



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

MAHATMA GANDHI VIDYAMANDIR'S KARMAVEER BHAUSAHEB HIRAY DENTAL COLLEGE AND HOSPITAL, NASHIK, MAHARASHTRA

**MGVS KBH DENTAL COLLEGE AND HOSPITAL, NEAR KANNAMWAR
BRIDGE, MUMBAI - AGRA ROAD, PANCHAVATI, NASHIK - 422003.
422003**

<https://mgvdental.kbhgroup.in>

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BANGALORE

June 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Mahatma Gandhi Vidyamandir's Karmaveer Bhausaheb Hiray Dental College and Hospital, Nashik (MGVs KBHDCH) stands as a beacon of excellence in dental education and patient care, embodying a commitment to academic brilliance, clinical expertise, and community service. Nestled within the dynamic landscape of healthcare education, this institute has earned a distinguished reputation for its unwavering dedication to shaping the next generation of dental professionals and delivering high-quality dental care to the community.

Established with a vision to redefine dental education and healthcare standards, **MGVs KBHDCH** is a prestigious institution affiliated to **Maharashtra University of Health Sciences**. Over the years, the institute has marked a dynamic and transformative journey towards excellence by imparting theoretical knowledge and fostering practical skills to its undergraduate and postgraduate students while adhering to the guidelines of **Dental Council of India**.

The Institution boasts faculty comprising seasoned educators, experienced clinicians and researchers, creating a dynamic learning environment that nurtures academic curiosity and innovation. The emphasis on a student-centric approach ensures that aspiring dental professionals at **MGVs KBHDCH** receive comprehensive education that combines theoretical foundations with hands-on clinical experience.

At the heart of **MGVs KBHDCH** mission lies a commitment to community service and healthcare outreach. The hospital serves as a vital healthcare hub, providing accessible and compassionate dental services to the local community. This dual role as an educational institution and healthcare provider underscores the institution's holistic approach to dental education and its recognition of the broader societal impact of oral health. The campus itself is a testament to modern infrastructure, equipped with cutting-edge dental laboratories, research facilities, and clinics.

The institute is located in a serene green campus providing students a conducive environment for study and clinical practice. As a hub of academic and clinical excellence, **MGVs KBHDCH** stands poised to shape the future of dentistry by producing well-rounded professionals, making substantial contributions to the field. Its commitment to education, research, and community service cements its position as a leader in dental healthcare and education.

Vision

To promote excellence in dental education dedicated to fostering community wellness through innovative teaching and compassionate oral health care.

Mission

Mission Statement

Our mission is to cultivate a diverse community of dental professionals committed to advancing oral health and overall well-being within our local and global communities. Through quality education, patient-centered care, community engagement and cutting-edge research, we aim to empower individuals to achieve optimal oral health and contribute to the betterment of society.

Objectives

- Implement active learning strategies and technology-enhanced teaching methodologies to optimize student engagement and knowledge retention.
- Provide continuing professional development opportunities for faculty to stay abreast with emerging trends and best practices in dental education.
- Foster a culture of interdisciplinary research collaboration to address complex challenges in oral health and related fields.
- Nurture innovation, problem solving skills and encourage holistic development of students.
- Establish comprehensive student support services, including academic advising, mentoring programs, mental wellness and career counselling.
- Develop outreach programs to provide dental services and oral health education to underserved communities.
- Establish transparent decision-making processes and mechanisms for soliciting input from stakeholders.
- Invest in state-of-the-art dental equipment, simulation labs and digital technology for superior patient care.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- **Distinguished, dynamic, experienced full-time faculty**
- **Strategic location that facilitates easy commutable and accessible to students and patients with all modes of public transportation.**
- **High patient turnover**
- **Academic and extracurricular excellence**
- **Community engagement through outreach and extension activities to optimize oral health**
- **Innovative teaching-learning mechanism**
- **Inclusivity and equal opportunity for all the stakeholders**
- **Research conducive environment**
- **Periodic optimization of infrastructure and equipment**
- **Strong alumni engagement**
- **Priority to renewable energy sources**

Institutional Weakness

- **University affiliated curriculum strictly adhering to the guidelines of DCI with little possibility of flexibility**
- **Limited funding from Government bodies to nurture advanced research**
- **Limited national reach due to stringent admission regulations pertaining to Domicile of Maharashtra**

Institutional Opportunity

- **Need for robust effort towards research and converging ideas into IPR**
- **To strive for growth and expansion through national and International linkages**
- **To strengthen industry-institution interface to improve employment opportunities for student**

Institutional Challenge

- **Enhancement of existing digital work culture**
- **Representation in University**
- **Everchanging requirements of regulatory authorities**
- **Entrepreneurship development**

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

MGVs KBHDCH is affiliated with MUHS University, provides a dynamic, student-focused, problem-based, and integrated curriculum. **MGVs KBHDCH** aims to deliver a thorough learning experience, fostering academic excellence, high clinical proficiency, and skills in research and entrepreneurship among its students.

Curriculum design, planning and implementation:

- **MGVs KBHDCH** has a well-established process for designing, developing, and revising its curriculum. As this is an ongoing and dynamic process aimed at achieving excellent outcomes, the institute continually innovates and implements **student-centric teaching methods** while adhering to MUHS guidelines.
- The planning and implementation of the curriculum are carried out with the objective of attaining the best course outcomes.
- Program outcomes are designed to meet local, regional, national, and global requirements. **MGVs KBHDCH** strives for top-quality education with a focus on competency and skill development, which enhances employability, entrepreneurship, and dental healthcare in society.
- As active **members of Boards of Studies (BOS)** at various Universities, the teaching faculty of **MGVs KBHDCH** regularly contribute to the design of academic policies.

Curriculum flexibility and enrichment:

- **MGVs KBHDCH** is committed to fostering a conducive atmosphere for interdepartmental and interdisciplinary flexibility, aimed at enhancing student outcomes.
- The institution offers **30 value-added and 10 add-on courses** to enrich students' academic and clinical experiences. The completion rate is 76% for value-added courses and 83% for subject-related courses.
- Furthermore, **MGVs KBHDCH** emphasizes holistic development through real-life experiences such as **field visits, camps, and celebrations of various days**.
- An impressive 86.3% of students have participated in field visits, research projects, clinical/industry internships, and community postings.
- Events/activities related to gender equality sensitization, social responsibility activities, ethics, yoga day, festivals, celebrations which assimilate human values, ethics and morals are regularly organized by the Institute to promote the feeling of compassion, empathy, gender equality among students and to develop the feeling of social responsibilities.

Curriculum Feedback

- **MGVs KBHDCH** regularly obtains **curricular feedback from all stakeholders** such as students, faculty, alumni, employers and professionals for improving the quality of the curriculum.
- Feedbacks are analyzed on regular basis and due action is taken by the authorities for the benefit of students.

Teaching-learning and Evaluation

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Research, Innovations and Extension

Resource mobilization for Research-

- In **MGVs KBHDCH**, great emphasis is laid on **nurturing a research environment** amongst the students and faculty. Through a holistic and transparent appraisal process, our Institute strives to meet the expectations of being a leading hub for cutting-edge dental research. Students and faculty are encouraged to participate in conferences and workshops to actively interact with peer group for research.

Innovation ecosystem-

- **MGVs KBHDCH** has established **Dr. Apoorva Hiray Incubation and Innovation Centre** with **state-of-the-art equipments and technological advancements** backed by **4 Committees** to support research activities resulting in over 350 research studies over five years.
- **Seminars and workshops** are conducted regularly to facilitate better understanding on Research methodology, Good clinical Practice, Intellectual Property Rights and Industry-academia collaboration and improve research acumen and underscore the importance of ethical research.
- 2 patents and 1 copyright has been granted to innovators.

Research publications and Awards-

- The Institute also has a dedicated **DGCI** registered **Institutional Ethical Committee** that has resulted in initiation and completion of **clinical trials**.
- Research work accomplished by faculty and students is published in **PUBMED/SCOPUS/UGC** indexed journals. Over 200 research papers have been published in the last 5 years.
- **17** Research projects are being funded by reputed Government organization such as **ICMR** and **MUHS**. Staff and students have won various awards at **International, National and State-level conferences**. Award has been **won at State-level innovation competition**.

Extension activities-

- **MGVs KBHDC** is committed to community healthcare and takes initiative of organizing various activities such as **health education, screening and treatment camps**. The Institute is **partnering Government of India** in the **School-based Pit and Fissure Sealant Pilot**. The institute has **adopted ten rural villages, including five tribal villages** to deliver oral healthcare and general health consultation. **Oral Cancer Control Program** is underway in the high-risk population of tribal villages. **Social initiatives** include treatment of **Central Jail** inmates, blood donation camps, **Environmental initiatives**-tree plantation drives are conducted.

Collaboration-

- Linkages are established with prominent hospitals, cancer institutes, advanced laboratories and Specialized Dental Clinics to facilitate research. **Functional MoUs with 19 institutes** have fostered research in various specialties.

Infrastructure and Learning Resources

MGVs KBHDC has an appealing green campus located on the banks of River Godavari. The Institute is ranked **29th by NIRF ranking in 2021 and 37th by NIRF ranking in 2022**.

Physical facilities-

- The Institute boasts an excellent infrastructure and physical facilities as per norms for the delivery of quality dental education and healthcare.
- The college offers spacious, well-maintained hostels for boys and girls.
- Differently-abled patients can avail dental services through infrastructural facilities like Lifts, Ramps, and toilets and dedicated parking slots.
- The college has a canteen to provide nourishing meals to patients, visitors and students
- A Bio-Gas Plant and Solar Water heaters are alternate sources of energy in the campus.
- The college has excellent indoor and outdoor sports facilities.

Clinical, equipment and laboratory learning resources-

- Institute has well-equipped preclinical labs and clinical labs with **310** electrically-operated dental chairs to enhance practical skills of students.
- Through its community-based training and treatment camps, the institute provides dental services to urban and rural populations at **two satellite centers**. **Air-conditioned Mobile dental van with two electrically operated chairs** aid in providing dental services to the underserved with limited access to oral care.
- The central OPD has ample number of patients that complements the learning needs of all students. It also provides fully-functional, intra-departmental specialty sections like Aesthetic, Geriatric and Implant dentistry.
- The Institute has **state-of-the-art** equipment like **CBCT, operating microscope, multi-viewing microscope, LASER and Research microscope** to meet the needs of contemporary education.

Library as a learning resource-

- Well-stocked central library with 5654 textbooks and 59 National and 85 International Journal titles with 592 and 1031 back volumes respectively, subscription of **EBSCO online resource and Knimbus Digital library** is available.
- Access to **Shodhganga, e-Shodhsindhu** and e-journals enhances the learning experience of students.

IT infrastructure-

- All the lecture halls have **Wi-Fi-enabled** ICT facilities with interactive LED panels.
- **Clinical learning** is further enhanced with the availability of Implant **virtual planning software (Sidexis)**, **Jenoptik Digital photomicrography software**, **NemoCeph software**, **Gryphax imaging software** aid in treatment planning.

Maintenance of Campus infrastructure-

The Institute has a standard operating procedure for maintenance of physical and academic support.

Student Support and Progression

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Governance, Leadership and Management

MGVs KBHDC was established in 1991 to provide quality dental education and access to oral health care services. It follows decentralization and participative management which helps in effective governance and timely implementation of decisions and policies.

Institutional Vision and Leadership

- The institute has a clearly stated vision and mission which is achieved through a very **well-defined organizational structure** which includes the college council and various committees.
- **12 statutory and 25 non-statutory committees** have representation from all stakeholders to ensure efficient functioning. Principal is in control of the institute and is responsible for overall functioning and performance concerning academics, administrative and patient care related matters.

Strategy Development and Deployment

- This includes providing quality dental education, infrastructure optimization, effective governance, patient-centric care and community wellness, Innovation and research and supportive and inclusive environment.

Faculty Empowerment Strategies

- Well-defined staff welfare and appraisal policy ensures personal and professional growth of faculty. These include providing conference reimbursement, registration of professional organizations, PF, group insurance, promotions to deserving candidates and advance salary as needed and provision of various kinds of leaves.
- Concession is given to staff for dental treatment. Appraisal-based incentives like promotion and increment are given to staff.
- Equal opportunities are provided without discrimination, there is an effective grievance redressal mechanism and staff appreciation awards are given to keep their morale high.

Financial Management and Resource Mobilization

- Institute is self-funded and has very well-defined policies for academic, finance, purchase and maintenance. E-governance with its policy in place plays a crucial role in overall functioning.
- The central purchase department is responsible for the procurement of equipment, consumables and infrastructure following the quotation system. A finance audit is mainly done by an internal and external audit system.

Internal Quality Assurance System

- IQAC is a nodal agency in bringing the quality culture by taking various quality initiatives and is instrumental in designing the Vision and Mission, Strategic plan, SOPs and policies for various committees. IQAC brings coordination between various committees to achieve the desired goals.

Institutional Values and Best Practices

Institutional Values and Social Responsibilities-

MGVs KBHDCH promotes gender equity. The diverse gender distributed is reflected by the gender ratio of students and faculty, which is 1:3.59 (M:F) and 1:1.52(M:F) respectively .

- MGVs KBHDCH ensures the safety and security of campus and people through efficient **security guards deployed 24 x 7** and **CCTV surveillance, Anti-Ragging committee, Student and Staff Welfare Committee, Grievance and Redressal Committee and Internal Complaints Committee.**
- Students are encouraged to participate in **extension and outreach activities**, curriculum related **research activities** and to organize celebration of **cultural - sports festival, commemorative days and religious festivals.**
- MGVs KBHDCH is committed to **inculcate an inclusive environment** to all the strata of the society. To educate about ethics to the students, staff, patients, and visitors of the institute, there is an established **Code of Conduct.**
- Patients are provided dental treatment at **nominal charges**, at times free, **breaking socio-economic barriers** in pursuit of comprehensive dental treatment.
- The Institute encourages the use **alternate sources of energy** and supports **water conservation.**
- The college has 25% of the **green zone** in the campus with **pedestrian-friendly pathways.** Use of **tobacco** and **single-use plastic** is **banned** within campus. **Biogas plant** converts waste from hostel into gas for cooking and fertilizer for plants.
- The protocol of **solid, liquid, e-waste** and **biomedical waste management** is rigorously followed.
- Institute has **Divyangjan**-friendly campus, along with **human and mechanical assistance**, all the required modifications are done in the infrastructure of the institute in the form of **ramps, lifts, and disabled-friendly washrooms.**
-

Best Practices-

MGVs KBHDCH has recognized the following as its best institutional practices-

1. **Seeds to Trees: Cultivating Holistic Excellence In Students**
2. **Beyond Classrooms: Enhancing Oral Health through Outreach Activities**

Institutional Distinctiveness is-

“**Alumni in Action.....From Graduate to Guardian**”- which emphasizes the role of **Alumni Connect** that **nurtures meaningful connections** and **contributes to the growth** of the Institution. Alumni give back to the institute by way of donations, endowments, scholarly lectures, career-guidance sessions, placements, preparation for competitive exams, and alternate career options.

Dental Part

- The **mean NEET percentile score** for the year 2022-23 was **77.97**.
- Students of **MGVs KBHDC** work in **well-equipped preclinical laboratories** to hone their clinical skills before they are allowed to treat patients, under guided-supervision.
- Regular **Cleaning, Disinfection and Fumigation** is followed in all operatory and signed records are maintained. Due care is taken for prevention for cross- infection. Each department has its own **Central Sterile Supply Room** for sterilization of all instruments.
- **MGVs KBHDC** conducts extensive **orientation programs** and **patient-care workshops** to help acquaint students to the curriculum, examinations, evaluations, academic calendar and their social responsibilities towards patients.
- The Institute has **High-End Equipment** like **CBCT, Diode LASERS, Research microscope, operating microscope, IHC laboratory** etc. for training students. The students are trained in **CAD-CAM**.
- Institute has various **Specialized Clinics** like **Comprehensive Clinic, Implant Clinic, Geriatric Clinic, Special Health Care Clinic, Tobacco Cessation Clinic, Esthetic Clinic and LASER clinic**, to cater to marginalized sections of the society.
- **MGVs KBHDC** has **highly-qualified and full-time, experienced faculty** with additional degrees who update themselves regularly through CDE programs, workshops and conferences to provide quality education to students and service to patients.
- Institute focuses on development of **competencies** as defined by DCI/MUHS. The intent is to prepare competent dentists who can compete globally and also serve the community to the best possible abilities. Regular assessment through OSCE/OSPE is done to ensure attainment of these competencies at different stages of program.
- Institute ensures that all undergraduate, postgraduate students, teaching and non-teaching staff of the institute are immunized against **Hepatitis B and COVID-19**. The institute conducts in-house vaccination drive to ensure the same.
- **Dental Graduate attributes** categorized into various **domains**, such as knowledge and understanding, research-oriented and evidence-based outlook, professionalism, independence, integrity, leadership and teamwork are regularly evaluated. Various pre-clinical and clinical examinations including objective methods and log-book scoring are done to ensure attainments of these attributes.
- **MGVs KBHDC** has an active **MET unit /DEU** for developing skills required for good teacher, clinician, researcher and mentor. The unit provides training for innovative teaching-learning practices including research projects, problem-based learning, community-oriented medical education, and student research conferences.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MAHATMA GANDHI VIDYAMANDIR'S KARMAVEER BHAUSAHEB HIRAY DENTAL COLLEGE AND HOSPITAL, NASHIK, MAHARASHTRA
Address	MGVs KBH Dental College and Hospital, Near Kannamwar Bridge, Mumbai - Agra Road, Panchavati, Nashik - 422003.
City	Nashik
State	Maharashtra
Pin	422003
Website	https://mgvdental.kbhgroup.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	PRADEEP G.L.	0253-2628179	9823191641	0253-2514873	mgvkbh@gmail.com
IQAC / CIQA coordinator	Bhushan Pustake	0253-2628178	7391056011	-	iqacmgvkbhdental@gmail.com

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

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	10-07-1991

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	12-02-2024	12	DCI is regulatory authority while affiliating university is MUHS

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	MGVs KBH Dental College and Hospital, Near Kannamwar Bridge, Mumbai - Agra Road, Panchavati, Nashik - 422003.	Urban	5	17163.97

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,Mgvs Kbh Dental College And Hospital,	60	NEET UG	English	100	99
PG	MDS,Orthod ontics And Dentofacial Orthopedics,	36	NEET MDS		3	3
PG	MDS,Prosthodontics And Crown And Bridge,	36	NEET MDS		3	3
PG	MDS,Conser vative Dentistry And Endodontics,	36	NEET MDS		5	5
PG	MDS,Pedodontics And Preventive Dentistry,	36	NEET MDS		2	2
PG	MDS,Peridontology,	36	NEET MDS		3	3
PG	MDS,Oral Pathology And Microbiology ,	36	NEET MDS		3	1
PG	MDS,Oral Medicine And Radiology,	36	NEET MDS		3	3
Doctoral (Ph.D)	PhD or DPhil ,Prosthodontics And Crown And Bridge,	48	PET		3	0

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Doctoral (Ph.D)	PhD or DPhil ,Conservative Dentistry And Endodontics,	48	PET		3	0
Doctoral (Ph.D)	PhD or DPhil ,Pedodontics And Preventive Dentistry,	48	PET		3	0
Doctoral (Ph.D)	PhD or DPhil ,Peridontol ogy,	48	PET		3	0
Doctoral (Ph.D)	PhD or DPhil ,Orthodonti cs And Dentofacial Orthopaedics ,	48	PET		3	0
Doctoral (Ph.D)	PhD or DPhil,Oral Pathology And Microbiology ,	48	PET		3	0
Doctoral (Ph.D)	PhD or DPhil,Oral Medicine And Radiology,	48	PET		3	0

Position Details of Faculty & Staff in the College

Self Study Report of MAHATMA GANDHI VIDYAMANDIR'S KARMAVEER BHAUSAHEB HIRAY DENTAL COLLEGE AND HOSPITAL, NASHIK, MAHARASHTRA

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	21				28				0			
Recruited	14	7	0	21	10	18	0	28	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	21				28				0			
Recruited	14	7	0	21	10	18	0	28	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	72				9				0			
Recruited	29	43	0	72	0	9	0	9	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	72				9				0			
Recruited	29	43	0	72	0	9	0	9	0	0	0	0
Yet to Recruit	0				0				0			

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Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				103
Recruited	81	22	0	103
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				103
Recruited	81	22	0	103
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				76
Recruited	60	16	0	76
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				76
Recruited	60	16	0	76
Yet to Recruit				0

Qualification Details of the Teaching Staff

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Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	2	0	0	0	0	2
M.Phil.	1	0	0	0	0	0	0	0	0	1
PG	12	8	0	10	16	0	0	0	0	46
UG	0	0	0	0	0	0	0	0	0	0
Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	1	0	0	0	0	0	0	0	1
PG	27	32	0	0	0	0	0	0	0	59
UG	2	10	0	0	9	0	0	0	0	21

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

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

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
	4	0	0	0

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	109	0	0	0	109
	Female	413	0	0	0	413
	Others	0	0	0	0	0
PG	Male	12	0	0	0	12
	Female	49	0	0	0	49
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	9	0	0	0	9
	Female	7	0	0	0	7
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	3	3	5	1
	Female	11	9	7	7
	Others	0	0	0	0
ST	Male	1	0	0	0
	Female	2	2	2	2
	Others	0	0	0	0
OBC	Male	7	8	8	14
	Female	25	29	36	34
	Others	0	0	0	0
General	Male	7	8	9	2
	Female	30	29	19	26
	Others	0	0	0	0
Others	Male	3	4	2	3
	Female	11	8	12	11
	Others	0	0	0	0
Total		100	100	100	100

General Facilities	
Campus Type: MGVs KBH Dental College and Hospital, Near Kannamwar Bridge, Mumbai - Agra Road, Panchavati, Nashik - 422003.	
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)	30
* Qualified Doctor (Part time)	0
* Qualified Nurse (Full time)	12
* 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	Yes
• 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	KIDS PLAY AREA

Hostel Details		
Hostel Type	No Of Hostels	No Of Inmates
* Boys' hostel	1	39
* Girls's hostel	1	102
* Overseas students hostel	0	0
* Hostel for interns	0	0
* PG Hostel	0	0

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>MGVs KBHDCH, Nashik follows the syllabus given by Dental Council in India (DCI) and Maharashtra University of Health Sciences (MUHS). BDS, MDS, programs offer all courses having interdisciplinary/interdepartmental training and nature. MGVs KBHDCH is also determined to change the Dental Education System by conducting various interdisciplinary and interdepartmental courses for Undergraduate and Postgraduate students. Examples of such courses are. Interdisciplinary specialty clinics for Geriatric Dentistry, Oral Implantology, Integrated Dental Clinic, Tobacco cessation centre, Aesthetic Dentistry, Special health care needs clinic also train the students effectively. The institute is equipped with the latest technology in dentistry, such as CBCT, LASER, operating microscope, Research microscope and continues to upgrade the facilities so as to train students about latest treatment protocols. Students are exposed and trained in community oral and general healthcare through various camps and community field visits.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>MGVs KBHDCH recognizes the importance of the Academic Bank of Credits proposed in NEP. Being affiliated to Maharashtra University of Health Sciences (MUHS), the institution plans to adopt the Academic Bank of Credits in the near future. Apart from prescribed academic curriculum by MUHS, MGVs KBHDCH conducts Institutional add-on certificate courses and value-added courses. The institute has plans to provide credits to the students for the same.</p>
<p>3. Skill development:</p>	<p>MGVs KBHDCH has a state of the art facility for</p>

	<p>preclinical and clinical skill development. It uses physical and virtual means for enhancing skill of the students. Physical training is achieved through use of phantom lab and other preclinical skill labs like Prosthodontics, Conservative Dentistry and Oral Pathology labs. CBCT machine and softwares like Nemoceph, Sidexis are used for virtual training. MGVs KBHDCH has also adopted the concept of student centric methods of teaching and learning. The institute also regularly conducts lectures and sessions on multiple capability and skill enhancement programs covering aspects such as soft skills and communication skills, Yoga and Wellness, employability development skills, Language skills, Human values etc. which provide holistic and multidimensional education.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>MGVs KBHDCH fosters a supportive environment for students to engage with and appreciate the vibrant Indian culture and diverse languages. By organizing events and festivals and subscribing to newspapers and magazines in different languages, they are creating opportunities for cultural exchange and enrichment. The activities of various clubs like Literature Club focus on Indian language literature further promoting linguistic diversity and encourages students to explore the richness of their heritage.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>MGVs KBHDCH believes in developing and nurturing confident and independent students to provide holistic oral health care to the society. Learning outcomes and graduate attributes are identified by the institution along with an objective assessment system to evaluate achievement of same. The institute also has a systematic feedback system where feedback is gathered from all stakeholders to bring about improvements in the institute. The Dental Education Unit of the institute continuously focusses on training teachers to adopt newer teaching learning methodology.</p>
<p>6. Distance education/online education:</p>	<p>Teaching measures are primarily physical and hands-on mode in the dental education. However, COVID fall out in recent years taught us to adapt to a hybrid online/ offline mode of teaching and learning. MGVs KBHDCH used ZOOM and Google classroom facilities to continue teaching and distant learning during COVID pandemic. Institution has also uploaded multiple lectures on institutional youtube</p>

channel for students to access them from distant locations. The institute uses LMS facility Campus 360 which enables teachers to upload lectures, videos and other teaching material for students. This allows students to access the learning resource material from anywhere and at any point of time. The institute also has a Library Management System (ILMS) incorporated in Campus 360, which provides the library database on a digital platform. Staff and students are encouraged to complete online courses through MOOCs

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>The Institute has a dynamic and active Electoral Literacy Club (ELC) which has been setup in the Institute in the academic year 2021-22.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>- Institute has established the ELC and appointed a Nodal Officer, staff committee members for every year, an administrative coordinator and Class representatives (CR) as student members. - The ELC is vibrantly functional and emphasizes on the importance in exercising electoral rights to students, faculty and non-teaching staff who are eligible to vote. Objectives of ELC: • To create awareness about voting. • To register eligible voters through registration app. • To promote ethical voting amongst staff and students in the institute. • To inculcate constitutional values amongst students, teaching and non- teaching staff. • To build a participative democracy by enabling the students to make wise decisions while voting.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>• The ELC encourages promotion of awareness and importance of voting by celebrating 'National Voter's Day'. • The ELC conducts various activities, competitions, programs, informatory lectures, campaigns etc to orient staff and students about electoral literacy. • Election duties are assigned to all staff members to create awareness amongst general public.</p>

<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<ul style="list-style-type: none"> • The ELC of MGVs KBHDCH takes various steps in order to inculcate democratic values among students and increase their participation in voting process. • In the year 2022, 'National Voter's Day' was celebrated in the Institute on 25th January • An awareness program was conducted in which the Nodal officer explained the process of voters' ID registration for eligible members • Importance of voting was promoted in students by encouraging them to participate in poster- making and reel-making competition on social media on the topic 'Importance of Voting' • The topic of the competition was 'The need and importance of voting in today's world'. We received an overwhelming response from all students with entries in the form of posters, speeches, poems, rangoli designs, memes, reels and videos. • To encourage better participation, the winners were awarded with certificates.
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<ul style="list-style-type: none"> • MGVs KBHDCH orients its students to register as voters in the General Electoral roll on eligibility • The ELC has representatives for every year to help the students in the registration process. • The members of the ELC through seminars help the eligible voters to register themselves for voter ID. • For ease of understanding, the entire online procedure of registration for voters' ID is shown as a video demonstrating every step. • ELC strives to attain 100% registration of all its staff and students in the electoral roll.

Extended Profile

1 Students

1.1

Number of students year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
577	567	566	567	566
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

2022-23	2021-22	2020-21	2019-20	2018-19
124	121	118	124	128
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.

2022-23	2021-22	2020-21	2019-20	2018-19
137	120	120	122	121
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

2022-23	2021-22	2020-21	2019-20	2018-19
125	119	115	117	115
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

2022-23	2021-22	2020-21	2019-20	2018-19
125	119	115	117	115
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)

2022-23	2021-22	2020-21	2019-20	2018-19
577.57	536.39	257.92	291.30	433.16
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

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:

MGVs KBHDCH under the aegis of **Mahatma Gandhi Vidyamandir trust** has the rare distinction of being the first self-financed unaided Dental College of Maharashtra. The institute offers Bachelor of Dental Surgery since 1991, Master of Dental Surgery in 07 specialties since 2007 and Doctor of Philosophy in 07 specialties since 2022. The institute is recognized by Dental Council of India, Government of India and affiliated to the Maharashtra University of Health Sciences (MUHS), Nashik. The institute follows the student-centric curriculum prescribed by these regulatory bodies. The **Curricular committee** oversees the planning, enrichment and effective delivery of the curriculum.

CURRICULUM PLANNING:

- An **Academic calendar** and **block time table** is prepared in advance for the academic year.
- **Microplan** for the theory lectures, practical and preclinical demonstrations and clinical training is done at the Department level.
- The **seminars, journal clubs, workshops, CDE and guest lectures** are scheduled by the individual Departments.
- According to the **feedback report, value-added programs and add-on programs** are planned to enrich the curriculum.
- **Rotatory postings** are planned batch-wise. **Pre-clinical training and clinical postings** are scheduled in the time table.
- **Interdepartmental rotatory postings and interdepartmental case presentations** are scheduled for MDS students.
- A thorough understanding of the '**must know**', '**good to know**' and '**nice to know**' areas is provided to the students for every topic.

CURRICULUM DELIVERY:

- **Orientation** event is conducted every year to orient students about the syllabus, additional courses and fulfillment of minimum requirement of pre-clinical and clinical work for course completion.
- **Time tables** are displayed on the notice board for the students.
- The curriculum is disseminated through **lectures, practicals, seminars, group discussions, demonstrations, and interactive modules**.
- The curriculum is delivered in an extended manner through **field visits, guest lectures, CDE, symposiums, conferences** and other activities.
- **Audio-visual aids and ICT-enabled lecture halls** enable effective delivery of lectures.

- **Various teaching learning modalities such as participatory, experiential, interdepartmental, project-based learning and so on** are practiced. Patient-centred healthcare services are practiced from third BDS onwards.
- Various initiatives such as **educational camps, outreach activities, early childhood caries, tobacco and oral cancer awareness** programs are organized.
- The institution offers **interdepartmental training**. 24 value-added programs, 6 add-on programs, and 14 Capability Enhancement programs were conducted in the last five years.
- **Seminars, Journal Clubs, Case Presentations, Library dissertation and Thesis** are carried out by MDS Students as per DCI guidelines.
- Students are motivated to participate in **conferences, workshops, and present scholarly papers, posters, and table clinics**.

CURRICULUM EVALUATION:

- The performance of students in preclinical and clinical settings is assessed in an **objective manner** using assessment sheets.
- The summative and formative assessments are conducted consisting of **multiple-choice questions (MCQs)**, short answer questions and long answer questions. Practical tests involve **history-taking, chair-side viva, and spotters** in each term. Additional examinations are also administered for the pupils who need to improve their performance.
- Prior to university exams, students' completion of **topic quotas** is examined and their journals are assessed.

Feedback -Feedback on curriculum from all stakeholders is obtained, evaluated, and forwarded to the College Development Committee.

File Description	Document
Any additional information	View Document
Link for Minutes of the meeting of the college curriculum committee	View Document
Link for any other relevant information	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: 2.69

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	3	3	3	2

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: 100

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

Response: 235

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

Response: 235

File Description	Document
Minutes of relevant Academic Council/BoS meetings	View 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
Link for 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: 80.23

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

2022-23	2021-22	2020-21	2019-20	2018-19
469	455	433	463	461

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
Link for 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:

MGVs KBHDCH ensures a dynamic curriculum by integration of various cross-cutting issues into the curriculum as per DCI to ensure students develop holistically imbibing professional and social values.

Gender-

- Sex differentiation, sexual dimorphism in oro-facial tissues is covered in **Forensic Odontology** which is integrated as an interdisciplinary course.
- The **gender sensitization activities** are conducted by IQAC every year.
- Institution has developed **structural mechanism for addressing the requirements of different genders** through various committees like **Vishakha committee** and **Women's Grievance Cell**

which focuses on awareness about women empowerment, women health, fight against female feticide by organizing lectures, workshops and competitions.

- Screening for anemia is done for girl students each year.
- **International Women's Day** is celebrated every year with eminent women sharing their inspiring life journey.

Environment and sustainability-

- **Environmental Health** is covered in **Public Health Dentistry**.
- Topics relevant to Environment such as **Infection control, biomedical waste management** are integrated in the teaching plan.
- Guest lectures on topics like "**Biodiversity of Nashik**" and **Welfare work for tribal population** are organized.
- Cleanliness drive is frequently organized under the banner of **Swach Bharat Abhiyan** and **Lets Plog**. Sustainability measures like **Tree plantation** is done in and around the campus.

Human values-

- In line with the vision of the Trust, **Gandhian principles** are instilled in the students by making relevant books available in the library.
- Various **community outreach programs** are organized to benefit the underserved communities that instill moral values.
- Celebration of **festivals** across religions fosters **Communal Harmony** on campus.
- **NSS** organizes **Blood Donation camps** and **Organ Donation rallies** to instill social responsibility among students.

Health determinants-

- The institute participates in the **National Tobacco Control Program** through a dedicated **Tobacco Cessation Clinic**.
- Subject-added course on "**Diet and Nutrition**" emphasizes its importance on health.
- "**Basics of Human Psychology**" is integrated as a VAC to sensitize the students regarding the importance of mental health.
- Guest lectures by **Patanjali Yog Sutra** preacher are arranged to further instill the importance of values in the students.

Right to Health-

- Patients are provided quality dental care irrespective of their caste, creed, socioeconomic status and religion.
- Institute arranges health awareness and screening camps such as "Defeat Diabetes", "Tuberculosis day" rally and "International Yoga Day" to emphasize the importance of health.
- Health initiatives for masses-**Oral Health screening**, school dental camps and oral hygiene day

celebration are conducted.

- Awareness on ill-effects of **tobacco and oral cancer, dental caries** is created by role-plays, posters and videos.

Emerging demographic issues-

- VAC on **Research Methodology** is conducted annually for PG students.
- Lectures on research methodology and epidemiology of common oral diseases like dental caries, fluorosis and oral cancer are conducted for undergraduates.
- Students are encouraged to take up surveys to address the demographic issues.
- Bike rally for “Road safety and trauma” is conducted regularly.

Professional Ethics:-

- Ethics is an interdepartmental subject which trains the students in **professional and research ethics**.
- **Program for code of conduct** is organized for students and staff every year.
- Value Added Course on **Law and its application in dentistry** is conducted for students.

File Description	Document
Link for list of courses with their descriptions	View Document
Link for any other relevant information	View Document

1.3.2

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

Response: 30

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

Response: 30

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
Any additional information	View Document
Links for additional information	View Document

1.3.3

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

Response: 80.41

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

2022-23	2021-22	2020-21	2019-20	2018-19
460	462	452	454	458

File Description	Document
Institutional data in prescribed format	View Document
Attendance copy of the students enrolled for the course	View Document
Any additional information	View Document
Link for additional information	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: 89.95

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

Response: 519

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 format	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
Link for additional information	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
Any additional information	View Document
Link for additional information	View Document

1.4.2

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

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

File Description	Document
Stakeholder feedback report	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Action taken report of the Institution on feedback report as minuted by the Governing Council, Syndicate, Board of Management	View Document
Link for additional information	View Document

Other Upload Files

1	View Document
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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: 59.59

2.1.1.1 Number of students admitted from the reserved categories as per GOI or State Government norms year-wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
27	30	31	47	31

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

2022-23	2021-22	2020-21	2019-20	2018-19
52	52	52	68	52

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
Any additional information	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
Link for Any other relevant informatio	View Document

2.1.2

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

Response: 98.06

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:

2022-23	2021-22	2020-21	2019-20	2018-19
135	120	120	122	121

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

2022-23	2021-22	2020-21	2019-20	2018-19
143	122	122	122	122

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: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

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
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
Any other information	View Document
Link for any relevant information	View Document

2.2.2

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

Response: 4.62

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:

MGVs KBHDCH nurtures the innate talent of students and aspires to bring the best out of the students by encouraging them to participate in various extramural activities and beyond the classroom activities.

1. Student Clubs:

To cater to the students' diverse interests like literature, music, drama and so on, the Institute has established several student clubs that work in coordination with the Student Council to plan and organize various programs and activities.

- **Literature Club-** The club brings out the literary skills amongst the students and serves as a platform for students to write or read about diverse topics of their choice and share their insights. On days like **Kusumagraj Jayanti and Marathi Language Day** activities like “poetry writing” competitions or “reciting literary works of renowned authors” are conducted.
- **Music Club:** There is an active music club of the Institute which is operated by the students themselves. They organize **singing competitions** during the annual cultural events.
- **Trekking Club** –The club has organised more than 15 treks in the last five years to several scenic spots, forts and waterfalls around the city.

2. Celebration of Days and Events

The students participate in the celebration of **Republic Day, Independence Day, Gandhi Jayanti** etc. Various competitions are organized on the eve of international days like **Anti-Tobacco Day, Oral Hygiene Day, World Cancer Day** and **World AIDS Day** which have a social cause attached to them.

3. Annual Gathering – CHIASMA. Every year the Student Council members organize “CHIASMA - Annual Social Gathering”. It is meticulously planned and executed by the students under the guidance of the faculty members.

4. Celebration of Festivals – Festivals like Makar Sankranti, Holi, Krishna Janmashtami, Ganesh Festival, Navratri and Christmas are celebrated with great enthusiasm and fervor.

5. Sports – Students participate in various **inter and intra** college sports events and competitions. These activities help to develop their sportsman spirit, teamwork and competitive outlook.

6. Cultural Activities & Competitions – students showcase their talent in various cultural competitions like dance, singing, rangoli, music, debate at inter and intra college level.

7. Extension Activities – In collaboration with local bodies and NGOs, the NSS wing organizes awareness programs, oral health check-ups, screening camps etc. More than 200 activities have been organized during the last five years.

8. Research Projects by Students – the Institute has 19 functional MOUs and affiliations with several institutions and laboratories. Making use of these platforms, the students have undertaken over 100 research projects over the last five years.

9. Entrepreneurship Activities for Students – the Institute has established an Entrepreneurship Club- “**Dentopreneurs @ KBHDCH**” which organizes mentorship programs through which students connect with alumni and experienced entrepreneurs.

10. Innovation – the Institute conducts an Innovation Fest annually where the students share their innovative ideas on topics like AI in Dentistry, Patient Education Modalities, Patient Record Keeping

etc.

11. “**Explorer**” –**The Annual Magazine** is managed by students and it provides a medium to bring out the students’ creativity and encourages them to express their thoughts freely.

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:

is committed to providing a superior skill-based learning experience to the students. Student-driven teaching-learning is practised with focus on the students’ active participation and helps them evolve into a decision-maker, leader and accomplish the goal of student empowerment.

Planning and Implementation:

In the yearly academic calendar, student-centric teaching and learning activities are incorporated in lectures, preclinical exercises, practical’s and clinical In the master timetable & in the clinical posting plan of each department provision is made for student-centered teaching learning sessions.

The student-centered teaching and learning activities implemented by the Institute are as follows-

Experiential learning – This methodology is based on the **concept of learning** through “**experience**” and “**reflection**”.

- **Cadaveric dissections** and **Tooth Carving** using wax blocks allow First BDS students to learn effectively.

- **Radiographic interpretations** and learning from **histopathology slides** also follow a similar methodology.
- The **Preclinical exercises** for undergraduate and postgraduate students provide an opportunity to experience dental procedures.
- Participation in **field visits** provides students industry exposure.

Interdepartmental learning – Interdisciplinary courses are integrated into the curriculum to inculcate learning through integrated perspectives.

- **Interdisciplinary case presentations** and **rotatory postings** are scheduled for postgraduate students in the academic calendar.
- **Allied postings** in oncology centres, advanced imaging centres and laboratories are organized.
- **Horizontal and vertical integrated teaching** for the undergraduate students aid in better understanding of the clinical applications.

Participatory Learning –Emphasis is laid on the learner’s active involvement to foster responsibility.

- **Seminars, table clinics, case presentations, scientific publication** by postgraduate students.
- **Flipped classroom learning** for undergraduate students.
- **Role-play** activities by students to deliver healthcare education to the masses, skits, and rallies are encouraged.
- Active participation of undergraduate and postgraduate students in **scientific platforms**.

Problem-based learning- This methodology of “**case-based learning**” is achieved through **clinical case discussions** with emphasis on diagnosis and treatment planning. **Contextual and situational-based clinical questions broaden the development of clinical perspectives.**

Self-directed learning-

- It is achieved by assigning **literature reviews, scientific essay competitions** for students.
- **Recommended books** are provided with the yearly academic calendar to foster learning by self-study.

Patient-centric and Evidence-Based Learning- This method aids in **integrating research in clinical practice.**

- Teaching is centred around the **available scientific evidence**. Critical evaluation of scientific articles is done through customised checklists like STROBE, CONSORT
- Exposure to wide array of cases and **prioritization of management** based on the chief complaint is encouraged.

Learning in the Humanities-

- Student participation in **community outreach programs** inculcate compassion, improve emotional quotient and communication skills.
- The NSS unit engages in various social activities that provide an opportunity to serve the underprivileged.

Project-based learning –

- Students are encouraged to take-up **surveys and research projects** under the guidance of faculty.
- Projects that enhance cognitive, psychomotor skills of students such as **preparation of educational charts, study models.**

Sustainability and Mapping Progress:

The progress of student-centric teaching learning is assessed through customized evaluation checklists, OSCE, OSPE, midcourse correction examinations. The participation of students in is documented by attendance records and logbook records.

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: A. All 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
Link for additional information	View Document

2.3.3

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

Response:

ICT enabled tools used in **MGVs KBHDCCH** contributes to a more effective teaching and learning process by providing personalized learning and superior student engagement and motivation.

The ICT enabled tools used by the institute include-

Collaborating tools-

- **LED interactive panels** in **smart classrooms** with Bluetooth Wi-fi connectivity facilitate interactive learning.
- **LCD projectors**

Communicating Tools-

The institute started using the online cloud based academic management system i.e. **Google classroom and Zoom** cloud meetings for theory lectures and practical demonstrations especially during the COVID pandemic to ensure uninterrupted teaching learning.

Constructive tools-

- **PowerPoint presentations, e-content, Microsoft excel and Microsoft word** are used extensively.

Informative tools-

- **Internet facility, SWAYAM portal, MOOC platforms, Course material and Institutional LMS** are utilized for the teaching learning process.
- PowerPoint presentations, e- books and videos can be accessed on the institutional **LMS-Campus 360, Google classroom** and the **YouTube** channel of the institution. It facilitates the **blended classroom** concept allowing time during the class to be used more effectively for additional learning-based activities.
- During practicals, **ICT based teaching** learning takes place. **Computers / Laptops, projectors, microscopes** which can project slides on television and screen are used.

Situating tools-

- The Central library and Department library have a number of **electronic books and CD-ROMs** which are shared with the students for knowledge dissemination.

Other ICT enabled tools:

- Departments are equipped with **Wi-Fi facilities, projectors, desktop computers, scanners, laser printers, digital cameras and CCTV cameras.**

Simulation softwares-

- **Implant virtual planning software (Sidexis)** is dental x-ray processing software aiding in accurate radio diagnosis and guided management. It provides an interactive platform for learning.
- **Jenoptik Digital photomicrography software** facilitates the creation of e-slides of rare pathologies and aids in case-based learning.
- **NemoCeph software is employed for** cephalometric analysis in Orthodontics diagnosis, treatment planning and case presentations.

Imaging Softwares-

- The **Research microscope with Gryphax imaging software** can acquire, process and measure histopathological images while improving the quality of image captured for teaching and research.

Workshops on E-content development and use of e-resources are conducted periodically by the Dental education unit for effective development of ICT skills and enhanced use of ICT tools in the college. Teachers are trained to use ICT enabled facilities in topics such as **utilization of digital resources, e-content designing and development, use of available online resources, Google classroom, G suite, zoom application, LMS and preparation of PowerPoint presentations and videos.**

The **e-resources** namely interactive e-books and journals in a well-equipped library are utilized effectively in the teaching learning process. The electronic databases in the Central library, **My Loft by DCI, MUHS digital Library and EBSCO** gives access to **e-journals which are essential for research and to develop critical appraisal skills.**

The institute has a subscription to the **Open source MUHS Digital library**.

Email and Internet is used on a regular basis for collaboration with peers, better student-instructor communication and as a valuable feedback database. They are used to disseminate study material and share images, documents, other important resources electronically, eliminating the need for physical printouts.

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 webpage describing the “LMS/ Academic Management System”	View Document
Link for any other relevant information	View Document

2.3.4

Student :Mentor Ratio (preceding academic year)

Response: 5.11

2.3.4.1 Total number of mentors in the preceding academic year

Response: 113

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
Link for any other information	View Document

2.3.5

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

among students

Response:

Creativity

MGVs KBHDCH promotes creativity in the following ways-

- Undergraduate students are encouraged to **carve** various objects using wax blocks, and soap thereby enhancing **creative imagination and motor skills**. Students are encouraged to participate in creative wire-bending competitions.
- Various **thematic competitions** are conducted wherein students create **videos and reels** addressing health related and social issues.
- Students' projects involve making **models, banners, slogans, and posters** which showcases their creativity and **are effective means for scientific presentations, disseminating knowledge and patient education**.
- **Role plays** are performed for both patient education as well as student teaching. Role plays enacting a clinical situation **enhances creativity and analytical skills** and prepares students for various clinical scenarios they may encounter in future.
- The **College Annual Magazine "Explorer"** brings forth the literary, intellectual and artistic talent of students.

Analytical skills

- **Interdisciplinary case presentations** are held regularly which provide a highly intellectual environment wherein postgraduate students and faculty present a wide plethora of cases-the diagnostic challenges, treatment planning and management by interdisciplinary approach. This trains them to think critically, fosters collaboration and facilitates better patient outcomes.
- Student-centric teaching learning methods such as **Integrated learning, Simulation based learning, Participatory learning, Self-directed learning, Patient-centric and Evidence-Based Learning, Quizzes and Project-based learning** are employed to develop analytical skills in students. Other modalities like MCQ based teaching, solving puzzles, crosswords, depiction of physiological/pathological processes in creative cartoons are encouraged.
- **Experiential learning** is practised wherein after a preclinical and/or clinical procedure is performed, the student is encouraged to read, reflect and critically analyse the errors which may have occurred, thereby, learning through experience.
- In **problem-based learning**, a clinical situation with the relevant information is provided to a group of students who arrive at a differential diagnosis. This nurtures reflection and improves decision-making abilities.
- Students present **journal club articles** which facilitate critical thinking, research skills and **evidence-based practice**.
- Various **value-added courses and workshops on Research methodology** are conducted regularly which guide the undergraduate and postgraduate students immensely for pursuing research.

Innovation

- This is done at the university level and intercollegiate level by providing challenging platforms to

students to develop innovative approaches to learning and application of knowledge. Both undergraduate and postgraduate students are encouraged to participate in numerous **conferences, competitions, and table clinics at the University (Avishkar), at State, National and International level** wherein they display their innovations.

- Students with innovative ideas in research have been successful in securing **state (MUHS) and national (ICMR) level research grants.**
- At the college level, activities such as **Innovation fest** are carried out each year which provide a platform to all the students to showcase their ideas/ innovations, suggestions in various fields of dentistry and ignite their creativity.
- Continuous efforts under the guidance of **Dr Apoorva Hiray Incubation and Innovation Centre** of our Institute have resulted in students undertaking numerous research projects. The institute encourages extensive participation by undergraduate and postgraduate students in National and state level competitions.
- **Regular field visits, IPR programs (8) and functional MOUs (19)** with multiple institutes give impetus to innovative projects.

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
Any additional information	View Document
Links for additional information	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: 20.37

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.

2022-23	2021-22	2020-21	2019-20	2018-19
21	22	24	27	26

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
Any additional information	View Document
Link for additional information	View Document

2.4.3

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

Response: 10.76

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

Response: 1344.51

File Description	Document
Institutional data in prescribed format	View Document
Consolidated Experience certificate duly certified by the Head of the insitution	View Document
Any additional information	View Document
Link for additional information	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: 91.88

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

2022-23	2021-22	2020-21	2019-20	2018-19
115	108	110	110	100

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
Any additional information	View Document
Web-link to the contents delivered by the faculty hosted in the HEI's website	View Document
Link for additional information	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: 9.75

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

2022-23	2021-22	2020-21	2019-20	2018-19
18	11	8	9	12

File Description	Document
Institutional data in prescribed format	View Document
e-Copies of award letters (scanned or soft copy) for achievements	View Document
Any additional information	View Document
Link to additional information	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:

Assessment and evaluation of progressive attainment of competencies to be achieved by undergraduate and postgraduate students and PhD scholars as per Dental Council of India (DCI) and Maharashtra University of Health Sciences (MUHS), Nashik, at the end of the program, is the aim of continuous internal evaluation at **MGVs KBHDCH**. Adhering strictly to prescribed evaluation, institution strategizes Continuous Internal Evaluation (CIE) process of students to be **continuous, well-planned, transparent and robust**.

A Comprehensive Academic calendar prepared by the Curricular Committee incorporates the key dates of college activities, including the schedule for the internal assessments. The academic calendar is shared to facilitate completion of assignments and projects in time and prepare effectively for examinations. The internal assessment exam timetable is displayed on the notice board.

Transparency in internal examination- The examination committee steers the preparation of examination-related circulars. The sealed copies of Question papers are opened in the exam hall. The supervision during examination is controlled by the examination committee by appointing faculty on a rotatory basis. The attendance report with signature of the student is prepared by the invigilator in the prescribed format.

SOPs for the conduct of internal examination- The examination committee steers the conduct of examination as per the academic calendar. This ensures a seamless process as **Four formative CIE are conducted** before the University examination for undergraduate students. **Two internal assessment exams** at end of each term **and one prelim exam** at end of the year **is conducted**. An **extra-session exam** is conducted for those who miss one of the previous exams owing to health/genuine reasons. These exams are in accordance with the guidelines of MUHS. Internal assessment is carried out in the form of written exams, clinical exams, practical exams and viva-voce to evaluate analytical and cognitive areas. Additional assessment efforts such as **OSCE, OSPE** and appraisal by comprehensive continuous assessment sheets is done by the college. Institution assesses the students based on daily observations. Postgraduate students appear for **internal exam each year**. Theory exam is conducted for I MDS, II and

III MDS students are assessed based on theory, practical exams and viva-voce. Progress of MDS students is continuously evaluated with **assessment sheet records as per provided in DCI gazette**. Six monthly report of postgraduate students and PhD scholars are sent to MUHS.

Secure exam environment and Infrastructure- The students are seated with adequate distance between them in spacious halls to effectively prevent incidences of cheating. **CCTV cameras** have been installed in exam halls for thorough monitoring. Collected answer sheets are sealed and provided to respective department. Assessment process is completed within 15 working days and students are shown their answer scripts after tabulation of results. Results are displayed along with **model answer key**, to have clearer understanding of evaluation process of exams. In case of grievances regarding valuation or totalling, resolution is done. **Parent-teacher meets** are held at regular intervals after assessment examinations.

Faculty members undergo training-programs for constant upgradation of assessment and grading skills, periodically.

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:

University examination Grievance redressal mechanism at MGVs KBHDCH:

- The common grievances by the students before university examination are late application form filling, non-receipt of admit card or incorrect entries. The college ensures timely **correspondence with MUHS exam section** and resolves it at the earliest.
- After result declaration, MUHS has a standard mechanism to address the complaints of the students related to results- “A candidate, who desires to obtain photocopy of mark-slip of theory answer book or photocopy of theory answer book along with mark-slip, or desire to apply for verification / re-totalling of marks of practical or oral/viva mark, should submit an application to the college within 7-days from declaration of the result.”
- The college submits all the applications **within 3-days**.
- MUHS sends the photocopy or verification/re-totalling of marks to college, which is handed over to students.
- In case of discrepancy, the concerned candidate can submit an application to MUHS **within 7-days** of receipt of the answer-book/markslip.

Grievance redressal mechanism with reference to continuous internal evaluation:

- Grievance Redressal Committee is a subpart of Examination Committee which addresses the grievances related to internal evaluation.
- During internal examination, a student can report any error, in question paper for example, to the supervisor, who reports this **immediately** to the HOD through Controller of Examination.
- The result is declared **within 10-days** after examination. The answer book is shown to the student, in case of discrepancy, it is corrected **on the same day**.
- In case of a student grievance regarding marks given to a particular answer, the student is asked to do the **self-assessment** using model answer paper/ standard text book **within 2-days**. Examiner explains them the correct answer expected.
- If the grievance is still not resolved, students can report it to the HOD. He ensures re-evaluation by another competent staff after removing the first examiner mark-slip from answer sheet, as and when required. Second examiner corrects the paper **within 2-days** and enters marks on the second examiner mark-slip.
- Higher marks between two examiners are considered as final marks.
- At term-end, marks of the internal assessment are entered in the master chart. Students verify and sign it. If any student points out any discrepancy, the same is resolved immediately.
- All the grievances related to examinations are entered in the **Examination Grievance Register** with student’s signature, which are further reviewed by Examination Committee.
- Parents can express their concern regarding their ward’s performance during the **Parent Teacher Meeting**.

Components of Grievance Redressal Mechanism for CIE:

- The examination committee is established to handle all matters about examinations. Grievances are brought to the attention of the HOD, who reports them to the committee.
- Transparency: Students, subject teacher and HOD are involved in the process. Parents can express their concern during parent teacher meeting.
- **Time bound:** Grievances are resolved within 8-days
- The effectiveness of the Redressal system is monitored on a regular basis, and each case is handled appropriately.

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:

Examination procedure:

- MGVs KBHDCH follows guidelines given by Maharashtra University of Health Sciences (MUHS) and Dental Council of India (DCI) regarding conduction of internal assessment examination.
- The **Examination Committee** plans, execute and review the process of internal assessment examination.
- Examination schedule is planned in the yearly academic calendar.
- Precise syllabus is designated for each examination and is conveyed to students well in advance
- Invigilation schedule is drafted a week before the exam by Examination Committee which assigns staff for invigilation.
- An **extra sessional exam** is started for those who miss any one of the previous exams because of health or other genuine reasons. Similarly, **improvement examinations** are arranged for repeater students.
- As per the MUHS schedule, internal assessment marks of theory and practical examination are submitted online to the university.
- In exceptional situations like Covid-19 pandemic, **online examinations** were conducted where problem-based and multiple choice question based examinations were conducted by using Google forms.
- The institute is also the centre for various university theory examinations of different streams.
- CAP (Centralized Assessment Procedure) facility is utilized for all internal and University examinations.

Processes Integrating IT:

The information technology facilities and other learning resources available in the institution for examination purpose are as follows-

- CCTV cameras are installed in all the examination halls.
- Theory and practical examination internal assessment marks are calculated and prepared by using Microsoft excel.
- The institute has its own website where all relevant documents are made available for students from time to time.
- Onscreen evaluation of Ph.D. thesis was done by faculty members invited by the University.

Continuous internal assessment system:

- In preclinical and clinical postings, daily assessment of students is done through presentations, case discussion, assignments and post-end exams.
- The institution has well-defined examination procedure wherein three internal assessment exams are conducted at the interval of 3-4 months before the student appears for university exam.

Competency Based Assessment (CBA):

- To do justice to CBA, the Institution follows “Miller’s pyramid of learning” in all the Departments.
- First level includes MCQ assessment which is based on basic knowledge, laboratory practical and preclinical work on simulators.
- The second level includes short and long answer questions, essay and oral exams.
- The third level includes case history.

Workplace-based assessment:

- As per the curriculum by DCI, the assessment is largely competency based in structure for all the specialities.
- Students' clinical work is evaluated through history-taking, physical examination, professional behaviour, technical skill, case presentation, diagnosis and treatment.
- Following newer techniques are practiced:
 - Direct observation of procedural skills (DOPS)
 - Case-based discussion (CBD)
- To encourage a self-reflective process during learning and teaching, by providing trainees with feedback on their progress.

Self-assessment:

- Display of model answer key and various student centric teaching learning methods facilitate the self-assessment process

Objective structured practical examination (OSPE) /Objective structured clinical examination (OSCE):

- To assess the clinical application of knowledge and to avoid subjective errors, the college conducts OSPE and OSCE during first and second sessional exams.

This allows students to practice and demonstrate clinical skills in a standardized scenario.

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

Other Upload Files	
1	View Document
2	View Document
3	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: A. All of the above

File Description	Document
Re-test and Answer sheets	View 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
Any additional information	View Document
Links for additional information	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:

Learning outcomes of both **BDS and MDS programs** followed in **MGVs KBHDCH** are defined by the DCI and MUHS. The information about outcomes is communicated to the students and teachers through the website of the institute and during respective orientation programs.

LEARNING OUTCOMES:

The DCI has stated the objectives and learning outcomes of the BDS and MDS program as-

KNOWLEDGE AND UNDERSTANDING:

1. Adequate knowledge of the scientific foundations on which dentistry is based and good understanding of various relevant scientific methods.
2. Adequate knowledge of the development, structure and function of the teeth, mouth, jaws and associated tissues both in health and disease; and their relationship and effect on general state of health and social well-being of the patient.
3. Adequate knowledge of clinical disciplines and methods which provide a coherent picture of anomalies, lesions and diseases of the teeth, mouth and jaws; and preventive diagnostic and therapeutic aspects of dentistry.
4. Adequate clinical experience required for general dental practice.
5. Adequate knowledge of the constitution, biological function and behavior of persons in health and sickness.

SKILLS:

1. Able to diagnose and manage various common dental problems encountered in general dental practice.
2. Acquire the skill to prevent and manage complications if encountered while carrying out various surgical and other procedures.
3. Possess skills to carry out certain investigative procedures and ability to interpret laboratory findings.
4. Promote oral health and help prevent oral diseases where possible.
5. Competent in the control of pain and anxiety among the patients during dental treatment.

ATTITUDES:

1. Willing to apply the current knowledge of dentistry in the best interest of the patients and the community.
2. Maintain a high standard of professional ethics and conduct and apply these in all aspects of professional life.
3. Improve awareness and provide solutions for oral health problems throughout the community.
4. Willingness to participate in the various programs to update the knowledge and professional skill.

METHOD OF ASSESSMENT OF LEARNING OUTCOMES AND GRADUATE ATTRIBUTES

1. Formative Assessment-

- Objective Structured Clinical Evaluation. (OSCE/OSPE)
- Seminars or assignments
- Clinical work/ preclinical
- Records/ Log Books.
- Periodic tests and Viva Voce
- Dissertation /Pedagogy

2. Summative Assessment-

As per the MUHS guidelines, a student has to appear for three internal assessment examinations and one

university examination that includes theory and practicals.

GRADUATE ATTRIBUTES-

1. **Knowledge and understanding** of basics of clinical and technical aspects of dentistry.
2. **Research** oriented and evidence-based outlook.
3. **Professionalism**- Commitment towards delivering scientifically based management along with honest compassionate attitude.
4. **Independence** –Adequately trained, capable, socially, financially independent graduate or postgraduate from the institute with the attitude of life-long learning who will be able to manage oral health care needs in an independent manner.
5. **Integrity**- To become an active citizen with ethics, respecting/appreciating diversities in society.
6. **Leadership and Teamwork**- To be able to work actively and effectively with good communication skills and analytical/problem solving skills as a part of health care team.

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: 92.65

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

2022-23	2021-22	2020-21	2019-20	2018-19
114	136	127	111	134

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

2022-23	2021-22	2020-21	2019-20	2018-19
116	144	133	119	147

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
Any additional information	View Document
Links for additional information	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:

The teaching learning and assessment process of **MGVs KBHDCH** are aligned with the following learning outcomes-

Learning Outcomes:

The learning outcomes of all courses are stated under the following major domains:

1. Knowledge and understanding
2. Skills
3. Attitude

The Course Outcomes(CO) and Program Outcomes (PO) formulated by our Institution are in accordance with BDS course regulations 2007 and MDS course regulations 2017 with amendments given by DCI.

The Course Outcomes (CO) are based on “Blooms Taxonomy”. All course outcomes (CO) are mapped to the respective program outcomes (PO) as a fundamental part of curriculum development.

The curriculum has been assimilated to incorporate appropriate teaching-learning strategies, teaching tools, techniques, and assessment methods, culminating in the current competency-based curriculum.

Teaching Learning Methods for BDS and MDS students aligned with learning outcomes are as follows-

1. **Lecturing:** Facilitates the acquisition of foundational knowledge and understanding.
2. **Demonstrating:** Provides visual and practical examples to reinforce concepts which assesses knowledge and skill.
3. **Classroom Discussions:** Encourages the development of critical thinking and communication skills and instils a positive attitude in the students.
4. **Seminars and Workshops:** Promote deeper understanding and engagement with advanced topics.
5. **Preclinical and clinical work** which includes case history taking, Practical examination and viva voce assesses the knowledge, skill and communication abilities of students.
6. **Problem solving methodologies which** includes OSCE/OSPE which helps to Foster hands-on skills and real-world problem-solving abilities
7. **Journal Review:** Develops critical appraisal skills and communication skills
8. **Clinical Postings:** Provide practical, hands-on experience
9. **Clinico-Pathological Meetings and Inter-Departmental Meetings:** Encourage interdisciplinary collaboration and integrated learning and updates the knowledge and increases their communication skills.
10. **Skills and Dental Education Programs:** Prepare students for educational roles.
11. **Conferences, Workshops, and Advanced Courses:** Promote continuous professional development.
12. **Rotation and Posting in Other Departments:** Foster integration among specialties.
13. **Dissertation/Thesis:** Develops research skills through clinical or experimental work.

Our Curriculum is designed to conduct both formative and summative assessments according to the guidelines given by DCI and MUHS.

As per the **MUHS guidelines**, a student has to appear for **3 internal assessment examination** and an annual university examination which includes Theory and Practical examinations.

A. Formative Assessment

1. **Objective Structured Clinical Evaluation (OSCE)/OSPE:** Assesses clinical skills in a structured and objective manner.
2. **Efficiency of the Student, Cleanliness, and Behaviour:** Evaluates professional attitudes and conduct.
3. **Clinical Work/Preclinical Work:** Assesses practical skills and application of knowledge.
4. **Records/Log Books:** Tracks progress and documentation skills.
5. **Periodic Tests and Viva Voce:** Measure ongoing knowledge and understanding.

B. Summative Assessment: Summative assessments conducted by MUHS include annual university

examinations, encompassing both theory and practical components.

1. **Theory Examinations:** Comprise objective and descriptive questions to evaluate comprehensive knowledge and understanding.
2. **Practical Examinations:** Assess clinical skills, attitudes, and communication abilities, ensuring that students are well-prepared for professional practice.

This alignment ensures that the educational process effectively prepares students by integrating knowledge, skills, and attitudes through a structured and supportive framework.

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

2.6.4

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

Response:

MGVs KBHDCH as a **student-centric institution** gives utmost importance to student's performance and progression. **The Parent Teacher Committee** is constituted to look after this aspect.

The Parent Teacher Committee is composed of the Principal as its head, the **PTM Co-ordinator, year-wise committee co-ordinators, medical counsellor & two parent members** from each year

Agenda for the meeting: The agenda for the meeting is to provide information and progression of their respective wards to the parents to know the academic performance /short-falling attendance or any other academic or non-academic issues to discuss the methods to resolve and help students to improve their performance.

Periodicity: The PTM is conducted twice in a year. Overall, in the last 5-years, 27 meetings have been conducted. PTM dates are conveyed to parents and students through emails or postal mails in advance.

Proceedings: The PTM in-charge of various academic years proceed with the agenda and discussion between parents, their wards and faculty members. Valuable feedback and relevant complaints are discussed. Possible solutions or remedies are discussed and considered for further action and needful.

Remedial measures undertaken:

The institution identifies the differential requirements of the student population and categorizes students as 'slow learners' and 'advanced learners'.

The institution meets the learning needs of **slow learners** by conducting remedial classes.

On the other hand, the **advanced learners** are encouraged to present more seminars guided by the faculty, attend extra lectures or sessions by various faculty, present scientific papers, and posters at various national/international conferences/workshops/ symposiums under the guidance of senior faculty members. They are encouraged and mentored in research activity.

To facilitate the understanding among the vernacular medium students and to cope up the difficulty in understanding the content of classes, extra classes are conducted by the respective subject staff, as and when required.

The institution also organizes personal enhancement and development programs such as career counselling, soft skills development, career-path identification, communication skill, English language development, research methodology, management of stress, etc to boost their confidence, mental and physical wellbeing.

Action taken reports: Following the conduction of PTM, the analysis is conveyed to various pertaining departments and councils for further actions. *The following actions were taken in last 5 years-*

- **Academic:** Remedial classes were arranged for better clinical and theoretical learning. Provision of patients for clinical exam was conveyed to clinical departments.
- **Hostel issues** were addressed- regarding food in time, rooms for recreation, sports and reading were discussed.
- **Administrative issues** like maintenance of washrooms, installation of sanitary napkin disposable machines etc. were addressed.
- **Canteen** issues like hygienic food, provision for separate area for local students were discussed with canteen authorities.

Outcome Analysis: The positive reflections of the above practices are genuinely seen in our results where slow learners have excelled in their performances and advanced learners have successively created high records in their performances by topping the University examinations and entrance tests, winning many awards at various conferences, qualifying for post-graduation course and are professionally successful within and outside the country.

File Description	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
Link for any other relevant information	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response:

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: 20.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
21	22	24	27	26

File Description

Document

List of full time teacher during the last five years

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Copies of Guideship letters or authorization of research guide provide by the university

[View Document](#)

Any additional information

[View Document](#)

3.1.2

Average Percentage of teachers awarded national /international fellowships / financial support for advanced studies/collaborative research and participation in conferences during the last five years

Response: 14.79

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

2022-23	2021-22	2020-21	2019-20	2018-19
35	26	5	16	7

File Description	Document
Institutional data in prescribed format	View Document
Fellowship award letter / grant letter from the funding agency	View Document
Any additional information	View Document
Link for Additional Information	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: 17

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

2022-23	2021-22	2020-21	2019-20	2018-19
8	2	0	2	5

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
Any additional information	View Document
Link for Additional Information	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:

MGVs KBHDC prioritizes and supports research activities for its faculties and students. A supportive ecosystem for research and innovations is developed at the Institute with following facilities-

Innovation and Incubation Centre- **Dr. Apoorva Hiray Incubation and Innovation Centre** has been established. The Centre serves as a dynamic hub where ideas and innovations flourish and catalyze research.

Infrastructure- Equipped with **state-of-the-art equipments** such as **CBCT, Research microscope with microphotography unit, Operating microscope, LASER, skill labs**, etc, a **well-stocked library, cutting-edge technology- simulation and imaging softwares** such as **Sidexis Implant virtual planning software, Jenoptik Digital photomicrography software , NemoCeph cephalometric analysis software, Gryphax imaging software**, the Incubation and Innovation Center provides the tools needed to bring ideas to life. The Centre's **supportive ecosystem** complemented by a team of experienced staff working under 4 Committees provides guidance and support at every step.

Financial Support is extended with funds allocated for upgradation of facilities. Additionally, staff are encouraged and supported in their endeavour for professional growth. Around 30 teachers have been benefited from Conference allowances in last 5 years amounting to Rs 7,90,054/-

Committees steering research and innovation- The Institute has a well-structured mechanism of registered committees for promoting organized research and innovation. These committees ensure that the research ideas are guided and incubated for better research outcome. The Committees include **Institutional Ethics Committee [Registration no. EC/NEW/INST/2020/931], Research Society, Board of Research Studies and Research Advisory Council.**

Research Exploration during academic curriculum - Students are encouraged to take up an original research under the mentorship of experienced staff. **354 research/clinical studies** have been conducted during last 5 years. Around **110 MDS thesis** are completed in last 5 years under the guidance of Board of research studies and Institutional Ethics committee. **17 research projects** received **government grants- 6 research projects received MUHS grants** and 7 from **ICMR.**

Research Skill Building Sessions- **57 Workshops/ Seminars** on research including **10 IPR** and **10 GCP** have been conducted to emphasize the value of innovations. **Innovation Fest** is conducted annually to nurture ideas, **48 students** have participated since 2020. College motivates contribution to scientific literature by students and faculty by means of publications. The institute ensures academic integrity in published research through plagiarism check facility using **Checkforplag software.**

Research Collaboration- Linkages are established with prominent hospitals across streams, cancer institutes, advanced laboratories, Specialized Dental Clinics to facilitate research. **Functional MoU** with 19 institutes have fostered research in various specialities.

Spirit of Entrepreneurship- The institution is nurturing a students' entrepreneur club named **"Dentopreneurs @ KBHDCH"**. The club aims to promote mentorship programs, business development initiatives and provide funding opportunities to transform research ideas into successful ventures.

Achievements- **Two patents** and **one copyright** have been granted to innovators at the Institute. Students actively participate in various national and international competitions. Our Institute bagged the **I Prize in Avishkar Research and Innovation Competition** organised by **MUHS** in **2022**. 12 students

have participated in the Competition since 2022.

File Description	Document
Link for details of the facilities and innovations made	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: 57

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	11	11	10	10

File Description	Document
Report of the workshops/seminars with photos	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	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: A. All 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	View Document
Institutional data in prescribed forma	View Document

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: 3.67

3.3.2.1 Number of Ph.D.s /DM/M Ch/PG degrees in the respective disciplines received per recognized PG teachers of the Institution during the last five years.

Response: 110

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

Response: 30

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

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: 0

File Description	Document
Institutional data in prescribed forma	View Document
Web-link provided by institution in the template which redirects to the journal webpage published in UGC notified list	View Document
Link for Additional Information	View Document

3.3.4

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

Response: 0

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for 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: 317

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.

2022-23	2021-22	2020-21	2019-20	2018-19
73	69	61	51	63

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: 95.99

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

2022-23	2021-22	2020-21	2019-20	2018-19
549	543	540	553	544

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 alignment with our motto, “**Bahujana Hitaya, Bahujana Sukhaya**”, MGVs KBHDCH is committed to community engagement for delivery of oral healthcare needs to the underprivileged and those with minimal access to healthcare. Our **extension activities** encompass initiatives for **urban, rural and tribal population** that include **oral health awareness campaigns, school healthcare programs, screening and treatment camps, blood donation drive, food donation programs and training programs of school teachers and Anganwadi workers**. Each endeavour is aimed at developing a positive change in oral health. These extension and outreach activities have been **appreciated by the beneficiaries and rewarded by various organizations**, further motivating the Institute to engage in oral healthcare delivery system to the needy.

The Institute has received **10 awards** in recognition of its **contribution to extension and outreach activities** from the following Organizations –

1. **Indian Dental Association Nashik Branch – Transforming Lives, One Smile at a Time Award** in recognition of dedication to transform lives through compassionate provision for free dental treatment-**June 2023**
2. **Janshri Foundation Award**– for empowering communities through free dental care- **March 2023**
3. **Nashik Hruday Society Award** – in recognition of continuous support in providing dental care for needy cardiac patients-**August 2022**
4. **Nashik Dialysis Support Foundation – Appreciation Certificate** in recognition of extensive service towards patients with kidney disorders and for offering free dental care-**March 2022**
5. **Nashik Dialysis Support Foundation – Appreciation Award** in recognition of relentless efforts for providing free dental care-**October 2021**
6. **Janshri Foundation- Service to Humanity Award** in recognition of constant service to the need in the form of free health check-up and treatment**November 2020**
7. **Nashik Anna Sewa Samiti – Certificate of Honour** in recognition of relentless service to patients- **January 2020**
8. **Indian Dental Association, Nashik Branch** – for valuable contribution for dental check-up camps-**2019-20**
9. **Nashik Hruday Society – Dental Philanthropy Award** in recognition of outstanding philanthropic contributions through free dental treatment-**March – 2019**
10. **Sant Gadge Maharaj Dharamshala Trust, Nashik – Dentistry with a Heart Award** in recognition of heartfelt dedication to serving the community through free dental treatment-**December 2018**

Yearly breakup of awards received -

YEAR	2022-23	2021 - 22	2020 - 21	2019-20	2018 - 19
NUMBER	03	02	01	02	02

In addition, the Institute has received **266 appreciation letters** for outreach and extension activities. Some **noteworthy organizations** include-

1. Maharashtra University of Health Sciences, Dindori, Nashik
2. Maharashtra Shasan Dharmday Sah Aayukyt, Nashik Division, Nashik
3. Dindori Nagarpanchayt Karyala, Dindori, Nashik
4. Rotary Club of Nashik West
5. The Director, Bal Yesu Bhavan Orphanage, Nashik

6. Nashik Dialysis Support Foundation, Swaminarayan Dialysis Centre, Nashik

7. The Principal, Smt Sunanda Kele Vidyamandir School for Mentally Challenged Children, Nashik

Yearly breakup of appreciation letters received-

YEAR	2022- 23	2021- 22	2020-21	2019- 20	2017- 18
NUMBER	54	61	49	38	60

The awards and recognitions serve as an acknowledgment of our efforts towards the community. The Institute is committed to expanding its reach and deepening its impact by providing access to oral healthcare needs to the underprivileged.

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:

MGVs KBHDCH is located in the heart of the city in a predominantly residential area, which helps us deliver Oral Health Care to majority of the population. The institute has always taken the initiative of organizing various activities where students participate with equal enthusiasm.

School Health Education Programs – Oral health awareness campaigns in schools which includes screening for dental caries, educating children about oral hygiene practices, and school-based **Pit and Fissure Sealant Pilot Project** under the **National Oral Health Program 2019** by Directorate of Health Services, Mumbai.

Community services – Oral health awareness, screening and treatment camps are organized in institutions, villages, government and non- government organizations. The Institute has **adopted ten villages** of which **five are tribal** where regular visits are undertaken to deliver oral health care and general health consultation with facilities like blood pressure and sugar examination. The **Oral Cancer Control program using mobile health** module for **tobacco chewers of tribal villages** has been initiated. An air-conditioned mobile dental van with electrically operated chairs helps us screen and treat patients for various oral ailments and deliver oral healthcare to the needy in inaccessible areas. Various treatment procedures like ultrasonic scaling, restoration and extraction of mobile teeth are done.

Health awareness in vulnerable populations – Opportunities are provided to students to engage in volunteering for programs at **old age homes and homes for persons with special needs. Screening and Treatment camps for inmates of The Central Jail** are being conducted regularly to facilitate delivery of oral healthcare needs.

Donation Campaign- “No one has ever become poor from giving.” said Anne Frank. Our students have ratified this by participating in **food donation, collecting and donating clothes, toys, medicines, stationery and other usable items** to underprivileged sections of the community. The altruism and volunteering in Blood Donation camps organized at the Institution in association with **local blood banks** provides more than one health benefit to the participants.

Socioeconomic Development initiatives – In alignment with the Institution’s motto of “Bahujana Hitay, Bahujana Sukhaya”, our students regularly reach out to disadvantaged sections and distribute **toothpastes and toothbrushes in schools and villages. Tobacco cessation program, AIDS awareness and organ donation rallies**, creating awareness about **Road Safety** through **bike rally** are other social initiatives. These rallies are a powerful platform to engage the local community, dispel myths and promote prosocial health behavior.

Environmental initiatives - Students regularly participate in **Tree plantation drives** conducted in College and University premises to increase awareness about the importance of trees in improving air quality.

Impact of Institution Social Responsibility in sensitizing students – The Institute has been regularly giving opportunities to students to organize and participate in rallies and outreach activities to sensitize them to issues pertaining to the society and environment. Active engagement of the students leads to a more aware, alert, compassionate, active and socially responsible citizen, committed to make positive changes in the community. By cultivating sound physical, mental and social values, this institution has been shaping the minds and attitude of the students.

File Description	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: 14.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
22	17	14	13	06

File Description	Document
Institutional data in prescribed format	View Document
Documentary evidence/agreement in support of collaboration	View Document
Certified copies of collaboration documents and exchange visits	View Document
Any other Information	View Document
Link for Additional Information	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: 19

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: 19

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:

At MGVs KBHDCH ensuring the availability of adequate facilities for teaching-learning is given top priority to create an environment that is conducive for holistic development and academic excellence.

ICT-Enabled Classrooms: The Institute has four spacious, well-lit lecture halls that can accommodate 100 students each. The seating arrangement facilitates face-to-face interaction with every student. All the classrooms are equipped with **Wi-Fi-enabled ICT facilities. Multi touch 4K resolution interactive 86 inches LG LED panels and sound system** are installed in the classrooms enabling effective teaching and learning. The well-resourced smart classroom solution lets instructors **write, draw, annotate, highlight, store data, access online material and play audio-visual aids** enhancing student understanding. The use of **LCD/ LED monitors, Educational CDs & DVDs, Trinocular microscope with projection on monitor** for demonstration increases comprehension, student engagement, learning efficiency and motivation.

Seminar Halls and Museums: 10 Departments have **dedicated museums** and 9 **seminar rooms** equipped **Multi touch 4K resolution interactive LED panels, LCD projectors, internet connection, seating arrangements** for students suitable for presentations and other academic activities.

Examination hall: A spacious examination hall which can accommodate 200 students with provision for **strong room** is available for seamless conduct of internal and University examinations. **10 computers with high-speed internet** to facilitate online assessment of MUHS answer scripts, **printer/scanner and photocopying facility** have been provided.

Well-Equipped Laboratories and Skill Labs: **Four Preclinical Laboratories- Preclinical Prosthodontics Laboratory, Preclinical Conservative Dentistry Laboratory, Orthodontics and Pedodontics Laboratory, Oral Biology and Oral Pathology Laboratory,** equipped with facilities as per norms are utilized for undergraduate training in preclinical procedures and have an accommodation capacity of 50 to 100 students. **Preclinical Prosthodontics and Preclinical Conservative Dentistry Laboratories** are equipped with **phantom heads** with teeth sets and advanced simulators for pre-clinical training that ensure that students acquire multiple clinical skills prior to commencing work on patients. Provision for **mannequin** is made in **Pre-clinical unit of Oral and Maxillofacial Surgery** for demonstration of **BLS and ALS**. In addition, **8 Departments** have preclinical facilities for undergraduate and postgraduate students.

Facilities for Clinical Learning: All the departments are spacious and equipped with electrically operated dental chairs as per norms. Around 600 patients visit the OPD on a daily basis. Equipment, instruments and materials are available as per DCI requirements. **Clinical learning** is further enhanced with the availability of **Implant virtual planning software (Sidexis), Jenoptik Digital**

photomicrography software, NemoCeph software, Gryphax imaging software aiding in treatment planning.

Learning In the Community: Along with theoretical and hands-on dental education within the institution, students receive simultaneous exposure to **rural and urban populations** through **community-based training** with various health education campaigns, screening, treatment camps. Students get clinical exposure in **2 satellite centers**. **Air-conditioned Mobile dental van with two electrically operated chairs** aid in providing dental services to the underserved.

Teleconferencing facilities: Interactive LED screen, high-speed internet, apps such Zoom, Google meet are available to facilitate teleconferencing.

AYUSH-Related Learning cum Therapy Centre: AYUSH-Related Learning Cum Therapy Centre is a part of the Medical OPD equipped with treatment facilities.

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

At **MGVs KBHDCH**, a diverse array of facilities is made available to the students and staff, ensuring a well-rounded campus experience conducive to both academic and personal growth. **Established in 1991**, these amenities have become integral to the campus landscape, fostering a sense of community and providing avenues for recreation, physical activity, and cultural enrichment.

Outdoors, the college boasts a sprawling College Ground spanning an impressive 13645 square meters. This expansive area accommodates a variety of sports including **Athletics, Cricket, Football, Volleyball, and Badminton**, offering ample space for students and staff to engage in physical activities at their convenience.

For those inclined towards **indoor pursuits**, the college offers a range of games housed within its **sports room**. **Chess, Carrom, and Ludo** enthusiasts can indulge in their favourite pastimes at their leisure. A dedicated sports room measuring 11.44 square meters offers a cozy environment for students and staff to

unwind and enjoy a game or two.

Fitness enthusiasts will find solace in the **college's Gymnasium**, equipped with state-of-the-art facilities including exercise equipment, a TV, and a music system. Located on the third floor of the Boys Hostel and spanning 32.71 square meters, and also in the Girls Hostel covering 35.66 square meters, the gymnasium caters to the physical well-being of students, particularly those residing on campus. Whether it's pumping iron or following along with a workout video, the gym provides a space for students to stay active and healthy.

The Institute's **Auditorium** serves as a hub for cultural and academic events, boasting a step-wise seating system and an audio system with a stage. The auditorium (seating capacity of 500) accommodates various activities ranging from seminars and presentations to theatrical performances and musical concerts. Its flexible scheduling allows for events to be held as per convenience and requirement, fostering creativity and expression among students and staff.

Moreover, the college promotes holistic well-being through **Yoga and Meditation** sessions conducted in both the auditorium and the College Ground. These sessions provide students and staff with opportunities to rejuvenate their minds and bodies, promoting mental clarity and emotional resilience.

Cultural and recreational activities form an integral part of campus life, fostering camaraderie and celebrating diversity. From Rangoli and Painting to Singing/Musical performances and Debates, students are encouraged to explore their creative talents and express themselves freely. Additionally, the college actively participates in community-building initiatives such as tree plantation drives and the celebration of festivals including Ganesh festival, Navratri, Christmas, and Holi, further strengthening bonds within the campus community.

In essence, the college's comprehensive facilities cater to the diverse needs and interests of its students and staff, fostering a dynamic and inclusive campus environment where learning extends beyond the classroom walls. Whether it's honing athletic skills, nurturing artistic talents, or finding inner peace through meditation, the college provides avenues for personal growth and enrichment, ensuring a fulfilling college experience for all.

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:

Hostel facilities- MGVs KBHDCH has two separate hostel buildings having 69 rooms in the boys' hostel and 111 in the girls' hostel. These hostels are modern, ventilated, well-maintained with spacious rooms which are allocated on twin sharing basis. Separate rectors and round-the-clock security ensure good administration and safety. Salient features of the hostel rooms include toilet-cum bathroom with hot water facility, RO purification unit with water cooler, and uninterrupted supply of electricity with generator backup. The hostel mess provides hygienic and well-balanced meals.

Staff Quarters-The college campus has a staff quarter facility with comfortable rooms which is also allotted to staff in need of accommodation.

Safety and Security-College prioritizes safety with 24-hour security personnel from an outsourced agency and 105 comprehensive security surveillance camera system installed across the campus.

Medical facility-The institute has a medical OPD handled by the medical staff of the college and a medical store in the college premises. The Institute also has an MoU with Ramalayam Multispeciality Hospital situated within 2 km radius to deal with any medical emergencies in campus on priority basis.

Toilets-A total of 119 toilets including Disabled-friendly toilets with appropriate sign-boards are available in the college. Sanitary pad vending and disposing machine is available in girls' toilet in the college and girls' hostel. Cleanliness and hygiene of these toilets is maintained by an outsourced team.

Canteen-The in-campus canteen offers a varied, healthy and hygienic menu in a relaxed setting enabling students to chill and have spontaneous discussions.

Banking facility-The college has a bank in campus for students and staff.

Roads, Signage, Ramps-The institute has paved roads and signages all over the campus. Ramps make things easier for those with special needs.

Greenery-The greenery of the campus has a soothing effect due to the luxuriant grass on the lawns and green cover maintained by gardeners. The green gym located here is ideal for work-outs. The college adopts and propagates the concept of sustainable development. Recently, the Green Audit was done by the institute. A rainwater harvesting system is also installed in the college to ensure groundwater recharge and to facilitate round-the-year availability of water for plants on the campus.

Alternate sources of energy-

Solar water heating units are installed in the hostels and solar-powered street lights for pathways on

campus.

Sewage Treatment Plant-STP with a capacity of 30,000 lit/day has been installed in the campus and the treated water is used for watering plants.

Water Purification Plant-There are Reverse Osmosis (RO) units with water coolers installed at various places in the college building, hospital, hostels and staff quarters.

Fire safety measures-Fire Safety Mechanisms have been installed and fire safety audit as per Maharashtra Fire and Life Saving Act is complied with.

Girls and Boys Common Rooms-Common Rooms with lockers for both boys and girls are provided.

Transport-One air-conditioned mobile dental van with two electrically operated chairs and 2 buses to transport students for academic purposes are available.

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: 47.81

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

2022-23	2021-22	2020-21	2019-20	2018-19
408.86	273.81	159	119.09	63.61

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:

MGVs KBHDCH has a well-equipped teaching hospital as per Dental Council of India for conducting effective undergraduate and postgraduate training. The Institute has a 6-storied hospital building where clinical work is carried out. Each of the clinical departments is spacious and well-planned and manages an outpatient clinic with an average OPD of **600 patients per day**. The Institute's dedicated and highly qualified faculty guide students in their journey from a novice undergraduate to a well-trained and competent Dental Graduate.

The postgraduate training is at par with global standards. Depending upon the speciality, the students are trained in all minor and major diagnostic and treatment methods. The Institute has several specialized clinics such as **Comprehensive Integrated Clinic, Special Health Care Needs Clinic, Implant Clinic, Tobacco Cessation Centre, Esthetic Clinic, LASER Clinic and Geriatric Clinic**. The Institute is attached to a 200-bedded BYTCO Hospital with a daily OPD of more than 700 patients.

Equipments- The equipments and facilities available for training of undergraduate and postgraduate students are in accordance with the regulations formulated by the DCI. There are 200 fully automatic functional dental chairs for treatment of patients. Several specialized dental instruments have been procured to perform advanced diagnostic and therapeutic procedures to meet the global trends which includes **Dental LASER, Implant physio dispenser with surgical kits of three different systems, Operating microscope, Microsurgical instruments, bleaching and microabrasion equipments, Electro Surgery Unit, CBCT and RVG machines and research equipment such as Pentahead microscope, specialized research microscope and Stereomicroscope**.

Clinical teaching-learning- At the undergraduate teaching program level, prior to their entry into the clinics to treat patients, students are provided pre-clinical training including lectures, demonstrations and complete practical training on dummies and phantoms mimicking the human oral cavity. Equipped with a strong foundation, students are exposed to a wide range of patients in clinical settings.

The students undertake basic and advanced level treatment procedures on patients in all departments. The students are provided with excellent infrastructure, state-of-the-art skill labs, well-stocked libraries and diverse opportunities for their holistic development. There are 12 dedicated seminar rooms for teaching and presentations, 09 OPD areas, 09 museums with 3D models for patient education, 09 departmental libraries, and the necessary clinical materials are indented on regular basis. Patient treatment planning softwares - **Implant virtual planning** and **Nemoceph** are available. Students are posted in 2 satellite clinics for community-based learning. An air-conditioned mobile dental van fitted with 2 electrically operated dental chairs is available to provide services in remote areas.

Clinical Laboratories- The hospital is equipped with state-of-the-art clinical laboratories in the Departments of Prosthodontics, Conservative dentistry and Oral Pathology. The Clinical Pathology laboratory performs routine blood, urine and biochemistry investigations at nominal costs using automated haematology and biochemical analysers. **Jenoptik Digital photomicrography software, Research microscope with darkfield, polarising and phase contrast attachments, stereomicroscope and Immuno-histochemistry facilities** are available in the institute which enhance research activities.

The institute has **MOUs with Ayurvedic and Homeopathy Colleges, Multispeciality and Cancer hospitals, Blood banks, Dental labs** providing multiple opportunities for learning and research.

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: 155740

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

2022-23	2021-22	2020-21	2019-20	2018-19
162289	163170	120729	114415	154020

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

years.

2022-23	2021-22	2020-21	2019-20	2018-19
16429	14339	10291	10508	12510

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
Link to hospital records / Hospital Management Information System	View Document
Link for additional information	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: 595.6

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.

2022-23	2021-22	2020-21	2019-20	2018-19
524	519	531	541	543

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.

2022-23	2021-22	2020-21	2019-20	2018-19
61	62	63	66	68

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
Link for 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: A. All 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
Any additional information	View Document
Link for additional information	View Document

4.3 Library as a Learning Resource

4.3.1

Library is automated using Integrated Library Management System (ILMS)

Response:

The Library Management software of **MGV's KBHDCH** is a valuable tool that significantly reduces the need for manual intervention, ensuring fast and secure transactions.

Name of the ILMS Software: Campus 360 Software.

Nature and Extent of Automation: Full

Year of Commencement and Completion of Automation: 2022

Campus 360 Library Module is a comprehensive solution designed to streamline and automate the management of library resources and operations. The software provides the tools and functionalities necessary to efficiently organize, catalogue, and circulate library materials. The key features are as follows:

- 1. Cataloguing and Classification:** The library software offers multiple sub modules and classification features, allowing librarians to organize and categorize library material efficiently. With support for various metadata standards and classification systems, users can easily locate and access resources online as well as offline.
- 2. User Management:** It helps in managing patron information, including borrower records, membership details, and circulation history. The software enables librarians to issue library cards, track borrowing patterns, and communicate with patrons effectively on daily usage.
- 3. Inventory Management:** The software keeps track of library materials, including books, periodicals, dissertations, special volumes, magazines, multimedia resources, and digital assets. It utilizes barcode scanning and RFID technology for efficient inventory management, inventory audits, and stock replenishment. The library staff are trained to use all the features of this software.
- 4. Circulation Management:** It streamlines the circulation process with features such as book and journal issue/return, issue duration, holds management, renewals, and fines management. The software ensures smooth transactions and enhances the user experience for patrons.
- 5. OPAC web search and Online catalogue:** The software helps in providing students with access to an online catalogue and OPAC (Online Public Access catalogue) for browsing, searching, and reserving library materials remotely. Campus360 software also offers customizable search options, advanced filtering, and integration with digital resources.
- 6. Sub modules:** The library software offers different kind of submodules like category, vendor, books, periodical, library Number, issue/return, Issue Duration, Rules, Year Range, Author, Volume, Reports, Bar-code, Download Photos, Publisher, OPAC QR code, OPAC web search, CD Records, Write-Off

Data.

7. **Efficiency:** By automating routine tasks and workflows, library module increases operational efficiency and reduces manual errors. It provides digital trail for entire library usage from procuring of books to issuing to students. This eliminates need for maintaining registers and paper records thereby reducing hard copy records. Librarians can focus on providing quality services and enhancing the library experience for patrons.

8. **Accessibility:** It improves access to library resources with online catalogue and OPAC capabilities. Patrons can search for materials, place holds, and manage their accounts from anywhere (remote access), at any time, enhancing convenience and accessibility.

9. **Data Management:** The library software provides comprehensive reporting and analytic tools for monitoring library usage, collection trends, circulation patterns, book categories, vendors and other key metrics. Librarians can make informed decisions about resource allocation, collection development, and service enhancements.

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:

The Central Library of **MGVs KBHDCH** has several **editions of premium books and journals from back volumes to current**, of all specialties of dentistry making it the most sought after by the students and staff. The mission of the library is to provide knowledge and access for professional development in **print and digital formats** to those seeking it. The library has developed its collection over the years in the form of **textbooks, periodicals, magazines, dissertations, CD-ROMs, Online access journals, donated books, university and college publications**. Other than books on Dentistry, it also has books on various **Medical subjects, Statistics, Computer Sciences, General reference books, Dictionaries and Colour Atlases**.

The Institutional Library subscribes to **EBSCO HOST DOSS** (Dentistry and Oral Science Source) Database for literature which is easily available in central library, department library and having remote access via mobile app. Another important e-resource is **Knimbus Digital Library** which has access to multiple books and journals. This has been recommended by the Maharashtra University of Health Sciences (MUHS). In addition, every department in the institute has a separate library consisting of

books and e-resources consisting of power-point presentations, videos, etc. related to those particular specialties. The Central library has an annual budget which is utilised for procuring new books from time to time. Below are the number of academic knowledge resources available.

Total number of-

- Textbooks: 5654
- Reference Books: 1289
- Titles of Textbooks: 2,868
- International Journal Titles: 85
- International Journal Back Volumes: 1031
- National Journal Back Volumes: 592
- National Journal Titles: 59
- e-Journals through EBSCO Host Database: 352
- e-books through EBSCO Host Database: 33
- Total number of CD ROMs: 290
- Library dissertations: 927

In addition to scientific books, our library has books on **art, religion and yoga** by Swami Vivekanand (10 volumes) , ancient book on Independence struggle by Veer Savarkar, “India of my dreams” written by Mahatma Gandhi is available. A book on benefits of Ayurveda in treatment of various diseases is available in English and Marathi. Books on **personality development** and **public speaking** are also available.

Online Public Access Catalogue (OPAC): E-Books, E-Journals, and other e-content are available on the Library OPAC Software Campus 360. Students have benefit of **remote access** of library resources through EBSCO Doss database and Knimbus digital library. Access to **INFLIBNET, Shodhganga, e-Shodhsindhu** is made available through a MoU with LVH College library within campus.

The total area of library is spread over 8240 sq. feet with maximum space allotted to the reading section for both undergraduate and postgraduate students. The library has different sections like issuing section, stacking area, computer section and photocopying section which helps students to fully utilize the rich resources of library.

Students from economically-weaker sections can avail of schemes like **earn-and-learn scheme** of MUHS. The library is open well past the college hours to enable students to issue books and use the reading room facilities. Library access is provided to the alumni of the college. **Book Exhibitions** are regularly arranged in association with renowned medical and dental book publishers in India.

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: A. All 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

4.3.4

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

Response: 16.46

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)

2022-23	2021-22	2020-21	2019-20	2018-19
22.34	21.10	20.84	0	18.04

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
Any additional information	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:

MGVs KBHDCH has been continuously enhancing and updating its well-equipped Central Library as it is one of the key learning resources. The library assists students in fulfilling their information requirements, develops research and innovation systems, infuse lifelong learning and helps its faculty in providing one of the best -quality Dental Education in the country. We strive to inculcate in our students the habit of spending quality and productive hours in the library **with in-person access** to keep themselves updated with the latest trends in dentistry.

To achieve our objective, we suggest reading material like textbooks and Journals that will stimulate students' acquisitions of factual knowledge, development of literary appreciation, aesthetics values and ethical standards. **For ease of in-person access of library, we have convenient library timings with helping staff who are easily approachable.** The book issuing procedure is simplified so that students and staff can take maximum advantage of learning resources. The timings of library are also extended after college hours for convenient access. In the last academic year, **the in-person access was 15,384** where the students and staff made use of library facilities.

To promote **remote access** of the library, the college has subscription of EBSCO e-journal and Knimbus Digital library subscription recommended by Maharashtra University of Health Sciences (MUHS), giving the students and staff access to various international and national journals of multiple disciplines in dentistry. The students and staff can login and download required articles from the **online database** without physically coming to the library. Access to **INFLIBNET, Shodhganga, e-Shodhsindhu** is made available through a MoU with LVH College library within campus

To update students about the library facilities, **library user sessions** are regularly organized by the college library committee. Each academic year, a **Library Orientation Program** is meticulously

planned for first-year BDS, MDS students, and newly appointed faculty members. During this program, students are divided into groups and taken on a **guided tour** by members of the Library Committee. This tour showcases the various amenities the library offers, while also emphasizing the rules and regulations that govern its use.

One of the highlights of the orientation program is the introduction to the **virtual library** and electronic databases. These programs include training sessions on using the EBSCO DOSS database through mobile application to promote remote access.

In the preceding academic year, a library user programme was organised on 27th May 2023 to inform the staff and students about the details of AIMP journals web portal. Another programme was organised to explain uses of EBSCO Doss e-resources. Its features and remote access methods were explained to all. It was attended by all the undergraduate and postgraduate students in batches. Overall, the Library Orientation Program and Library Learners Programs play a crucial role in equipping students and faculty with the skills and knowledge to make optimal use of the library's resources for academic and research purposes.

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 Four of the above

File Description	Document
Institutional data in prescribed format	View Document
Any 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: 11

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

Response: 11

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:

MGVs KBHDCH is well-equipped and connected with Computers and IT facilities to enhance the student learning process.

Internet facility (Wi Fi/ LAN): Institute has high speed leased line and Wi-Fi connection across the campus. The routers are installed in the college and hospital building to ensure good connectivity. LAN

ports have been provided for easier connectivity.

Computers: The institution has provided 80 computers for all the departments and seminar rooms. The staff and students can use them as required for teaching learning.

Security: IT department regularly renews licenses of all softwares including the anti-virus and latest versions of operating systems.

Classrooms: All classrooms are equipped with Wi-Fi-enabled ICT facilities. Multi touch 4K resolution interactive 86 inches LG LED panels are installed in the classrooms. The well-resourced smart classrooms solution lets instructors handle new challenges and improve students' performance to the utmost.

It enables teacher's access to multimedia content and information so as to facilitate effective teaching. Teachers show and explain different operative procedures, instruments and instrumentations via photographs and/or recorded procedural videos, for easy understanding. Similarly, periodic webinars and online workshops are arranged in classrooms.

Department seminar rooms are equipped with 13 LCD projectors, screens and internet LAN facility for effective content delivery.

Printers and scanners: 41 printers for high-definition printing are available.

Softwares: Softwares like Library management software, **Nemoceph for orthodontic work, digital radiography RVG softwares, OPD software, biometric scanner, Sirona Sidexis Virtual Implant planning and CBCT** softwares are available. Institution uses **Campus 360- Learning Management software.**

Central library has been equipped with multiple computers, printers, high speed internet facility for students and staff. Faculty and students can also access CDs, e-journals, e-books through E database subscribed like Aura Impex Dental Journal Package, MUHS Digital Library.

Surveillance: The vital areas of institute such as reception, departments, office, lecture halls, examination halls are monitored round-the-clock by close circuit cameras. The daily teaching and periodic exams conducted in the class rooms are also under the CCTV vigilance.

Website: The institute website is designed and developed with the help of MGV IT Cell.

Technical support: The Institution upgrades the IT infrastructure and associated facilities periodically. Routine maintenance and upgradation of computers, peripherals, network devices, servers, etc. is carried out by the designated IT team.

Updation Protocol: as an up-gradation protocol, internet low speed has been upgraded to higher speed. Along with existing BSNL connection, the higher internet service has been obtained from a private company.

The conventional CRT monitors have been replaced with LCD and LED monitors to avoid radiation and eye safety. The annual subscription of anti-virus software for all computers is renewed every year.

Previously classrooms were equipped with K-YAN Integrated Computer Projector and smart interactive boards, which are replaced with **86 inches 4K multitouch LG LED panels**.

All CDE, educational, social and cultural activities are being regularly uploaded on our website and different social media platforms.

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: 500 MBPS - 1 GBPS

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
Any other relevant information	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: 37.51

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)

2022-23	2021-22	2020-21	2019-20	2018-19
118.28	200.53	117.88	139.20	156.83

File Description	Document
Provide extract of expenditure incurred on maintenance of physical facilities and academic support facilities duly certified by Chartered Accountant and the Head of the institution	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for any additional information	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 Institute has an effective system and process for maintenance and utilization of physical, academic and support facilities - classrooms, departments, laboratories, library, sports complex, ICT facilities, hostels, ground, surrounding areas and other facilities.

Maintenance-

Institute has a dedicated **Maintenance Department** with expert staff for **electrical, civil, technical/mechanical, IT, carpentry, plumbing, cleaning and housekeeping, biomedical section**. They provide **Emergency/need based services and periodic maintenance services**. The incharge of **maintenance committee** has the primary responsibility of planning and implementation of maintenance. **Periodic checks** are performed to ensure the efficiency and working condition of the infrastructure.

Periodic maintenance – As per **SOPs**, the maintenance team has **planned fixed time-table** of visits to various departments on defined days. The team inspects and carries out required maintenance procedures in the respective department, which includes **technical, civil, electrical, computers, plumbing, furniture, housekeeping** related requirements. A log book is maintained by the team. Records of all repair work done is recorded in the work registers of the concerned section of maintenance team.

The optimal operating condition of all equipments in the campus is ensured through **annual maintenance contracts (AMCs)**. The AMC purview includes maintenance of high-end equipments such as CBCT, water purifiers, water tank, lift. AMC is signed with the authorized agencies/manufacturer only. **Maintenance labels are applied on equipments**, such as date of service and due date of next service.

Emergency services / Breakdown services-

In case of some fault/ breakdown in the existing system, the concerned Department informs the Maintenance Department. The team swiftly addresses the corrective action. The records are kept in the respective registers.

Utilization of facilities-

The institution has four state-of-the-art classrooms with ICT facilities. They are used every day for conducting theory classes of all the students as per the time table. Preclinical and clinical laboratories are available for students and pathology lab is available for patients during college hours.

Central Library is open for all the students and staff during college hours. **Timings are extended during MUHS examination period.** **Computer section** is available for students and staff during the library hours. Computers, internet connection are made available in central and department library. Separate sections are made for UG, PG students, staff.

Department library is open as per student and staff requirement. Computers are available in the departments for staff and students.

Indoor and outdoor Sports and cultural facilities are used by interested students and staff throughout the year. Facilities are used during annual cultural /sports events also. Hostel inmates can utilise the gym facilities till 9 pm.

Every department has its own set of equipment and facilities that are accessible to all, including department staff, postgraduates, posted interns and students.

Only concerned department staff and post-graduate students are authorized to use special equipment, such as CBCT, operating microscope and research microscopes.

Utilization records -

Attendance is taken in classrooms and laboratories. Records of entry and book issue are maintained in the library. Sports facilities are accessible to staff and students. Campus maintenance is monitored via CCTV cameras.

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: 46.23

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

2022-23	2021-22	2020-21	2019-20	2018-19
307	294	275	233	206

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
Any additional information	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: A. All 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
Link for additional information	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: 82.77

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

2022-23	2021-22	2020-21	2019-20	2018-19
473	493	560	421	406

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
Any additional information	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:

MGVs KBHDC has an active International Students' Cell. The International Student Cell was established in the year 2018-19 and has been operational since then. It offers guidance to students regarding dental programs, courses, admissions, exams and so on.

Goal: The objective is to facilitate smooth integration of students into the host community, provide outstanding educational opportunities to students from diverse cultural and socio-economic backgrounds and equip them to succeed in a fiercely competitive global employment landscape.

Composition of the International Student Cell: The cell is composed of Chairperson, Secretary, the Faculty Representatives and Administrative Staff.

Roles and responsibilities of international student cell-

1. Query Handling:

- a. Admission Queries: Respond promptly to international student queries for BDS and MDS programs, while clearly communicating State CET Cell's eligibility criteria.
- b. Information Provision: Provide genuine, official information to prevent misinformation. Disseminate alternative options within India for international students.

2. Collaboration with Alumni Committee:

- a. Collaborate with alumni settled abroad for informative sessions on educational and employment opportunities.
- b. Facilitate communication between local and international alumni via WhatsApp.

3. Assistance to Outbound Students:

- a. Aid local students in exploring international opportunities.
- b. Provide support to students going abroad, leveraging the international alumni network.

4. Adherence to State Norms:

- a. Admission Compliance: Strictly adhere to state regulations for admission.
- b. Prevention of Misleading Information: Ensure information aligns with regulations, discouraging engagement with unauthorized agents.

Eligibility:

The institute abides by the norms and guidelines set forth by the **Maharashtra State Government, Maharashtra University of Health Sciences (MUHS)** and the **Dental Council of India (DCI)**. The admission authority lies with the **State CET Cell**, Mumbai, Maharashtra. As per the regulations established by the State CET Cell, only students who have Domicile of Maharashtra and have completed their 10th and 12th from the state are eligible for admission. Consequently, we are unable to admit international students for our programs in India.

For Non-Resident Indians (NRI) & Overseas Citizen of India (OCI) Students-

The institute has an active international student cell which helps NRI & OCI students seeking admission to the Undergraduate and Post Graduate courses of our institute.

The Administrative staff and Faculty representatives provide required information on the admission process and curriculum for UG and PG.

Initiatives of International Student Cell-

International Student Cell collaborates with the Alumni Committee to:

1. The institution has appointed **04 International Alumni** as **Honorary Adjunct Faculty** members, recognizing their expertise and contributions to academia.
2. Serve as a facilitator between our globally dispersed alumni and local students interested in exploring international opportunities. Conducts **06** sessions of career guidance activities.
3. The Cell facilitated **65 letters of recommendation** to the students.
4. Communication is upheld through WhatsApp, with active participation from **242 members** ensuring efficient exchange of information.
5. Assist students who wish to study abroad by providing **informational** support.

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

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	View Document
Institutional data in prescribed format	View Document
Circular/web-link/ committee report justifying the objective of the metric	View Document
Any additional information	View Document
Link for Additional Information	View Document

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: 90.24

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 ..

2022-23	2021-22	2020-21	2019-20	2018-19
34	27	46	30	16

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**

2022-23	2021-22	2020-21	2019-20	2018-19
36	30	48	33	20

File Description	Document
Scanned copy of pass Certificates of the examination	View Document
Institutional data in prescribed format	View Document
Link for Additional Information	View Document

5.2.2

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

Response: 97.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
119	114	118	124	122

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
Link for Additional Information	View Document

5.2.3

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

Response: 12.1

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

Response: 15

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
Any additional information	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: 113

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 .

2022-23	2021-22	2020-21	2019-20	2018-19
26	10	0	34	43

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Duly certified e-copies of award letters and certificates	View Document

Other Upload Files

1	View Document
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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:

MGVs KBHDCH has a very active and dynamic Students' Council functional in the college.

The Student Council is constituted as per the guidelines specified by Maharashtra University of Health Sciences, Nashik (MUHS). The council consists of student members as well as faculty members. A working committee is formed by the interns in which they work in harmony with the council to ensure smooth conduction of all activities. The main objective of this structure is to have coordination amongst the students themselves and also between the students the faculty members and the management as well.

Structure of the Student Council: Principal-(Chairman), One teacher; nominated by the Principal, Program Officer of NSS, Director Sports / Physical Education Instructor, Officer in charge of Cultural activities, One student of each class nominated by the Principal, Two Male and Two Female students nominated by the Principal, who have shown outstanding performance in Sports, National Service Scheme, National Cadet Corps, Cultural Activities and Research or other extra-curricular activities, Student Secretary.

Activities of the Students' Council:

- The Student Council of the Institute conducts various curricular and extra-curricular activities throughout the academic year.
- The complete planning and execution of these activities is mainly carried out by the students under the expert guidance by the faculty. This encourages the students to develop their organizing and leadership skills.
- The student council organizes the **Annual Cultural & Sports Events "Chiasma"** every year. A wide range of cultural activities, competitions and sports events (both indoor and outdoor) are organized during this period and prizes and certificates are awarded to the winners.
- Apart from the events conducted during the annual cultural and sports events the student council also celebrates festivals like **Holi, Ganesh Chaturthi, Makar Sankranti, Navratri, Christmas etc.**
- The council celebrates, commemorates, and observes important dates and events like **Oral Health Day, Anti Aids Day, World No Tobacco Day, International Women's Day** etc.
- The NSS wing of the council in association with Maharashtra University of Health Sciences, Nashik also organizes and participates in various programs, **rallies, check- up camps** as per MUHS norms.
- **"Explorer"** is the annual magazine of the college published by the Students' Council. It publishes a wide variety of **articles, poems, photographs, sketches** etc. contributed by the faculty members and the students. This facilitates a platform for creative expression.
- **Students Clubs** – the Institute has established several **Student Clubs** under the Student Council. These clubs cater to and promote the diverse interests of the students' like literature, drama, and music. The clubs are **Literature Club, Music Club, Drama Club, Trekking Club.**

Student representation in academic & administrative bodies/ committees of the Institute:

- Students have active representation on academic and administrative bodies and committees of the Institute thus participation of all stakeholders is ensured.
- Other than the Student Council following are the various committees of the institute in which student representatives form an integral part-

1. Internal Quality Assurance Cell (IQAC)

2. Anti Ragging Committee
3. Students' Grievance Committee
4. National Service Scheme (NSS)
5. Caste discrimination committee

File Description	Document
Any additional information	View Document
Link for reports on the student council activities	View Document
Link for any other relevant information	View Document

5.3.3

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

Response: 28.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
39	38	20	24	23

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 activities with the support of the college during the last five years.

Response:

MGV's KBHDCH has a **registered Alumni Association** which works with alumni coordination committee.

Details of Alumni Association:

Name: Karmaveer Bhausaheb Hiray Dental College and Hospital Alumni Association.

Registered with- Assistant Registrar of Society, Municipal Corporation Nashik (2020)

Registration Number: Nashik/0000612/2020

Office of Alumni Association: MGV's KBH Dental College and Hospital

Frequency of meeting: Quarterly meetings and one Annual General Meeting (AGM) in March/April.

Total number of registered Alumni Association Members: 400

The Alumni Association Comprises President, Secretary, Treasurer and Members

Objectives:

Establishing a lifelong relationship with alumni by:

1. Building a strong network by promoting interactions among alumni fostering personal and professional development.
2. Facilitating the exchange of knowledge and experiences among the alumni.
3. Contributing to resources and expertise to support the institute.
4. Providing a platform for career counseling and placement.

Contributions of Alumni Association to Institute:

1. **Alumni Mentorship Congress-** This initiative was introduced by alumni coordination committee in 2018 to bring alumni mentors from India and abroad to conduct theme-based interactive sessions and discussions for the institutional students. Topics range from guidance for choosing post-graduate programs and fellowship courses for successful dental practice in India and abroad, ethics, entrepreneurship to work-life-balance. The sessions also cover career opportunities beyond dentistry, such as administrative and defense services, public health, health informatics, etc. Students get authentic and updated information on different career paths thus broadening their horizons. **Alumni Interview Series** covered the struggles leading to success of our alumni.
2. **A WhatsApp group of alumni residing abroad** keeps alumni together and helps connect current students to them. **They give first-hand information and share insights on exam preparation, application process, admission criteria, university selection, available scholarships, accommodation, jobs, etc.** which proves invaluable for students aspiring to move abroad.
3. Alumni engage in **discussions and guidance sessions** for students aspiring to pursue competitive exams like **NEET, UPSC, and MPSC.**
4. As adjunct-faculty, they conduct **unique sessions on Clinical Audit, AI in Dentistry, etc.** providing a comprehensive understanding of emerging areas in dentistry and also guide in

research projects. This contributes to the global exchange of knowledge and promotes a collaborative learning environment.

5. **Forensic odontology** has become a regular course conducted by our alumnus.
6. **Student Exchange-** Students were part of **International virtual student mobility program of International Medical University (IMU), Malaysia through alumni abroad** and received **clinical and research-oriented training**. They also got a chance to **enroll in MOOCs conducted by them**.
7. **Student Endowment** -Alumni are an integral part of **Continuous Dental Education (CDE) programs** conducted in college.
8. **Donations of books-**The generosity of alumni is evident through their **donations in cash and kind, like books (110), dental instruments, etc.** which support the needs of the less fortunate students and also benefit the entire student community.
9. **Placement:** Alumni Association runs a WhatsApp group wherein all placement-related advertisements are posted. Many students of the institute secure immediate placement in clinics run by alumni post their BDS/MDS (approximately 20/year).
10. **Donation of medicinal plants to develop Herbal Garden.**

File Description	Document
Any additional information	View 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
Link for Additional Information	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: A. All 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
Any additional information	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
Link for Additional Information	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:

MGVs KBHDCH envisages an important position on the Maharashtra Educational Roadmap by building on its existing foundation.

Vision-

To promote excellence in dental education dedicated to fostering community wellness through innovative teaching and compassionate oral health care.

Mission-

- To cultivate a diverse community of dental professionals committed to advancing oral health and overall well-being within our local and global communities.
- Through quality education, patient-centred care, community engagement and cutting-edge research, we aim to empower individuals to achieve optimal oral health and contribute to the betterment of society.

Nature of Governance-

MGVs KBHDCH follows a **participatory structure** for governance with **decentralization** at its core. The **functional autonomy** facilitates efficient and uninterrupted functioning.

Statutory committees play a significant role in academic and administrative governance aiding in the implementation of actions through IQAC. **Non-statutory committees** focus on capacity-building within specific sectors and facilitates efficient functioning. These committees have representation from all the stakeholders creating an **inclusive environment** where the opinions of each matter.

The Institution is working towards the achievement of vision and mission with a specific **strategic plan** that focuses on thrust areas to accomplish **excellence in dental education, compassionate patient care, research and innovation culture, infrastructure optimization, effective governance and creation of inclusive and supportive environment.**

Stakeholder's Participation in Decision-making-

MGVs KBHDCH believes that the significant stakeholders who are benefited or affected by the Institution's performance and policies are the Management, faculty, students, parents, patients, the community and alumni. **Active participation of the stakeholders** in decision-making allows **clarity and consistency in governance.**

Stakeholders such as Management, faculty and administrative staff, students are actively involved in various committees. Considering patients as important stakeholders, providing patient-centric care aimed community wellness is top priority. Feedback of parents obtained guides decision-making.

Activities which led to Institutional Excellence-

- Institution awarded ‘Most Reputed Private Dental College in Maharashtra’ at ‘International Education Awards’ in 2017.
- NIRF ranking 29th in Dental Category- 2021
- 37th rank in NIRF (Dental Category)– 2022
- High patient turnover with a daily OPD of over 600.
- ISO 9001:2015 certification providing BDS and MDS education.
- Prestigious Pierre Fauchard Best Undergraduate student award in 2020
- Establishment of Dr Apoorva Hiray Incubation and Innovation Centre in 2020 with state-of-the-art equipment, technological advancements and 4 Committees to support research activities resulting in over 350 research studies.
- Out of the 5 MUHS toppers, 5 of our students from 2019-20 batch bagged 4 positions.
- 2 students bagged the MUHS I Rank, 6 students were subject-toppers at MUHS exams.
- 4 MDS students across specialities bagged the First rank in MUHS examinations.

- Awards won- State-level MUHS I Prize in Avishkar Research and Innovation Competition in 2022, MUHS Best Sport Student Award in 2021-22, MUHS NSS Best Volunteer Award in 2022-23.

- 17 research projects received Government grants.
- 300 plus community outreach activities including oral health education, screening and treatment camps.
- Increased Institutional Social Footprint by adoption of 10 rural villages, including 5 tribal facilitating access to dental treatment for the underserved.
- 113 students from the Institution represented MUHS in Sports/Cultural events.

File Description	Document
Any additional information	View Document
Link for Vision and Mission documents approved by the College bodies	View Document
Link for additional information	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:

MGVs KBHDCH was established in 1991 to provide quality dental education and access to oral healthcare services. The Institute has **excellent infrastructure** and **comprehensive facilities for research and patient-care**. The Institute has made **consistent progress** with enhancement in BDS intake from 60 to 100 and MDS from 19 to 29 seats. There has been a **steady increase in the patient inflow** over the years.

The **Institute's organogram** reflects the **structured organization** and the relationships of the various positions. The Institute promotes the culture of management at the **strategic level, functional level and operational level**.

STRATEGIC LEVEL-

The College Development Committee and Principal are involved in defining and planning policies and procedures pertaining to academics, curriculum including internal exams, patient-care, student and staff welfare, support, efficient operations, innovative research activities, code of conduct, discipline, grievances, support service, finance and so on.

Middle managerial level is a horizontal structure **including IQAC coordinator, HODs, In-charges of HR, Finance, Estate, Academics and Hospital** which ensures institutional success. Their responsibilities include academic leadership, faculty management, administrative oversight, students' matters, research promotion, professional networking, and quality assurance and to endorse communication and collaboration.

FUNCTIONAL LEVEL-

At the functional level, **HODs and staff members** join hands while working in the departments and various committees for the execution of academic, administrative, research, extension and extracurricular activities, curricular development, clinical supervision, student mentorship, professional development and community engagement. This impacts the institute's success and reputation.

ADMINISTRATIVE LEVEL-

The Institute has an **administrative structure** headed by the HR who overlooks the bodies like sanitation, OPD, security, hostel, accounts, pharmacy, store, maintaining service records and facilitating University affiliations including fees and admission.

AUXILIARY LEVEL-

The Institute's **auxiliary staff** includes technician, attendants, engineers, audiovisual technicians, hostel wardens, gardener, security personnel and housekeeping. The Institution values each stakeholder role in shaping policies.

Although strategic planning and decisions are made at Principal and IQAC level with the inputs from all stakeholders, the effective implementation of these decisions is done through various Heads of Departments and Committees. Various committees have defined structure and the role of each member is specific. All the HODs specifically appoint and designate staff for academic, administrative and clinical

works. **Decentralization** helps in **effective governance and timely implementation of decisions and policies**.

The Institute has **12 Statutory** and **25 Non-Statutory Committees**. These committees have **representation from all stakeholders** including the Trust, faculty, students, parents, professionals, society and their participation in overall functioning and decision making is given due importance. This makes it possible to take into account views and ideas of all stakeholders. It also helps in addressing the issues and needs of all stakeholders.

Effective leadership at **MGVs KBHDCH** is demonstrated through the **decentralization and participative management** across all levels of functioning mentioned above. At the strategic level, it ensures broad-based input and alignment with long-term goals, at the functional level, it fosters departmental ownership, at the administrative level, it promotes efficiency and at the auxiliary level, it enhances the quality and responsiveness of support services.

File Description	Document
Link for relevant information / documents	View Document
Link for additional information	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:

Over the years, **MGVs KBHDCH** has developed a well-defined organizational structure and established Statutory and Non-Statutory Committees governed by relevant rules, norms, and guidelines.

ORGANIZATIONAL STRUCTURE AND GOVERNANCE-

The Principal, under the able guidance of the **College Development Committee** ensures effective deployment of strategic plans through effective governance. **IQAC** plays a pivotal role in bringing the quality culture and brings the necessary changes and initiatives through various committees. The Institute's organizational structure is designed to facilitate **decentralized management** ensuring **efficient operations** across various departments and functions.

STATUTORY COMMITTEES are constituted as per the requirements laid down by regulatory authorities. The committees have defined roles and responsibilities that play an important role in implementation of actions through IQAC. Representatives from various stakeholders is ensured.

NON-STATUTORY COMMITTEES focus on capacity-building within specific sectors and aid in

participatory management.

RULES, NORMS AND GUIDELINES-

Policies, SOPs and guidelines are framed by the Institute to ensure smooth functioning. **Regular meetings, meticulous record-keeping and review of action taken reports** in subsequent IQAC meetings contribute to **fulfilment of the strategic plan**.

DEPLOYMENT OF STRATEGIC PLAN-

Dental education – Effective integration of ICT tools and advanced student-centric pedagogical strategies to foster active, self-directed learning. **Enhancement of postgraduate seats** is initiated in three Dental Specialities. **PhD courses were started** to provide opportunities for higher education. **4 adjuvant faculties** from Distinguished International Universities were appointed to facilitate greater learning opportunities and career guidance. The Institute has a **Collaboration with AIMST University**, Malaysia and co-organized a Virtual International Conference.

Infrastructure optimization – The Optimization of infrastructure through purchase of latest equipment and regular maintenance is given importance. **ICT educational tools, simulation and imaging software** have been procured and integrated for teaching-learning and patient care.

Effective Governance- Decentralization, participative involvement and inclusive approaches through **setting up of committees** have resulted in effective governance. Acquisition of **Campus 360 ERP software** has ensured smooth administrative functioning.

Patient-Centric Care and Community Wellness- Evidence-based treatment is implemented across all departments and **multidisciplinary treatment planning and execution** is practised. The institution has **adopted ten rural villages including five in tribal areas**, offering comprehensive services that include oral health screening, treatment, health education and tobacco cessation.

Innovation and Research- A supportive ecosystem is provided with availability of research facilities backed by a team of experienced staff under 4 Committees for guidance. Staff are being given incentives for publications.

Supportive Environment and Inclusive Environment- Regular feedback is taken to facilitate improvement. **Cultivation of holistic excellence** by promoting participation in extracurricular activities. **Alumni connect** for career counselling, **Equal Opportunity Cell** and **Mentorship** create a nurturing environment.

IMPLEMENTATION AND EVALUATION-

The success of the strategic plan hinges on meticulous execution and periodic evaluation. Regular reviews are underway to assess progress against defined objectives.

The strategic plan of **MGVs KBHDCH** embodies a holistic approach with academic excellence through quality education and infrastructure optimization, patient care and community wellness, research and innovation, supportive ecosystem, effective governance at its core. Leveraging on the organizational

structure, the institution aims to achieve its vision and mission.

File Description	Document
Any additional information	View 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
Link for additional information	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: A. All of the above

File Description	Document
Screen shots of user interfaces of each module Annual e-governance report approved by Governing Council/ Board of Management/ Syndicate Policy document	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
Link for additional information	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Staff members are an invaluable asset and **MGVs KBHDCH** believes in the well-being of all its employees for the success of the institution. Faculty welfare initiatives taken include:

GENERAL WELFARE MEASURES:

1. Employment based on employment laws and regulations as specified by DCI, MUHS and Government of Maharashtra.
2. **Equal opportunities** without discrimination based on gender, race, religion or disabilities.
3. **Effective grievance redressal mechanism** is in place.
4. **Canteen facility**-hygienic and wholesome food at reasonable rates.
5. **Concession for dental treatment** to the staff. **40 staff members** took advantage of concession in last five years.
6. **One hour movement** out of institution is allowed in case of emergency.
7. **Provident Fund Scheme** is available for staff who wish to enroll. Staff members enrolled in this scheme in last 5 years are: 198 in 2018-19, 181 in 2019-20, 190 in 2020-21, 163 in 2021-22 and 169 in 2022-23. In the last 5 years, 23 staff benefitted from Provident Fund.
8. **Gratuity**: 23 staff received gratuity in the last 5 years.
9. **Salary advance**: 232 staff members were provided with salary advance in last 5 years.
10. **Transport allowance, Dearness Allowance, House Rent Allowance, City Living Allowance**: Staff members who benefitted from allowances in 2018-19-137 staff, 2019-20 and 2020-21-125 staff each, 2021-22-193 staff and 2022-23-187 staff.
11. Staff members can avail **10 medical** and **08 Casual leaves** each year. **Six months maternity leave** can be availed by female staff. Maternity leave was availed by 09 staff members in last five years. **20 days summer** and **15 days Diwali vacation** is given to staff members for leisure and relaxation.
12. **Salary was credited** even during **COVID period**. Total 46 staff (26 teaching and 20 non-teachings) availed additional leave facility during COVID.
13. **Accident policy with coverage of up to 3 lakhs** is provided. 216 staff were covered with accident policy in 2022-2023 and 218 in 2021-2022.

Teaching Faculty Welfare:

1. **Incentives to attend conferences, workshops, conventions** to enrich knowledge and promote

research. In the last five years, 54 teaching staff received financial support for Conference registration by the institute.

2. **Duty leave and special leave** can be availed for conducting university practical exams or any other institutional/university work, attending conferences, workshops and scientific sessions.
3. **Appraisal based incentives** like promotion and increment are given regularly. 221 teaching and 623 non-teaching staff members received salary increment in last 5 years.
4. **Resources for research and publication activities** are made available. Research Society provides guidance to staff.
5. **Motivational Awards for Teachers** are given each year. In the last five years, 07 teachers received 'Best Teacher Award' and 05 teachers received 'Appreciation Awards'.
6. **Regulatory body registration** is facilitated. 17 Staff members were provided with IDA registration in last 5 years.

Non-Teaching Faculty Welfare:

1. **Group Insurance** was provided to 77 staff members in 2022-23, 77 in 2021-22, 83 in 2020-21, 85 staff members in 2019-20 and 87 in 2018-19.
2. **Uniforms** are provided to non-teaching staff to erase boundaries.
3. **COVID allowance amounting to Rs 7100000** was paid as a welfare initiative.

File Description	Document
Link for policy document on the welfare measures	View Document
Link for list of beneficiaries of welfare measures	View Document
Link for additional information	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: 13.75

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

2022-23	2021-22	2020-21	2019-20	2018-19
36	25	3	13	6

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

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: 15.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
28	14	9	15	13

File Description	Document
Reports of Academic Staff College or similar centers Verification of schedules of training programs	View Document
Institutional data in prescribed format	View Document
Detailed program report for each program should be made available Reports of the Human Resource Development Centres (UGC ASC or other relevant centres)	View Document
Copy of circular/ brochure/report of training program self conducted program may also be considered	View Document
Any 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: 94.36

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

2022-23	2021-22	2020-21	2019-20	2018-19
121	116	110	108	103

File Description

Document

Institutional data in prescribed format

[View Document](#)

E-copy of the certificate of the program attended by teacher

[View Document](#)

Days limits of program/course as prescribed by UGC/AICTE or Preferably Minimum one day programme conducted by recognised body/academic institution

[View Document](#)

6.3.5

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

Response:

MGVs KBHDCH follows a well-defined and framed model of Performance Appraisal system. The main objectives of performance appraisal are:

1. To identify strengths and weaknesses of staff members to place the right person at the right job
2. To maintain and assess the potential in a person for further growth and development
3. To maintain records in order to determine annual increments, promotion, etc
4. To provide feedback to staff regarding their performance
5. For positively influencing working habits of the staff

The performance appraisal of **teaching faculty** is based on:

A) Teaching, learning and evaluation related activities:

1. Lectures, demonstrations, discussion, practicals
2. Preparation and imparting of knowledge
3. Conduct of examinations

B) Professional development, curricular, extracurricular extension activities and administration:

1. Student related co-curricular and extracurricular extension activities (field visits, outreach programs, competitions)
2. Clinical, academic and department related activities
3. Professional development activities

C) Research and academic contribution:

1. Publishing research papers in indexed and specialty journals
2. Conducting and guiding research and surveys
3. Attending conferences, workshops and seminars

The performance of **non-teaching staff** is evaluated based on their physical fitness, reliability, technical ability (where relevant), integrity and character, special aptitude, obedience, punctuality, penalties/awards, fitness for promotion and general assessment.

Since 2022, the appraisal is done in a **digital manner** wherein the evaluation basis is

- a) Attitude towards coworkers
- b) Attitude towards visitors
- c) Potentialities and extra efforts
- d) Innovation, motivation and creativity
- e) Job knowledge
- f) Regularity and discipline
- g) Patient management

The mechanism for performance appraisal is as follows:

Self-assessment reports (Part A): Each staff member assesses his/her own work on a scale from outstanding to poor category. They have to provide justification for self-grading, difficulties encountered and suggestions for removal of difficulties. This information is collected from all teaching and non-teaching staff once a year.

Confidential reports by Head of Department (Part B): The self-assessment by staff members is verified and assessed by the Heads (HOD) of the respective Departments. The HODs enter their remarks and grades in the part B as confidential report and submit it to the Principal.

Confidential reports by Principal (Part C): Based on the Self-assessment reports by staff and the remarks and grades by the Heads of the Departments, the Principal of the Institute prepares confidential reports of the staff and submit these reports to the Chairman, the College Development Committee.

Actions taken by the institute to improve performance: Based on the reports of Parts A, B and C, the staff member is awarded either/or promotions against vacant seats, salary increments etc. The assessment also takes care of the continuation of the services for newly appointed staff members. If there is any deficiency, the individual staff member is informed verbally or in written form and given a chance to improve their performance.

The performance appraisal system benefits in motivating the staff, for assessment of their strengths and weaknesses to facilitate progress.

File Description	Document
Any additional information	View 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 resources are utilized in the most effective manner at **MGVs KBHDCH** to follow financial discipline and to ensure maximum utilization. The Institution has defined the resource mobilization strategies as follows-

FINANCIAL SOURCES:

- Tuitions fees of UG and PG Students as fixed by Fee Regulatory Authority
- Treatment charges from patients
- Government and non-government funding
- Interest from bank deposits
- Hostel Fees

RECURRING EXPENSES:

- Salaries
- Stipend to interns and postgraduate student
- Free treatment to patients from Indigent Patients Fund
- Free medication and treatment for patients with annual income below Rs 1.8 lakh
- Administrative expenses
- Consumables
- Equipment maintenance and repairs
- Workshop, seminar expenses for staff and students
- Biomedical waste management charges

ACADEMIC EXPENSES:

- Purchase of books/journals, e-journal subscription- The Library is strengthened by strategically acquiring cutting-edge dental literature, journals, and digital resources.
- Practical training charges for students
- Infrastructure development
- Purchase of latest equipments
- Upgradation of Furniture
- Updation of IT facilities

To ensure optimal resource utilization and financial discipline, various financial measures are being adopted-

1. **Budgeting and Comparative analysis of budget vs expenditure**
2. **Purchase Procedure**
3. **Financial Support to staff**
4. **ERP Software**

1. Budgeting and Comparative analysis of budget vs expenditure: Budgets are **meticulously prepared** at the beginning of the financial year after gathering detailed requirements from various departments. A comparative analysis of actual expenditure versus budget estimates is conducted after finalization of accounts. This **rigorous process** allows for resource reallocation in response to changing needs, maintaining fiscal responsibility and adaptability.

2. Purchase Procedure: The Institute employs a stringent two-tier control system over its purchase procedures to ensure economy and efficiency. The **Purchase Committee** finalizes pre-purchase orders with justification which are then reviewed and approved by the Principal and CDC. This process prevents investment in unused stock by obtaining store department remarks and purchases are made after stocks reach reorder levels. To guarantee cost-effectiveness, a minimum of three quotations are invited before finalizing a vendor, and negotiations are conducted at every level. This comprehensive approach involves faculty input and ensures that purchases are made in the most cost-efficient manner while maintaining high quality standards.

3. Financial Support to staff: Staff being the most important resource, all measures are taken for the overall development and well-being of staff. **Financial assistance is given to attend Conferences** for their professional development. Workshop, training sessions are also arranged by Institution. **Provident fund, Gratuity, Group insurance** facility are provided to staff to ensure their financial stability. To

ensure well-being of staff, **COVID allowance amounting to Rs.71,00,000** was paid during COVID period. Staff are benefitting from **Transport allowance, Dearness Allowance, House Rent Allowance, City Living Allowance.**

4. **ERP Software:** **Campus 360 ERP software** is being utilized for admissions, fee collection. This ensures real-time update to students and Finance Department. Campus 360 ERP software is also used for Library. **OPD Software “Medseva”** being utilized for collection of OPD charges, for patient’s record. For accounts, **Tally** is utilized to ensure the correct and timely completion of accounts.

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:

MGVs KBHDCH prioritizes **financial transparency** through regular internal and external audits, ensuring accountability and trust in its financial operations.

Types of Audits:

1. Statutory Audit (External Audit):

Statutory Audit is conducted every year by C A Mukund Kokil & Co. in accordance with statutory requirements. Audit report is finalized within 6 months from the closure of the Financial Year. Audit queries and objections are solved by giving written submission, documents are submitted as required and oral explanations are given wherever necessary.

Audit is conducted to ensure that the financial statements have been prepared in conformity with the relevant statutory requirements, accounting standards and other recognized accounting principles and practices. The basic objective is to give a true and fair view of the surplus or deficit in case of income and expenditure account and the state of affairs in the case of Balance-Sheet.

1. Internal Audit

Audit is conducted with a view to ascertain that the Institute is complying with all the Rules, Regulations, Manuals, Circulars of Government Department and Funds are recorded and utilized properly in a cost-effective manner. Reports in the requisite format are submitted to Fee Regulating

Authority and to the Charity Commissioner at regular intervals.

To exercise proper internal control; internal audit is conducted. Internal audit verification includes Verification of Final accounts, Books of Accounts, including opening balance verification.

- Statement of Receipts, and Payments
- Fee record
- Record of scholarship
- Record of OPD
- Payments made during the year.
- Purchase and Maintenance of Fixed Assets and recording of Inventory
- Purchase and utilization of consumables
- Library Record
- Compliance with statutory provisions of Income Tax, Provident Fund, Profession Tax.

Internal audit report is submitted quarterly or on six monthly basis. At the time of visit of auditors, draft audit is discussed.

Mechanism is developed to solve audit objections/observations

1. Audit queries raised at the time of audit are noted down and resolved and the record is maintained for future reference. Queries raised are communicated to the concerned Department and In-charges in case of Library, Store. A copy is also submitted to Accountant/Office Superintendent (Finance).
2. Draft audit report is discussed with Accountant/ Office Superintendent (Finance) and the Principal.
3. Audit report is submitted to the Accounts Department, Principal and Finance Section.
4. Major violations or any material impropriety or irregularity observed if any; are notified to the Principal and Management.
5. After receipt of Internal Audit report, compliance report is submitted within 15 days. Routine queries are submitted to Accountant (O.S.)
6. In case of non – submission of compliance within 15 days, same is intimated to the Principal for suitable action and compliance.

Audit report and queries are submitted to the Principal and Finance Department and follow-up is made for compliance.

Statutory and internal audits are conducted to achieve the objective of timely and proper maintenance of records, compliance with statutory regulations regulation, verify proper utilization of resources. To achieve this objective administrative model of verification, reporting, corrections and compliance is developed and implemented by the administrative staff, the Principal, and Management.

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: 6.47

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

2022-23	2021-22	2020-21	2019-20	2018-19
3.94	0.01	0.91	0.80	0.805

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

6.5 Internal Quality Assurance System

6.5.1

Instituion has a streamlined Internal Quality Assurance Mechanism

Response:

MGVs KBHDCH has an **Internal Quality Assurance Cell** with the aim of continuous improvement of quality and achieving academic excellence. It adopts a participatory approach in managing activities related to **quality management strategies in academic and administrative aspects.**

The IQAC is involved in **defining a strategic plan** of the Institute and **ensures its' implementation.** IQAC plays an important role in designing policies and decentralization and participatory approach helps

in its effective implementation.

IQAC Meetings-

Regular meetings are conducted **every 3 months**. After every meeting, action is initiated by circulating the minutes to the concerned committees and subsequent action taken report is generated which is presented in the next meeting.

Committee structure-

Institution has an IQAC as per the norms given by NAAC which is headed by the Principal.

Quality Policies and SOP's-

IQAC played an important role in bringing quality culture in overall functioning and instrumental in developing quality policies and SOP's

Curriculum review and Value addition-

With the idea of giving excellent education, IQAC has taken various initiatives like-

- Designing curriculum with respect to **Course outcomes and Program outcomes** (CO and PO mapping).
- The Institute has conducted **30 value-added courses** every year for the past 5 years through IQAC's initiative.
- IQAC has developed a **Student centric teaching-learning mechanism**.
- Latest and **updated teaching modalities** and well-designed study model and program.
- **Defined assessment criteria and grading system**.

Faculty Development-

Continuous and consistent efforts are taken by the institute for faculty development for which IQAC has organized **178 FDPs** in last 5 years and minimum 85 % staff attended it.

Infrastructure and Facilities-

IQAC is instrumental in upgrading infrastructure like **incubation center, 4 ICT-enabled classrooms, 10 Smart Seminar Rooms, 2 Skill Labs, a Digital Evaluation Center, latest equipment like CBCT, LASERS, Research microscopes with photomicrography, multiviewing microscope and operating microscope**. IQAC has been instrumental in acquisition of **3 simulation and 1 imaging software**.

Student Support and Engagement-

Student welfare committees and **Student council** play a very crucial role in bringing about a supportive environment and engagement of students.

Building a **strong Alumni network** and facilitating their contribution to the institution is the area of distinctiveness.

Feedback Mechanism-

Collection and analysis of feedback to initiate action accordingly is executed through the Curriculum committee.

Organizing Workshops on quality initiatives-

The work of IQAC is a step towards internalization and institutionalization of quality enhancement initiatives by organizing programs on NAAC, ISO, and NEP. A total of 19 **programs** have been organized in the last 5 years.

Accreditation by NAAC

The institute is constantly working for recognition, accreditations. The Institute was **29th in NIRF in 2021 and 37th in 2022 and is ISO-certified**. IQAC has played a major role in sensitization of each and everyone towards NAAC data collection, preparation for NAAC and digitization of records. The objective is to promote measures for institutional functioning towards quality enhancement through internalization of quality culture and institutionalization of best practices to develop a system for conscious, consistent and catalytic action to improve academic and administrative performance of the institution.

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: 92.26

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

2022-23	2021-22	2020-21	2019-20	2018-19
110	112	107	113	103

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
Link for 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: A. All of the above

Self Study Report of MAHATMA GANDHI VIDYAMANDIR'S KARMAVEER BHAUSAHEB HIRAY DENTAL COLLEGE AND HOSPITAL, NASHIK, MAHARASHTRA

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
Institutional data in prescribed format	View Document
Any additional information	View Document
Annual report of the College	View Document
Link for 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: 34

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	5	9	7	7

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
Any additional information	View Document
Link for additional information	View Document

7.1.2

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

Response:

Gender equity is implemented with dynamics in MGVs KBHDCH since the establishment of the institution.

Gender equity in curricular activities-

The institute ensures Gender equity and sensitization in the BDS Curriculum through incorporation of awareness, understanding, and sensitivity towards gender issues within educational programs and activities. It involves Inclusive Language, Diverse Representation, Promotion of Gender

Equality, establishing **gender support services** and engaging in community outreach programs, Teacher Training and Professional Development. **By integrating gender sensitization into curricular activities, the institute plays a crucial role in fostering a more inclusive and equitable society.**

- **Internal Complaints Committee (ICC)** has always been above and beyond in its institutional values to sustain and abide by promoting and practicing gender equity; and simultaneously sensitizing everyone about gender issues. ICC conducts minimum 4 meetings per year. **The institute boasts of having dynamic and highly learned female teaching staff who have devoted years of service for developing the institute academically as well as administratively.**

Gender equity in co-curricular activities-

The Institute has taken initiatives to sensitize students, teachers and non-teaching staff about this issue. **actively conducts events and workshops** to promote gender equity and equality.

MGVs KBHDCH ensures scholarship programs for students, economically backward class and reserved class for the whole course since the commencement.

Mentor mentee programs ensures handling sensitive issues of both genders with counselling done accordingly; 8 meetings per student is conducted annually (1:5) by mentors ensuring sensitization of students.

Specific Facilities provided for female members (Staff/Students)-

Security mechanisms have been provided for the safety of students, staff and resident doctors during the functioning hours of the institute. Entry to campus is restricted and strictly monitored. Further, **the entire campus is stringently monitored with CCTV surveillance cameras along with male and female guards working in shift duties for 24 hours with periodic rounds in the hostels.** This includes institution entrance, various departments, hostels and play areas with approximately 105 cameras in the premises.

The Institute gives special attention towards the overall development of the students with **a holistic approach by providing them with common rooms, separate for girls and boys, to initiate dialogue and promote recreational activities. Separate washrooms** for male and female patients, staff and students are available in the Institute.

The Institute follows '**VISHAKA GUIDELINES**' framed by the Government of India. Student and Staff Welfare, Grievance and Redressal Committee **and ICC works towards safe and secure environment for women. Counselling** for the staff and students is done through discussions and guidance.

The Institute **conducts 12-14 workshops annually and celebrates days such as International Women's day, International Yoga day** to encourage healthy practices and promote better psychological environment and gender equality.

The Institute conducts **Haemoglobin estimation check-up camp** for girl students every year and medicines are distributed to anaemic students. **MGVs KBHDCH** promotes activities like self-defence

and entrepreneurship. **Sanitary vending and disposal machines** are installed in the hostel and college buildings.

The institute has a **liberal Maternity leave policy to support the expecting mothers and also a day-care facility.**

File Description	Document
Any additional information	View 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: A. All 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
Any additional information	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:

MGVs KBHDCH is committed to an infection-free and pollution-free campus and surroundings. Every effort is made to attain this goal.

The Institution has developed the following facilities and entered into agreements with various organizations to manage the various types of waste generated on campus-

SOLID WASTE MANAGEMENT:

Solid waste is collected separately in green bags in individual Departments. The waste from Departments is transferred to bigger dustbins. The waste is collected by Nasik Municipal Corporation owned “**Ghantagadi**” i.e. **waste collection vehicle**.

Sanitary pad disposal machine- available in Girls' Hostel and College Premises.

LIQUID WASTE MANAGEMENT:

Liquid waste generated from the hospital and college is recycled in the **Sewage Treatment Plant (STP)**. It is used for **watering plants and for sprinklers** for the college ground. The treatment capacity of the STP is **30m³/day**. The components of the STP includes Septic Tank, Collection tank, Aeration tank, Sludge setting tank.

BIOMEDICAL WASTE MANAGEMENT:

BMW disposal is carried out as per guidelines given in **Bio-Medical Waste (Management and Handling) Rules, 2016**. The Institute has an agreement with **Maharashtra Pollution Control Board (MPCB) approved Water-Grace products Nashik** for the management of BMW. BMW is collected in Yellow, Red, Blue and Green bags as per the provisions of MPCB. The collected waste is stored in the

interim storage site. Water-Grace products Nashik, an outsourced agency of Nasik Municipal Corporation collects waste and takes it to the common biomedical waste management facility.

Following table shows the generated biomedical waste quantity per year -

Year	Yellow		Red		Blue		Green	
	Total bags	Wt.(Kg)	Total bags	Wt.(Kg)	Total bags	Wt.(Kg)	Total bags	Wt.(Kg)
2023	994	1171.95	114	279.8	352	432.2	699	1119.55
2022	1263	1344.57	219	269.2	547	581.45	817	1031.23
2021	2415	2540.2	769	802.1	1553	1531.8	1398	1416.4
2020	1859	1960.7	648	671.05	1237	1219.6	1135	1151.2
2019	2324	2441.1	660	672.6	1314	1367.1	1415	1422.7

E-WASTE MANAGEMENT:

Memorandum of Understanding (MOU) has been done between the Institute and **Era Green E-Waste Recycling Private Limited.** (GSTIN: 09AAFCE4354B1ZW)

E-Waste collected from all the departments is given to the above mentioned agency for disposal at timely intervals. Some non-damaged or reusable part of items are repaired while the rest are sent for disposal.

BIODEGRADABLE SOLID WASTE:

Biodegradable solid waste is processed for future use in a **Biogas plant (800 liter capacity).** It is responsible for saving approximately 60% cooking gas.

- Following are the details of installed project-

1. Biogas Unit: (Green Star +20) based on anaerobic digestion
2. Single Burner Stove Biogas
3. 10 Mtr Braided Pipe, Water Remover

HAZARDOUS CHEMICALS AND RADIOACTIVE WASTE MANAGEMENT:

Depleted fixer solution of radiology department and lead foil of IOPA films are considered under hazardous chemical. (**Radiation protection rule 2004**). Depleted fixer solutions are stored in cans and Lead foils are stored in a separate container at a dedicated facility. Collection is done by administrative department. This waste is disposed of on quotation basis quarterly in a year (**40-50 L/year**).

File Description	Document
Any additional information	View 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: All 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
Any additional information	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: A. All 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. Divyangjan friendly washrooms
3. Signage including tactile path, lights, display boards and signposts
4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment
5. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading

Response: A. All 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
Any additional information	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:

Workplace equity:

In **MGVs KBHDCH** all stakeholders are treated with equality irrespective of gender, class, religious association and ethnic background.

The institute has a code of **conduct for students, teachers and other employees** which has to be followed by everyone irrespective of their cultural, regional, linguistic, communal, socioeconomic and other diversities. Accordingly, to bring uniformity in dress code, all Undergraduate students wear white aprons while interns and PG students wear coloured scrubs.

The Institute strictly adheres to MUHS rules and regulations. This helps keeping the educational environment free from the evils of ragging and sexual harassment and this brings harmony between students.

Gender sensitization programs are regularly conducted in order to develop gender equality amongst students.

Cultural, Regional inclusiveness:

Different cultures are celebrated through **Annual Cultural Event**, with the **Fresher's welcome event, Farewell party, sports activities** giving an opportunity to the students to work as a team. Regional festivals like **Makar Sankranti, Holi, Ganesh festival, Christmas** are celebrated which provides them a platform to mingle freely, forgetting their caste and creed.

Extracurricular activities through **Literature club, Dance/Drama club and Trekking club** unite the students and staff forgetting personal differences.

Linguistics inclusiveness: Bilingual sessions are practiced by the staff for training of students in their initial years after admission. Communication with patients is done in Marathi or Hindi language so that they understand better.

Socio-Economic inclusiveness: Students from various strata of society are enrolled in the institute through uniform admission process of University providing them equal opportunities.

Students from economically backward and minority sections are provided **government scholarships** (1314 in the last 5 years). As per University guidelines, eligible students get benefits from schemes like **Earn and Learn, Book Bank, Dhanvantari Vidyadhan, Sanjeevani Vidyarthi Suraksha and Savitribai Phule** scholarship.

Other Diversity:

Special attention is given to **physically challenged students**, left-handed students. Provision of required

modifications in the campus and clinics makes them feel comfortable.

KBHDCH celebrates Independence Day and Republic Day, International Yoga Day that ensures balance between mental and physical health of students. Also lectures and sessions are arranged on Health wellness of students.

Leveraging location for the service of the community:

The institute's central location makes it convenient to access dental treatment at nominal charges.

Oral Healthcare beyond socioeconomic boundaries:

A large number of patients from semi-urban, rural and tribal areas seek diagnostic facilities and management of dental diseases in the Institute.

Satellite centers:

MGVs KBHDCH runs 2 satellite centers that extend accessible oral health services to diverse communities and establish a decentralized network of oral healthcare.

Extension and Outreach activity:

The institute has a focused outreach in the **adopted villages** providing general and oral healthcare through **Health Education, Oral Health Screening and treatment camps** to serve different strata of society. The **Oral Cancer Control program using a mobile health** module for **tobacco chewers of tribal villages** has been initiated. Camps are conducted in remote areas where oral healthcare services are usually inaccessible. This enables our students to learn and understand the ground realities of people from different backgrounds.

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: A. All 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
Any other relevant information	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:

At **MGVs KBHDCH**, we celebrate, commemorate and observe important events, days and festivals – including National and International Days. The objective of this initiative is to create awareness amongst the students and staff members regarding the importance of these occasions.

Every year, various days are celebrated that have historical, cultural or social significance.

On Republic Day and Independence Day, the Institute organizes flag-hoisting ceremony on the College ground. These events evoke a great sense of national pride and help us to remember the sacrifices made by our great freedom fighters.

In addition to National events, the Institute observes International days and events as well. These include International Women's Day, World Aids Day, World No Tobacco Day and many others.

Along with the commemorative days and events, the Institute also celebrates various festivals throughout the year with great verve and vigor. A diverse variety of festivals like Makar Sankranti, Holi, Ganesh Festival, Navratri, Diwali, Christmas are celebrated with active participation by all the staff and students.

These festive celebrations are meticulously planned and executed by the students under the guidance of the faculty.

Overall, the efforts of the Institute in celebrating National and International commemorative days and events, and the various festivals reflect its commitment in promoting unity, diversity and positive social change.

National Days:

- National Dentist Day – activities like slide show, poster competitions are organised
- National Public Health Dentistry Day – the Department of Public Health Dentistry organises activities like oral health check-up camps, awareness programs etc.
- Oral Hygiene Day – the Institute organised oral hygiene awareness programs.
- Organ Donation Day - The NSS wing of the Institute conducts programs to promote organ donation

International Days:

- International Oral and Maxillofacial Surgeons Day – activities like road safety rally, quiz competition, poster competition are conducted.
- International Cons-Endo Day – CDE programs are organised on this day
- International Women's Day – the Institute organises programs exclusively for the female students and staff members as well. Games and activities are also conducted on this day.
- World No Tobacco Day – awareness programs are conducted on this day
- International Yoga Day – this day is celebrated in the Institute by conducting yoga workshops.

Commemorative Days:

- Republic Day – every year, the Institute conducts the Flag Hoisting on the college ground in the morning.
- Independence Day – on this day, Flag Hoisting is done in the college campus.
- MUHS Foundation Day – Tree Plantation drive is organised on this day.

Festivals:

- Makar Sankranti – this festival is celebrated with activities like kite making competition.
- Holi – every year all the students of the Institute celebrate Holi in the college campus.
- Ganesh Chaturthi – Each year the Ganesh idol is kept in the campus for 11 days. Aarti is performed daily in the morning and evening.
- Navratri – as part of Navratri celebrations, Garba Night is organised on the campus.
- Christmas – carol singing, distribution of sweets is done by students in the morning and games are arranged in the evening.

File Description	Document
Any additional information	View 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:

BEST PRACTICE 1: BEYOND CLASSROOMS: ENHANCING ORAL HEALTH THROUGH OUTREACH ACTIVITIES

OBJECTIVES:

1. Educate and motivate the public regarding oral health care needs.
2. Provide oral health information and treatment directly to the community.
3. Enable students to address community health issues effectively.
4. Encourage rural residents to access healthcare services.

CONTEXT:

This practice underscores the institution's commitment to expanding its educational impact beyond the confines of the classroom. By **integrating community service into the curriculum**, the Institute aims to bridge the gap between theoretical learning and practical application. The Institute is strategically located in an urban area, yet is surrounded by underserved rural communities with limited access to dental care. Recognizing its dual role **in education and societal service**, the Institute initiates various **outreach activities** aimed at improving oral health.

PRACTICE:

In the last five years, the Institute has contributed to community health by means of -

1. Dental Camps:

- **Screening Camps:** **73 camps** were conducted, exposing approximately **959 students** and benefiting **16242 patients** across **rural, semi-urban and tribal population**.
- **Health Education Camps:** Approximately **959 students** participated in **178 health education camps**, educating **45000 individuals** in rural, semi-urban, and tribal areas about essential oral health practices
- **Community Service:** **1030 patients** benefited from **41 community service camps**, receiving vital dental treatments and health education, thereby enhancing oral health awareness and care.
- **Village Adoption:** The institution has **adopted ten villages including five in tribal**

areas, offering comprehensive services that include oral health screening, treatment, health education and tobacco cessation. An **Oral Cancer Control Program** using mobile health is underway in the tribal villages

2. **Satellite Centres:** 14339 patients from underserved communities have been treated at **two consistently operational satellite centres** involving **317 students** and faculty members.
3. **School Extension Activities:** Various camps are conducted in schools to prevent and treat childhood caries. **7043 students** have been screened and **100 children in 03 government schools** have benefited from **Pit and fissure sealants Pilot Project**.
4. **Central Jail Activities:** 200 students guided by faculty conducted **09 camps** for the inmates of central jail where **2197 inmates** were screened for oral diseases and **367 received treatment**.

EVIDENCE OF SUCCESS:

- **Increased Patient inflow-** This has benefitted patients, students and needy population. 7,27,051 patients have been screened and treated for dental problems in the last 5 years.
- **Improved Oral Health** in Target Population due to increased awareness to seek treatment leading to an increase in OPD by 40,000 in last 4-5 years.
- **Enhanced Student Learning and Community Engagement** - 116 screening/treatment camps in last 5 years.
- Our student won the **MUHS NSS Best Volunteer Award** in **2022-23**.
- **Improved Academic Performance:** Glorious performances in MUHS examination with average passing 93.42% for undergraduates and 100% for postgraduates in last 5 years
- **Increased Institutional Social Footprint:** Adoption of 10 rural villages facilitating access to dental treatment for nearly 31052 residents.

ENCOUNTERED PROBLEMS AND REQUIRED RESOURCES:

Challenges include villagers' reluctance to participate due to timing conflicts, low patient follow-up at hospitals, logistics and academic scheduling issues for greater student participation.

BEST PRACTICE 2: SEEDS TO TREES: CULTIVATING HOLISTIC EXCELLENCE IN STUDENTS

OBJECTIVES:

1. Promote rigorous academic standards and innovative teaching methods to foster intellectual growth and achievement among the students.
2. Cultivate self-awareness, resilience, and interpersonal skills in the graduates.
3. Encourage civic engagement, ethical leadership, and global citizenship to nurture a sense of responsibility towards society/world.

CONTEXT:

Although most institutes focus on curriculum-oriented teaching learning meeting the statutory requirements, it creates a huge gap between the expectations and requirements of clinical practice.

MGVs KBHDCH has meticulously integrated academics with social, physical, and moral facets. The Institute focuses on academic excellence and aims to foster personal growth, social responsibility, and lifelong learning attitude.

PRACTICE: Focusing on last five years-

- 1. Curricular enrichment:** The curriculum is designed to foster critical thinking, creativity, and problem-solving abilities among students. **30 value-added courses and 10 add-on subject related courses** tailored for each year's students enhances professional skills of approximately 975 students.
- 2. Research Support:** Extensive research support offering **12 dedicated research workshops, 10 GCP and 10 IPR programs** enhancing the research capabilities of over 900 students.
- 3. Integrated Teaching:** Integrated teaching was implemented **through interdisciplinary, interdepartmental courses (19 for BDS, 28 for MDS) and 23 CDE programs**, ensuring enriched academic experience, broadening skill-sets of over 900 students.
- 4. Physical and mental well-being:** The Institute recognizes the significance of extracurricular activities in shaping a student's personality by instilling teamwork, discipline, and resilience. 989 students were encouraged to participate in **5 annual and 113 university/state-level sports events and cultural activities**.
- 5. Civic engagement:** **Over 300 extension and outreach activities and ISR initiatives** engaging 960+ students to foster empathy and social responsibility.
- 6. Gender Sensitization:** **34 workshops and awareness campaigns** on gender sensitization were organized to effectively foster a culture of equality and respect among over 968 participants.
- 7. Alumni Contribution:** Over **70 lectures** delivered by alumni have significantly enriched the academic and professional perspectives of over 900 students indicating strengthened alumni connections.
- 8. Mentorship:** A healthy **mentor-mentee ratio of 1:5** with 8 meetings /year engaging all undergraduate and postgraduate students facilitates a nurturing environment.
- 9. Capability enhancement program:** **65 programs** conducted to build responsible citizens.
- 10. Career Guidance:** **16 sessions** inclusive of guiding sessions with alumni association.
- 11. Slow and Advance Learner program-** Ensures **academic success** and research participation.

EVIDENCE OF SUCCESS:

- **Out of the MUHS 5 toppers, 5 of our students bagged 4 positions. 2 students bagged the MUHS I Rank, 9 students were subject-toppers at MUHS exams.**
- **206 undergraduate students advanced to higher education and 134 students pursued studies abroad.**
- **17 research projects received Government grants and 233 research articles published.**
- **343 research studies were conducted by students.**

- 72 students pursued alternative careers post-BDS.
- 113 students represented MUHS in Sports/Cultural events.
- Awards won- Pierre Fauchard award in December 2021, MUHS Best Sport Student award in 2020-21, MUHS NSS Best Volunteer Award in 2022-23

PROBLEMS ENCOUNTERED:

Resistance to change, challenges of alignment with teaching-learning, student diversity and time-constraint are the few challenges faced during implementation.

File Description	Document
Any additional information	View Document
Link for best practices page in the Institutional web site	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:

ALUMNI IN ACTION – FROM GRADUATE

TO GUARDIAN

Background

Alumni Connect at MGVs KBHDCH is a distinctive link that nurtures meaningful connections and contributes to the growth and legacy of the Institution. It provides a pivotal platform for past graduates to stay connected with the Institute and support the current students. The Alumni have actively participated in mentoring sessions for the current students of the Institute through guest lectures, workshops, financial contributions at various levels showing affirmation of their shared commitment to excellence and advancement.

The Institute connects and engages with the alumni through various **social networking sites** such as WhatsApp and **reunion events**.

Major focus-

The objective is to foster **a lifelong bond** through **education and shared experiences** and provide

numerous avenues for alumni to contribute to the College community.

- **Knowledge sharing-** Lectures and workshops by Alumni.
- **Career-guidance-** Alumni play an active role in shaping the future of the institution through career guidance programs about opportunities in India and abroad.
- **Placement opportunities-** Fresh graduates of the Institute are provided placements by Alumni.

Benefit to the Institute-

Over the years, the Alumni Association and Alumni faculty have leveraged the connection with Alumni and built a vibrant network:

- **1. Inspiration: MGVs KBHDCH** has produced alumni that fit various roles- Established clinicians, Researchers, Entrepreneurs, Biostatisticians, those serving the communities, to name a few. Their flourishing career across the world is a **positive enforcement**. They serve as **role models** for our students.
- **2. International-connect:** Alumni of the Institute have an **enviable footprint across the globe**.
- **3. Guidance-** Whether the Alumni have a successful practice, pursued higher education, embarked on entrepreneurial ventures or chosen an alternative career path, they offer **insights, advice, and mentorship** through discussions, lectures empowering fresh graduates to excel in their chosen fields.

Benefit to the students-

- **Alumni Mentorship Congress-** An initiative organized annually that brings alumni from around the world to conduct theme-based interactive sessions, discussions and interviews. Around **57 sessions [International Alumni (25),National Alumni (24)]** on various topics ranging from professional guidance to **alternative career options (8 Lectures)** have been conducted.
- Since 2022-23, Forensic odontology has become a regular course conducted by our Alumnus.
- **Adjunct faculty members-** **Four alumni** have been appointed as adjunct faculty in various departments, and they conduct lectures every year. **8 lectures** have been conducted till date.
- **International Advocacy-** With the assistance of our Alumnus, the students of the Institute got an opportunity to attend **Massive Open Online Courses (MOOCS)** conducted by the **International Medical University, Malaysia**. **41 students** enrolled in an Inbound Virtual Mobility Program, which exposed them to problem-based approach and critical thinking in the clinical scenario.
- **Placements in India and abroad: 20 Alumni** of the Institute based in India regularly provide placement opportunities to the students at their clinics. They also advertise vacancies in their clinics on the WhatsApp group for placements. **3 International Alumni** provide opportunities to work as dental assistant while students prepare for their boards.

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

<p>8.1.1</p> <p>NEET percentile scores of students enrolled for the BDS programme for the preceding academic year.</p> <p>Response: 77.97</p>	
<p>8.1.1.1 Institutional mean NEET percentile score</p> <p>Response: 77.97</p>	
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

<p>8.1.2</p> <p>The Institution ensures adequate training for students in pre-clinical skills</p> <p>Response:</p> <p>The curriculum is designed to encourage integrated teaching methodology through a structured teaching program. Well-resourced provisions are made to help students master preclinical skills. Students are invigorated to work in preclinical laboratories and subsequently allowed to treat patients under guided supervision.</p> <p>STEPS TO IMPROVE PRE-CLINICAL SKILLS:</p> <ul style="list-style-type: none"> • Timely discussions and demonstrations– During preclinical training, procedures are first demonstrated by qualified staff, then performed by students to learn the finer details and gain confidence. • Provision in the Block timetable for preclinical exercises- Before performing procedures on patients, students complete a specified preclinical quota in that particular subject. • Time limit for completion- Preclinical work needs to be completed in stipulated time frame as specified by DCI. • Pre-determined assessment criteria– Bias in grading is eliminated by assessing exercises based on pre-determined points. • Record maintenance– In the preclinical logbook.
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- **Simulation based training** –Students are trained to perform procedures like cavity preparation,wire bending,tooth carving exercises on study models, phantom heads,wax blocks to simulate the same in patients.
- **BLS-ACLS Training**– Mandatory for students to undergo Basic Life Support and Advanced Life Support Training to empower them to handle medical emergencies.
- **Value-added courses to enhance pre-clinical skills:** To instill confidence before performing on patients, Value-Added Courses are added in the academic calender.

Facilities to Enhance Pre-Clinical Skills-

- The infrastructure and facilities of preclinical laboratories are structured and strictly according to **norms specified by DCI.**
- **Pre-clinical Prosthodontics Laboratory** has phantom heads, plaster lab, Dewaxing and Curing room, and Ceramic lab is equipped with facilities for **wax rim fabrication, teeth setting, denture fabrication** on ideal edentulous casts, **trimming and polishing, repairing broken dentures** that refines their skills prior to fabricating patient dentures.
- **Pre-clinical Conservative Laboratory** has phantom heads with inbuilt light for **cavity preparations** using micromotors, **base application** and **restorations** on plaster models
- **Orthodontics Laboratory** possesses equipment for **wire bending** and appliance **fabrication, trimming and polishing,** performing **model analysis** and **cephalometric interpretation**
- In **Pedodontics Laboratory**, all facilities for performing exercises like **teeth identification** and **numbering** on study models, simulation of **tooth brushing techniques, deciduous teeth carvings, wire bending** and **appliance fabrication** are available
- The **Preclinical unit in Department of Periodontics** has study models, suture materials, to **simulate** and practice **surgical steps.**
- **Pre-clinical unit of Oral and Maxillofacial Surgery** houses skulls for demonstration of **local anesthesia techniques,** models and materials to practice surgeries. Provision for **mannequin** is made for demonstration of **BLS and ALS.**
- **Oral Medicine and Radiology** pre-clinics has **Console room** for **tracing and interpretation.**
- **Oral Biology and Oral Pathology Laboratory** is utilized to train students in **tooth carving** exercises on wax blocks improvising their **manual dexterity.** Students also learn from histology slides.
- **Dissection hall of the General Anatomy** Department is equipped with **cadaver** and bone set for learning human anatomy by **dissection.**
- **Laboratories in Biochemistry and Pharmacology** Departments possess equipments for **conducting experiments and formulate preparations.**
- **Physiology Laboratory** is well-equipped with all instruments for students for **hematology tests, recording BP, pulse.**
- In **General Pathology and Microbiology preclinical section,** **specimens** are made available to understand **pathologies** by direct observation and palpation

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: A. All 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
Link for Additional Information	View Document

8.1.4

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

Response:

MGVs KBHDCH conducts extensive orientation programs and patient-care workshops to help acquaint students to the functioning of the institution. In the orientation programs, our highly experienced faculty appraise the students regarding the curriculum, examinations and evaluations, academic calendar and their moral and social responsibilities towards patients and their care.

Orientation for I BDS students-The aim of this activity is to introduce the fresh students to the new environment. The orientation begins with a welcome address by the Principal followed by briefing about the institution, available infrastructure, rules and regulations, academic policies, attendance requirements and introduction of staff members. The Principal emphasizes that ragging is strictly prohibited on campus and a punishable offence. Parents are also invited and given a chance to put forth their views.

Students and Parents are taken on a guided tour to have a glimpse of every department.

Duration : 1 day

Topics covered:

- 1.Facilities available
- 2.Disciplinary issues and code of conduct
- 3.syllabus and time table
- 4.assessment pattern- internal, continuous, preliminary and university exam
- 5.hostel regulations
- 6.information regarding the Anti-ragging committee and their contact details

Experts involved:

- 1.Principal
- 2.HODs and staff members of all departments
- 3.Prominent alumni members (to boost confidence among students)

White coat ceremony for III BDS students is conducted for the students before starting the clinical postings. The ceremony aims to inculcate professional and ethical responsibilities associated with the white coat.

Duration: 1 day

Topics covered:

- 1.Orientation to clinical practice
- 2.Lecture on communication skills
- 3.Dental ethics
- 4.Importance of sterilization
- 5.Importance of chairside discussions
- 6.Importance of observation and assisting the senior faculty during clinical procedures
- 7.Importance about Research

Internship orientation program is organized prior to the commencement of internship to sensitize them to the needs of clinical practice. The program aims to inculcate compassion and empathy towards the patients.

1 day program, topics covered:

- 1.Soft-skill development
- 2.Leadership
- 3.Dental practice management
- 4.Infection control and sterilization
- 5.Biomedical waste management
- 6.Professional ethics
- 7.Importance of Research

8.Scope of postgraduation

Lectures on **NEET preparation** and **Career Guidance Sessions** are organized for their benefit.

Workshops on Patient Care focusing on the importance of Infection control, communication skills, biomedical Waste Management and professional ethics are conducted.

Other workshops-Depending on the need of the particular program or academic year, workshops on following topics are conducted every year-

- Code of conduct
- Basic Research Methodology
- Management of Medical Emergencies, Basic Life Support (BLS)
- Systematic Review
- Resident as Teacher
- Library Orientation

Orientation Program for postgraduate students is organized to introduce the students to the postgraduate program. Emphasis is laid on interdisciplinary and evidence-based practice.

1 day program covering:

- 1.Details of PG program
- 2.Preclinical,academic and clinical work
- 3.Assessment and examination
- 4.Synopsis and Dissertation
- 5.Research and Publications
- 6.Interdepartmental practice

Orientation Program for PhD scholars is conducted to acquaint scholars to the directives of MUHS for completion of the course. A one day program covering credit points, thesis synopsis guidelines, submission of six monthly reports and research methodology is organized.

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
Usage registers	View Document
Invoice of Purchase	View Document
Institutional data in prescribed format	View Document
Geotagged Photographs	View Document
Any additional information	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
Any other relevant information	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: 1.19

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	0	1	3	2

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:

The clinical competencies of dental students from **MGVs KBHDCH** are determined by the regulations specified by the Dental Council of India (DCI) and Maharashtra University of Health Sciences (MUHS). These competencies that need to be achieved are **documented in the students' record books** and are thoroughly discussed at the beginning of each term in the respective departments. The academic term is structured into **clinical postings and lectures**. In each academic year, third and final year students are **assigned two terms of clinical postings**. Assessments are conducted at the end of every term, which include both **practical examinations and viva-voce assessments**. These term-end assessments help students develop confidence in handling MUHS practical examinations, along with consideration of ethical and exam-related aspects.

Provide constructive feedback to students following evaluations, highlighting areas of strength and areas needing improvement. Transparently communicate the evaluation process to students, ensuring they understand how their work is being assessed. The IQAC sets clear, measurable objectives for quality enhancement. These objectives include improving teaching and learning practices, enhancing infrastructure, implementing student support services, promoting research and innovation, or any other

areas that require improvement.

To incorporate the **Objective Structured Practical Examination (OSPE)**, **Objective Structured Clinical Examination (OSCE)**, **MGVs KBHDCH** has introduced updates to the assessment criteria of practical examinations and clinical posting exams in 8 Departments. This has resulted in improved and unbiased assessment procedures. The Institute conducts OSPE and OSCE during first and second sessional examinations. Various **stations and spotters are recruited** for these assessments. In addition to the regular examination pattern set by the MUHS and DCI for preclinical exercises, the OSCE methodology is implemented.

To enhance the interns' clinical skills and prepare them for interdepartmental practice, the Institute organizes **rotational postings** in various Departments. During these postings, they receive hands-on training in specialized clinics, which is **supervised and countersigned by the Clinic Coordinator**. Furthermore, the interns engage in various projects, extension and outreach activities to gain a better understanding of the societal needs in dentistry.

Assessment of the interns is conducted based on their quota completion for each department, taking into account their attendance, clinical work and participation in clinical postings and camps. This comprehensive evaluation ensures that both the quality of their work and their fulfillment of requirements are **objectively assessed** and validated.

Objective Methods to measure and certify the competencies in assessments:

Written Exams: MCQs, SAQs and LAQs to test theoretical knowledge.

OSPE: Structured instrument is used to assess steps in Pre-clinical Departments

OSCE: Stations where students perform clinical tasks while being observed and assessed by an examiner based on assessment criteria.

Practical Examination: Hands-on tasks such as dental procedures performed on models or patients under supervision.

Case Presentation: Students present and discuss clinical cases they have managed, demonstrating their diagnostic and treatment planning skills.

Continuous Assessment: Ongoing assessments during the course contribute to the final certification.

External Examiners: Involvement of external examiners in assessments to ensure impartiality and standardization.

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: 80.85

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	100	100	100

8.1.9.2 Number of first year Students admitted in last five years

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	100	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
Any other relevant information.	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:

MGVs KBHDCH has defined graduate attributes based on professional knowledge, scientific knowledge and empathy. It implies that the college is committed towards holistic development of their students. During the training and assessment process, the following major graduate attributes are taken into consideration:

1. **Professional knowledge:** This includes a deep understanding of the theoretical and practical knowledge related to the field of study.
2. **Scientific knowledge:** This attribute involves the ability to understand and apply scientific principles and methods relevant to the field of study.
3. **Empathy:** This quality allows students to understand the feelings, perspectives, and needs of others.
4. **Ethics and professionalism:** This involves upholding the highest standards of ethical practice and professionalism in all aspects of work.
5. **Communication skills:** This includes the ability to effectively communicate complex information to diverse audiences, using clear and concise language.

By developing these attributes in students, **MGVs KBHDCH** is preparing them to become successful professionals who can tackle any challenge with confidence and competence.

Steps taken by the college to implement and assess attainment of attributes:

The College Council and Curriculum Committee aims to enhance the quality of education through the **introduction of innovative teaching strategies**. Some measures that have assisted in achieving this goal are through **incorporation of ethical policies and codes of conduct** during the orientation program, **practical training on typodont** prior to patient treatment in the pre-clinical phase, and regular evaluation by experienced faculty. Students undergo **assessments for clinical proficiency** following

each clinical placement, which includes practical patient examinations and viva-voce components at the end of both terms.

Practical knowledge is evaluated through **Objective Structured Clinical Exam/Objective Structured practical Examinations** for internal examination, which includes assessing clinical procedures, pre-clinical exercises, and spotters. To enhance students' presentation skills and promote peer-based learning, they are trained to give **revision lectures for 5-8 minutes** on specific topics, fostering confidence in presenting in front of others.

Communication skills are enhanced by **counseling patients on tobacco cessation**. They receive **specialized training in clinics**, which helps them gain confidence in various treatment modalities and an interdisciplinary approach.

Students are encouraged to **participate in national level conferences** and guided by staff members to prepare for paper/poster presentation.

The departments organize various **capability enhancement programs**, inviting national speakers and experienced dentists to share their knowledge on specific topics. These programs aim to enhance students understanding and skills by providing them with insights and expertise from professionals in the field. Professionals can inspire and motivate students to continuously advance their skills and knowledge. Additionally, these speakers can provide guidance on career paths, share insights on professional development opportunities, and how to succeed in the dentistry.

Interactive session is conducted among students through Debates and Quiz competitions.

Extension and outreach activities help students in personal growth and skill development. Activities play a crucial role in supporting student's personal growth and skill development. These activities provide students with opportunities to engage beyond the classroom and interact with the community, industry professionals, and experts in their field.

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: 0.09

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

2022-23	2021-22	2020-21	2019-20	2018-19
78.4	57.2	8.76	30.87	81.07

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:

Dental Education Technology unit (DEU) at **MGVs KBHDCH** was established on 4/10/2017 as per directives of Maharashtra University of Health Sciences (MUHS/IMETTT/- Nashik) dated- MUHS/IMETTT/37/2017. The objective of DEU is to train and engage teachers for developing skills required for a good teacher, clinician, researcher and mentor. The DEU is headed by the Principal and managed by a co-ordinator. As per the University directives, it has representation from all Basic sciences, Pre-clinical and Clinical departments. Members of the DEU unit are from MUHS approved Faculty database.

The DEU provides Dental Knowledge and skills to students and teachers. The unit deals with the activities of organizing workshops/ seminars/ orientation programs for undergraduate students, postgraduate students and teachers. The unit also implements **innovative teaching learning practices** including students' **research projects, problem-based learning, community-oriented medical education, and student research conferences.**

Faculty Development programmes: The DEU has been conducting the following activities since the last 9 yrs.:

1. Research Methodology workshops conducted for Undergraduate, Post graduate students and teaching faculty-(MUHS/IMETTT/Nashik) - 3 programs and 22 teachers participated.

2. Advanced Research Methodology workshop was conducted for PhD students and PhD Guides.– (MUHS/IMETTT/Nashik)1 program and 8 teachers participated

3. Basic Health Education Technology workshop conducted for Teaching Faculty–

(MUHS/IMETTT/Nashik)- 1 program and 30 teachers participated

4. **Resident as a teacher workshop for Post Graduate students and Teaching faculty MUHS/IMETTT/Nashik)** - 1 program and 12 teachers participated
5. **MUHS Workshop on curriculum design, departmental objectives, Integrated Teaching methods.** 2 programs and 117 teachers participated
6. **Orientation programme on Systematic Review-/ Library Dissertation-** 1 program and 23 teachers participated
7. **Workshop/ seminar on Research Grants for undergraduate, postgraduate students and teachers-** 1 program and 32 teachers participated
8. **Workshop on Student centric methods, communication skills, OSPE/OSCE which are implemented in the curriculum.** 1 program and 27 teachers participated.
9. 1 program on **Workshop on E- content -power point presentation delivery of lectures-100 participants, use of AV aids- 30 participants, how to prepare google forms -105 participants, video presentation of lectures--100 participants, online training on usage of various tools like – google Docs, DRIVE, G-CLASSROOM-97 participants each; 1 program on Artificial intelligence in Teaching, Learning, Research Writing for teachers-106 teachers participated.**
10. 1 program on **Learning administrative skills–** for teaching and non-teaching faculty- with participation by 72 teachers.
11. 1 program on **Faculty Development Programme on Newer Assessment Method-** for teaching faculty with participation by 114 teachers.
- 12.1 **Faculty Development Programme on - e content development and e -resources-**with 110 participants.
13. **Igot.gov.in-** (WHO)Infection and prevention control- MUHS/Nashik-(Online COVID-Trainings-2020) - participation by 71 teachers
14. 4 programs on simulation training -**Simulation skills lab trainings for the teachers-77 participants, simulation on Technical skill- 108 participants, simulation training for advanced simulator-65 participants, virtual lab as a learning tool - 115 participants.**

The DEU promotes programs like NPTEL/ SWAYAM-Health Research fundamentals, scientific writings, Ethics review of Health research and E- Content development.

Thus, the DEU deals with quality enhancement of the teachers to impart skill and knowledge to students.

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
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

Achievements-

- **29th Rank in NIRF 2021**
- **37th Rank in NIRF 2022**
- **Partnering Government of India in the School-based Pit and Fissure Sealant Pilot Project**

Concluding Remarks :

MGVs KBHDCH has the distinction of being the **first self-financed unaided Dental College of Maharashtra**.

The Institution is striving to provide **exemplary education** by delivering a curriculum that is **holistic** and integrates the latest advancements in dentistry, technology, and clinical practice to ensure our graduates are proficient, innovative, and ready to meet the challenges of a dynamic healthcare landscape. A **welcoming and inclusive learning environment** is created that celebrates diversity, respects differences, and prepares students to work effectively with individuals from various backgrounds, ensuring a culturally competent and equitable approach to oral healthcare. **Compassionate patient care** is given top priority by instilling the importance of empathy and patient-centered care in students to promote a culture of empathy that transcends technical expertise to address the unique needs and concerns of every individual. **Research and innovation** is at the forefront as faculty and students are encouraged to contribute to advancements in technology and healthcare delivery, ultimately improving patient outcomes.

MGVs KBHDCH has **increased its community impact** by actively engaging with local communities through outreach programs, public health initiatives, and collaborative partnerships.