SELF STUDY REPORT

FOR

1ˢᵗ CYCLE OF ACCREDITATION

VSPM'S DENTAL COLLEGE AND RESEARCH CENTER,NAGPUR

VSPMS DENTAL COLLEGE AND RESEARCH CENTRE, NEAR CRPF GATE, DIGDOH HILLS, HINGNA ROAD, NAGPUR
440019
www.vspmdcrc.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

October 2020

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

VSPM's Dental College & Research Centre, Nagpur; a constituent of VSPMAHE, started by visionary Shri Ranjeetbabu Deshmukh in 1996, is situated at Digdoh Hills, Hingna and well connected to Nagpur city by road and metro. VSPMAHE is a non-profit organization that works with a purpose of making education a trusted means for achieving socio-economic development of the rural people in Central India region. The initiatives of VSPM society are providing educational and healthcare facilities in Central India region. VSPMDCRC, the name rightly reflects the institutes insight as VIDYA, the Sanskrit word implies science, learning & knowledge; SHIKSHAN implies teaching; PRASARAK implies extender/expansion; Mandal implies organization. The college is spread on a sprawling area of 7.5 acres. The green campus provides an environment for students away from the hustle and bustle of the city yet not too far away . The dental college started with an initial strength of 60 BDS seats in the year 1996. The MDS course started in 4 specialities in year 2007 with 8 PG students. Today, the institute is a postgraduate college with 100 BDS seats and 26 PG seats in 7 specialities, affiliated to MUHS, Nashik and recognized by the Dental council of India. Along with this, Ph.D. program in six subjects and fellowship programs in Implantology are also offered. The institute has kept up with changing facets in oral healthcare provision and dental education. Along with regular treatment, highly advanced diagnostic and treatment facilities are provided to serve the rural population. The college also provides extension services through satellite clinics and camps. The HSET unit is the pride of the institute in terms of teaching and learning resources, one of the first established units in the state. The solar panelled campus houses all the facilities from ICT enabled class rooms, pre-clinical laboratories, clinics, hostels, canteen, library, residential facility and sports complex with 24*7 electricity backup. In line with the green initiative, the campus has environment friendly initiatives like STP and ETP. The institute provides a favourable oral healthcare environment, catering rural population with community-oriented curriculum and promotes learning with best educational practices .

Vision

Vision: VSPM Dental College and Research Centre envisions to become a centre for quality dental education and health care of international repute by creating dental healthcare professionals with sound academic knowledge and clinical skills, impeccable professional ethics, evidence based scientific temper and confidence for global competence, to serve humanity with empathy, dedication and sincerity.

Mission

Mission: To achieve our vision of academic excellence and global competence in oral health care we strive towards:- Nurturing highly efficient professionals with high moral values by fostering an environment to promote student-centric teaching with innovative practices and conducive research milieu. - Providing affordable, quality, evidence based oral healthcare to the needy, rural and all marginalized sections of the society. - Serving the community by following an all inclusive approach, thus contributing towards national growth and development in the field of oral health care.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Highly qualified and dedicated full time staff with a very low rate of attrition, the results of which are obvious in students securing high ranks in various examinations. - The state of the art equipment and infrastructure ensures quality training for the students and treatment for patients. - Adequate clinical material for satisfactory exposure of trainees. - Research and scientific output is reasonably high, evident in the number of PubMed and Scopus publications, as well as, the four patent applications registered. - Vibrant Health Science Education Technology unit is one of the pioneer units in the state ensures the best teaching methodology by organizing various programs for advancing the skills of faculty. - 'Sarathi', the mentorship program for undergraduate students oversees their all-around development. - There is a strong outreach activity aided with the mobile dental unit where attempt is made to mobilize patients to the institution. - The management and the college authorities lay stress on the regular conduction of Professional Continuing Education Program to hone the skills of the staff and students. - Paper presentation and publications in reputed journals are encouraged by granting financial incentives to the staff. - Our institutional ethics committee is as per norms of ICMR and is registered with CDSCO. - Highest number of Ph.D. guides and students in Maharashtra University of Health Sciences (MUHS). - There is a tobacco cessation and de-addiction unit that hosts frequent activities. - Being a highly reputed and respected institution, many organizations have entered into MOUs for collaborative purposes. - The 850 bedded MCI and NABH accredited hospital provides us the advantage of inpatients as well as ability to carry out challenging investigations and surgeries. - The college encourages holistic development of the staff and students by hosting sports, cultural and extramural activities. - With the provision of Solar power generation and LED lighting the college believes in being eco friendly. - The campus is equipped with the Sewage and Effluent Treatment plant thus conserving precious water. - VSPM Interdepartmental Activity (VISA) held regularly throughout the year fosters greater synergy between the departments.

Institutional Weakness

- The institution being affiliated to MUHS the faculty has limited role in curriculum updating. - The dental college hospital is located in a rural area which has lower concept of dental health awareness which leads to many patients not seeking value added procedures. - There are two other colleges including one government college in the vicinity which we perceive as our competitors and who have their own outreach activities to get patients. - There are a plethora of dental clinics in the area that offer treatment at discounted rates as well as timings to suit a working person who are drawn from industrial/labour class. Therefore there is a very limited scope of providing high end dental treatment at subsidized charges. - There is a lack of certain sophisticated equipments such as CBCT, CAD-CAM, advanced simulators and more number of endo-microscopes which deprives the students of getting trained on such high end instruments. - Though our research output and publications is reasonably good there is still a scope to increase upon the numbers. - There are still lacunae of an incubation centre though steps are afoot to have it commissioned soon.

Institutional Opportunity

- Nagpur being located in the heart of India for its well-known facilities, excellent tertiary health care facilities is a big draw for the patients. Our outreach camps help us to draw patients for the spectrum of oral health care. - There are well established protocols in patient care and governance that lead to the concept of happy staff, students and patients. - As the college is located in a rural area the population in the vicinity can take advantage

of various health schemes such as Ayushman Bharat and Mahatma Jyotiba Phule Arogya Yojana meant for people from less privileged status. - The presence of institutions of excellence such as VNIT, NEERI and RST regional cancer centre allows us to have collaborative research projects.

Institutional Challenge

- Being a self financing institution it is a challenge to provide high end dental treatment at very subsidized rate. - There are two other dental colleges in the city and many dental clinics that offer treatment at discounted rates, this creates a hindrance in getting more patients to the college for treatment. - The dental profession in urban areas where people like to settle in general are besieged with excess supply over demand posing a challenge to sustain a steady percentile for admissions. - Being a health science institute, it is also a arduous task to place the students graduating from college. This leads to fewer people wanting to seek admission in the college, which is a mirror of the national scenario.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

VSPM DCRC is affiliated to Maharashtra University of Health Sciences (MUHS), Nashik and follows the academic program designed by MUHS. The curriculum is implemented at the college level with substantial relevance to the students, teachers and society in compliance with the guidelines laid by MUHS. Revisions in the curriculum by the MUHS/DCI are discussed in college council / curriculum committee meeting and orientation programs are organized for the smooth implementation at department level. The curriculum committee designs the annual academic calendar which is further tailored at the department level based on theory and practical hours and the syllabus content takes into account innovative student centered teaching practices which aid in enhancing academic knowledge and clinical skills. To enrich the curriculum and better learning, the institute conducts interdisciplinary and interdepartmental trainings. Fellowship in Implantology certified by MUHS and a certificate course in Implantology by Nobel Biocare provide students an opportunity to enhance their clinical knowledge and skills. Value added courses like VIHASA, Resident as Teacher, Advanced Endodontics and Basic Life Support (BLS) workshop also facilitate curriculum enrichment. The institute also encourages active participation of undergraduate and postgraduate students in continuing dental education (CDE) programs. The institution strives to provide MUHS with constructive inputs on curriculum design and planning based on the feedback system. Feedback on curriculum is collected from all stake holders in a structured format, analyzed and report discussed in college council/curriculum committee in order to improve and effectively implement the curriculum.

Teaching-learning and Evaluation

The process of admitting students to the institute is transparent and complies with the regulatory bodies namely DCI and MUHS. Equity and inclusiveness is ensured by providing reservation of seats to all categories as per applicable policy. MUHS regulations for admission which are largely state domicile based do not permit us to admit students from other states. Upon admission, slow and advanced learners are identified by psychometric tests and special programs are initiated for both. A robust mentorship program ensures individual attention to

students. Parent teachers meeting are also conducted regularly. A strong Student Welfare Association is responsible for sustenance of innate talent. The learning experience of students is enhanced by various student centric methods. Various innovative teaching methods are also followed by different departments. The Institute has various clinical skill models with structured programs to provide the students with first hand simulated clinical experience. Several classroom and beyond classroom activities are conducted using ICT enabled tools. The institute has adequate student teacher ratio. It follows a well structured academic calendar for all academic and co-curricular activities. A robust system of evaluating the students by continuous assessment is followed. Exam related grievances are dealt with effectively. Due opportunities are provided to the students for the mid course improvement. The Institutional teaching learning and assessment processes of are in line with the stated learning outcomes.

Research, Innovations and Extension

Being one of the premier institutions, a great emphasis is laid on nurturing research environment in the campus and amongst the faculty/ students members. The institution has 14 teachers recognized as Ph.D. Research guides. Many teachers have been awarded with National /international fellowships / financial support for advanced studies/collaborative research. The students and faculties are encouraged to apply for research grants and have 24 research projects that have been funded. The Institution has Board of Research Studies and Institutional Ethics Committee which oversee the implementation of the research projects with all the project work being subjected to the IEC clearance. The Institution boasts of having 43 teachers who have been recognized as PG guides by the MUHS and a total of 106 PG degrees have been awarded in the last five years. 323 research papers have been published in journals notified on UGC CARE list and 34 books/ chapters and papers published in national/ international conference proceedings indexed in UGC-CARE list. In the pursuit of the vision and mission of our institute, various extension and outreach activities are run by the college. More than 100 extension and outreach activities engaging almost 65% of the students from the institution every year are being carried out in collaboration with the community and various Government and Non- governmental organisations. A large number of collaborative research activities are being carried out in the Institution and there are 15 functional MOUs with Institutions/ Industries for academic, clinical training, project works and collaborative research programmes.

Infrastructure and Learning Resources

The campus in general and college in particular is well equipped with world class infrastructure for students, employees & patients for optimal training and healthcare. The classrooms and seminar halls are equipped with smart boards and ICT facilities. The equipment and infrastructure available in all departments is productively employed for the best oral health care for patient as well as for training the students. The library is digitalized in all aspects as well has subscription to E-books, E-journals- 'EBSCO HOST' and 'clinical key' and other resources the students and staff can access. The attached MCI and NABH accredited medical college has 850 beds. There are hostels for both genders with canteen and dining rooms that offer a varied menu. There are also food stalls that offer delicacies to suit everyone's palate. The waste and sewage is managed by a state of the art STP and ETP. Solar panels reduce the carbon footprint which is further backed up by generators providing 24*7 electricity. High speed internet connection and adequate computer terminals are made available for E-learning, E-Governance and ICT. There is an ATM, credit society and other facilities for the ease of all stake holders. As The College authorities believe in a holistic development of staff & employees, there are indoor and outdoor sports facilities where they can unwind and relax. The maintenance committees comprise of civil, biomedical engineering, electrical, IT, workshop and vehicle departments for regular upkeep of equipments &

infrastructure.

Student Support and Progression

The institution provides necessary assistance to students to enable them to acquire meaningful experiences for learning at the campus & to facilitate their holistic development & progression. It also looks into performance & progression of students to higher education & gainful employment & alumni profiles. Students of the institution are benefited by scholarships/free-ships schemes by government. The institution has various capability enhancement & development programme for soft skill, language & communication skill, Yoga & Wellness, Human value, personality & professional development for the benefit of students. It also provides guidance for competitive examinations & career counselling which encourages & empowers students for higher education & self employment making them complete professionals. The international student cell of the institute affords assistance to overseas students. There is a transparent mechanism to ensure a stress free, ragging free campus. Timely redressal of grievances of student grievances is carried out. The institution has required infrastructure & promotes active participation of students in social, cultural, sports & leisure activities to develop & enhance various skills & competencies. The institution is dedicated to overall development & welfare of students through structured student council which allows active participation of students in various academic & administrative bodies. An active alumni association assures continuing bonds between ex-students and Alma-mater which contributes significantly to the development of institution.

Governance, Leadership and Management

VSPM Dental College and Research Centre envisions to become a centre for quality dental education and health care of international repute. All institutional academic and administrative activities are governed by it's 'Vision and Mission' statements. Participatory governance is encouraged as management; Dean and faculty play a proactive role in the governance and management of the institution. The academic, financial and logistic planning is carried out well in time and implemented. Policies are formed for covering academics, examinations, patient care, and research areas. Various committees are also set up which monitor the implementation of the strategies and policies. The institute has been continuously working for up-gradation and reinforcement of institutional quality, through enhancement of teaching methodology, faculty development and by fostering a conducive research environment. A systematic decision making process is followed based on the hierarchical positions, with the management being the final decision making authority. A clear well thought of budgeting procedure is in place for optimal resource utilization. Annual budget is prepared for all expenses to be incurred for the financial year like infrastructure development & maintenance, development & procurement of learning resources and monthly expenses for salaries of teaching and non-teaching faculties. The institution has a streamlined internal quality assurance mechanism and the Internal Quality Assurance Committee (IQAC) works in tandem with various other committees for quality improvement initiatives and conducts workshops / activities to enhance overall quality of all institutional processes.

Institutional Values and Best Practices

An educational institute is known by the values and best practices instilled in its day to day governance and functioning. To achieve its objectives of holistic development among all the stake holders a conducive environment is promoted assuring gender equity, safety & security, green environment friendly campus. Gender equity and sensitization is a hallmark of this institution where in the constant dedicated efforts are made to

balance out gender disharmony. The gender harassment committee maintains a strict vigil to seed out any gender biases in daily practice. Dedicated programmes for awareness are conducted to spread the message of gender equity. The green campus initiative is implemented and strictly monitored through various committees on biomedical waste disposal management, energy and water conservation, noise pollution, green and clean campus. To promote communal, regional, linguistic and cultural harmony various programmes and dedicated National and International days are celebrated with great fervour throughout the year. Best practices of the institute are its centre piece. The research and scientific environment is zealously promoted by instituting financial grants, supporting CDE, webinar and conferences. The management recognizes exceptional achievements by the teaching and non teaching faculty in every academic year. The HSET unit is the pride of institute, one of the first established units in the state. Its aim is to deliver quality education by conducting modules on academic leadership, basic and advanced teacher training and Research Methodology. The institution is thus marching towards its mission of serving the humanity through excellence in academic and clinical practice in a conducive atmosphere.

Dental Part

VSPM DCRC is a reputed professional institution offering dental education in Central India under the aegis of MUHS. It is leaving no stone unturned in imparting quality dental education to ascertain high ranking in the field of dentistry. As soon as admission of students to the institution, it organizes orientation programme and special workshops to instil confidence, health professionalism and a sense of belongingness. The institution is equipped with preclinical laboratories and high end equipments for enhancing the skill and clinical judgment among students. Approximately, Rs.9,365/- is spent on consumables for each student per year as a part of student learning. The institution is strictly adhering to infection control protocols to avoid chances of cross infection between caregivers and receivers. It gives utmost importance to immunization protocols right from the admission of students to the institution with maximum students being vaccinated against Hepatitis-B. It is rendering dental care to special strata of the society through its specialized oral health care clinics. There are about 25% teachers with additional degrees who are a rich source of knowledge and guidance. The institution focuses on graduate attributes like knowledge, skills, clinical judgments and interaction, professional development and team work to achieve desired competencies and follows objective methods like Continuous internal evaluation, Objective structured clinical examinations and Objective structured practical examination for student evaluation. The HSET unit of VSPM DCRC is making exceptional contribution for the faculty development in the area of emerging Dental Education Technology since its inception.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	VSPM'S DENTAL COLLEGE AND RESEARCH CENTER,NAGPUR
Address	VSPMs Dental College and Research Centre, Near CRPF Gate, Digdoh Hills, Hingna Road, Nagpur
City	Nagpur
State	Maharashtra
Pin	440019
Website	www.vspmdcrc.edu.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Usha Radke	07104-665000	9423100115	07104-665011	vspmdcrcnagpur@gmail.com
IQAC / CIQA coordinator	Mukta Motwani	07104-306301	9372306210	07104-302306	motwanimukta@yahoo.co.in

Status of the Institution	
Institution Status	Private and Self Financing
Institution Fund Source	No data available.

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details	

Date of establishment of the college	27-06-1996

University to which the college is affiliated/ or which governs the college (if it is a constituent college)

State	University name	Document
Maharashtra	Maharashtra University of Health Sciences	[View Document](#)

Details of UGC recognition

Under Section	Date	View Document
2f of UGC		
12B of UGC		

Details of recognition / approval by statutory / regulatory bodies other than UGC (MCI, DCI, PCI, INC, RCI, AYUSH, AICTE etc.)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
DCI	[View Document](#)	10-06-2008	60	Permanent Validity

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the college recognized for its outstanding performance by national or international agencies such as DSIR, DBT, ICMR, UGC-SAP, AYUSH, WHO, UNESCO etc.?	No

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	VSPMs Dental College and Research Centre, Near CRPF Gate, Digdoh Hills, Hingna Road, Nagpur	Rural	7.5	22488.15

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
UG	BDS,Dentistry	60	HSSC	English	100	100
PG	MDS,Oral Medicine And Radiology	36	BDS	English	3	3
PG	MDS,Oral And Maxillofacial Surgery	36	BDS	English	3	3
PG	MDS,Orthodontics And Dentofacial Orthopaedics	36	BDS	English	3	3
PG	MDS,Periodontology	36	BDS	English	4	4
PG	MDS,Prosthodontics And Crown And Bridge	36	BDS	English	4	4
PG	MDS,Conservative Dentistry And Endodontics	36	BDS	English	4	4

PG	MDS,Pediatric And Preventive Dentistry	36	BDS	English	3	3
PG	MDS,Oral Pathology And Microbiology	36	BDS	English	2	1
Doctoral (Ph.D)	PhD or DPhil,Oral Medicine And Radiology	36	BDS MDS	English	3	1
Doctoral (Ph.D)	PhD or DPhil,Oral And Maxillofacial Surgery	36	BDS MDS	English	3	2
Doctoral (Ph.D)	PhD or DPhil,Periodontology	36	BDS MDS	English	6	1
Doctoral (Ph.D)	PhD or DPhil,Prosthodontics And Crown And Bridge	36	BDS MDS	English	6	1
Doctoral (Ph.D)	PhD or DPhil,Conservative Dentistry And Endodontics	36	BDS MDS	English	3	3
Doctoral (Ph.D)	PhD or DPhil,Oral Pathology And Microbiology	36	BDS MDS	English	6	4

Position Details of Faculty & Staff in the College

Teaching Faculty											
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				16				19				32
Recruited	5	11	0	16	11	8	0	19	15	17	0	32
Yet to Recruit				0				0				0
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				0
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit				0				0				0
	Lecturer				**Tutor / Clinical Instructor**				**Senior Resident**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				9				3				0
Recruited	2	7	0	9	1	2	0	3	0	0	0	0
Yet to Recruit				0				0				0
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				0
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				155
Recruited	83	72	0	155
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				12
Recruited	7	5	0	12
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	5	11	0	11	8	0	15	17	0	67

Highest Qualification	**Lecturer**			**Tutor / Clinical Instructor**			**Senior Resident**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Highest Qualification	**Lecturer**			**Tutor / Clinical Instructor**			**Senior Resident**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers									
Highest Qualificatio n	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Highest Qualificatio n	**Lecturer**			**Tutor / Clinical Instructor**			**Senior Resident**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	0	0	0	0
Number of Emeritus Professor engaged with the college?	**Male**	**Female**	**Others**	**Total**
	0	0	0	0
Number of Adjunct Professor engaged with the college?	**Male**	**Female**	**Others**	**Total**
	3	1	0	1

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
Certificate / Awareness	Male	0	0	0	0	0
	Female	1	0	0	0	1
	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
PG	Male	7	0	0	0	7
	Female	18	1	0	0	19
	Others	0	0	0	0	0
UG	Male	21	0	0	0	21
	Female	79	0	0	0	79
	Others	0	0	0	0	0

22-02-2021 10:33:06

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		**Year 1**	**Year 2**	**Year 3**	**Year 4**
SC	Male	6	4	3	4
	Female	17	12	18	10
	Others	0	0	0	0
ST	Male	0	0	1	1
	Female	5	4	2	2
	Others	0	0	0	0
OBC	Male	10	6	11	6
	Female	40	31	37	28
	Others	0	0	0	0
General	Male	20	8	6	13
	Female	36	40	51	53
	Others	0	0	0	0
Others	Male	3	0	0	2
	Female	3	0	6	6
	Others	0	0	0	0
Total		140	105	135	125

General Facilities	
Campus Type: VSPMs Dental College and Research Centre, Near CRPF Gate, Digdoh Hills, Hingna Road, Nagpur	
Facility	**Status**
• Auditorium/seminar complex with infrastructural facilities	**Yes**
• **Sports facilities**	
* Outdoor	**Yes**
* Indoor	**Yes**
• Residential facilities for faculty and non-teaching staff	**Yes**

• Cafeteria	Yes
• **Health Centre**	
* First aid facility	Yes
* Outpatient facility	Yes
* Inpatient facility	Yes
* Ambulance facility	Yes
* Emergency care facility	Yes
• **Health centre staff**	
* Qualified Doctor (Full time)	5
* Qualified Doctor (Part time)	0
* Qualified Nurse (Full time)	13
* Qualified Nurse (Part time)	0
• Facilities like banking, post office, book shops, etc.	Yes
• Transport facilities to cater to the needs of the students and staff	Yes
• Facilities for persons with disabilities	Yes
• Animal house	No
• Power house	Yes
• Fire safety measures	Yes
• Waste management facility, particularly bio-hazardous waste	Yes
• Potable water and water treatment	Yes
• Renewable / Alternative sources of energy	Yes
• Any other facility	**Rain Water Harvesting , Temple, Amphitheater, Yoga and Wellness center**

Hostel Details		
Hostel Type	**No Of Hostels**	**No Of Inmates**
* Boys' hostel	1	35
* Girls's hostel	2	112
* Overseas students hostel	0	0
* Hostel for interns	0	0
* PG Hostel	1	45

Extended Profile

1 Students

1.1

Number of students year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
577	598	534	551	560

File Description	Document
Institutional data in prescribed format(Data templ	View Document

1.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
103	122	111	108	77

File Description	Document
Institutional data in prescribed format(Data templ	View Document

1.3

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

2018-19	2017-18	2016-17	2015-16	2014-15
125	137	112	123	125

File Description	Document
Institutional data in prescribed format(Data templ	View Document

2 Teachers

2.1

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

2018-19	2017-18	2016-17	2015-16	2014-15
79	84	79	79	85

File Description	Document
Institutional data in prescribed format(Data templ	View Document

2.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
79	84	79	79	85

File Description	Document
Institutional data in prescribed format(Data templ	View Document

3 Institution

3.1

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

2018-19	2017-18	2016-17	2015-16	2014-15
940.30	827.60	715.47	629.24	752.19

File Description	Document
Institutional data in prescribed format(Data templ	View Document

22-02-2021 10:33:21

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:

Curriculum planning: VSPM DCRC is affiliated to Maharashtra University of Health Sciences (MUHS), Nashik and follows the academic program designed by MUHS thus has a limited role in curriculum designing and development although the faculty of the college has been actively associated with the Board of Studies, MUHS. The curriculum is implemented at the college level considering the goals and concerns at local level. Educational programs are targeted to have substantial relevance to the students, teachers and society, in compliance with the guidelines laid by MUHS. Revisions in the curriculum by the MUHS/DCI are discussed in college council / curriculum committee meeting and if needed programs are organized for effective communication to students and teachers and smooth implementation at department level.

Delivery: For effective implementation of the curriculum the institute conducts orientation programs for undergraduates and post-graduates at the beginning of the first year of the respective academic program. The curriculum committee designs the annual academic calendar for theory as well as practical so as to cover the entire curriculum within the allotted time frame. This is further tailored at the departmental level, based on theory and practical hours and the syllabus content. The planning and implementation takes into account innovative student centered teaching practices which aid in enhancing academic knowledge and clinical skills. To enrich the curriculum, the institute conducts add on and value added courses, workshops and continuing dental education (CDE) programs and encourages active participation of undergraduate and postgraduate students, which facilitates advancement of knowledge and helps to keep abreast with recent advances in the field of dentistry.

Feedback: The institution strives to provide MUHS with constructive inputs on curriculum design and planning based on the feedback system. The HSET(Health Science Education Technology) cell also encourages staff to undertake projects on curriculum reforms so as to provide meaningful inputs to the MUHS. Based on the inferences of these projects curriculum revisions have been suggested to MUHS in the year 2017 and 2019. Feedback on curriculum is collected from all stake holders i.e. students, teachers, alumni, employers and professionals in a structured format, analyzed and report discussed in college council/curriculum committee in order to improve and effectively implement the curriculum.

File Description	Document
Any additional information	[View Document](#)
Link for Minutes of the meeting of the college curriculum committee	[View Document](#)

1.1.2 Percentage of fulltime teachers participating in BoS /Academic Council of Universities during the last five years. (Restrict data to BoS /Academic Council only)

Response: 1.25

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

2018-19	2017-18	2016-17	2015-16	2014-15
00	00	2	02	01

File Description	Document
Provide scanned copy of nomination letter such BoS and Academic Council From University/ Autonomous college	View Document
Institutional data in prescribed format	View Document
Link for details of participation of teachers in various bodies	View Document

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: 80.65

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

Response: 25

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

Response: 31

File Description	Document
List of Interdisciplinary /interdepartmental courses /training across all the the programmes offered by the University during the last 5 years	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

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: 2.03

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

2018-19	2017-18	2016-17	2015-16	2014-15
2	0	11	22	21

File Description	Document
Institutional data in prescribed format	[View Document](#)
Details of the students enrolled in subject-related Certificate/Diploma/Add-on courses	[View Document](#)
Any additional information	[View Document](#)

1.3 Curriculum Enrichment

1.3.1 The Institution integrates cross-cutting issues relevant to gender, environment and sustainability, human values, health determinants, Right to Health and emerging demographic issues and Professional Ethics into the Curriculum as prescribed by the University / respective regulative councils

Response:

The institute is affiliated to the MUHS and follows the curriculum prescribed by it. The curriculum addresses cross cutting issues like ethics, health determinants and emerging demographic issues as a part of Public health dentistry course in final year BDS program and partly in MDS program. However, courses specific to cross-cutting issues are not conducted in the institute as it is bound by the MUHS course regulations. The institute however strives to enrich the curriculum by conducting various programs and

workshops addressing the cross-cutting issues and ensures active participation of students.

Cross cutting issues like **Gender Equality, Women's health and Women Empowerment** are extremely important. Students are sensitized regarding these issues by organizing programs linked to International Women's day, Women empowerment, Gender equality at workplace, Women's health issues like Breast cancer awareness, Menstrual hygiene management and others.

The institute organizes programs related to environmental sustainability like **World environment day**, **'Swaccha Bharat Abhiyan'**, **Disposal of biomedical waste.** Rallies in and outside the campus are held for the students to learn about the responsible interaction with the environment. Tree plantations drives are carried out in the institute campus to stress upon the importance of ecological balance.

Health is influenced by multiple factors that lie both within the individual and externally. Determinants of health like biological, behavioral, socio-cultural and socioeconomic, environmental factors and access to health care services are integrated into the curriculum.. Deaddiction programs like **'Garjana'**, is the initiative of the institute to address the menace of tobacco. Students actively participate in **'Swasthya rallies'** organized periodically to address oral health. **'Nanhe kadam'**, an initiative of the institute towards awareness and maintenance of good oral hygiene of school going children is organized to make students aware and learn about preventive aspects of pediatric dentistry. The institute also organizes rallies and awareness programs for important issues like road safety, organ donation and Hepatitis B vaccination.

Human values like respect, appreciation, openness, affection, empathy and love towards other human beings are imbibed in students through **'VIHASA'** which is undertaken annually. It addresses an important gap between personal and team development by taking a fresh, value-based approach to students' learning and practice. Various other lectures like **'Exploring yourself', 'Art of living', 'Tackling the youth'** etc emphasize upon the human values. Yoga and meditation have always been encouraged in the institute by celebrating International yoga day every year where guest lectures by spiritual leaders and yoga practice sessions are organized for the students and staff.

Ethics is an integral part of any profession. The code of ethics prescribed by MUHS and DCI act as a guiding light in distinguishing between right and wrong, observing one's duties and maintaining good interpersonal relationships. Lectures on various aspects of ethics like patient care, research and publications, cyber safety are conducted from time to time for undergraduates and postgraduates.

All these initiatives by the institute to address the cross cutting issues do help in enriching the curriculum.

File Description	Document
Link for list of courses with their descriptions	[View Document](#)

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

Response: 2

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

skills.

Response: 2

File Description	Document
List of-value added courses	View Document
Institutional data in prescribed format	View Document
Brochure or any other document related to value-added course/s	View Document

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

Response: 9.84

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

2018-19	2017-18	2016-17	2015-16	2014-15
45	84	75	73	43

File Description	Document
Institutional data in prescribed format	View Document

1.3.4 Percentage of students undertaking field visits/Clinical / industry internships/research projects/industry visits/community postings (data for the preceding academic year)

Response: 28.08

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	[View Document](#)
Institutional data in prescribed fomat	[View Document](#)
Community posting certificate should be duly certified by the Head of the institution	[View Document](#)
Links to scanned copy of completion certificate of field visits/Clinical / industry internships/research projects/industry visits/community postings from the organization where internship was completed	[View Document](#)

1.4 Feedback System

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	[View Document](#)
Sample filled in Structured Feedback to be provided by the institution for each category claimed in SSR	[View Document](#)
Institutional data in prescribed format	[View Document](#)

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

Response: C. Feedback collected and analysed

File Description	Document
Stakeholder feedback report	[View Document](#)
Institutional data in prescribed format	[View Document](#)

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: 92.65

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

2018-19	2017-18	2016-17	2015-16	2014-15
31	31	24	31	30

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

2018-19	2017-18	2016-17	2015-16	2014-15
31	32	33	32	31

File Description	Document
Institutional data in prescribed format	[View Document](#)
Final admission list published by the HEI	[View Document](#)
Copy of letter issued by state govt. or and Central Government (which-ever applicable) Indicating the reserved categories to be considered as per the GO rule (translated in English)	[View Document](#)
Annual Report/ BOM report/ Admission report duly certified by the Head of the Institution	[View Document](#)
Admission extract submitted to the state OBC, SC and ST cell every year.	[View Document](#)

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

Response: 93

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:

2018-19	2017-18	2016-17	2015-16	2014-15
125	137	112	123	125

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

2018-19	2017-18	2016-17	2015-16	2014-15
126	158	129	129	129

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

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

Response: 2.89

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

2018-19	2017-18	2016-17	2015-16	2014-15
00	01	01	03	13

File Description	Document
List of students enrolled from other states year-wise during the last 5 years	[View Document](#)
Institutional data in prescribed format	[View Document](#)
E-copies of admission letters of the students enrolled from other states	[View Document](#)
Copy of the domicile certificate as part of the from other states and countries and/or Previous degree/Matriculation / HSC certificate from other state or country	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.2 Catering to Student Diversity

2.2.1 The Institution assesses the learning levels of the students, after admission and organises special Programmes for advanced learners and slow performers The Institution:

1. **Follows measurable criteria to identify slow performers**
2. **Follows measurable criteria to identify advanced learners**
3. **Organizes special programmes for slow performers**
4. **Follows protocol to measure student achievement**

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Criteria to identify slow performers and advanced learners and assessment methodology	[View Document](#)
Consolidated report of special programs for advanced learners and slow learners duly attested by the Head of the Institution	[View Document](#)

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

Response: 7:1

File Description	Document
List of students enrolled in the preceding academic year	[View Document](#)
List of full time teachers in the preceding academic year in the University	[View Document](#)
Institutional data in prescribed format (data Templates)	[View Document](#)

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:

With an aim to foster overall development of a student, the institute has promoted and provided a range of social, spiritual, civic and intellectual events on campus. Student's welfare Association (SWA) of the institute is one of the segments of such initiatives. Co-curricular and extracurricular activities are organized regularly under SWA to gain invaluable leadership as well as life skills.

SWA is a structured body with various constituent clubs with specific purpose viz., hobby, music, dance and sports club. It has experienced faculty as incharges and student representatives from each year as members. Teacher in-charges monitor the activities. Every year during students' orientation program; undergraduates are introduced to the SWA and encouraged to participate in various activities.

Open to all students, SWA organizes programs, events and meetings throughout the academic year. Students also participate in various intercollegiate debates, singing and dance competitions through this association. As a result of this initiative, our students have won many awards in sports, music and dance competitions at local, regional, university and national level.

Programs on yoga and Values in health care- A spiritual approach (VIHASA) are arranged regularly to foster human values in students. 'Annual social gathering' in the institute gives a common platform to each student to showcase their innate talent. Faculty and students interact, plan and work hard for smooth conduction of every event throughout the year.

Student clubs provide a forum for interaction among themselves and the outside world. It may be formal or informal aimed at bringing out the passion in youngsters and develops their organizational skills. The clubs foster a good balance of work, fun and leisure activities and ensure all round development of students. The harmony amongst diverse groups of students in these institutional clubs adds to the uniqueness and contributes towards holistic development of students.

File Description	Document
Link for Appropriate documentary evidence	[View Document](#)
Link for any other relevant information	[View Document](#)

2.3 Teaching- Learning Process

2.3.1 Student-centric methods are used for enhancing learning experiences by:

- **Experiential learning**
- **Integrated/interdisciplinary learning**
- **Participatory learning**
- **Problem solving methodologies**
- **Self-directed learning**
- **Patient-centric and Evidence-Based Learning**
- **Learning in the Humanities**
- **Project-based learning**
- **Role play**

Response:

The institution has followed the prevailing trend in health science education shifting teacher centered learning to learner centered one. We practice this approach along-with traditional one in order to develop learner autonomy and independence focusing on skills and practices that enable lifelong learning and independent problem-solving. The Health Science Education Technology (HSET) unit of the institute is extensively involved with planning as well as capacity building for teachers to practice various student centric methods. These methods as explained below are also included in institutional academic calendar for timely implementation.

Integrated teaching-learning is executed by the concerned departments on a topic suggested by consensus and need of students. Interdepartmental meetings, are carried out beforehand to design appropriate schedule of integrated teaching session.

Problem based learning is another teaching learning (TL) method where students gain insight of critical thinking, communication, and group dynamics. Majority of the departments conduct PBL sessions.

Students are encouraged to conduct short term projects to enhance project based learning during their UG and PG tenure. The teachers are involved as mentors to help the students in the preparation of study design and piloting of the project. Many such projects have received prizes and recognitions.

The institute equally fosters learning environment for postgraduates on experiential learning (EL). Community based learning is designed to provide challenges and situations that allow students to adapt and learn how to interact with members of the community. Post graduates attend various health camps and are also evaluated individually in the departments for interactions with patients. Situation based learning is achieved by undergoing various hands on workshops of respective subjects as part of CDEs.

Reflective learning is promoted through self evaluation aided by proper documentation and grades in log-books and timely interaction with faculty during clinical postings. Post-graduate students are also allotted lectures and demonstrations to be taken under the supervision of faculty wherein they are asked to reflect and learn from their experiences.

Considering the importance of Evidence based practice, students are sensitized for the same in orientation

programs. Research methodology workshop is organized annually to encourage students to carry out research on the basis of evidence and strong reference, so that they should come out with the unique and innovative results.

Self directed learning is facilitated by providing excellent library facilities with access to wide information resources, periodic home assignments and well designed museums. Several other methods like early clinical and dental laboratory Exposure, flipped classroom are also employed to facilitate student centric learning in early undergraduate years.

Humanitarian Values are inculcated in students through VIHASA.

Role Play is practiced for PG students in RAT workshop organized by HSET team every year for PG Students.

File Description	Document
Link for learning environment facilities with geotagging	[View Document]()
Link for any other relevant information	[View Document]()

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

1. **Has Basic Clinical Skills / Simulation Training Models and Trainers for skills in the relevant disciplines.**
2. **Has advanced simulators for simulation-based training**
3. **Has structured programs for training and assessment of students in Clinical Skills Lab / Simulation based learning.**
4. **Conducts training programs for the faculty in the use of clinical skills lab and simulation methods of teaching-learning**

Response: B. Any three of the above

File Description	Document
Report on training programmes in Clinical skill lab/simulator Centre	[View Document](#)
Proof of patient simulators for simulation-based training	[View Document](#)
Proof of Establishment of Clinical Skill Laboratories	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Geotagged Photos of the Clinical Skills Laboratory	[View Document](#)
Details of training programs conducted and details of participants.	[View Document](#)
Any other relevant information	[View Document](#)

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

Response:

Keeping pace with the technological advancements the institution has adopted several changes in the teaching-learning practices over the years. ICT is widely used in the Teaching-Learning process. Class rooms have LCD projection systems and computers. Wi-Fi connectivity, networking of various departments with **LAN** is provided for seamless communication and sharing of knowledge. All lecture theatres and seminar rooms are e- enabled. The faculty uses Audio-visual aids in the form of power point presentation with embedded videos and images. Power-point presentations have been developed for a number of topics by every department. All faculty members are trained in the use of computers and their knowledge is constantly upgraded for utilizing newer techniques. The institution subscribes for E-Journal and E-books which helps in enhancing E-Learning. As an affiliated college, the institute is a member of the MUHS Digital Library and other databases that give access to a treasury of information and knowledge. Specialized Computer software and Mobile app have been developed in association with technology partners and are used for teaching-learning by some departments. All Teachers are a part of e-learning platform of our university OMNICURIS-MUHS, Nashik which provides an opportunity to not only use the resources online but also participate in creating them as faculty. All teachers also use online e-learning resources from their respective subjects such as Foundation for Oral Rehabilitation, Indian Dental Association, Indian Endodontic Society, AOCMF and University of Michigan, USA for teaching-learning regularly. Live Webinars have been conducted using MFCME (DST) by various departments on several topics. Few faculty have received special training as part of their FAIMER fellowship to use online LMS like Moodle for teaching-learning.

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

2.3.4 Student :Mentor Ratio (preceding academic year)

Response: 30:1

2.3.4.1 Total number of mentors in the preceding academic year

Response: 19

File Description	Document
Log Book of mentor	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Copy of circular pertaining the details of mentor and their allotted mentees	[View Document](#)
Approved Mentor list as announced by the HEI Allotment order of mentor to mentee	[View Document](#)
Any other relevant information	[View Document](#)

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

Response:

In our institution we recognize the importance of creativity, innovation and analytical skills for student progress and building successful career. Several classroom and beyond classroom activities are purposely designed in order to achieve this objective.

This is done by incorporating creative classroom environment which provides myriad opportunities for innovative thinking, group problem solving and shared learning experience that can help students connect with each other on a personal level. Problem based learning using real life clinical issues are practiced by all departments giving a major boost to inculcate critical thinking as well as analytical skills in students. Specialized module for clinical decision making further strengthens the approach of rationality and making sound judgments in complex situations

Annual scientific session is organized where students present their scientific work including research projects and receive constructive feedback. Capacity building sessions are also organized as a part of their orientation workshops regularly. Students are encouraged to attend and take part in Conferences, CMEs, and Workshops. Journal Clubs, interdisciplinary clinical meeting, are held regularly to build a scientific temper. Training in Research Methodology is carried out for postgraduate students. Financial support in the form of Research grants is provided for the students. Students are encouraged to take part in ICMR, MUHS Short Term Research Grant (STRG) and institution funded research projects. Recognitions in the form of annual awards viz., Best Student Paper, poster, overall Best student is given coupled with timely and appropriate certifications to motivate them.

Several beyond classroom activities are also organized regularly to boost the element of creativity and innovation in students to help them in expressing opinions and emotions through music, dance, theatre, art projects. This fosters the emotional development of students and enables them to realize their hidden potential.

File Description	Document
Link for appropriate documentary evidence	[View Document](#)
Link for any other relevant information	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1 Average percentage of fulltime teachers against sanctioned posts during the last five years

Response: 100

File Description	Document
Sanction letters indicating number of posts (including Management sanctioned posts) by competent authority (in English/translated in English)	[View Document](#)
Institutional data in prescribed format	[View Document](#)

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: 12.79

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.

2018-19	2017-18	2016-17	2015-16	2014-15
11	14	9	9	9

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

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

Response: 10.63

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

Response: 840.05

File Description	Document
Institutional data in prescribed format	View Document
Consolidated Experience certificate duly certified by the Head of the insitution	View Document

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

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

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

Response: 2.53

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

2018-19	2017-18	2016-17	2015-16	2014-15
5	0	2	3	2

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-Copies of award letters (scanned or soft copy) for achievements	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1 The Institution adheres to the academic calendar for the conduct of Continuous Internal Evaluation and ensures that it is robust and transparent

Response:

Examination procedures are in accordance with the guidelines prescribed by Dental Council of India (DCI) and Maharashtra University of Health Sciences (MUHS), Nashik for all the courses Viz., BDS, MDS, PhD and Fellowship.

The institution strategizes   its teaching –learning, assessment methods in such a way that the intended

learning outcomes can be achieved, developing different competencies. Under graduates are evaluated by formative and summative evaluation methods. Three Continuous Internal Evaluation (CIE) in the form of formative evaluations and one summative examination are carried out for undergraduates. Theory as well as practical examinations are carried out as per the prescribed format given by university. Institute maintains transparency in assessment of evaluations. After every CIE marks obtained in the respective subjects by the students are displayed and queries if any are discussed with the concerned faculty.

Schedule of the theory classes, clinics and CIE for every undergraduate is planned in a academic calendar. Evaluation dates are displayed at the beginning of the academic year. Theory classes and clinical posting are conducted according to the academic calendar of respective years and it is made sure that it is completed before the respective CIE. Topics to be evaluated are mentioned well before the evaluation date.

Theory as well as practical examination is conducted as per guidelines by the University. The theory paper includes Long answer questions (LAQ), Short answer questions (SAQ) and Multiple choice questions (MCQ). The institute has started using blue prints of question papers as per systematic categorization of course plan into must know (60%), desirable to know (30%) and nice to know areas (10%) Practical examinations are structured to evaluate affective, psychomotor as well as other cognitive areas. Viva –voce is one of the sections of practical examinations which is conducted by using standard guidelines.

The cumulative scores of formative assessment are converted into internal assessment marks & added to summative examination.

Post graduates appear for theory evaluation on basic sciences and research methodology in first year as per university norms. Throughout their three year course, postgraduates are assessed for their cognitive, psychomotor and affective domains by respective PG guides as well as HODs and immediate feedback is given. A structured and well planned preliminary exam is conducted for PGs for theory and practicals. For PhD scholars Pre PHD assessment is conducted within six months of research synopsis approval. This assessment includes respective subject's theory and research methodology evaluation along with viva voce on research project and subject advances. For P.G., Ph.D. and fellowship students the summative course evaluations are conducted according to MUHS guidelines. This demonstrates robust and transparent assessment system which aims at developing competent health professionals and also fosters quality development of the institute.

File Description	Document
Link for dates of conduct of internal assessment examinations	View Document
Link for any other relevant information	View Document
Link for academic calendar	View Document

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

Response:

The institution takes serious cognizance of examination related grievances and it has an effective and robust mechanism for their redressal .

For both theory as well as practical **formative evaluation, a three-stage methodology** is adopted to redress the grievances.

First Stage – Teacher level: by providing with answer books to students corrected by the teacher along with the model answer, so as to enable them to clear their doubts, if any.

Second stage – Departmental level: in case the student is not satisfied with the modality at level one, he/she can approach to the head of the concerned department who is required to look into the matter and do the needful.

Third stage is through an Institutional Student Grievance Redressal Committee. In case the student is aggrieved with the decision at the departmental level also, he / she can "appeal" in writing to the Institutional Student Grievance Redressal Committee, which will take appropriate steps to resolve the matter. The decision so given by the committee is final and binding. This entire procedure is completed within a period of 15 days from declaration of results for all three stages

For Summative Examination

The student has to apply to MUHS, Nashik for verification & Re-totaling of the marks obtained at summative assessment conducted by the University, within fifteen days from the date of declaration of the result by the University. The University upon looking into the matter will decide the issue within one month from the prescribed last date of the receipt of the application pertaining to grievances.

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

2.5.3 Reforms in the process and procedure in the conduct of evaluation/examination; including Continuous Internal Assessment to improve the examination system.

Response:

The institution strongly believes that assessment drives learning. Therefore several reforms are undertaken from time to time in assessment process to enhance learning outcomes and student progress. These are explained below-

Following measures are taken to keep examination system transparent and efficient

1. Examination committee(including UG and PG Cell) looks after all the related work for better co-ordination
2. Strict adherence to the Institute academic calendar and timely publication of results is ensured
3. Table of specifications is prepared for setting exam paper and question paper is thoroughly scrutinized to ensure the standard, spread of the syllabus and mapping of learning objectives.
4. Showing the evaluated answer script to the student with constructive feedback is done

Our institute is affiliated to MUHS Nasik, which follows an entirely IT integrated system with online teachers' login for paper setting, online entry of internal assessment marks as well as final practical and theory marks. Bar coded and Optical Mark Recognition (OMR) enabled answer papers are used to avoid human error and expedite the process. Apart from this, the institute has its own website where all relevant documents regarding examination system is made available for students from time to time.

Our institute has been the centre for various university theory examinations and CAP(Centralised Assessment Procedure) where all staff members participate actively as paper evaluators and moderators. Many faculty members are approved and invited as external examiners all across the country in various other dental colleges.

Continuous formative assessment is conducted through class tests, presentations and assignments, non-formal assessment based on observation of individual student's participation in group activities in classroom as well as clinical posting. Feedback from faculty on performance is given to the students to improve their performance on a time to time basis.

As per the curriculum by DCI the assessment is largely competency based in structure for all the specialties. The competencies are specifically identified, students are trained and assessed regularly.

Following newer assessment techniques are practiced :

Workplace-based assessment –in order to get the comprehensive assessment of post-graduate student working in the institute, workplace based assessment using Direct Observation of Procedural Skills (DOPS) is done. Mini clinical evaluation exercise (mini-CeX) with attention to all competencies is undertaken for post-graduates and immediate feedback is given. A continuous follow up is maintained so as to monitor the progress in performance.

Self assessment : Students are encouraged to do their self assessment from time to time and opportunities are provided for analysis and improvement with faculty guidance.

OSCE/OSPE- For undergraduate students in order to bring objectivity in assessment, OSCE and OSPE are routinely conducted in various subjects for formative evaluation. This brings in clarity in delineating the specific areas for improvement for students.

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

2.5.4 The Institution provides opportunities to students for midcourse improvement of performance through specific interventions Opportunities provided to students for midcourse improvement of performance through:

1. **Timely administration of CIE**
2. **On time assessment and feedback**
3. **Makeup assignments/tests**
4. **Remedial teaching/support**

Response: E. None of the above

File Description	Document
Policy document of the options claimed by the institution duly signed by the Head of the Institution	View Document
Policy document of midcourse improvement of performance of students	View Document
List of opportunities provided for the students for midcourse improvement of performance in the examinations	View Document
Institutional data in prescribed format	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 The Institution has stated the learning outcomes (generic and programme-specific) and graduate attributes as per the provisions of the Regulatory bodies and the University; which are communicated to the students and teachers through the website and other documents

Response:

Yes the institution does have clearly stated specific learning outcomes for all of its academic programmes. In essence they identify what the learner will know and be able to do by the end of a course or program. Well-defined and articulated learning objectives are important because they provide students with a clear purpose to focus their learning efforts, directs our choice of instructional activities and assessment

strategies.

Our institution is affiliated to MUHS and governed by DCI. For all programs, it follows guidelines by MUHS and DCI. Overall it includes components of subject knowledge, skills & clinical judgement, research, professionalism and ethics and lifelong learning. The university envisages all its graduates to be confident, competent, compassionate, caring and altruistic.

All staff members and students of different departments are sensitized and updated periodically regarding this through circulars and for students, through notice boards.

Learning outcomes for all academic programs have been displayed on the college website as well.

During the orientation program the learning outcomes are highlighted and they are monitored throughout the course. They are explained and reviewed at various stages during the teaching learning process in departmental review meetings, at mentorship sessions and by structured feedback after formative examinations.

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

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

Response: 90.01

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

2018-19	2017-18	2016-17	2015-16	2014-15
113	129	147	131	126

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

2018-19	2017-18	2016-17	2015-16	2014-15
129	140	159	155	140

File Description	Document
Trend analysis for the last five years in graphical form	[View Document](#)
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	[View Document](#)
List of Programmes and the number of students passed and appeared in the final year examination each year for the last five years	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Link for the annual report of examination results as placed before BoM/ Syndicate/ Governing Council for the last five years	[View Document](#)

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

Response:

For all programmes offered by the institute, the teaching-learning and assessment methods are designed so that they help in achieving the intended learning outcomes. During teachers' training workshops and faculty development programmes, all staff members are trained in planning their educational activities centered on achieving programme specific learning outcomes. The health science technology unit guides the faculty in this endeavor. For teaching-learning, conventional teaching methods are used along-with innovative techniques with ICT enabled teaching wherever required. SLO (specific learning objectives) and PowerPoint presentations based on same have been prepared for all lecture topics and have been validated by the corresponding HODs/ Senior staff. This ensures that all important and relevant points of topics are covered in the lectures.

The feedback taken from students is also being used to monitor the progression of quality of teaching provided by individual staff members. The Institute has sufficient clinical material which, under the proper faculty guidance is optimally utilized by the students to gain skills and experience; where necessary, remedial measures are incorporated to ensure competency.

Each department has its own assessment process for monitoring the outcome of their teaching learning method. Assessments are designed taking into account the learning outcomes. The continuous assessment helps to know whether the desired objectives are achieved or not. Formative evaluation also gives an

indication about it. Results of summative examination are also a strong indicator in that direction. Strong positive feedback from the stakeholders also helps in evaluating the impact of the programme. Performance of the institution in academics as well as research, alumni placement record, recruitment of students for jobs and higher studies at national and international level, awards / recognitions won by staff and students in various

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

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

Response:

The institute has well developed support system for the students to boost confidence and morale of the budding dentists. The institute has structured mentor cell, 'SAARTHI' and Undergraduate (UG) cell for the same . PG guide also act as mentors for their respective students.

20 students are allotted to each mentor in every academic year. Each mentor maintains the record of students allotted to him/her. Mentees can meet their respective mentor throughout the year as and when required. The mentor cell actively looks into the student's academic, interpersonal, social and psychological problems. Mentors also guide and assist students to resolve their problems and ultimately help them to achieve desirable learning outcomes. Also, issues related to facilities and administration like cleanliness in washrooms or classrooms, hostel facilities, availability of uniforms and aprons etc. are discussed and appropriate measures are taken instantly. Counseling, emotional support and developing positive approach towards learning helps in building better student-teacher relationship.

 UG cell functions to organize parent -teacher meetings (PTM) twice a year, after every CIE. In addition PTM may be held as and when required by informing the parents in advance. Students' academic performance including their attendance record is discussed with the parents. The problems raised by the parents are also addressed and necessary actions are taken. The parents /guardians of students having poor attendance/performance are informed as well and corrective and preventive measures are implemented for further improvement. Direct communication between student, parent and mentor has improved student –teacher- relationship which aids in improving academic performance.

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.18

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: 45.32

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

2018-19	2017-18	2016-17	2015-16	2014-15
51	42	41	26	24

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](#)

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: 7.61

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

2018-19	2017-18	2016-17	2015-16	2014-15
8	6	3	6	8

File Description	Document
Institutional data in prescribed format	[View Document](#)
Fellowship award letter / grant letter from the funding agency	[View Document](#)

3.1.3 Total number of research projects/clinical trials funded by government, industries and non-

governmental agencies during the last five years

Response: 23

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

2018-19	2017-18	2016-17	2015-16	2014-15
3	8	3	5	4

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

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

Response:

The institute has recently commenced with an Incubation Centre where research ideas being generated from the academia can be shaped up to be fruitful conceptions of the society. The institute ensures progress and completion of niche projects focusing on basic & advanced scientific inputs in all the disciplines being pursued through students and faculties at the university. The Board of Research Studies (BORS) and Institutional Ethics Committee (IEC) within the institute monitor and provide incentives for the completed and published projects. The research policy of the Institution has been specifically designed to nurture the research environment and encourage students and faculty members to undertake innovative ideas as projects. This has been aptly reflected with four of the projects, three undertaken by Department of Conservative Dentistry and one undertaken by Department of Periodontics having applied for patents with the Patents Office of the Govt. of India. Two projects have been granted with the Copyright from Govt. of India, New Delhi. With the intention of adhering to the ethical principles and following the internationally laid provisions for good research practices (Helsinki Declaration norms) the Institution through its Health Science Education Technology Unit (HSET) regularly conducts Basic and Advanced Research Methodology workshops for the students and Faculty members. In addition, lectures are also conducted on research grant writings and Systematic Review. The Institution boasts of being one of the recognised centres for PhD by the MUHS, Nashik and few of the PhD scholars are pursuing their higher studies under the supervision of approved PhD guides from the institute. The students and faculties are encouraged to apply for short term research grants (STRG) and long term research grants (LTRG) schemes initiated by the MUHS, Nashik and till date there have been approvals of 10 STRG and 13 LTRG projects. In addition,

the BORS identifies and informs potential researchers about the thrust/emerging areas in Basic and Clinical research and information about intramural grants which are provided by various organizations for such project proposals as matter of policy. In future, through the proposals on research & development, the Institute is proposing to work with Agencies/Industries of National & International repute, Government bodies and entrepreneurship or Start-up engagement programs.

File Description	Document
Link for details of the facilities and innovations made	View Document
Link for any other relevant information	View Document

3.2.2 Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) Research methodology, Good Clinical, Laboratory, Pharmacy and Collection practices, writing for Research Grants and Industry-Academia Collaborations during the last five years

Response: 7

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

2018-19	2017-18	2016-17	2015-16	2014-15
3	2	1	1	0

File Description	Document
Report of the workshops/seminars with photos	View Document
Institutional data in prescribed format	View Document

3.3 Research Publications and Awards

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

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

Response: 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	<u>View Document</u>
Institutional data in prescribed forma	<u>View Document</u>

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: 2.47

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: 106

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

Response: 43

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

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: 3.89

File Description	Document
Institutional data in prescribed forma	<u>View Document</u>
Web-link provided by institution in the template which redirects to the journal webpage published in UGC notified list	<u>View Document</u>

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

Response: 0

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.4 Extension Activities

3.4.1 Total number of extension and outreach activities carried out in collaboration with National and International agencies, Industry, community, Government and Non-Government organizations engaging NSS / NCC / Red Cross / YRC / Institutional clubs etc. during the last five years.

Response: 86

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.

2018-19	2017-18	2016-17	2015-16	2014-15
19	18	18	16	15

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

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

Response: 54.51

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

2018-19	2017-18	2016-17	2015-16	2014-15
330	329	337	282	258

File Description	Document
Institutional data in prescribed forma	View Document
Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated and amount generated Photographs or any supporting document in relevance	View Document

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:

In the pursuit of the vision and mission of our institute, various extension and outreach activities are run by the college. Regular awareness, diagnostic and treatment dental camps are organized from time to time. The institution is providing quality health care services and allied facilities in rural and remote areas located in the vicinity of Nagpur city at the doorstep of the underprivileged, marginalized and needy population which are deprived of sustainable oral health care. For this purpose, a team comprising of the faculty, students and volunteers provides dental treatment, oral health education for creating awareness, counselling and assistance to improve quality of Oral health of the population. This team strives hard to conceive, implement, supervise and evaluate all the activities relevant to the societal needs. Involvement of the community is ensured by interaction with local NGOs, village heads and organizing the outreach activities in association with them. The Institution works in collaboration with local IDA Branch and Rotary clubs for conduction of various projects and programs. Personal hygiene/sanitation drive, tree plantation programs, rallies on AIDS Awareness and integrated mega health camps are regularly organised on occasions like Oral Health day, Oral Hygiene day, No Tobacco day, AIDS day, Immunization day etc. Protracted programme conduction under Swachh Bharat Abhiyan is taken up every year as an NSS activity and as per the MUHS, Nashik guidelines. The dental awareness campaign includes motivational speeches addressing the backward and neglected community people in their native language and demonstration of the correct way of oral hygiene practices. Street plays, oral health awareness skits, health talks, Radio talks and cultural programs are organized periodically in the rural and urban vicinity of the institute. This attracts children as well as elderly for active participation in the programs. These activities help to bring community closer and make dental care easily accessible. The extension services through Satellite Centres ensure the profound exposure of the student to the weaker section of the community and appropriate clinical and emotive sensitization regarding their needs for the oral health. The institute has received recognitions from various organisations for conducting dental care campaign. Appreciation certificates for acknowledging the contribution of these services have been received from the organizations such as 1. CSIR- National Environmental Engineering Research Institute, 2. Human Development Organization and

Education Society, 3. Maharashtra Industrial Development Corporation, Hingna, 4. Central Railway Hospital and Central Railway Women welfare Organization Balak Mandir Ajni 5. Juvenile Diabetic Parent Association of India, Nagpur 6. Rural Hospital, Hingna, Nagpur, 7. Directorate of Medical Education and Research, Mumbai, 8. Priyadarshini J.L. College of Pharmacy, Hingna, etc.

File Description	Document
Link for list of awards for extension activities in the last 5 year	View Document
Link for e-copies of the award letters	View Document
Link for any other relevant information	View Document

3.4.4 Institutional social responsibility activities in the neighborhood community in terms of education, environmental issues like Swachh Bharath, health and hygiene awareness, delivery of free/ subsidized health care and socio economic development issues carried out by the students and staff, including the amount of expenditure incurred during the last five years

Response:

The Institution understands the professional responsibility of every student and faculty member towards the deliverance of best of public health care. Students are sensitized regarding the social responsibilities before they begin community field visits. The teaching programme is having a central idea to develop the student of our institute not only as a proficient clinician but also as an empathetic human being. The community-based training and education constitute core of the curriculum designed. Our institution leads the local extension centres in the vicinity to provide quality dental care to individuals and population to maintain and improve their oral health. The extension services in the form of 'Rural/Urban Dental Center' (Satellite Centre) ensures the profound exposure of the student to the weaker section of the community and appropriate clinical and emotive sensitization regarding their needs for the oral health. Other than these centres institute also serves the PHCs in the vicinity. Diagnostic/treatment camps are regularly organized by the Department of Public Health Dentistry in the nearby areas which prominently includes the Government/private schools and nearby villages. As the institution is located near the MIDC and CRPF campus, special camps targeting the needs of the industrial workers and defence personnel are organized regularly. Prompt referral is the integral part of every camp. Patients referred from the camp reporting to the institution are given special discount in the needed treatment cost. This initiative has helped in imparting a driving force to the patients for consideration of their dental care needs. The Institution also caters to benefit the community through various outreach activities having active cooperative involvement of student, faculty and other members of the healthcare team. The activities include- The Institution has a independent NSS unit under National Service Scheme. Volunteers of NSS unit are motivated and encouraged to take active part in various institutional outreach activities. A programme of village adoption is run successfully by the Institution since 2017. This provides the opportunity of comprehensive training of the students and interns with overall healthy development of the rural society. This Institution has a well-equipped Mobile Dental Unit serving the purpose of screening and treatment which makes the outreach activities meaningful in terms of access to the oral care in remote areas. Special camps in association with different NGOs (Rotary Club, Lions club, Mahavir International Service Trust, Juvenile Diabetic Parent Association of India, Ehsann Humanity Foundation, Muskaan Multipurpose Society etc) and other

institutions are conducted to reach the marginalised groups of the community deprived of basic oral health care.

File Description	Document
Any additional information	View Document
Link for details of Institutional social responsibility activities in the neighbourhood community during the last 5 years	View Document
Link for any other relevant information	View Document

3.5 Collaboration

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

Response: 6.8

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

2018-19	2017-18	2016-17	2015-16	2014-15
6	5	6	9	8

File Description	Document
Institutional data in prescribed format	View Document
Certified copies of collaboration documents and exchange visits	View Document

3.5.2 Total number of Functional MoUs/linkages with Institutions/ Industries in India and abroad for academic, clinical training / internship, on-the job training, project work, student / faculty exchange, collaborative research programmes etc. for last five years

Response: 6

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: 6

File Description	Document
Institutional data in prescribed format	[View Document](#)
E-copies of the MoU's with institution/ industry/ corporate house, Indicating the start date and completion date	[View Document](#)
Any additional information	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc

Response:

The Institution has adequate facilities for the purpose of teaching and learning. These include well equipped classrooms and laboratories which have good projection facilities, Wi-Fi and LAN as well as other audiovisual aids. Every department has seminar rooms which are used for various scientific activities such as seminars, journal clubs and case presentations throughout the year. Apart from this, the college has an air conditioned mini auditorium with a seating capacity of 110 where various CME and CDE programs are conducted. Various departments host these activities throughout the year, which are beneficial for the staff and students. The clinical facilities of the college are as stipulated by the Dental Council of India and MUHS, Nashik. These include state of the art, equipment and instruments that prepare the student to face the real world confidently after he or she graduates from the college. As the dental curriculum envisages early clinical exposure the students prior to managing the patients in the clinics are trained extensively in the pre-clinical facilities in the departments of Conservative dentistry , Pedodontics, Orthodontics, Prosthodontics that are equipped with Mannequins, Typhodonts and other modes to hone the motor skills necessary for clinical exposure. The Oral pathology lab caters to processing of histology and histopathology specimens as well as training the students in wax carving. The laboratories of medical subjects such as Anatomy, Physiology, Biochemistry, Microbiology and Pharmacology provide basic medical para-clinical procedures. In the skill lab shared with the attached medical college the students are trained for Basic Life Support. There are Mannequins in the department of OMFS that train and educate the students on injection techniques. All the departments have been provided with computer terminals linked with high speed internet that enable preparation of educational materials such as PowerPoint presentations, Videos, created by staff, as well as those which can be viewed through platforms such as YouTube and Video. To make teaching more interesting the institution has initiated utilizing Moodles.

File Description	Document
Link for geotagged photographs	[View Document](#)
Link for any other relevant information	[View Document](#)
Link for list of available teaching-learning facilities such as Classrooms, Laboratories, ICT enabled facilities including Teleconference facilities etc., mentioned above.	[View Document](#)

4.1.2 The institution has adequate facilities to support physical and recreational requirements of students and staff – sports, games (indoor, outdoor), gymnasium, auditorium, yoga centre, etc. and for cultural activities

Response:

The Institution has ample facilities to support physical and recreational activities for staff and students. These include facilities for indoor and outdoor sports which provide students and staff, a refreshing break from their monotonous routine. The college has outdoor sports facilities which includes a ground of Olympic size track where students routinely play games such as cricket, basketball and volleyball. Both students and staff actively participate in various sports competitions organized throughout the year on this ground . In the college premises is a 'multipurpose hall' of approx. 1700 sq. ft which has been earmarked since 2012 for indoor sports, where students enjoy indoor games such as table tennis , carom and chess etc. The College has an auditorium named, "MATOSHREE" (area of 12000 Sq.ft) which was established since inception of the institution with a seating capacity of approximately 1200 where various academic activities such as Graduation day ceremony and Continuing Medical/Dental Education (CME/CDE) are conducted. Other cultural activities like Annual social gathering, Fresher's event and Ganesh festival activities are also conducted here. The institution also has a mini auditorium, "PRIDE" hall(approx 2000 sq.ft) which was established in 2010 where activities like orientation program for BDS, MDS students & Interns are organized. Extra-curricular activities like Debate, Quiz competitions are held here. Small cultural events like Women's day, Teachers day are also celebrated. The Institution has an unique amphitheater spreading 15000 sq.ft area which witnesses various educational street plays for patient. The graduation day parade also starts from here. It also has Ganesh Temple in its premises where Ganesh Puja and Hanuman Jayanti are celebrated every year

File Description	Document
Link for list of available sports and cultural facilities	View Document
Link for geotagged photographs	View Document
Link for any other relevant information	View Document

4.1.3 Availability and adequacy of general campus facilities and overall ambience

Response:

Good infrastructure has always been the hallmark of a good Institution. Adequate infrastructure facilities are key for effective and efficient conduct of the educational programs. The growth of infrastructure thus has to keep pace with the academic developments in the institution. The 68 acre campus houses a medical college & hospital which has 850 beds and runs MBBS, MD, MS and superspeciality programs. This tertiary care unit is equipped with facilities to cater to all needs. The College is DCI recognized running BDS, MDS, Phd and Fellowship programs and has all the facilities and state of the art instrumentation to provide the best dental care to the masses. The physiotherapy college in the same campus is one of the best in India that also runs undergraduate and postgraduate programs. Apart from all these there is a 24*7 casualty that is manned by highly competent professionals to manage emergencies.The Campus also has a blood bank and pharmacies. Well appointed hostels that go by the names of Indian Rivers and Mountain Ranges have been designed to provide roominess, ventilation and ergonomics. The students have the option of single or twin sharing rooms. There is a centralized kitchen and well equipped dining facility .The Mess serves nourishing high quality , hygienic breakfast, lunch, evening tea and dinner every day. The Institution also has water filters with RO systems that provide safe drinking water to the college, hostels as well as in the hospitals. Additional canteens serve various delicacies for students, doctors,

patients and visitors. Sanitary and waste disposal facilities are provided within the campus at convenient locations. There is an efficient effluent disposal system with sewage treatment plant. The roads within the campus are equipped with LED street lights, foot paths & signages to guide an individual appropriately. Campus security is provided by guards trained by our management security training academy who are always alert and instill a sense of security. They also help to regulate traffic as well as maintain general discipline. The campus has CCTV cameras located at strategic places that help monitor activities in the campus . Fire safety measures have been installed in all the building of the campus with smoke detectors and sprinklers. There is a employee credit society as well as an ATM of Arvind Sahakari bank that has proved to be a boon for the employees and students. The institution has installed solar power as an alternate source of energy. Keeping Mother Nature in mind and as an attempt to help reduce global warming and carbon foot print the college campus has numerous trees and landscaping that add to the greenery and serenity.

File Description	Document
Link for photographs/ Geotagging of Campus facilities	[View Document](#)
Link for any other relevant information	[View Document](#)

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

Response: 16.16

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

2018-19	2017-18	2016-17	2015-16	2014-15
53.85	167.27	12.92	164.46	202.51

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

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:

Our institute is a tertiary health care referral center and it has enough clinical material as per Medical Council of India (MCI) & Maharashtra University of health Sciences (MUHS) requirement for Under and post graduate teaching. The V.S.P.M Dental College & Research Center has state of the art under graduate (UG) & Post graduate (PG) clinics in every department that are equipped with 302 modern electric dental chair units and instruments to treat patients. Every department has dedicated library and seminar rooms with ICT enabled facilities where joint clinics are held on regular basis. Department of ODMR has latest diagnostic instruments, RVG, OPG, digital 100 mA extra-oral Machines. Bone plating kits, fibroptic light & cautery, basic and advanced surgical instruments essential for management of wide spectrum of Maxillofacial and Oral Oncology surgeries are available in the department of Oral and Maxillofacial surgery. The department of Orthodontia has Fixed orthodontic kits, orthodontic implants, pressure moulding units, Hydrosolder unit, Biostar machine, three plane articulators, typodonts, Nemoceph software for patient treatment planning are available in the department, which provide best esthetic solution to malaligned teeth. Periotomes, bone trephines & grafting kits, bone expanders and soft tissue lasers are made available in Periodontia department. Chrome-Cobalt equipments, Ceramic lab equipments, ceramic furnaces, sand blasting units, milling machine, vacuum mixing machine, stereo microscope, induction casting machines, are available in Prosthodontic Department. Conservative dentistry department is equipped with advanced rotary endodontic instruments, mechanized rotary machines, surgical endo kit, Apex locators, pulp tester, Zoom Bleach machines, Endosonic Handpieces, Injectable gutta percha, rubber dam kit and latest composite/ ceramic kits for optimal restorative dentistry. Audio-visual equipment for child behavioral management, pediatric endodontic rotary system, zirconia crowns are available in department of pedodontics. Oral and maxillofacial pathology has facilities of special stains. Department is also equipped with trinocular research microscope with all attachments and cell-sensed image capturing and analyzing software, Immunohistochemistry(IHC), Pentahead microscope and stereomicroscope The Public Health Dentistry Department has a fully functioning Mobile dental unit to cater to the rural areas and economically backward strata through community outreach activities. We follow the DCI and MUHS guidelines for various clinical teaching-learning programs that are included in curriculum which includes hands on demonstrations, webinars of various clinical procedures. Many departments have pre-clinical teaching laboratory where students work on mannequins or typodonts to develop their motor skills and orientation preclinically to render best possible clinical outcomes in practice. Institute also shares skill lab with the medical college where students are trained for BLS, ACLS etc.

File Description	Document
Link for the list of facilities available for patient care, teaching-learning and research	[View Document](#)
Link for the facilities as per the stipulations of the respective Regulatory Bodies with Geotagging	[View Document](#)
Link for any other relevant information	[View Document](#)

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

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: 342.2

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.

2018-19	2017-18	2016-17	2015-16	2014-15
286	310	295	310	347

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.

2018-19	2017-18	2016-17	2015-16	2014-15
35	36	34	31	27

File Description	Document
Number of UG, PG students exposed to Laboratories, Animal House and Herbal Garden (in house OR hired) per year based on time-table and attendance	[View Document]()
Institutional data in prescribed format	[View Document]()
Details of the Laboratories, Animal House and Herbal Garden	[View Document]()
Detailed report of activities and list of students benefitted due to exposure to learning resource	[View Document]()
Any additional information	[View Document]()

4.2.4 Availability of infrastructure for community based learning Institution has:

1. **Attached Satellite Primary Health Center/s**
2. **Attached Rural Health Center/s other than College teaching hospital available for training of students**
3. **Residential facility for students / trainees at the above peripheral health centers / hospitals**
4. **Mobile clinical service facilities to reach remote rural locations**

Response: C. Any two of the above

File Description	Document
Institutional prescribed format	[View Document]()
Government Order on allotment/assignment of PHC to the institution	[View Document]()
Geotagged photos of health centres	[View Document]()
Documents of resident facility	[View Document]()

4.3 Library as a Learning Resource

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

Response:

The Institutional Library uses 'Softlib' Library management software by 'Synchronic' developed by local software developer.In this software Softlib encompasses complete library processes with advance features such as Accessioning, Cataloguing, Cardex, Member Category, Member Master, Circulation, OPAC, Reservation, Administration, Maintenance , Backup & Recovery, Reports, AACR 2, Printing, Accession Register Printing, Bulk Entry System Monitoring, Correspondence letters, Institute Information, Holiday Entries, Penalty Module, Library at a glance, Photo ID card & Email system. The Integrated Library Management System (ILMS) in our institute is a computer-based system used to manage internal and external resources including tangible assets, financial resources, materials, and human resources. We are using this software since the year 2007 and working on Partial automation. This software consolidates all our library operations into a uniform and enterprise wide system. • Acquisition of Books & other materials and Journals (Periodicals) • Requisition of new material to acquire is made by the member of library having member No. and respective password. • Accession Number An unique Identification Number called as Accession Number is been allotted to the new materials entered in the main entry form. The material once accessioned becomes the property of Library and we gets correct AACR2 (Anglo American Catalogue Cards). • Issue Arrival Entry is done to keep check of issues of subscription. • Reports Required information, records, transaction, Financial Year Wise Reports, Barcode for material , Barcode photo ID card for every member, Periodicals Reports, Member Report , Acquisition Reports ,Material Reports & Committee Reports etc. is obtained in Graphical way of presentation. • Barcode Labeling of books and library materials is employed for inventory management as well as easy retrieval of books and assigning it to the borrower. • Circulation is a automated transaction process .Circulation keeps track of all terms and conditions for member and material type that eases the process of issue, return dates, dues collection etc. • Dues Collection No dues or dues clearance is most important procedure in every library to maintain user account, and keep track of the materials. • Online Public Access Catalogue (OPAC) is an inbuilt and most powerful system used to search the library database of material and its current status in the vast inventory of library. Cataloguing is done Author wise, Title wise, Publisher wise and Subject wise. • Budget also provides the facility to handle the budget for Acquisition of library materials. This will help in maintain proper watch on purchase of library material • Holidays entry must be done before starting transactions of Issue/Return otherwise system cannot recognize the holiday and the return date may come on holiday which will create problems to Member as well as Library Staff. • Member category is the details of all the library users and members. • Reservation of books can be done by software • AACR 2catalogue card printing • Administration and Maintenance system facility available. • Backup and Recovery is possible in case of any system failure and data can be recovered. • Library At a Glance Report can be retrieved and printed .

File Description	Document
Link for geotagged photographs of library facilities	[View Document](#)
Link for any other relevant information	[View Document](#)

4.3.2 Total number of textbooks, reference volumes, journals, collection of rare books, manuscripts, Digitalized traditional manuscripts, Discipline-specific learning resources from ancient Indian

languages, special reports or any other knowledge resource for library enrichment

Response:

1. Total number / collection of books in VSPM DCRC Library is 6900 out of which 'Text books' are 5588 & 'Reference books' are 1312. 2. There are various categories under which books are accessioned for e.g. • Purchased books, • BCS (Backward class students fund) • G (Gift/complimentary/donated books), • MUHSBB (MUHS book bank scheme). 3. There are 2414 Bound Volumes /back volumes of all subscribed print journals. 4.Total 485 number of CDs 5. Journal Database: A database of all journals downloaded from online journals package is created in VSPMDCRC Library server. North American Dental Clinics of various subjects & journals from 2004 are available. 6. Online journals :The institution subscribes to 'EBSCOHOST' package by 'Dentistry & Oral Sciences Source', and covers all facets relating to the areas of dentistry including Dental Public Health, Endodontics, Facial Pain & Surgery, Odontology, Oral & Maxillofacial Pathology / Surgery / Radiology , Orthodontolgy , Pediatric Dentistry, Periodontolgy and Prosthodontics. The database on EBSCOHOST of more than 243 full text journals and around 27 e-books is updated weekly.. 7. Question Bank: Collection of MUHS Question papers of both B.D.S. and M.D.S program from 2012 to 2019 are available.

File Description	Document
Link for geotagged photographs of library ambiance	[View Document](#)
Link for data on acquisition of books / journals /Manuscripts / ancient books etc., in the library.	[View Document](#)
Link for any other relevant information	[View Document](#)

4.3.3 Does the Institution have an e-Library with membership / registration for the following: 1. e – journals / e-books consortia 2. E-Shodh Sindhu 3. Shodhganga 4. SWAYAM 5. Discipline-specific Databases

Response: C. Any three of the above

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

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

Response: 20.12

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)

2018-19	2017-18	2016-17	2015-16	2014-15
23.16	21.33	21.26	8.25	26.59

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

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:

1. The institution subscribes to the annual online package of e-journals by 'Dentistry & Oral Sciences Source', 'EBSCOHOST'. This is open for the staff and students of the college. The utilization of this package can be viewed through the 'Technical report' of usage of e-journals & e-books from their server. 2. There is a visitors register in the Library where it is mandatory for members using the library facilities to enter their details. 3. The issue and return record is automated and report can be generated through our software. The students & teachers use their library cards for books transaction. 4. Every year orientation program is conducted for U.G. and P.G students during which Library cum I- Cards are distributed. They are given all the necessary directions for use of Library & its resources by the Librarian. 5. For effective and efficient utilisation of EBSCOHOST platform workshops are conducted by the library for students as well as staff. Trained personnel from Dentistry and Oral Sciences are invited for the same.

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

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

Response: Any One of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Links to additional information	[View Document](#)
Give links e_content repository used by the teachers	[View Document](#)

4.4 IT Infrastructure

4.4.1 Percentage of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi-enabled ICT facilities (data for the preceding academic year)

Response: 100

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

Response: 13

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

Response: 13

File Description	Document
Institutional data in prescribed format	[View Document](#)
Geo-tagged photos	[View Document](#)
Consolidated list duly certified by the Head of the institution	[View Document](#)
Links to additional information	[View Document](#)

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

Response:

Sincere efforts are being made by the institute to provide technology assistance for students to help them learn better. The institute has an independent IT department with IT head and 12 IT personal working for maintenance of IT facilities. 1. Every department has adequate computers. 2. The campus is intra and internet connected. Available bandwidth of internet connections in 90 mbps. Internet connections are provided in all departments, staff rooms, classrooms, seminar and demonstration rooms. 3. Library is digital with Wi-Fi system and internet connectivity. Students & teachers have access to e-journals. Institute is affiliated to Maharashtra University of Health Science which has a e- library (open source digital library) and this institute is authorized through a member login to use this web based electronic storage of health science information. 4. Wi-Fi system is available all over the college through JIO network. 5. The Institute is a member of the Clinical Key subscription in which currently there are 600 full text articles and 1000 e-books available which students and teachers can access. 6. Periodic maintenance of the internet and Wi-Fi facility is done

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

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

Response: <50 MBPS

File Description	Document
Institutional data in prescribed format	View Document
Details of available bandwidth of internet connection in the Institution	View Document
Bills for any one month of the last completed academic year indicating internet connection plan, speed and bandwidth	View Document

4.5 Maintenance of Campus Infrastructure

4.5.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

Response: 2.52

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)

2018-19	2017-18	2016-17	2015-16	2014-15
13.40	7.84	16.67	32.59	18.8

File Description	Document
Provide extract of expenditure incurred on maintenance o f physical facilities and academic support facilities duly certified by Chartered Accountant and the Head of the institution	View Document
Institutional data in prescribed format	View Document

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 College has a well established system & procedure for maintenance and utilization of available supporting facilities. The college ensures optimal allocation and utilization of the available financial resources for maintenance and upkeep of different facilities. The maintenance committee that works in synergy with electrical, IT, Civil, BME & Workshop departments addresses any issue once it is reported in a notesheet /logbook from various departments. They attempt to resolve the issue at the earliest. CLASSROOMS The college has maintenance committee which maintains the infrastructure such as furniture and fixtures. There are funds ear marked for maintenance, upkeep and minor repairs. The IT department ensures that the Wi-Fi /LAN facilities, ICT enabled equipments provided in the classrooms are properly maintained. LIBRARY Under the supervision of librarian, the old books and journals are preserved by the process of dehumidification and ensured that they are bound. The IT department provides support in matters pertaining to maintaining inventory, bar coding etc. The workshop department ensures that furnishings and fabrication within the library is preserved. SPORTS FACILITIES The campus facilities for sports are maintained by the sports committee and the civil department. The amphitheatre is maintained by the civil and gardening department to ensure greenery and landscaping. DENTAL CHAIRS, LAB & BIOMEDICAL EQUIPMENT There is a maintenance committee comprising of trained mechanics for upkeep of dental equipments and instruments. Apart from this for sensitive biomedical devices, there is a shared biomedical engineering team that helps to maintain these equipments. OFFICE AND CAMPUS FACILITIES The electrical and IT departments look after various equipments such as Generators, Reprographic facilities, CCTV Facilities and AV systems. The in-house fire safety department ensures that all buildings are secure from fires. In summary, the maintenance committee in tandem with Electrical, IT , BME, Civil , Workshop ensures that all facilities ranging from furniture to fire safety , electrical to electronic devices are in prime working conditions

File Description	Document
Link for minutes of the meetings of the Maintenance Committee	[View Document](#)
Link for log book or other records regarding maintenance works	[View Document](#)
Link for any other relevant information	[View Document](#)

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: 30.8

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

2018-19	2017-18	2016-17	2015-16	2014-15
196	184	193	183	224

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](#)
Link for Additional Information	[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: B. Any five of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Detailed report of the Capacity enhancement programs and other skill development schemes	[View Document](#)
Link to Institutional website	[View Document](#)

Other Upload Files	
1	[View Document](#)

5.1.3 Average percentage of students provided training and guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 3.38

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

2018-19	2017-18	2016-17	2015-16	2014-15
36	34	37	00	00

File Description	Document
Year-wise list of students attending each of these schemes signed by competent authority	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Copy of circular/ brochure/report of the event/ activity report Annual report of Pre-Examination Coaching centers	[View Document](#)
Link for institutional website. Web link to particular program or scheme mentioned in the metric	[View Document](#)

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

Response:

The International Student Cell at VSPM DCRC, Nagpur is responsible for overseas students' admission and welfare including security, housing and administrative support as needed. The institute provides state of the art infrastructure for academic training and modern hostel facilities for overseas students. NRI students are assisted for admission by the international student cell with regards to eligibility criteria, permission letters, VISA, passport and other assistance as required. 15% seats of the course are allocated to the overseas students. The international cell also monitors NRI students in their academic requirements and coordinates with respective faculty and parents / sponsors with regard to academic progress. Further, the cell addresses any other academic or administrative problems faced by foreign students during the course of their study. The institute always believes in rich Indian "Vasudhaiva Kutumbakam" culture and offers cordial welcome to international students to join dental courses.

File Description	Document
Any additional information	
Link for international student cell	
Link for Any other relevant information	

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	
Institutional data in prescribed format	
Circular/web-link/ committee report justifying the objective of the metric	

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: 7.36

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 ..

2018-19	2017-18	2016-17	2015-16	2014-15
12	3	1	8	0

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**

2018-19	2017-18	2016-17	2015-16	2014-15
70	81	70	55	60

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: 80.32

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

2018-19	2017-18	2016-17	2015-16	2014-15
70	109	58	105	73

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

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

Response: 21.36

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

Response: 22

File Description	Document
Supporting data for students/alumni as per data template	View Document
Institutional data in prescribed format	View Document
Any proof of admission to higher education	View Document

5.3 Student Participation and Activities

5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at State/Regional (zonal)/ National / International levels (award for a team event should be counted as one) during the last five years.

Response: 0

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 .

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

Other Upload Files	
1	View Document

5.3.2 Presence of a Student Council, its activities related to student welfare and student representation in academic & administrative bodies/ committees of the Institution

Response:

As per guidelines of MUHS Nashik, the institution has a structured Student Council for active participation of the students in various academic and administrative bodies . The body comprises of staff members appointed as a Chairman, and In-charges for various sports and cultural activities. Students are nominated by the Dean from each year who have excelled in academic and extra-curricular activities like sports, cultural, National Service Schemes (NSS) and National Cadet Corps (NCC). Student Council is

responsible for the various recreational activities throughout the year. It is constituted every year and plays an integral part in student community. Student Representatives are also nominated as members of various committees like Student welfare Association, College Council Committee, Anti-ragging committee, Hostel committee, Library committee, Gender equity and Harrasment Committee, Curriculum and Time Table committee. They actively participate in these committee meetings, and play a pivotal role in decision making. This representation empowers the students in gaining leadership qualities understanding rules, regulations and executive skills. Anti-ragging committee has senior and junior student representatives who report misconduct if any , in the classroom as well as at other places in campus. Student representatives in Grievance Redressal cell, Library committee and Curriculum & Time Table committee put forth their problems regarding academics or personal issues and collectively solve the issues.. Students being member of Gender equity and Harrasment Committee, it helps to increase their sensitivity towards gender based issues and awareness. As one of the stakeholders presence of student representative in college council assures their participation in various issues related to academics,curricular and co-curricular activities. Student Council discusses issues of concern and provides solutions that benefit the college as well as the community on a larger scale. It fosters an environment which is conducive to educational and personal development of an individual including long lasting friendship and empathy among fellow students. This council is supervised by faculty members which enhances communication between faculty, students and the higher authorities. Student council is also involved in various scientific activities,annual gathering and the cultural events. The management supports the student council financially for all events of the institution.

File Description	Document
Any additional information	[View Document](#)
Link for reports on the student council activities	[View Document](#)

Other Upload Files	
1	[View Document](#)

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

Response: 3.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
3	3	3	3	4

File Description	Document
Report of the events with photographs or Copy of circular/ brochure indicating such kind of activities	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Link for Additional Information	[View Document](#)

5.4 Alumni Engagement

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

Response:

VSPMDCRC Alumni association, represents a body which aims to impart, share and collaborate knowledge, experience and wisdom amongst the Alumni, the present students and the society.The name of the society is VSPMDCRC Alumni Association. The structural composition of Alumni Association includes President (Dean), Vice-president, Secretary, Treasurer and various core committee members.

The association meetings are scheduled quarterly and the agenda is circulated in advance. Decisions regarding future contributions and programmes are taken in these meetings.

Programs such as Women's Day Celebration, Tree plantation program at Rural Hospital Hingna, World Oral Health day celebration, Dental health screening and treatment Camps, Oral Health Day celebration, Teachers day celebrations, World No tobacco day etc are organized under the aegis of association.

The academic events organized by the Alumni Association include various Continuing Dental Education (CDE) programs on varied aspects of dentistry. Lectures are also conducted in rural areas and nearby schools to create awareness amongst teachers and the students about oral health.

Alumni have also contributed for their alma-mater as a sign of their gratitude and affinity towards the institution. At present, the alumni of the institute have donated in kind things like electronic podium, Sarasvati idol, music system, books, journals etc for the institute.

The alumni are contributing positively towards overall progress of institution. Whenever they are in city they make sure to come to the institute and share experiences to create awareness amongst students.

Thus a strong alumni network can be the best source of building relationships, both professional and personal. The association strives hard to build alumni relations by investing both time and money,having vibrant alumni interactions.

File Description	Document
Link for frequency of meetings of Alumni Association with minutes	View Document
Link for details of Alumni Association activities	View Document
Link for audited statement of accounts of the Alumni Association	View Document
Lin for quantum of financial contribution	View Document

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

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

Response: E. Any one of the above

File Description	Document
Institutional data in prescribed format	View Document
Certified statement of the contributions by the head of the Institution	View Document
Annual audited statements of accounts. Extract of Audited statements of highlighting Alumni Association contribution duly certified by the Chartered Accountant and Head of the Institutions	View Document

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:

VSPM Dental College and Research Centre envisions to become a centre for quality dental education and health care of international repute by creating dental healthcare professionals with sound academic knowledge and clinical skills, impeccable professional ethics, evidence based scientific temper and confidence for global competence, to serve humanity with empathy, dedication and sincerity.

Mission:

To achieve our vision of academic excellence and global competence in oral health care we strive towards:-

1. Nurturing highly efficient professionals with high moral values by fostering an environment to promote student-centric teaching with innovative practices and conducive research milieu.
2. Providing affordable, quality, evidence based oral healthcare to the needy, rural and all marginalized sections of the society.
3. Serving the community by following an all inclusive approach, thus contributing towards national growth and development in the field of oral health care.

Nature of Governance:-

The institution believes in participative governance as management, Dean and faculty play a great proactive role in the governance and management of the institution. The academic, financial and logistic planning is carried out well in time and implemented. Policies are formed for covering academics, examinations, patient care, and research areas. Various committees are also set up which monitor the implementation of the strategies and policies.

Stakeholder's participation in decision making:-

Feedback from all its stakeholders is given prime importance. It acts as an internal appraisal system and all lacunae and deficiencies if any found are sorted out at the earliest.

Student feedbacks give an insight to the areas which can be improved and are taken care of immediately.

Patient feedback is collected in all departments with an intention to ensure patient satisfaction, safety and to make necessary improvements. Parents/alumni/faculty opinions and feedbacks also influence policy decisions and keen interest is taken to promote the inclusion of all stakeholders in the overall governance.

Activities leading to institutional excellence:-

The institute has been continuously working for upgradation and reinforcement of institutional quality, through enhancement of teaching methodology, faculty development and by fostering a conducive research environment. **'PRIDE'**, the H.S.E.T.unit has been instrumental in organizing workshops for faculty development with emphasis on innovative teaching and assessment practices and Research Methodology Workshops. CDEs & Guest lectures for professional development and skill development are regularly conducted. The institute takes keen interest in developing advanced training to promote research and skill development in highly specialized areas which contribute towards institutional excellence.

The institute has excelled not only at the regional and state levels but also has brought laurels at national and global platforms. Various national conferences and conventions have been organized in the institute with dynamic and enthusiastic participation by the faculty of the institute in the form of being the organizing heads and committee heads for these activities.

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

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

Response:

The institute believes in participative management and collective growth. The institution follows a systematic decision making process based on the hierarchical positions with the management being the final decision making authority. The management conducts monthly meetings with its entire institutional heads to discuss various issues of prime importance. The decisions taken in the management meeting are conveyed to and discussed with heads of all departments, administrative and support staff in the monthly held college council meetings for necessary follow up and actions. The HOD's hold regular meetings of the departmental faculty and support staff to look into any deficiencies at the grass root departmental level. All committee heads also conduct regular meetings of their respective committees for problems related to administration, academics as well as hospital care services and report is submitted to the Dean. Meetings between management and faculty heads along with Dean are arranged for making strategic decisions for infrastructure development as and when required.

Every department is given full independence and autonomy in relation to carrying out academic and research activities, community programs, arranging CDE programs and workshops. Autonomy is also provided in terms of budgetary allocation. Each department also contributes to maintaining interdepartmental harmony to ensure consolidated all inclusive development and growth of the institution.

Feedback and recommendations from all stake holders is given due importance while making policy decisions. All committees are also given duties and responsibilities to function independently for institutional quality enhancement.

For smooth functioning of Institute & surrounding Campus, various committees are formed which are represented by faculty members. Their duties and responsibilities are well defined and they are held accountable for the same. Committee in- charges, HODs and institutional head are responsible for the overall administration and successful implementation of plans at all levels. These duties help the staff to develop and inculcate a feeling of responsibility and also to fine tune their leadership qualities. Every Department organizes Webinars, various scientific, co-curricular & social workshops and programs /activities which gives the students and the departmental staff an opportunity to execute their managerial and organizational skills. Staff and students are encouraged to participate in various co-curricular and extra-curricular activities, to explore their individual hidden talents. Annual social gathering organized every year is deftly hosted by the students under the supervision of the faculty which hones and enhances their team building and working skills.

Management conducts regular meetings with Dean & all faculty heads for making strategic decisions for infrastructure development & grants necessary funds for these developmental plans. All major infrastructural projects, welfare projects, financial expenditure etc. conceived in well established Standard Operating Procedures are discussed by the Dean with the Purchase Committee members, Accounts section staff and College Store staff. These are monitored by qualified chartered accounts and civil engineers for their suggestions & finally approved by management.

File Description	Document
Link for relevant information / documents	[View Document](#)

6.2 Strategy Development and Deployment

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

Response:

The institution has a systematic planned approach for development of the institution so as to become one of the premier institutes in the field of education as well as patient care. Impetus is given to strategic planning in various areas as discussed below and various committees monitor the deployment and assess the outcomes on regular basis:

? Administration and management:-

The College Council, IQAC, Environmental Health safety, Academic Audit, Admission, Infection control, Purchase, Maintenance, Repair & condemnation and Library committees look after the overall administration and maintenance thus striving for continuous up gradation and development.

?*Teaching and learning:-*

The HSET unit, UG, PG & PhD cells, Curriculum (previously Examination/Timetable) and Interns monitoring committees take care of the improvised teaching and learning to provide quality dental education to the students. Regular workshops and programs are conducted for training the faculty to get well versed with innovative teaching and assessment methods like the OSPE and OSCE, PBL, CBL, small group discussions, Mini CEX, DOPS and Integrated teaching methods.

? *Student welfare:-*

The Student welfare association, Alumni association, Mentorship, Student grievance, Anti ragging, Hostel, gender equity, physical education & sports committees and NSS unit look after the all round and holistic development of the students. Any grievance related to students is promptly taken up by the respective committees and solved at the earliest.

? *Research and Development:-*

Over the years research has been given due impetus in the form of increasing the budgetary provision for research, greater funding to develop research labs, training programs for research thesis writing and research methodology workshops. The institute encourages all its UG, PG & PhD students as well as faculty to undertake short and long term research projects which after completion are presented at national and international conferences & published in reputed journals. The Research review board and Institutional Ethics committee look after all research related activities in the institute.

? *Community engagement / outreach activities:-*

Dental diagnostic, treatment and awareness camps are held at various rural and remote areas around Nagpur. Considering the increasing menace of tobacco, cancer detection camps are regularly undertaken along with rehabilitation and counseling. The institution has a well equipped mobile dental van and 3 fully functional outreach centers for service to the underprivileged in the surrounding villages. The Camp and NSS committees work synergistically towards planning and deployment of community outreach activities.

? *Human resource planning and development***:-**

A centralized HR department is fully functional for all matters pertaining to teaching and non-teaching staff. Along with workshops and training programmes for the teaching faculty, non-teaching staff have been provided with the administrative training workshops and computer knowledge skills to improve efficiency and form a strong working resource.

?*Feedback / Grievance redressal:-*

The patient care, Drop Box and Grievance committees look after any discrepancies or lacunae in delivering quality health care or any other aspects hindering day to day activities at department or college level and are effectively addressed and solved.

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

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: E. Any one of the above

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

6.3 Faculty Empowerment Strategies

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

Response:

Welfare of all staff is an important aspect of the leadership and management at VSPM Dental College and Research centre. The institution believes in maintaining highly motivated workforce for the success of the institution. The institution has therefore in place various welfare schemes and policies for the teaching and non teaching staff, which provides a healthy and satisfactory work environment for the faculty. The teaching faculty is motivated for professional and personal development through various value enhancement programmes and workshops organized by the institution all throughout the year. The non teaching staff is also counseled and professionally trained for skill development and workplace etiquettes. Every staff and their relatives are provided with concessions in the treatment costs for any treatment at the institution. Fully paid summer and Diwali vacations are provided to help the faculties to spend valuable family time and come back rejuvenated to the workplace. Loan facility is also available to the staff at immediate basis to help the teaching and nonteaching staff in any urgent need of finances. The teaching staff is given financial support to attend conferences and workshops at national and even international levels. The management is highly empathetic towards the female faculty and believes in women empowerment and consolidates the female workforce by providing full maternity leave and even abortion leave to cope up with the situation and every possible support is provided. Research and publications are rewarded and necessary financial assistance is provided. The best performers from teaching and nonteaching staff are felicitated annually during the Republic day celebration to motivate everyone to work to the best of their capabilities. The management provides well furnished accommodation in the campus for the residential requirement of the faculty. The institution believes in all round development of the faculties and in the college annual fest the teaching and nonteaching faculties are provided with a platform to hone their creativity, talents and skills. The holistic and spiritual development is also encouraged by conduction of yoga workshops and celebration of festivals in the institution.

File Description	Document
Link for list of beneficiaries of welfare measures	[View Document](#)
Link for policy document on the welfare measures	[View Document](#)

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

Response: 44.35

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

2018-19	2017-18	2016-17	2015-16	2014-15
38	25	28	42	47

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

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

Response: 17.6

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

2018-19	2017-18	2016-17	2015-16	2014-15
23	22	14	19	10

File Description	Document
Institutional data in prescribed format	[View Document](#)
Copy of circular/ brochure/report of training program self conducted program may also be considered	[View Document](#)
Link for Additional Information	[View Document](#)

6.3.4 Average percentage of teachers undergoing Faculty Development Programmes (FDP) including online programmes (Orientation / Induction Programmes, Refresher Course, Short Term Course etc.) during the last five years..

Response: 90.49

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

2018-19	2017-18	2016-17	2015-16	2014-15
75	74	76	69	73

File Description	Document
Institutional data in prescribed format	[View Document](#)
E-copy of the certificate of the program attended by teacher	[View Document](#)
Link to additional information	[View Document](#)

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

The vision and mission statement clearly depict the institute's quest for excellence in the field of dental education and healthcare. All strategies and policies are designed to enhance quality assurance; setting new bench marks of success, achieving targets in a time bound manner and striving to consolidate the high standards established by the institute over the years. Inculcation of innovative teaching learning methodology, maintaining high standards of professional competency and scientific knowledge while providing the best possible treatment are areas which have always been given prime importance and the institute strives towards contributing for national growth and progress.

An elaborate arrangement of internal audit exists in the institution with the HODs of each department, who regularly report to the Dean regarding departmental performance. Dean conducts regular meetings with

HODs to assess departmental healthcare services and teaching learning process and directions are given for improvement if necessary.

There is a performance appraisal system made by the management in place for the staff members. The faculty is appraised on the virtues of performance, quality of teaching, number of conferences attended, research and publications done, clinical skills, guidance to UG and PG for research, student feedback received, and punctuality. In addition to the academic performance, participation in extracurricular activities, sports and all round performance of the faculty is taken in to account. For the nonteaching staff the appraisal is done by the Head of the departments on the basis of performance, work efficiency, communication skills, behavior and overall usefulness in the department. Any discrepancy or lacunae found are discussed in departmental meeting and a fruitful solution is worked upon.

On finding of less than satisfactory performance of a faculty or staff members, a reappraisal may be undertaken after duration of three to six months, after improvements and resolving outstanding issues. In cases of unsatisfactory appraisals, the cases are reviewed through a system that ensures minimal bias and maximum transparency.

File Description	Document
Link for performance Appraisal System	[View Document](#)
Link for any other relevant information	[View Document](#)

6.4 Financial Management and Resource Mobilization

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

Response:

The institute has a well-defined mechanism to monitor effective and efficient utilization of available financial resources for the development of the institute.

1. Institutional budget is prepared by Account & Finance team every year taking into consideration the recurring and non-recurring expenditures.
2. Accordingly, all the administrative and academic heads are requested to submit the budget required for the subsequent financial year. Along with this all coordinators of different cells viz; R & D Cell, Exam cell are instructed to submit their budget to Accounts and finance team.
3. All the major financial decisions are taken by the Institute's local managing committee. There is separate financial matrix which describes the financial power at each level i.e. Dean, Purchase head, CEA (Accounts & Finance)
4. As and when urgent requirements arise, it is given after sanction from Management committee.

All the major financial transactions are analyzed and verified by the governing body under different heads like:-

- Research & Development
- Training & Placement
- Software & Internet charges
- Library books/Journals
- Repair & Maintenance
- Printing & Stationery
- Equipments & Consumables
- Furniture & Fixtures

1. Institute adheres to Utilization of budget approved for academic and administrative expenses by management.
2. After final approval of budget the purchasing process is initiated by purchase committee which includes all head of departments, CEO (Accounts & Finance), Purchase head, Dean and member from Management.
3. Proper tendering process is followed. Comparative statement is made and proper negotiations are done in presence of Purchase committee.
4. Proper purchase order /work order is prepared by Purchase team and sanctioned a copy of the same given to vendor and Account section for further processing.
5. The payment is released after delivery of the respective goods is done as per terms & Conditions mentioned in Purchase order/Work Order
6. All transactions have transparency through bills and vouchers and from current year pre audit is done. The bills payments are passed after testing and verification of items.
7. Respective faculty member ensures whether suitable equipment/machinery with correct specification is purchased.
8. The entire process of the procurement of the material is monitored by the purchase committee and Dean at institute level followed by the finance departments.
9. Financial audit is conducted by chartered accountant every financial year to verify the compliance.

File Description	Document
Link for resource mobilization policy document duly approved by College Council/other administrative bodies	[View Document](#)
Link for procedures for optimal resource utilization	[View Document](#)

6.4.2 Institution conducts internal and external financial audits regularly

Response:

Transparency and accuracy in the maintenance of accounts is extremely critical for the sustainable growth and development of any institution. The management takes robust measures for account handling and for prompt and vigilant management of funds. The accounts of the institution are audited regularly. The audits are conducted in the most unbiased and transparent manner with extreme curtness and any lapse is verified and rectified at the earliest possible. Internal auditing is done quarterly and external/statutory auditing is

done yearly.

The institution follows the Maharashtra Act (Societies Registration Act of 1960) to ensure all its accounts are internally and externally audited under the following sections:-

- **Section 24** which provides for inspection of all documents belonging to the institution to ensure transparency and leave little scope for ambiguity in the functioning of the institution
- **Section 12** which provides for inspection of all accounts and finance related documents and books with respect to all income and expenditure done by the society
- **Section 13** which provides for submission of the balance sheet of the governing body before the Registrar of the Societies. A person who can act as the Auditor of Companies registered in the State of Maharashtra, under section 226 of the Companies Act 1956, can audit the income and expenditure of the institution.
- **Section 25** states that the Registrar of Societies may in his/her own right hold an enquiry into the financial and working condition of the registered society.

The VSPM AHE Management have deputed auditors from the Surana Auditing Co. from Nagpur for conducting the internal audit of the institution.

A group of auditors from the Sola Auditing company conduct the external /statutory audit of the institution's financial records as per the provisions of the Income Tax department.

Mechanism for settling any audit objections:-

During the internal audit the auditors might raise objections and demand justifications related to the financial records and stock and store information provided by the institution. Following an objection a meeting is convened by the account section with the respective Dean. The Dean in turn convenes a meeting with the Head of the Department or the concerned staff to look into the matter and rectify any mistake and provide justification for the same. Negligence or carelessness on part of any person in handling of funds might result in strict action in the form of a memo or written explanation of the neglect. Also, immediate remedial measures are undertaken to settle the audit objection.

The internal audit takes care of all discrepancies in the records if any are present and provides an opportunity to the institution to prevent any objections during the yearly statutory /annual audit.

File Description	Document
Link for documents pertaining to internal and external audits year-wise for the last five years	[View Document](#)

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

Response: 0

6.4.3.1 Total Grants received from government/non-government bodies, individuals, philanthropists year-

wise during the last five years (INR in lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	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	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Copy of letter indicating the grants/funds received by respective agency as stated in metric	[View Document](#)
Annual statements of accounts	[View Document](#)
Link for Additional Information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1 Instituion has a streamlined Internal Quality Assurance Mechanism

Response:

The **Internal Quality Assurance Committee (IQAC)** has been functioning since Jan' 2019 but the institute has a streamlined mechanism for quality maintenance and works in tandem with various other committees and recommends improvements and activities to enhance overall quality of all institutional processes. The policy and planning strategy of the institute is derived from the assessment of feedbacks from the stakeholders, discussions and recommendations from the statutory bodies and meetings with different functional committees in the institution. It includes:-

1. Learner centric teaching methodology with innovative practices
2. Quality health care and patient safety
3. Collecting and reviewing feedbacks and recommendations from stakeholders and takes necessary action for quality enhancement.

The Academic Audit committee conducts annual audits to assess the institutional performance on the basis of Teaching Learning practices, Student progression, Innovative teaching practices, Research and Faculty Development. Performance of the UG students is monitored through its 'UG cell' and 'Mentor cell' which look after and maintain monthly records and update the parents/guardian, about the performance and attendance of their wards by conducting regular parent teacher meetings. Irregular, underperforming students are identified and efforts are taken in form of extra classes, counseling etc to improve the attendance and performance of the student.

The 'Institutional research committee' and 'Institutional ethics committee' review research projects submitted to the committee for approval by the UG, PG and Ph.D. students as well as the faculty. The HSET unit monitors the teaching- learning and student assessment methods, along with innovative practices like OSPE, OSCE, mini CEX, near peer learning, technology enhanced learning to improve the learning outcomes. Training workshops are regularly conducted for the faculty to enhance quality.

The institution has a 'Patient care committee' which looks after the health care quality and safety. In case of any grievances found, these are analyzed, discussed, and recommendations sent to the respective departments.

Feedback is obtained from all stakeholders to gain an insight into the overall performance of the institution. Feedback obtained from students/alumni and patients help to evaluate administrative and academic functioning of the institution and also give valuable insight into the matters and an opportunity to understand the student's perspective and their expectations from the institution which help to raise the overall standard of the institution. Stipulated meetings of various administrative committees deliberate on all academic and administrative aspects also facilitates the discussions based on feedback obtained from students/alumni and patients. Informal feedbacks derived from subject experts, examiners, parents/ guardians are also looked into positively to improve upon any shortcomings.

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

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

Response: 21.91

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

2018-19	2017-18	2016-17	2015-16	2014-15
35	10	15	16	12

File Description	Document
List of teachers who attended programmes/workshops/seminars specific to quality improvement year-wise during the last five years	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Details of programmes/workshops/seminars specific to quality improvement attended by teachers year-wise during the last five years	[View Document](#)
Certificate of completion/participation in programs/ workshops/seminars specific to quality improvement	[View Document](#)
Any additional information	[View Document](#)

6.5.3 The Institution adopts several Quality Assurance initiatives The Institution has implemented the following QA initiatives : 1. Regular meeting of Internal Quality Assurance Cell (IQAC) 2. Feedback from stakeholder collected, analysed and report submitted to college management for improvements 3. Organization of workshops, seminars, orientation on quality initiatives for teachers and administrative staff. 4. Preparation of documents for accreditation bodies (NAAC, NBA, ISO, NIRF etc.,)

Response: B. Any three of the above

File Description	Document
Report of the workshops, seminars and orientation program	[View Document](#)
Report of the feedback from the stakeholders duly attested by the Board of Management	[View Document](#)
Minutes of the meetings of IQAC	[View Document](#)
Any additional information	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 8

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

2018-19	2017-18	2016-17	2015-16	2014-15
02	01	03	01	01

File Description	Document
Report gender equity sensitization programmes	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Geotagged photographs of the events	[View Document](#)
Extract of Annual report	[View Document](#)
Copy of circular/brochure/ Report of the program	[View Document](#)

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

Response:

In today's time it is important to place men and women on an equal platform in order to prevent any gender discrimination. The institute takes keen interest in the safety and security of women and promotes their involvement in various curricular and co-curricular activities. Entry to the campus is restricted and strictly monitored by the security guards who carry out identity verification for visitors by cross checking their ID proof. Further, the entire campus is stringently monitored with super zoom CCTV cameras 24/7. This includes institution entrance, various departments, hostels and play areas. The campus is well lit ensuring the safety of women at night. The security of girls in hostels is assured by concerned female faculty members by periodic rounds in hostels and if any issue is encountered it is immediately addressed. According to the government and Dental Council of India guidelines institute has gender equity and gender harassment committee that monitors students and implement strict action against offenders. Various programmes like International Women Day, Menstrual Hygiene Day, International Nurse day, Work Life balance, Legal perspectives etc, are conducted annually by the committee which guides female students as well as teaching and non-teaching faculty. The institute has separate committee for student grievances which monitors complaints and takes strict action against defaulters. "Saarthi" the mentor-ship programme of the institute ensures sensitization of students towards gender equity and provide support whenever

necessary. During university examinations, if both the internal and external examiners happen to be male a female invigilator is appointed to monitor the viva of the girl students as per MUHS guidelines. Various co-curricular activities like cricket match, table tennis etc, are organized in the institute wherein both male and female faculty and students participate ensuring no gender discrimination. All the curricular and co-curricular activities organized at university or intercollegiate level outside the campus are assisted and supervised by female faculty members in order to ensure proper safety concerns regarding female participants.

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

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

Response: D. Any two of the above

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

7.1.4 Describe the facilities in the institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **E-waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

Given the potential risks to public health and the environmental safety concerns, there has been an exponential growth towards identification of suitable approaches (e.g. effective segregation of hazardous and non-hazardous waste), as a means of reducing these risk factors for safety purpose. The VSPMAHE campus Digdoh includes Medical, Dental, Nursing and Physiotherapy Colleges and the following type of waste is generated: Biomedical Waste, Solid Waste, E- Waste, and Liquid Waste. These wastes are collected, transported, treated and disposed in scientific way. The management of waste includes treatment of these wastes generated on daily basis and the biomedical waste and E- waste are disposed by authorized agencies. • Biomedical Waste management: Institute follows a strict protocol for management of the biomedical waste i.e. strategic placement of charts and sign boards regarding the waste disposal protocol and appropriate disposal of biomedical waste. Infection control committee, in the College for the purpose of sensitization, monitoring and scrutiny of waste management system functions under the following guidelines: - Assigning specific staff members for scrutinizing and implementing the process.\ - The treatment and the disposal of Biomedical waste generated from the hospital is as per the common biomedical waste treatment, segregation, and disposal facilities (CBMWTSDF) and are classified according to biomedical waste rules 2016 categories as follows. Colour code Waste category Yellow Human anatomical waste, microbiological waste, solid waste (cotton dressing, soiled plaster, line bedding, other material contaminated with blood) Red Microbiological waste, solid waste (e.g. IV tubes, catheters, tubing other than sharp) Blue/White Sharp Waste (needle, syringe, scalpel blade etc) Black Discarded medicines, incineration ash, chemical waste - All the collected biomedical waste is safely transported by officially authorised licensed vendors Superb Hygienic for its proper disposal. • Solid Waste Management: - Waste receivers are kept at regular distances within the campus, which are used dutifully by the stake holders for disposal of waste. • The solid waste management consisting of non-degradable garbage from the premises is disposed through outsourced agency M/s Nagpur Waste Handling Pvt. Ltd. and transported on daily basis to dumping yard of NMC with limit of 1000 KG/day. • Liquid waste management - Organization has appropriate engineering control measures to prevent contamination of water supply and maintenance of drainage/sewer lines. - There are 2 STP (Sewage Treatment plant) and ETP (Effluent Treatment Plant) plants in the college campus for recycling of sewage water having a capacity of 200 - 275 Kld. This recycled water is being used for gardening and construction activities in the campus. - One centralized STP/EPT is constructed in the campus, having capacity of 1000 Kld which is based on Phytorid technology invented by NEERI Nagpur. • E-waste management - The electronic wastes generated from the campus are disposed through authorized recycler M/s Suritex, Butibori which is authorized by MPCB having the consent to collect, treat and dispose all electric and electronic wastes.

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

7.1.5 Water conservation facilities available in the Institution:

    1. **Rain water harvesting**
    2. **Borewell /Open well recharge**

3. **Construction of tanks and bunds**
4. **Waste water recycling**
5. **Maintenance of water bodies and distribution system in the campus**

Response: Any Four of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Installation or maintenance reports of Water conservation facilities available in the Institution	[View Document](#)
Geo tagged photos of the facilities as the claim of the institution	[View Document](#)
Geo tagged photo Code of conduct or visitor instruction displayed in the institution	[View Document](#)
Link for additional information	[View Document](#)

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

Response: B. Any four of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Geotagged photos / videos of the facilities if available	[View Document](#)
Geotagged photo Code of conduct or visitor instruction displayed in the institution	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

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

1. **Built environment with ramps/lifts for easy access to classrooms**
2. **Disabled-friendly washrooms**
3. **Signage including tactile path, lights, display boards and signposts**
4. **Assistive technology and facilities for persons with disabilities (*Divyangjan*) accessible website, screen-reading software, mechanized equipment**
5. **Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response: D. Any two of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Geo tagged photos of the facilities as per the claim of the institution	[View Document](#)
Link for additional information	[View Document](#)

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

Response:

The institute primarily focuses on endeavors of different genre of activity like cultural, regional, linguistic, socio-economic, and other diversities so as to create a conducive environment for growth and welfare of faculty and students. Different orientation programs are organized every year to sensitize the students towards these diversities, their expected behavior with faculty, colleagues and juniors and moral and ethical responsibilities towards patients. In these programmes students are made aware that discriminatory and harassing behavior is not encouraged in the campus and clear definition of what actions are and are not appropriate is conveyed to them through the book on code of conduct. To improve cultural awareness an environment is created where all the religious and cultural festivals are celebrated enthusiastically with great fervor in the campus encouraging total participation from the students and employees. The students participate in various cultural activities. Voluntary traffic control exercises are conducted by students at various places in the city making them aware about their civic responsibilities. Workshop on VIHASA for spiritual enlightenment, yoga days are some of the events conducted for benefit of the faculty.Every year the institute celebrates commemorative days of national importance ,birth anniversaries,festivals and cultural activities for spreading awareness regarding social issues. As part of the community services of the institute students are encouraged to take active role in programmes like street plays, deaddiction rallies, walkathons, organ donation camps, oral cancer detection camps, school dental health camps and complete denture camps for residents of old age homes. Also national service scheme (NSS) activities which include residential camps at Anandvan, Balaghat, Ghugus where dental checkup awareness rallies, dental health survey and dental treatment is carried out by the students for the underprivileged and tribal areas. Here they get an opportunity to see the community closely with people of different cultural diversities developing among them a sense of social and civic responsibility. Institute has adopted Isasani, Bazargaon, and Gumgaon villages etc where NSS volunteers of the institute provide services that improve the overall health and living conditions of the community. Diagnostic camps are also held in communities in the vicinity of the college so as to improve awareness of the general population regarding their oral health needs. Mega dental camps are held every year at Deekshabhoomi, Nagpur on the occasion of Dusshera. In addition tree plantation, Swatch bharat drives are carried out in the campus to sensitize the students towards their environmental responsibility. A specially developed Endoherb garden is maintained in the campus. All this helps in developing the students holistically so that they can serve the society and nation as a whole with a lot of empathy and social responsibility.

File Description	Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	[View Document](#)
Link for any other relevant information/documents	[View Document](#)

7.1.9 Code of conduct handbook exists for students, teachers and academic and administrative staff including the Dean / Principal /Officials and support staff. 1. The Code of conduct is displayed on the website 2. There is a committee to monitor adherence to the code of conduct 3. Institution organizes professional ethics programmes for students, teachers and   the academic and administrative staff 4. Annual awareness programmes on the code of conduct are organized

Response: C. Any two of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Information about the committee composition number of programmes organized etc in support of the claims	[View Document](#)
Details of the monitoring committee of the code of conduct	[View Document](#)
Details of Programs on professional ethics and awareness programs	[View Document](#)
Web link of the code of conduct	[View Document](#)

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

Response:

Every culture, nation and tradition has developed its own unique ways of honoring special occasions. When we commemorate special occasions, we are essentially connecting with humanity and showing the unity amongst us. VSPM DCRC an educational institute focuses on attaining an overall inclusive education system, and constant efforts are made by the institution to undertake endeavors that make students and faculty more conscious about their contribution towards social, cultural and educational duties and rights. Every year the institute celebrates and acknowledges various commemorative days of national and international importance. Participating in such occasions instills a sense of respect and appreciation towards the nation. Amongst the various days celebrated includes Independence Day and Republic day which a generates sense of pride toward our Nation and also to spur strong feelings of Nationalism, patriotism and complete devotion. The College also observes birth anniversaries of great Indian personalities like Mahatma Gandhi, Ambedkar Jayanti, Savatribai Phule Jayanti, Children's Day and

Teachers' Day every year. Institution organizes and celebrates various national and local cultural festivals like Dusshera, Diwali, Ganesh puja,Christmas, etc. so as to embody the equality of the destination of the paths followed by all religions as a part of cultural integrity. On the educational front, by organizing various CDE Programs and rallies the institution celebrates various professional days like World No Tobaco day, World Prosthodontist Day, oral and maxillofacial day, World Orthodontic Health Day, Cons-Endo day, Bioethetic Day, World Oral Health Day etc. for increasing awareness amongst the students and patients regarding their dental health care needs. On the social front institution celebrates world elderly day, world cancer day, world AIDS day, International Yoga Day, International Kid's Yoga Day, International Women's Day March etc. Institution apart from dental health camps, also conducts frequent visits and donation drives for helping the underprivileged. These events are celebrated in the institution for spreading the awareness regarding social issues and also helping the society to develop a holistic, peaceful and harmonious environment for students and faculty.

File Description	Document
Link for additional information	[View Document](#)

7.2 Best Practices

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

Response:

1-

1. TITLE OF PRACTICE

Promotion of scientific and research temper

2. OBJECTIVE OF THE PRACTICE

To encourage and advocate scientific thinking in students and teaching faculty of the institution, by generating a scientific environment, encouraging participation and providing financial support.

3. THE CONTEXT

Institution believes in a philosophy that research is not an imperative but a need and also understands its role in providing an appropriate environment for conduction of qualitative research. The research policy of the institution is designed to nurture a scientific environment in the institute and encourage students and faculty members to undertake innovative ideas as a research projects.

4. THE PRACTICE

In 2017, the college management and administration formed Research Policy. This included various research incentives for publication of research articles and providing paid leave to attend conferences. Registration Fee and travel allowance is reimbursed to the faculty members who present their research work in national or international Conferences. Institutional Research grants give additional incentive to the stake holders to undertake research. Board of Research Studies (BORS) and Institutional Ethics Committee (IEC) monitor and scrutinize all the applications for research projects.. Appropriate funds are allocated to the qualifying research projects.

To inculcate scientific temperament, the institute provides support for organizing CDEs, Webinars & Conferences. So far the institute has provided support to 82 CDEs, 1 National PG convention and 7 Pre Conference Courses of National Conferences in Periodontology, Oral & Maxillo-facial Surgery and Pedodontics. The students and faculty are made aware of the various institutions that provide Grants. The undergraduate students are encouraged to take up research and paper presentations in conferences. The interns are mandated to complete one research project in their tenure. In addition to mandatory dissertation, 2 short-term research projects should be completed and presented in National PG convention by all post graduate students. The staff performing exceptional research and publications are recognized by conferring Academic Awards. Institute is recognized as a PhD Centre, with 14 no of guides & 12 students .This is a highest number of enrolled students and guides in MUHS.

5. EVIDENCE OF SUCCESS

Sr. No.	Title	Year				
		2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
1	CDE Conducted	7	16	6	15	13
2	Conferences Conducted	-	2	1	2	2
3	Webinar Conducted	4	3	1	-	-
4	Avishkar Award	-	2		2	2
5	Ltrg / Strg	-	3	3	6	2
6	Grants (Research)		2	-	1	1
7	Publication (Indexed)	42	42	44	58	59
8	Books	2	•	1	4	6

6. PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED

1. Several applications for grants from postgraduates and staff members are submitted, which are increasing every year. Stiff competition makes it challenging to select the best.

2. The financial burden is increasing and extra institutional grants are difficult to access.

7. NOTES (OPTIONAL)

2 - Title: Annual Awards

Objectives: - To appreciate and honor the staff members for continuous professional development - To motivate the staff members to achieve higher benchmarks - To create a healthy competitive working environment in the departments The Context: The faculty members of our institution work relentlessly to improve the quality of dental education as well as treatment. However, working in the same environment for years together can lead to complacency and stagnation; For the overall growth and development it is mandatory that everyone strives for excellence. VSPM'S Dental College and research centre strongly believe that the institute can progress only with the wholesome progress and development of its individual staff members. Hence to inculcate the habit of continuous self improvement and professional excellence, the institute has in place we have started a policy of awarding the best individual performer and best department at the hands of the Honorable chairman of the institute Shri Ranjitbabu Deshmukh. The Practice The Institute has a three member committee for annual awards. Every year four awards are given by the institute for outstanding performance in various categories namely: Best Emerging Talent, Best Individual Performer, Best Non Teaching Staff Member and Best Performing Department. The criterion for each category is structured and marks are awarded for excellence in various fields depicting all round development. This not only maintains objectivity and fairness in the selection process, it also ensures that various attributes for professional and personal growth are properly accounted for. Nominations are invited for various categories of awards in the prescribed format. Nominations include a detailed CV of the nominees along with a list of achievements for the said year. After the last date, the nominations are scrutinized by the awards committee and the winners are decided based on the objectively structured

marking scheme. The awards in each category are given on Republic day each year. Evidence of Success: Over the years this practice has encouraged more and more staff members to perform better and strive for excellence. The committee has seen a steady rise in the number of applications received every year. The competition has increased manifold and it is difficult to choose a single winner in each category. Certain aspects of dental professional development which were overlooked earlier have now become an important aspect of continuous professional growth amongst our staff members. Problems Encountered and Resources Required: Due to high degree of competition, enduring satisfaction of all the staff members is a challenge. The management sponsors the awards and the committee members are happy to scrutinize the application.

File Description	Document
Link for best practices page in the Institutional web site	[View Document](#)
Link for any other relevant information	[View Document](#)

7.3 Institutional Distinctiveness

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

Response:

Health Science Education Technology (HSET) The institute is well-known for its passion for excellence in the field of Dentistry. Being an academic institute, it is our duty to deliver quality education to all its students and leave no stone unturned to ensure excellence in teaching learning, assessment and student progress. Therefore it was deemed necessary to dedicate one unit specially to fulfill this objective. The mission of Dental Education Technology is to create and sustain well trained faculty base and promote educational research for academic advancement. Its vision is to provide quality dental healthcare for community through excellence in dental education. The unit named as 'PRIDE' (Promoting Research and innovations in Dental Education) stands out by being one of the pioneer units amongst all affiliated dental colleges in Maharashtra, under the aegis of Maharashtra University of Health Sciences (MUHS). We directed our efforts initially towards capacity building of all faculty members wherein seven staff members have completed prestigious FAIMER fellowship; six have undergone training at MUHS advanced teachers' training course. These trained faculty members have in turn transferred the knowledge regarding dental education technology in the institute during various programmes organized by the unit. Fifteen of our faculty members are recognized by our university as trainers for basic teachers training and research methodology workshops. The unit has organized and conducted variety of faculty development programs for teachers to update them about recent advances in medical education worldwide. These include workshops on Academic leadership, Basic teachers training workshop, workshop on basic and advanced research methodology and unique 'Resident as Teacher' workshop for post-graduates of the institute.

Additional programs focusing on areas of financial management, motivation, spiritual growth and many more are organized by the HSET unit for faculty as well as students. Institute provides constant motivation in the form of special leave and other incentives to the faculty for being actively engaged in the field of dental education. As a result of dedicated and well planned events of the unit there has been positive change in the educational environment of the institute. The unit has promoted educational research which has resulted in 65 educational projects, 40 conference presentations and 25 publications till date. Four projects have been presented at international conferences viz., annual conference of – association of medical educators' in Europe and South East Asian association of dental education. Five projects have been presented at Avishkar-MUHS state level conference and fifteen at national conference on health professions education (NCHPE). Several innovative T-L and assessment methods are being practiced regularly by all departments. All stakeholders including students have also given a positive feedback time to time. The vice- chancellor and pro-vice chancellor along-with director of department of medical education and technology of MUHS have appreciated our work at various platforms.

File Description	Document
Link for appropriate web page in the institutional website	[View Document](#)
Link for any other relevant information	[View Document](#)

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: 87.95

8.1.1.1 Institutional mean NEET percentile score

Response: 87.95

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

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

Response:

Dentistry is a unique specialty under the umbrella of medical sciences in that it being an art and science. The institution in accordance to its vision and mission is leaving no stone unturned in carving the future oral health care professionals. The institution with its adequate infrastructure, highly skilled, efficient and dedicated faculty begins its task of molding the students into highly skilled professionals right from their admission into the institution as per the Dental Council of India (DCI) and Maharashtra University of Health Sciences regulations. The preclinical exercises are conducted in various departments as per the DCI and MUHS regulations. The department of prosthodontics introduces the undergraduate students to various types of dental materials. This exposure prepares the students for subsequent levels of their course. There are fully equipped laboratories in order to train the students in the aspects of teeth arrangements and procedural steps associated with it. The students are made to understand the basic morphology of the permanent teeth through teeth carving exercises by the department of oral pathology and microbiology. The use of typodont models in paedodontics provides an opportunity to the young budding dentists to learn the various treatment modalities that will be carried out in the deciduous and mixed dentitions in paediatric patients. Instilling the knowledge of various dental and skeletal malocclusions arising among the individuals and their corrections through various exercises like wire bending, study models and cephalometric analysis into the young minds becomes an important task of the department of orthodontics. The department of Conservative dentistry and Endodontics through its well equipped laboratory prepares the students for various restorative procedures. Similarly, first year post-graduate students are trained in the pre-clinical laboratories to horn skills so that they can carry out their task more efficiently during their future course of study in the institution. All the above specialties of dentistry concerned with mastering of the preclinical skills among the undergraduate and post-graduate students follow a quota of exercises as a

part of the training in accordance with the guidelines of statutory bodies like Maharashtra University of Health Sciences and Dental Council of India.

File Description	Document
Geo tagged Photographs of the pre clinical laboratories	View Document
Any other relevant information	View Document

8.1.3 *Institution follows infection control protocols during clinical teaching*

1. **Central Sterile Supplies Department (CSSD) (Registers maintained)**
2. **Provides Personal Protective Equipment (PPE) while working in the clinic**
3. **Patient safety curriculum**
4. **Periodic fumigation / fogging for all clinical areas (Registers maintained)**
5. **Immunization of all the caregivers (Registers maintained)**
6. **Needle stick injury Register**

Response: B. Any 4 of the above

File Description	Document
Relevant records / documents for all 6 parameteres	View Document
Institutional data in prescribed format	View Document
Immunization Register of preceding academic year	View Document
Disinfection register (Random Verification by DVV)	View Document
Central Sterile Supplies Department (CSSD) Register (Random Verification by DVV)	View Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response:

The institution has the tradition to welcome the newly admitted students to the VSPM family through various orientation programmes. The orientation program for the freshly admitted students organized by UG cell of the institution provides an opportunity for the freshers to get to know the Dean along with Heads of various departments. The program also aims at sensitizing the students and their parents or

guardians on the aspects of academic curriculum, rules and regulations of the institution. Anti ragging measures to drive away the anxiety among freshers about their senior students or fellow students through ice breaking sessions are carried out. The students are also briefed about the patterns of institutional working, academic calendar, infrastructure, scientific activities, sports events along with the other extra-curricular activities that promote learning environment among students thereby contributing to the overall development of students. The white coat ceremony is organized by senior faculty members to make the students aware about the importance and responsibility that goes along with the white coat.

A Series of lectures on the aspects of patient care, ethical issues ,ergonomics in dental practice, infection control, biomedical waste management, communication skills and practice management are delivered by the senior faculty members during the internship orientation programme. The candidates after passing Final Year B.D.S. Examination have to undergo Internship Programme as per norms of the Dental Council of India.

Attempts are also made through motivational lectures by enthusiastic faculty members to arouse or inculcate the thought of research among the young minds as a part of orientation programme. The student toppers of the institution are also felicitated by appreciation certificates to acknowledge their knowledge, contribution and hard work. There is a postgraduate induction programme for the new batch of postgraduates organized by the PG cell. The aim of the programme is to acquaint them with the working pattern, protocols, discipline, academic and clinical load which they have to adhere for the three year tenure .

In addition to this, special workshops on infection control , communication skills and ethics are also organized. The workshops on infection control helps the students to acclimatize with the infection control protocols which become key aspect of patient care and thus preventing /minimizing any possibility of cross infections among care givers and patients. The students are also trained to interact in a more constructive and productive manner so as to communicate better by means of conducting workshops on communication skills.

File Description	Document
Programme report	[View Document](#)
Orientation circulars	[View Document](#)

8.1.5 The students are trained for using High End Equipment for Diagnostic and therapeutic purposes in the Institution.

1. Cone Beam Computed Tomogram (CBCT)
2. CAD/CAM facility
3. Imaging and morphometric softwares
4. Endodontic microscope
5. Dental LASER Unit
6. Extended application of light based microscopy (phase contrast microscopy/polarized microscopy/fluorescent microscopy)
7. Immunohistochemical (IHC) set up

Response: A. Any 5 of the above

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

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

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

Response: A. Any 5 of the above

File Description	Document
Institutional data in prescribed format	View Document
Geotagged Photographs of facilities	View Document
Certificate from the principal/competent authority	View Document

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: 4.46

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

2018-19	2017-18	2016-17	2015-16	2014-15
02	02	08	02	04

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

8.1.8 The Institution has introduced objective methods to measure and certify attainment of specific clinical competencies by BDS students/interns as stated in the undergraduate curriculum by the Dental Council of India

Response:

Assessment represents a critical component of measuring attainment of specific clinical competencies like skills, knowledge, affective processes, and professional values.

The institute has established a system of evaluation of competencies of dental students using following assessment methods.

Multiple choice questions (MCQs) that are context free & case based, and essay type questions are used during theory examinations. As per the university guidelines, institute conducts continuous internal evaluations (CIEs). One CIE is conducted in each term and one just before the university examination.

The results after evaluation are displayed on the notice board and submitted to the university.

In addition to the assessment methods made mandatory by the university the institute also follows objective methods of assessment like OSCE and OSPE for better evaluation of competencies attained by the students.

Attainment of the clinical competencies of interns are assessed through one year compulsory rotatory internship training programme which helps to develop skills and acquire clinical knowledge with proficiency in managing dental patients independently.

The curricular contents of internship training are based on-Dental health needs of the society, material and manpower resources available for the purpose, socio-economic conditions of the people in general, task analysis of what dental graduates are expected to do in Dentistry in various practice settings. The Internship programme facilitates reinforcement of learning and acquisition of additional knowledge, techniques & resources available to the individual and the community, Social and cultural setting, training in a phased manner, from a shared to a full responsible doctor

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.

1. Continuous internal evaluation (CIE).
    1. Theory
    2. practical
2. Laboratory exercises
    1. Practical skill evaluation
3. Objective structured clinical examinations(OSCE)

The objective structured practical examination (OSPE)

File Description	Document
Report on the list and steps taken by the College to measure attainment of specific competencies by the BDS students/interns stated in the undergraduate curriculum during the last five years	View Document
List of competencies	View Document
Geotagged photographs of the objective methods used like OSCE/OSPE	View Document
Any other relevant information	View Document

8.1.9 Average percentage of first year students, provided with prophylactic immunization against communicable diseases like Hepatitis-B during their clinical work in the last five years.

Response: 67.5

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

2018-19	2017-18	2016-17	2015-16	2014-15
91	51	75	99	100

8.1.9.2 Number of first year Students addmitted in last five years

2018-19	2017-18	2016-17	2015-16	2014-15
100	100	89	100	100

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

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

Response:

Clinical exposure is a major component of dental education and hence it is important that students are exposed to the clinical setting. The five years of dental education breaks down competence of students into a series of desirable attributes such as knowledge, skills, clinical judgments and interaction, professional development and team work. Competencies can be evaluated by various methods, but evaluation of attributes requires continuous monitoring and guidance by the faculty staff. The assessment of skills such as communication, professionalism, treatment planning, treatment undertaking, time management and research are related to student's strength and weaknesses. To develop these desirable attributes the institute caters number of patients for clinical exposure to students. Students take active participation in social activities of providing dental health through camps and field visits which are conducted under supervision of faculty and are strictly monitored. At the start of graduate course the students are oriented with the learning objectives related to the subjects which includes must know, desired to know and nice to know areas. First year subject includes basic anatomy of teeth and various oral structures, normal physiology and biochemistry of various body systems. Second year subjects includes knowledge about dental materials, clinical pathology, pharmacology and microbiology of body, especially oral cavity. Third year students gain knowledge, and able to diagnose the diseases related to the oral cavity through the subjects like oral pathology, general medicine and surgery. Final year students are able to treat and perform some minor dental procedures. They are also introduced to clinical and theoretical knowledge in all subjects of dentistry. Institute regularly monitors student's participation in activities such as treatment and diagnostic camps organized in urban and rural areas, visits to public health centers in which students interact with patients coming from different strata of society. Institute organizes orientation programmes for first year students and interns every year in which lectures are arranged to develop the overall personality of students. Institute also organizes various CDE programmes, workshops, seminars, symposium, debate and quiz competitions throughout the academic year in which students and interns participate to acquire knowledge about recent advances in dentistry. They are also encouraged to carry out research and present scientific papers. This develops the ability to acquire, inculcate and integrate a range of practical and professional skills in appropriate and ethical ways. Dental graduate attributes 1. Knowledge, 2. Skills, 3. Clinical judgments & interaction,

File Description	Document
Dental graduate attributes as described in the website of the College.	[View Document](#)
Any other relevant information	[View Document](#)

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

Response: 8322.18

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

2018-19	2017-18	2016-17	2015-16	2014-15
4710787	7169687	4856983	2529549	4351699

File Description	Document
Institutional data in prescribed format	[View Document](#)
Audited statements of accounts.	[View Document](#)
Any additional information	[View Document](#)

8.1.12 Establishment of Dental Education Department by the College for the range and quality of Faculty Development Programmes in emerging trends in Dental Educational Technology organized by it.

Response:

The HSET unit of VSPM DCRC has made exceptional contribution for the faculty development program in the area of emerging Dental Education Technology during last 5 years. Faculty development efforts empower the health professionals and keep the passion in teaching going to meet health challenges of 21st Century. Institute practices a systematic approach by identifying gaps and opportunities for reforms according to recent trends, for faculty development programs (FDP). Since 2012, institute has well developed and immensely active Health science education technology (HSET) unit named as 'PRIDE' (Promoting Research and Innovations in Dental Education).It stands out by being the first functioning unit in Maharashtra, registered under Maharashtra University of Health Sciences (MUHS). The unit has structured objectives to perform for holistic development of faculty in the institute. HSET team is constituted of experienced MUHS approved members who have undergone training for FAIMER, advanced and basic health education programs. The members are also invited as speakers/faculty for health education workshops at other institutes affiliated to university and at FAIMER regional institutes at national level. PRIDE-JDET, annual journal focusing on dental education and technology is being published by the HSET unit since the last three years. The unit was instrumental in organizing a first ever

state level conference focusing on updates of dental education which was a grand success. The unit has organized workshop on Academic leadership where participants included not only faculty but also representatives from management. The unit conducts three day Basic teachers training workshop where participants from other Dental Colleges are also enrolled. To develop residents as competent teachers, HSET team organizes and conducts a two day workshop for residents of the institute, 'Resident as Teacher', and every year. It is mandatory for all residents to participate in the said workshop. Three day workshop on basic research methodology is conducted in collaboration with regional MUHS centre, Nagpur. All the teaching faculty and post graduates are trained for biostatics and designing research protocols through this workshop. Institute encourages faculty to enroll for FAIMER, Advanced teachers training workshop and other segments of health profession development such as Bioethics. Institute appreciates the faculty for their outstanding work in the field of dental education to keep them motivated in future. To evaluate competency building by various FDPs, periodic feedbacks from students are obtained to evaluate teaching skills of the faculty. Regular curricular reviews and revisions, improvement of teaching and learning activities, assessments and staff development are routinely discussed and necessary actions are planned by the institute.

File Description	Document
List of teachers year-wise who participated in the seminars/conferences/ workshops on emerging trends in Medical Educational technology organized by the DEU of the College during the last five years	[View Document](#)
List of seminars/conferences/workshops on emerging trends in Dental Educational Technology organized by the DEU year-wise during the last five years.	[View Document](#)

Other Upload Files	
1	[View Document](#)

5. CONCLUSION

Additional Information :

To promote and enhance awareness about environmental sustainability, the institution has signed a MOU with Swacch association, Nagpur. The institution is also focusing on a Tobacco free campus and therefore has a Tobacco cessation centre to encourage not only the employees of the institute but also patients for deaddiction..

The Institution also encourages all its staff and students to engage in research with an emphasis on Herbal products. Multiple research studies have been carried out with this in mind.We are also in the process of developing a Herbal garden in the campus to make staff and students aware of various herbs and their importance in dental practice.

With an objective of providing rehabilitatin to Oral cancer patients, the Institute is in the process of building centre of excellencefor Maxillofacial Prosthesis under the guidance of experts in the field.

Concluding Remarks :

VSPM Dental College and Research Centre has been providing a dynamic education arena for over 20 years with quality dental education and oral health care enthusing benevolence, professional integrity, scientific temper and skill which is dynamically fortified by the management and dedicated faculty of the institution. The executive structure of the institute is based on the inclusive leadership and team building approach. Dean is the administrative head of the institute who is ably supported by the vice-dean, Heads of all departments, team members of various administrative committees and the administrative staff. Periodic review meetings are called by the Dean to assess the functioning and progress of the institute.For efficient and harmonized functioning of all the departments, various committees have been instituted like college council committee, research committee, institutional ethics committee,alumni association,examination &time-table Committee, hostel committee, college infection control committee, institutional academic audit, monitoring and evaluation cell, internship monitoring committee, library committee. In today's rapidly growing universe of demand for healthcare services, VSPMDCRC stands as a model by functioning in all aspects of excellence, encompassing clinical expertise, academic training and innovations in oral healthcare through research, blended with technological advances. In addition, faculty development with impeccable professional ethics, enriched with a sense of social responsibility, ultimately providing dental and public health practices of the highest standard. Complementing this is the unwavering commitment to education and knowledge. Since inception, VSPMDCRC promotes excellence in dental teaching, research and oral healthcare convoyed with community service through a sustained functional model. These assets have remarkably transformed the functioning of VSPMDCRC, that began with a thatch roof structured college with limited facilities in 1996 to a premier dental institute in 2020.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
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) 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: <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>13</td><td>13</td><td>06</td><td>03</td><td>02</td></tr></table> Answer After DVV Verification : <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>00</td><td>00</td><td>2</td><td>02</td><td>01</td></tr></table>
1.2.1	Percentage of inter-disciplinary / inter-departmental courses /training across all the Programmes offered by the College during the last five years 1.2.1.1. Number of inter-disciplinary /inter-departmental courses /training offered during the last five years Answer before DVV Verification : 110 Answer after DVV Verification: 25 1.2.1.2. Number of courses offered by the institution across all programs during the last five years Answer before DVV Verification : 155 Answer after DVV Verification: 31
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 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 Answer before DVV Verification: <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>12</td><td>14</td><td>15</td><td>34</td><td>22</td></tr></table> Answer After DVV Verification : <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>2</td><td>0</td><td>11</td><td>22</td><td>21</td></tr></table> Remark : Revised as per the certificates attached of certificate courses. Fellowship courses are not

	counted.

1.3.2	Number of value-added courses offered during the last five years that impart transferable and life skills.
	
	    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 : 11
	        Answer after DVV Verification: 2

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

2018-19	2017-18	2016-17	2015-16	2014-15
120	203	116	103	55

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
45	84	75	73	43

	Remark : Revised considering the no. of students mentioned in the particular programs that are accepted in 1.3.2

1.3.4	Percentage of students undertaking field visits/Clinical / industry internships/research projects/industry visits/community postings (data for the preceding academic year)
	
	    1.3.4.1. Number of students undertaking field visits, clinical, industry internships,research projects,industry visits,community postings
	        Answer before DVV Verification : 380
	        Answer after DVV Verification: 162
	
	    Remark : Revised as per the list attached.

2.3.4	Student :Mentor Ratio (preceding academic year)
	
	    2.3.4.1. Total number of mentors in the preceding academic year
	        Answer before DVV Verification : 40
	        Answer after DVV Verification: 19
	
	    Remark : Revised considering the Mentors appointed for 2018-19 only as per the document attached.

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.

    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.

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
12	15	10	10	10

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
11	14	9	9	9

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 : 829.26 years
	     Answer after DVV Verification: 840.05 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:

2018-19	2017-18	2016-17	2015-16	2014-15
39	35	42	33	44

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

    Remark : Only certificates from the HEI are attached as valid proofs but unauthorized reports of the e-training programmes & list of teachers cannot be accepted for the claim. Detailed & authenticated report with list of teachers should be provided for validation.

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:

2018-19	2017-18	2016-17	2015-16	2014-15
18	10	11	16	04

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
5	0	2	3	2

Remark : Revised considering awards from State, National and International level from Government, recognized bodies only.

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 Answer before DVV Verification : A. All of the above Answer After DVV Verification: E. None of the above

3.1.1	Percentage of teachers recognized as PG/ Ph.D research guides by the respective University 3.1.1.1. Number of teachers recognized as PG/Ph.D research guides during the last 5 years Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
51	43	41	26	25

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
51	42	41	26	24

Remark : Revised as per the corrected data template attached.

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:

2018-19	2017-18	2016-17	2015-16	2014-15
32	37	40	58	67

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
8	6	3	6	8

Remark : Revised considering the Fellowship award letter/grant letter apart from the own institution.

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: <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>5</td><td>8</td><td>4</td><td>7</td><td>0</td></tr></table> Answer After DVV Verification : <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>3</td><td>8</td><td>3</td><td>5</td><td>4</td></tr></table> Remark : Revised as per the grant letters attached.
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 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 Answer before DVV Verification: <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>1</td><td>5</td><td>1</td><td>1</td><td>0</td></tr></table> Answer After DVV Verification : <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr></table>

3	2	1	1	0

Remark : Revised as per the photos found in the reports.

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 Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : Proper proof for plagiarism check software is not provided.
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. 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. Answer before DVV Verification : 106 3.3.2.2. Number of PG teachers recognized as guides by the Regulatory Bodies / Universities during the last five years. Answer before DVV Verification : 43 Answer after DVV Verification: 43
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. 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. Answer before DVV Verification: |2018-19|2017-18|2016-17|2015-16|2014-15| |25|24|21|23|22| Answer After DVV Verification : |2018-19|2017-18|2016-17|2015-16|2014-15| |19|18|18|16|15|

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
25	24	21	23	22

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
19	18	18	16	15

	Remark : Revised considering activities organized by unique agencies only. Photographs or News paper report not provided by HEI as per the SOP. Same date and same time at same venue multiple activities are listed

3.4.2	Average percentage of students participating in extension and outreach activities during the last five years
	
	   3.4.2.1. Number of students participating in extension and outreach activities year-wise during last five years
	   Answer before DVV Verification:
	
		2018-19	2017-18	2016-17	2015-16	2014-15

---	---	---	---	---
433	436	381	413	382 | Answer After DVV Verification : | 2018-19	2017-18	2016-17	2015-16	2014-15
---	---	---	---	---
330	329	337	282	258	 Remark : Revised as per the programs considered in 3.4.1. Photographs are not provided by the HEI as per SOP.

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:
	
		2018-19	2017-18	2016-17	2015-16	2014-15

---	---	---	---	---
9	10	10	21	14 | Answer After DVV Verification : | 2018-19	2017-18	2016-17	2015-16	2014-15
---	---	---	---	---
6	5	6	9	8	 Remark : Revised as per the copies of collaboration found.

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 : 7

	Answer after DVV Verification: 6 Remark : Revised as per the proper MoUs attached.
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: Answer After DVV Verification : Remark : Revised as per the highlighted amount in the audited statement attached.
4.2.2	Average number of patients per year treated as outpatients and inpatients in the teaching hospital for the last five years 4.2.2.1. Number of patients treated as outpatients in the teaching hospital year-wise during the last five years. Answer before DVV Verification: Answer After DVV Verification : 4.2.2.2. Number of patients treated as inpatients in the teaching hospital year-wise during the last five years. Answer before DVV Verification: Answer After DVV Verification :

4.1.4 — Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
53.85	207.00	12.92	173.44	202.51

4.1.4 — Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
53.85	167.27	12.92	164.46	202.51

4.2.2.1 — Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
119745	121460	123315	118819	115520

4.2.2.1 — Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

4.2.2.2 — Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
20022	19838	18853	16500	16258

4.2.2.2 — Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

	Remark : HEI has not provided documents pertaining to patients attending the dental college. The documents provided are of a Medical college so input cannot be accepted.
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:

2018-19	2017-18	2016-17	2015-16	2014-15
398	410	430	420	440

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
286	310	295	310	347

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:

2018-19	2017-18	2016-17	2015-16	2014-15
36	35	34	31	29

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
35	36	34	31	27

Remark : Revised considering unique student PRN numbers as per the list attached.

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

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: C. Any two of the above
Remark : Health center & Residential facility are considered.

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

last five years

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)

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
22.85	21.53	21.25	23.82	23.77

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
23.16	21.33	21.26	8.25	26.59

Remark : Revised as per the highlighted amounts in the audited statement.

4.4.3	Available bandwidth of internet connection in the Institution (Lease line) Answer before DVV Verification : 50 MBPS-250 MBPS Answer After DVV Verification: <50 MBPS Remark : Connection with 20 MBPS bandwidth is only mentioned in the name of this HEI, other bills mentioning the name of any other institution will not be considered.
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 Answer before DVV Verification : B. Any five of the above Answer After DVV Verification: B. Any five of the above
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:

2018-19	2017-18	2016-17	2015-16	2014-15
27	52	30	39	30

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
12	3	1	8	0

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:

2018-19	2017-18	2016-17	2015-16	2014-15
70	81	70	55	60

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
70	81	70	55	60

Remark : Revised as per the pass certificates attached.

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:

2018-19	2017-18	2016-17	2015-16	2014-15
3	3	4	3	1

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

	Remark : Participation certificates or consolation prizes will not be considered, only awards to be considered.
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:

2018-19	2017-18	2016-17	2015-16	2014-15
11	11	9	10	9

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
3	3	3	3	4

Remark : Proper detailed reports of all the events along with photographs appropriately dated and captioned are not provided. Revised as per event dates mentioned. |
| 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

    Answer before DVV Verification : D. Any two of the above
    Answer After DVV Verification: E. Any one of the above
Remark : Only serial no. 2 is considered. |
| 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

    Answer before DVV Verification : A. All of the above
    Answer After DVV Verification: E. Any one of the above
Remark : Tally software screenshots are only provided so only Finance and Accounts is considered. |
| 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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
45	26	29	53	56

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
38	25	28	42	47

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
10.82	10.44	8.10	8.77	6.22

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
55	56	61	61	62

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
35	10	15	16	12

Remark : Some programs are already considered in 6.3.4, so only conferences and seminars are considered.

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: B. Any three 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:

2018-19	2017-18	2016-17	2015-16	2014-15
04	03	05	05	03

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
02	01	03	01	01

Remark : Revised considering the programs for which photos are attached with date & caption along with the reports.

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
	Answer before DVV Verification : All of the above
	Answer After DVV Verification: Any Four of the above
	Remark : Geo tagged photo of rain water harvesting is not attached.

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 Answer before DVV Verification : B. Any four of the above Answer After DVV Verification: B. Any four of the above
7.1.7	The Institution has disabled-friendly, barrier-free environment 1. Built environment with ramps/lifts for easy access to classrooms 2. Disabled-friendly washrooms 3. Signage including tactile path, lights, display boards and signposts 4. Assistive technology and facilities for persons with disabilities (*Divyangjan*) accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading Answer before DVV Verification : B. Any four of the above Answer After DVV Verification: D. Any two of the above
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 Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any two of the above
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

      Answer before DVV Verification : A. All of the above

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

    Remark : Considered all except serial no. 2 as no supporting proof is there for that claim.

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:
	
	See table below
	
	    Answer After DVV Verification :
	
	See table below

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
03	02	08	02	04

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
02	02	08	02	04

8.1.11	Average per capita expenditure on Dental materials and other consumables used for student training during the last five years.
	
	  8.1.11.1. Expenditure on consumables used for student clinical training in a year
	  Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
4710787	6673110	4596086	2529549	4351699

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
4710787	7169687	4856983	2529549	4351699

    Remark : Revised as per the highlighted amounts in the audited statement.

2.Extended Profile Deviations

ID	Extended Questions
1.1	Number of students year-wise during the last five years Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
579	689	644	638	644

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
577	598	534	551	560

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
103	122	111	108	77

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
103	122	111	108	77

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
825.41	827.60	715.47	629.24	752.19

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
940.30	827.60	715.47	629.24	752.19

22-02-2021 10:36:42