> <td>01</td> <td>01</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	2	3	0	1	2	2021-22	2020-21	2019-20	2018-19	2017-18	02	01	01	01	01
2021-22	2020-21	2019-20	2018-19	2017-18																	
2	3	0	1	2																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
02	01	01	01	01																	
1.2.1	<p>Percentage of inter-disciplinary / inter-departmental courses /training across all the Programmes offered by the College during the last five years</p> <p>1.2.1.1. Number of inter-disciplinary /inter-departmental courses /training offered during the last five years Answer before DVV Verification : 199 Answer after DVV Verification: 108</p> <p>1.2.1.2. Number of courses offered by the institution across all programs during the last five years Answer before DVV Verification : 245</p>																				
1.3.2	<p>Number of value-added courses offered during the last five years that impart transferable and life skills.</p> <p>1.3.2.1. Number of value-added courses offered during the last five years that impart transferable and life skills. Answer before DVV Verification : 9 Answer after DVV Verification: 03</p>																				
1.3.3	<p>Average percentage of students enrolled in the value-added courses during the last five years</p> <p>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 Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>99</td> <td>10</td> <td>175</td> <td>79</td> <td>74</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	99	10	175	79	74	2021-22	2020-21	2019-20	2018-19	2017-18					
2021-22	2020-21	2019-20	2018-19	2017-18																	
99	10	175	79	74																	
2021-22	2020-21	2019-20	2018-19	2017-18																	

2021-22	2020-21	2019-20	2018-19	2017-18
99	10	175	79	74

1.3.4	<p>Percentage of students undertaking field visits/Clinical / industry internships/research projects/industry visits/community postings (data for the preceding academic year)</p> <p>1.3.4.1. Number of students undertaking field visits, clinical, industry internships, research projects, industry visits, community postings                      Answer before DVV Verification : 162                      Answer after DVV Verification: 162</p>																				
1.4.1	<p>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"> <li>1. Students</li> <li>2. Teachers</li> <li>3. Employers</li> <li>4. Alumni</li> <li>5. Professionals</li> </ol> <p>Answer before DVV Verification : A. All of the above                      Answer After DVV Verification: A. All of the above</p>																				
1.4.2	<p>Feedback on curricula and syllabi obtained from stakeholders is processed in terms of:</p> <p>Answer before DVV Verification : B. Feedback collected, analysed and action has been taken                      Answer After DVV Verification: A. Feedback collected, analysed and action taken on feedback besides such documents made available on the institutional website</p>																				
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                      Answer before DVV Verification:</p> <table border="1" data-bbox="304 1626 1046 1693"> <tr> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> </tr> </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                      Answer before DVV Verification:</p> <table border="1" data-bbox="304 1812 1046 1946"> <tr> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> </tr> <tr> <td>17</td> <td>17</td> <td>17</td> <td>17</td> <td>17</td> </tr> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 2024 1046 2092"> <tr> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> </tr> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	2021-22	2020-21	2019-20	2018-19	2017-18	17	17	17	17	17	2021-22	2020-21	2019-20	2018-19	2017-18
2021-22	2020-21	2019-20	2018-19	2017-18																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
17	17	17	17	17																	
2021-22	2020-21	2019-20	2018-19	2017-18																	

17	17	17	17	17
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2.1.2 Average percentage of seats filled in for the various programmes as against the approved intake

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:

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
43	57	60	68	49

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
43	57	60	68	48

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
86	86	86	86	87

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
77	77	77	77	77

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

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

Answer before DVV Verification : 1080.17 years

Answer after DVV Verification: 756 years

2.4.4 Average percentage of teachers trained for development and delivery of e-content / e-courses during the last 5 years

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0	65	0	5	1

Answer After DVV Verification :

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2021-22	2020-21	2019-20	2018-19	2017-18
0	65	0	5	1

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1	2	4	1	4

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	00

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0	2	3	0	4

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	2	3	0	4

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18

3	0	2	0	11
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Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
3	0	2	0	4

3.5.1 Average number of Collaborative activities for research, faculty exchange, student exchange/ Industry-internship etc. per year for the last five years

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
6	14	3	0	6

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
6	06	3	0	6

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

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

Answer before DVV Verification : 23

Answer after DVV Verification: 23

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:

2021-22	2020-21	2019-20	2018-19	2017-18
77	43	228	59	300

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
62	36	205	35	275

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:

2021-22	2020-21	2019-20	2018-19	2017-18
89	95	121	105	91

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
89	95	121	105	91

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:

2021-22	2020-21	2019-20	2018-19	2017-18

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

Answer before DVV Verification : Any Three of the above

Answer After DVV Verification: Any One of the above

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)

4.4.1.1. Number of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi enabled ICT facilities

Answer before DVV Verification : 15

Answer after DVV Verification: 15

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

Answer before DVV Verification : 15

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:

2021-22	2020-21	2019-20	2018-19	2017-18
315	251	356	310	590

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
186	87	173	158	212

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
161	194	32	15	16

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
161	194	32	15	16

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.,)

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 ..

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0	14	32	15	16

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	4	11	9	7

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**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18

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:

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	1	3	2

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	1	1	2

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
5	4	8	6	7

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
3	2	4	3	3

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

	<p>Answer before DVV Verification : C. Any three of the above Answer After DVV Verification: C. Any three of the above</p>																				
6.3.3	<p>Average number of professional development / administrative training programmes organized by the Institution for teaching and non- teaching staff during the last five years</p> <p>(Continuing education programmes, entrepreneurship development programmes, Professional skill development programmes, Training programmes for administrative staff etc.)</p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>8</td> <td>2</td> <td>6</td> <td>2</td> <td>5</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>8</td> <td>2</td> <td>6</td> <td>2</td> <td>5</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	8	2	6	2	5	2021-22	2020-21	2019-20	2018-19	2017-18	8	2	6	2	5
2021-22	2020-21	2019-20	2018-19	2017-18																	
8	2	6	2	5																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
8	2	6	2	5																	
6.4.3	<p>Funds / Grants received from government/non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III)</p> <p>6.4.3.1. Total Grants received from government/non-government bodies, individuals, philanthropists year-wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>19.23</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>00</td> <td>0</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	0	0	0	19.23	0	2021-22	2020-21	2019-20	2018-19	2017-18	0	0	0	00	0
2021-22	2020-21	2019-20	2018-19	2017-18																	
0	0	0	19.23	0																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
0	0	0	00	0																	
6.5.2	<p>Average percentage of teachers attending programs/workshops/seminars specific to quality improvement in the last 5 years</p> <p>6.5.2.1. Number of teachers attending programs/workshops/seminars specific to quality improvement year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>37</td> <td>51</td> <td>30</td> <td>30</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p>	2021-22	2020-21	2019-20	2018-19	2017-18	50	37	51	30	30										
2021-22	2020-21	2019-20	2018-19	2017-18																	
50	37	51	30	30																	

2021-22	2020-21	2019-20	2018-19	2017-18
50	37	51	30	30

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.,)

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

7.1.1

Total number of gender equity sensitization programmes organized by the Institution during the last five years

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2	5	1	3	2

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2	5	1	3	2

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

	<p>5. Use of LED bulbs/ power efficient equipment</p> <p>Answer before DVV Verification : C. Any three of the above Answer After DVV Verification: C. Any three of the above</p>
7.1.5	<p>Water conservation facilities available in the Institution:</p> <ol style="list-style-type: none"> <li>1. Rain water harvesting</li> <li>2. Borewell /Open well recharge</li> <li>3. Construction of tanks and bunds</li> <li>4. Waste water recycling</li> <li>5. Maintenance of water bodies and distribution system in the campus</li> </ol> <p>Answer before DVV Verification : All of the above Answer After DVV Verification: Any Three of the above Remark : As per the HEI documents attached during the process of clarification. Rain water harvesting, Borewell /Open well recharge and Maintenance of water bodies and distribution system in the campus considered.</p>
7.1.6	<p>Green campus initiatives of the Institution include</p> <ol style="list-style-type: none"> <li>1. Restricted entry of automobiles</li> <li>2. Battery-powered vehicles</li> <li>3. Pedestrian-friendly pathways</li> <li>4. Ban on use of plastics</li> <li>5. Landscaping with trees and plants</li> </ol> <p>Answer before DVV Verification : B. Any four of the above Answer After DVV Verification: B. Any four of the above</p>
7.1.9	<p>Code of conduct handbook exists for students, teachers and academic and administrative staff including the Dean / Principal /Officials and support staff.</p> <ol style="list-style-type: none"> <li>1. The Code of conduct is displayed on the website</li> <li>2. There is a committee to monitor adherence to the code of conduct</li> <li>3. Institution organizes professional ethics programmes for students, teachers and the academic and administrative staff</li> <li>4. Annual awareness programmes on the code of conduct are organized</li> </ol> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p>
8.1.3	<p><b><i>Institution follows infection control protocols during clinical teaching</i></b></p>

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

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

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1	3	1	0	1

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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.

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18

70	77	13	26	45
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Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
70	77	13	26	45

8.1.9.2. Number of first year Students admitted in last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
85	245	27	28	45

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
85	245	27	28	45

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.2	<p>Number of outgoing / final year students year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <tr> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> </tr> <tr> <td>64</td> <td>50</td> <td>47</td> <td>75</td> <td>72</td> </tr> </table> <p>Answer After DVV Verification:</p> <table border="1"> <tr> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> </tr> <tr> <td>65</td> <td>55</td> <td>51</td> <td>80</td> <td>84</td> </tr> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	64	50	47	75	72	2021-22	2020-21	2019-20	2018-19	2017-18	65	55	51	80	84
2021-22	2020-21	2019-20	2018-19	2017-18																	
64	50	47	75	72																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
65	55	51	80	84																	
2.1	<p>Number of full time teachers year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <tr> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> </tr> <tr> <td>90</td> <td>75</td> <td>83</td> <td>79</td> <td>80</td> </tr> </table> <p>Answer After DVV Verification:</p> <table border="1"> <tr> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> </tr> <tr> <td>87</td> <td>72</td> <td>80</td> <td>76</td> <td>78</td> </tr> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	90	75	83	79	80	2021-22	2020-21	2019-20	2018-19	2017-18	87	72	80	76	78
2021-22	2020-21	2019-20	2018-19	2017-18																	
90	75	83	79	80																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
87	72	80	76	78																	
2.2	<p>Number of sanctioned posts year-wise during the last five years</p> <p>Answer before DVV Verification:</p>																				

2021-22	2020-21	2019-20	2018-19	2017-18
90	75	83	79	80

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
87	72	80	76	78