



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**GOVERNMENT DENTAL COLLEGE AND HOSPITAL,
NAGPUR**

GOVERNMENT DENTAL COLLEGE AND HOSPITAL, GOVERNMENT MEDICAL
COLLEGE CAMPUS, MEDICAL SQUARE, AJNI ROAD, NAGPUR

440003

www.gdcnagpur.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

May 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

For over five decades, Government Dental College & Hospital, Nagpur is a Premier Dental Institute providing quality dental education and catering to oral health care needs of the Central Indian population. The institute, run by **Directorate of Medical Education and Research (DMER) and Government of Maharashtra (Medical Education and Drugs Department)**, is a tertiary Oral healthcare centre recognized by the **Dental Council of India**. Since its **inception in 1968**, GDCHN has served as a nurturing alma mater to more than 2000 dental graduates. Earlier affiliated to **Nagpur University (RashtraSant Tukdoji Maharaj University-RSTMU)**, it started with an intake capacity of 30 students for BDS. Since then, the stature of the institute has risen, to **BDS intake capacity of 63** in 2019. In the year 1998, GDCHN got affiliated to the **Maharashtra University of Health Sciences (MUHS)**, Nashik, the largest Health Education University in Maharashtra. The institute has also been a pioneer in establishing the **MDS Post Graduate program** in the region, with 4 specialities introduced in 1981 and two more added in 1984, under Nagpur University (RSTMU). The PG degree program got affiliated to MUHS in the year 2009. GDCHN grew further with the addition of **PhD program** in 2016 and **Fellowship program** in 2017.

Located in the geographical centre of India, GDCHN shares a **lush green open campus** and enjoys association with the iconic Government Medical College, which prides itself as one of the largest medical campuses in Asia. The institute has a massive average annual **patient turnover of 2 lakhs**. GDCHN is a trendsetting institute in Central India, with many of its **alumni holding prominent positions** in Health Care Governance, Academics, Research institutes and various centres of clinical repute. These accomplishments are the collective efforts of highly qualified and experienced fulltime staff and our energetic students.

Recent Achievements

- **Top ranked institute:** NIRF (2020-21) rank 9th, 4th according to Outlook and the Week survey, 12th according to India Today Survey
- **Undergraduate research:** 06 undergraduate students awarded ICMR grants
- **Outreach activities:** Extensive diagnostic and treatment camps in tribal areas
- **MOU with prominent institutes:** VNIT, RST, Lucid, Northern Cleft Foundation

Vision

To be an **institute of excellence** imparting **dental education**, providing **state of art patient care** and promoting **advanced research & development** at par with global standards.

MOTTO- SERVICE TO HUMANITY

Under the umbrella of the institutional motto “**Service to Humanity**”, the institute offers high quality education to its students and quality patient care services to the surrounding community with a sense of **social responsibility** of giving back to the society.

Mission

- To inculcate **evidence-based knowledge** using technology and competency-based learning amongst the students
- To promote the **overall development of faculty** by skill enhancement, continuing dental education, research acumen and ethical practices
- To **instill ethical practices** and **articulate human values** in young dental professionals to serve the community
- To provide comprehensive, affordable, evidence-based **quality oral healthcare to all strata** of the society
- To **reach the unreached** by providing oral health awareness and dental treatment at their door step

VALUES

- **Competence** - Excellence in treatment from diagnosis to management
- **Integrity** – Long lasting relationship through open and honest communication
- **Compassion**-Catering to the needs of stakeholders
- **Team spirit** – Conducive environment at workplace
- **Appreciation** – Rewarding every achievement of staff and students
- **Commitment** – Strive for exemplary outcomes
- **Respect** - Individual potential and personal dignity
- **Justice** - Nurture diversity and an inclusive society
- **Optimism** – To inspire confidence for successful outcome

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- **Highly experienced and well qualified staff:** GDCHN is privileged to have permanent faculty with vast academic and clinical experience. All staff members hold PG degree and many are pursuing PhD degree. The DCI requirements are fulfilled
- **Centrally located vast campus:** Located in Nagpur, the institute is very well connected and accessible from all parts of the country. The expansive Government Medical College campus is a prominent landmark located in the centre of the city, hence easily accessible to students and patients.
- **Historic presence:** Being the oldest institute in the region, it has alumni placed in premium positions in India and abroad.
- **Academic excellence:** GDCHN follows a completely transparent admission procedure based on merit, following the Central and State Government norms. Our students have shown excellent results in the University examinations and various competitive examinations through the years.
- **Vast clinical database:** The institute has a rich clinical database of more than 50 years, which has been utilized for landmark studies and formulation of COTPA Act.
- **Comprehensive oral Healthcare:** Located in the heart of the city of Nagpur, GDCHN attracts patients from all over Central India, from as far as Madhya Pradesh and Chattisgarh. It welcomes patients from all strata, from Ministers to masses, as it provides quality oral health care at free or nominal charges.
- **Outreach activities:** GDCHN has an impressive reach among the rural and tribal populations of Central India, with its Tribal Health program and Pit and Fissure Sealant programs being run in association with Government Of Maharashtra.

- **Modern infrastructure:** the institute is equipped with in-house CBCT, CAD CAM, 3D printer, CO2 laser among other modern equipment.
- **Inclusivity and Opportunity:** GDCHN embraces and nurtures students of all cultural, social and economical backgrounds. It also prides in the balanced gender distribution among the staff.
- **Undergraduate research program:** GDCHN imbibes the seeds of research among its undergraduate students, with 11 undergraduate students being awarded ICMR grants in 21-22.
- **Holistic Development:** The institute understands the value of holistic approach for overall development of personality of students.

Institutional Weakness

- **Comprehensive Pan India presence:** GDCHN aspires to attract more Pan India representation of students.
- **International collaboration:** The institute aspires for international collaborations and student/faculty exchange programs.
- **Robust effort towards research:** GDCHN strives for more robust effort towards research, patents and publications
- **Fund allocation constraints:** Being a government institute, funds are sometimes in deficit.
- **Academic Bank of Credits:** Being affiliated to MUHS, the participation of the institute in the Academic Bank of Credits (ABC) is dependent on the MUHS.

Institutional Opportunity

- **Collaborative Research and grants:** The college can explore research collaborations with other dental institutions nationally and internationally to improve research activities and acquire research grants.
- **Community Outreach:** The institute has the potential to reach out wider into the community and propagate message of oral health in the society.
- **Exchange programme:** The college can develop student exchange programs with foreign dental colleges to provide an international learning experience for the students.
- **National/ Global Oral Health Projects:** The institute can utilize its rich history and vast clinical data to be a part of National/ Global Oral Health Projects.
- **Incorporation of Artificial Intelligence:** The future of dentistry surely involves Artificial Intelligence, and GDCHN intends to incorporate it into Dental Education.
- **Introduction of Supraspecializations in Dentistry:** With newer emerging speciality dental subjects, the Institute has the vision to introduce supraspecialization in these subjects.

Institutional Challenge

- **Innovative Teaching methods:** To plan and implement new policies and teaching/ learning practices while maintaining a balance between DCI, MUHS guidelines.
- **Regulatory Compliance:** The institute needs to comply with various regulations and standards set by the government and regulatory bodies, which can be a challenge in terms of administrative and financial management.
- **Technology:** The rapid pace of technological change in the field of dentistry requires continuous investment in new equipment and training of faculty.

- **Financial Constraints:** Being a Government Institute, approval of timely funds for regular update of equipment and infrastructure is a challenge.
- **Autonomy:** Being a well established institute with experienced staff, vast clinical database and student inflow, the institute aspires to be an autonomous institute in order to progress further.
- **National Education Policy (NEP):** The institution is in the process of implementing NEP for further upgradation.



1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The curriculum has been developed keeping in mind three essential aspects of professional learning- **Academics, Clinical skills and Research.**

- The institute follows 80% of the curriculum as per regulations of MUHS and DCI; and 20% of the curriculum is innovatively designed by the institute. GDCHN implements various **student-centric teaching methods** which include Evidence based learning, Patient-centric learning, Integrated – Interdisciplinary learning, Problem Based learning, flipped classroom, Case-based learning and Self-directed learning.
- Performance is assessed through **Reflection Log Book, Student Training Assessment Rating (STAR) System** & evaluation by three internal assessment examinations based on MUHS guidelines. The indigenous STAR System developed by GDCHN is in process of being copyrighted.
- Teaching faculties from GDCH Nagpur have regularly contributed in academic policy making as Member, Board of Studies (BOS) and Member Academic Council in MUHS and other universities.
- The Institute offers interdisciplinary **add-on courses** in which students can enroll during B.D.S., M.D.S. & P.HD; namely, Digital Dentistry, Esthetic Dentistry, Ethics and behavioral Sciences, Oral Implantology and Forensic Odontology.
- **Value – added courses** offered are 1. Gender Sensitization, 2. Yoga for health, 3. Joy of Peace, 4. VIHASA, 5. BLS, 6. Communication Skills, 7. Biomedical Waste Management and Infection Control.
- The institute **encourages students** to undertake field visits/ Clinical/ industry internships/ research projects/ industry visits/ community postings.
- The Feedback and validation committee (FBVC) is established in the institution for collecting the **feedbacks on curriculum** from students, teachers, employers, alumni and professionals, in order to bring about further refinement in the curriculum followed.

Teaching-learning and Evaluation

GDCHN constantly strives to serve its **students of different backgrounds and abilities**, through effective and interactive teaching-learning experiences.

- The institute adopts a transparent **merit based admission** system through **NEET**, thereby resulting in true national representation of the students.
- The institute follows well defined departmental teaching learning schedules as elaborated in the **Academic Calendar**, which is displayed to all stakeholders on the institutional website.
- GDCHN caters to learning needs of all students by providing a variety of **experiential learning** avenues through newer teaching learning methods like ICT enabled classrooms, blended learning, clinical skills laboratory and simulation-based methods to improve the quality of learning. The **Learning Resource Management (LRM) System (e-Vidyakosh)** enables learning through videos, quizzes, and question bank.
- The institute follows a defined **policy to identify slow and advance learners**, and conducts **remedial classes** and make up assignments to improve the performance of the slow learners during the course of the academic year.
- **Mentorship programme (Vidyarthimitra)** helps in the personal and professional development of the students.

- The institute supports and encourages its staff to constantly **upgrade their skills** in terms of their qualification, characteristics, professional development and teaching abilities.
- The institute follows the **MUHS prescribed assessment** of the teaching, learning and evaluation processes in terms of internal assessments and examinations.
- The institute has developed an innovative (copyrighted) **Students Training Assessment Rating (STAR)** which is a reflection of the effectiveness of the teaching learning systems.
- The **Parents Teachers Association (PTA)** helps to assist in overall improvement of student development and performance.

Research, Innovations and Extension

The institution promotes **original research work and innovations** by students as well as faculty.

- Institutions **Innovation Council and Incubation Centre** is established in the institution with all facilities and has helped develop and publish various Innovative Designs, Copyrights and Patents.
- To **establish collaborations** for undertaking multi-disciplinary research, the institute regularly invites eminent experts for lecturers, workshops and hands on courses. Various faculty training programs are organized by DET to facilitate constant upgradation of teaching learning and evaluation systems.
- **Research and Development Cell and Institutional Ethics Committee** routinely conducts workshops/seminars on Intellectual Property Rights (IPR), Research methodology, Good Clinical, Laboratory, Collection practices and Research Grants. The institute is well equipped with latest research equipment such as CBCT, CAD CAM, 3D printer, CO2 laser among other modern equipment.
- Our Undergraduate students conduct projects with **financial grants** from ICMR and MUHS, under the guidance of Institutional faculty. All faculties have their publications in various **Pubmed, Scopus and Web of Science indexed journals**.
- The institute is in process of establishing an **MUHS Digital Evaluation Centre**.
- The institute is actively involved in **extension activities** like camps in association with Tribal department and under the banner of “**Azadi Ka Amrut Mahotsav.**” The curriculum – extension interface has an educational value specially in rural areas.
- The Institute has forged **Strategic MOUs** with reputed Institutions like Northern Cleft Foundation (NCF), National Programme for Prevention and Control of Fluorosis [NPPCF] & Pit and Fissures, to name a few.

Infrastructure and Learning Resources

GDCH, Nagpur has all the recommended infrastructure to be at par with the norms of DCI and MUHS, Nashik.

- The campus is **210 acres** in the centre of the city, shared with **Government Medical College and Hospital**. The campus has emergency medical management facility along with plenty of greenery and other recreational activities for the inmates of the institution.
- The college houses **4 smart classrooms (Swadhyay I, II, III, IV), 9 seminar rooms, Undergraduate and postgraduate clinics and preclinical laboratory, auditorium, administrative office.**
- The classroom and seminar rooms are well ventilated and are digitally equipped and **ICT enabled** with LAN facility.
- A spacious **automated e- library** with national and international journals, books along with an automated digital repository to cater to the quest of knowledge is present in the institution.

- The institute has in-house **herbal Garden, Green gym, Yoga and wellness room, reading room and gymnasium** and also in-campus **playgrounds and swimming pool**.
- The hospital premises has facilities for the convenience of differently abled persons and also **Hirkani Kaksh (Baby feeding room)**. An **Oral Health Awareness Centre** is established to guide patients appropriately.
- The college, hospital and hostel premises are **WiFi enabled** and under **CCTV surveillance**.
- The Infrastructure management and Maintenance is done by **Public Works Department (PWD), Government of Maharashtra** for Academics, Hospital, Laboratory, Hostel and Sports Facilities.
- Major repair and maintenance are supervised by HOD's, by placing the order of repair / AMC / CMC to the hospital Superintendent.

Student Support and Progression

Government Dental College and Hospital nurtures capability in various attributes amongst its students for their **holistic development**.

- The institution has a well-defined **Code of Conduct** for its students, which is conveyed to them during the orientation programme.
- Students are benefited through **scholarships, freeships** and other means.
- The **International Students Cell** has been instrumental in providing support for the students from other countries who have been admitted in this institute. It helps foreign students get oriented to Indian ways and culture.
- **Enriched academic ambience** for advanced learners is provided by honoring achievers with awards. Remedial programmes are undertaken to help all students to reach the desired level of competence.
- The college has well-established strategies for enhancing **student's participation in various sports and extracurricular activities**. The students have facilities like indoor and outdoor sports complex, auditorium, NSS Unit and mentorship cell. The college student council conducts various activities throughout the year.
- The **Career Guidance Cell** works tirelessly to help outgoing interns in making future career choices.
- GDCHN has a robust **Anti Ragging & Grievance Redressal System** for addressing student grievances pertaining to ragging and sexual harassment. The college has also conducted workshops for stress management for students.
- The college has a registered **Alumni Association**. Our alumni are spread all over the world bringing high credentials to the college.
- The research cell of the institution encouraged students to **take up research projects** under the guidance of faculty and present their work at scientific platforms.

Governance, Leadership and Management

GDCHN follows a **decentralized and participative management governance system** working under **Commissioner of Medical Education & Research, Mumbai**, and fulfilling the vision and mission of the institute.

- The **Dean is the apex** of organizational governance of the institute, who oversees the overall performance of the institution at academic and administrative level. **Various committees** work in close collaboration with one another for smooth functioning of institution.

- The college derives financial support from **Government of Maharashtra**. These funds are duly utilized by The **Procurement Cell** for smooth routine functioning of the institute as well as to acquire newer equipmentt
- **Internal Quality Assurance Cell (IQAC)** diligently conducts **quarterly meetings** for upliftment of the institute. They also conduct various **quality initiatives** like teaching learning modules, biomedical waste management, stress management workshops, programmes promoting research and student exchange programmes.
- The **Academic Curricular Committee** works round the year to ensure regular academic activities, conduction of internal assessments and University Examinations. It also co-ordinates with MUHS regarding various notifications and updates.
- The institution has a **well-defined organizational structure** for defining policies and framing guidelines for achieving the strategic plan/goal of 2023-2027. The institution has been providing **effective E-Governance** through a robust IT policy for various purposes namely academics, finance, purchase and administration.

GDCHN gives key attention to **faculty welfare measures** and also plays a key role in organization of the same in order to enhance the **personal as well as professional growth** of teaching as well as non-teaching staff.

Institutional Values and Best Practices

GDCHN is **highly proactive and socially responsible** towards the emerging pressing issues of society, which is reflected by the various events organised every year.

- GDCHN **promotes gender equality** through Celebration of International Women's Day, continuous devotion towards the safety and security of women and encouraging their participation in a variety of courses, curricular and extracurricular activities.
- The institute uses **alternate sources of energy** (solar water heater and Solar Street light), **biomedical waste disposal** (Authorized Waste Collection Agency for hospital waste and e-waste), appropriate **water conservation facilities** (overhead water tanks, well & borewell) and initiatives for **green campus** (restricted entry of automobiles, pedestrian-friendly pathways, plastic free campus, herbal garden, green landscaping).
- The institute has **Divyangjan friendly**, barrier free environment in the campus with ramps, supporting rods, lifts, human assistance, signages and customized washrooms.
- GDCH is committed towards communal, regional, linguistic, socio-economic and cultural **inclusivity**.
- The institution is highly active in promoting **human values and professional ethics** which are achieved by strict adherence to Code of conduct. Regular celebrations of national and international commemorative days, events and festivals are carried out.
- The institute is proud to encompass **Best Practices** like (i) Reaching the unreached- Rugna seva darodari - An Outreach Activity, which involves screening and treatment camps at tribal areas around Nagpur, and (ii) Undergraduates Research with the 'Choose your own Research Guide' concept.
- The **Institutional Distinctiveness** is the Establishment of Post Covid 19 Mucormycosis Treatment & Rehabilitation Centre where rehabilitation of mucormycosis patients is done free of cost.

Dental Part

The institute has identified and **defined relevant competencies as per DCI guidelines** for the Undergraduate,

post graduate and PhD course. Students are trained for these according to a **structured curriculum**.

- The **STAR (Student Training Assessment Rating) System** and **Reflection Log Book** are unique assessment systems designed in this institution focussing on objective analysis and self- assessment for better imbibition of concepts and skills.
- **Sterilisation and fumigation** is maintained in all clinical areas. The Central sterilization Unit is maintained in the department of Oral Surgery. Chemical Indicator Tapes are used in every cycle to ensure optimum efficacy of autoclaves.
- Institute has its own **Immunization Policy** and all students undergo **Immunisation program** against Hepatitis B on admission. All the students and staff have received the mandatory COVID vaccination doses.
- Students are trained for use of **high-end equipments** namely- CBCT Imaging, CAD-CAM, 3-D printer, Diode and CO2 laser, endodontic and surgical microscope, Penta-head microscope, Fluorescent microscope, Fiberoptic Bronchoscope, TMJ orthoscope, specialised implant kits, CAS kit & ESSET Kits.
- The institute has established various **interdisciplinary units** to cater to patient requirements. New departments like Esthetic Dentistry, Advance Implantology, Digital Dentistry, Sports Dentistry, Cranio-maxillo-facial Surgery and Forensic Odontology are planned in the Superspeciality Centre of Excellence.
- **GDC Foundation course I and II** are tailormade as per the requirement of undergraduate students.
- The GDC **Institutional Life Skills Education program** conducts various activities related to creative thinking, problem solving, communication etc.
- The institute has an **active Dental Education Technology (DET) cell** which trains the faculties for all the recent topics of Teaching- Learning and assessment methods.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GOVERNMENT DENTAL COLLEGE AND HOSPITAL, NAGPUR
Address	Government Dental College and Hospital, Government Medical College Campus, Medical Square, Ajni Road, Nagpur
City	Nagpur
State	Maharashtra
Pin	440003
Website	www.gdcnagpur.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Abhay Datarkar	0712-2743400	9822698145	0712-2743400	dean.gdcngp@gmail.com
IQAC / CIQA coordinator	Wasundhara Bhad	0712-2744496	9890227819	0712-2743400	wasundharabhad@gmail.com

Status of the Institution	
Institution Status	Government
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		13-07-1968																	
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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	Government Dental College and Hospital, Government Medical College Campus, Medical Square, Ajni Road, Nagpur	Urban	210	9215

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, Undergraduate Program	60	Higher Secondary	English	63	62
PG	MDS, Oral And Maxillofacial Pathology And Oral Microbiology	36	BDS	English	3	3
PG	MDS, Oral And Maxillofacial Surgery	36	BDS	English	3	3
PG	MDS, Conservative Dentistry And Endodontics	36	BDS	English	3	3
PG	MDS, Prosthodontics And Crown And Bridge	36	BDS	English	3	3
PG	MDS, Periodontology	36	BDS	English	3	3
PG	MDS, Pediatric Dentistry	36	BDS	English	3	3
PG	MDS, Orthodontics And Dentofacial Orthopedics	36	BDS	English	3	3
PG	MDS, Oral Medicine And Radiology	36	BDS	English	2	2
Doctoral	PhD or	36	MDS Oral	English	3	0

(Ph.D)	DPhil,Oral And Maxillofacial Pathology And Oral Microbiology		and Maxillofacial Pathology and Oral Microbiology			
Doctoral (Ph.D)	PhD or DPhil,Oral And Maxillofacial Surgery	36	MDS Oral and Maxillofacial Surgery	English	3	3
Doctoral (Ph.D)	PhD or DPhil,Conservative Dentistry And Endodontics	36	MDS Conservative Dentistry and Endodontics	English	3	3
Doctoral (Ph.D)	PhD or DPhil,Prosthodontics And Crown And Bridge	36	MDS Prosthodontics and Crown and Bridge	English	3	2
Doctoral (Ph.D)	PhD or DPhil,Periodontology	36	MDS Periodontology	English	3	3
Doctoral (Ph.D)	PhD or DPhil,Pediatric Dentistry	36	MDS Pediatric Dentistry	English	3	2
Doctoral (Ph.D)	PhD or DPhil,Orthodontics And Dentofacial Orthopedics	36	MDS Orthodontics and Dentofacial Orthopedics	English	3	3

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	10				21				30			
Recruited	6	3	0	9	11	10	0	21	13	17	0	30
Yet to Recruit	1				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
	Lecturer				Tutor / Clinical Instructor				Senior Resident			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				10				0			
Recruited	0	0	0	0	5	5	0	10	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				86
Recruited	50	17	0	67
Yet to Recruit				19
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				32
Recruited	15	5	0	20
Yet to Recruit				12
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	1	0	0	0	0	1	0	0	3
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	4	2	0	10	7	0	8	9	0	40
UG	0	0	0	0	0	0	0	0	0	0
Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/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	1	2	0	0	0	0	3
UG	0	0	0	1	2	0	0	0	0	3

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
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	1	0	0	1	3	0	4	8	0	17
UG	0	0	0	0	0	0	0	0	0	0
Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/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	2	2	0	0	0	0	4
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
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	4	4	0	7	9	0	24
UG	0	0	0	0	0	0	0	0	0	0
Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/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
	0	0	0	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	16	6	0	1	23
	Female	39	1	0	0	40
	Others	0	0	0	0	0
PG	Male	2	3	0	0	5
	Female	10	8	0	0	18
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	6	0	0	0	6
	Female	9	1	0	0	10
	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	6	2	2	2
	Female	13	9	5	7
	Others	0	0	0	0
ST	Male	2	2	3	2
	Female	4	3	2	4
	Others	0	0	0	0
OBC	Male	11	3	5	2
	Female	15	14	14	10
	Others	0	0	0	0
General	Male	11	8	5	6
	Female	27	23	13	26
	Others	0	0	0	0
Others	Male	0	4	7	3
	Female	3	14	7	5
	Others	0	0	0	0
Total		92	82	63	67

General Facilities	
Campus Type: Government Dental College and Hospital, Government Medical College Campus, Medical Square, Ajni Road, Nagpur	
Facility	Status
• Auditorium/seminar complex with infrastructural facilities	Yes
• Sports facilities	
* Outdoor	Yes
* Indoor	Yes
• Residential facilities for faculty and non-teaching staff	Yes

• Cafeteria	Yes
• Health Centre	
* First aid facility	Yes
* Outpatient facility	Yes
* Inpatient facility	Yes
* Ambulance facility	Yes
* Emergency care facility	Yes
• Health centre staff	
* Qualified Doctor (Full time)	44
* Qualified Doctor (Part time)	10
* Qualified Nurse (Full time)	3
* Qualified Nurse (Part time)	0
• Facilities like banking, post office, book shops, etc.	Yes
• Transport facilities to cater to the needs of the students and staff	Yes
• Facilities for persons with disabilities	Yes
• Animal house	No
• Power house	Yes
• Fire safety measures	Yes
• Waste management facility, particularly bio-hazardous waste	Yes
• Potable water and water treatment	No
• Renewable / Alternative sources of energy	Yes
• Any other facility	Herbal garden, Plastic free campus, Pedestrian friendly pathways, Restricted entry of automobiles, Green landscaping, Special needs clinic, Oral health awareness area, Patient dining area, Baby feeding room, Children play area, Green gym

Hostel Details		
Hostel Type	No Of Hostels	No Of Inmates
* Boys' hostel	1	63
* Girls's hostel	1	128
* Overseas students hostel	0	0
* Hostel for interns	0	0
* PG Hostel	1	0

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Government Dental College & Hospital, Nagpur (GDCHN) is committed to transforming the dental education system by adding various interdisciplinary departments in the new Superspeciality Dental Hospital; Esthetic Dentistry, Geriatric Dentistry, Oral Implantology and Sports Dentistry. The institute has a fully equipped operation theatre and has established a Mucormycosis Rehabilitation Centre. The institute is equipped with the latest technologies in dentistry, such as CBCT, CAD CAM, 3D Printers and CO2 Laser; and strives to further upgrade its facilities in order to educate students about latest treatment protocols. Students are exposed to Comprehensive Dental Clinic and also provide services in the society through various camps and field visits. The institution runs an innovative interdisciplinary activity for post graduate students named LINK NXT, where interdepartmental collaborations are encouraged.
2. Academic bank of credits (ABC):	GDCHN recognizes the benefits of the Academic Bank of Credits proposed in NEP. Being affiliated to Maharashtra University of Health Sciences (MUHS), the institute plans to adopt the Academic Bank of Credits in the near future. Application has been done for MUHS affiliated fellowship and PhD courses and in due course, it will be applied for the UG and PG program. In addition to the routine academic curriculum, GDCHN conducts Institutional add-on certificate courses, namely; Esthetic Dentistry, Forensic Odontology, Oral Implantology, Ethics and Behavioral Sciences and Digital Dentistry. The institute plans to provide credits to the students for

	the same.
3. Skill development:	GDCHN is committed to establishing a state of the art facility for skill development. A virtual skill lab is under preparation for the benefit of undergraduate students. The institute has also planned a more comprehensive Virtual Skill Enhancement Wing in the upcoming Superspeciality Dental Hospital. GDCHN also introduces the concept of Museum Based Learning. The institute also regularly conducts lectures and sessions on communication skills, Doctor patient relationship, Yoga and Wellness sessions and customized sessions by Vihasa and Art of Living. The institute also emphasizes on value based Life Skills programs such as soft skills development and communication skills in order to provide holistic and multidimensional education.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	GDCHN embraces the vibrant Indian culture and diverse languages of India. The institute has a Literary Club, which encourages students to read literature in Indian languages. The institute is fortunate to have Pan India representation through its student enrolment. Various events and festivals are celebrated throughout the year. It was found that the students from other states were finding it a challenge while interacting with patients in Marathi. Hence, the institute has started basic language classes for interested students.
5. Focus on Outcome based education (OBE):	The ultimate goal of GDCHN is to develop and nurture students in providing holistic oral health care to the society confidently and independently. The institute adopts an indigenously developed outcome based assessment system- Student Training Assessment Rating (STAR) which focuses on highlighting the points requiring improvement, thereby raising the quality of students. The skills and knowledge the students need to have at the time of completion of a given programme is well planned by the institution. Emphasis is placed clearly on ideas of what students are expected to know and be able to do. The effectiveness of learning is evaluated based on results rather than the time spent by the students in the institute. The institute also has a robust feedback system wherein feedback is taken from various stakeholders with a view of bringing about improvements in the institute. The Dental Education Technology cell of the institute continuously focusses

	on training teachers to adopt newer teaching learning methodology.
6. Distance education/online education:	Being a dental education institute, the teaching is primarily physical and hands- on mode. However, during the recent years of Covid pandemic the institute has seamlessly adapted to a hybrid online/ offline mode of teaching. The institute has established ICT enabled Digital Smart Class facility to enable the use of digital tools and audio-visual aids while teaching. The 2 digital classrooms facilitate online distance education. The institute owns a Learning Resource Management (LRM) software e-Vidyakosh which enables teachers to broadcast lectures, videos and quizzes to students and allows students to access the learning resource material remotely and at any point of time. The institute also has a Library Management System (LMS), e-Gyankosh which provides the entire library database on a digital platform. The library is also equipped with a digital classroom to enable online education. Apart from these, GDCHN is also registered as a local chapter on MOOC platforms such as Swayam portal, NPTEL etc. Both staff and students are encouraged to complete online modules on Swayam Portal.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, Electoral Literacy Club (ELC) has been set up in the institute in the year 2022 in order to sensitize students regarding their democratic rights and duties. The club is also in process of getting registered under the District Election Officer.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, the institute has established ELC consisting of 1 faculty co-ordinator and 1 member, 1 student coordinator and 2 members. The purpose of establishing this club is to sensitize the student population about electoral rights. The objectives of ELC are: • To spread voter awareness and basic knowledge related to electoral process • To build a truly participative democracy by enabling the youth to make informed decisions during voting
3. What innovative programmes and initiatives	The ELC conducts various interesting and interactive

<p>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>activities to promote voter literacy among students and community at large. • Constitution Day is observed every year on 26th November in order to re-affirm constitutional rights and duties among all stakeholders by collectively reading the Preamble of the Constitution. Lecture series pertaining to topics related to Constitutional Rights and duties are arranged. • Republic Day and National Voters Day are observed by spreading the message of constitutional values. • The staff members of the institute are actively involved in successful conduction of General elections and State elections of Legislative Assembly. Employees are trained about the complete election procedure and the various equipment used (EVM, Ballot and VVPAT) prior to the elections.</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>	<p>The ELC of GDCHN takes various steps in order to advance democratic values among students and increase their participation in electoral processes. • The institute plans to celebrate National Voters' Day in order to incorporate awareness among students. The institute plans to organise motivational interactions and lectures by eminent personalities of the society to stress the importance of the election commission and its role in Indian democracy. • Student representatives encourage and educate students and staff regarding the process of linking Aadhar card with Voter ID card and also inform about Voter Helpline App. The institute plans to hold camps in the campus to mobilize registration of voters.</p>
<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>	<p>GDCHN orients its students to register as voters in the General Electoral roll on turning 18 years of age. ELC aims to achieve 100% registration of all its students in the electoral roll.</p>

Extended Profile

1 Students

1.1

Number of students year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
320	307	286	265	252
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

2021-22	2020-21	2019-20	2018-19	2017-18
64	68	59	40	54
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.

2021-22	2020-21	2019-20	2018-19	2017-18
80	82	63	67	60
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

2021-22	2020-21	2019-20	2018-19	2017-18
61	55	52	54	50
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

2021-22	2020-21	2019-20	2018-19	2017-18
61	61	61	61	61
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)

2021-22	2020-21	2019-20	2018-19	2017-18
1616	1550.3	1149.1	813.1	779.2
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

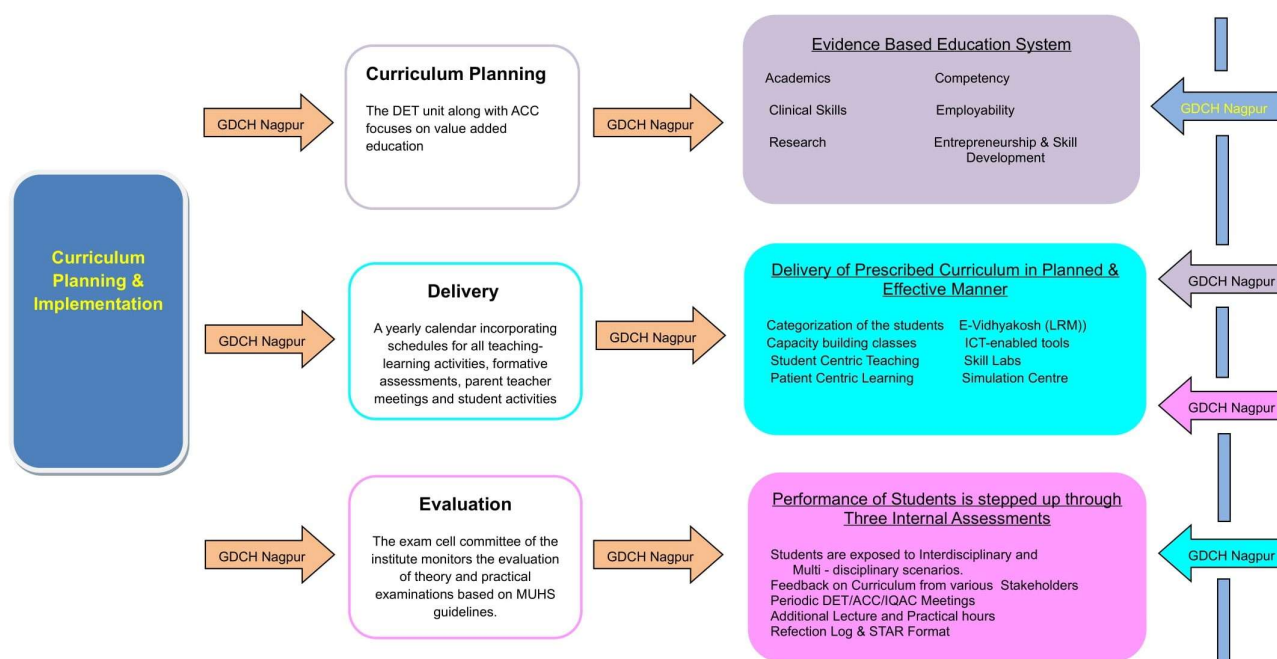
4. Quality Indicator Framework(QIF)

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:



1.1.1 – Curriculum Planning and Implementation

Curriculum planning:

At GDCH Nagpur, we are affiliated with the **Maharashtra University of Health Sciences (MUHS), Nashik** and follow their academic program. The Dental Education Technology (DET) Unit, in collaboration with the **Academic Curriculum Committee (ACC)**, focuses on providing value-added education to our students. We incorporate an "**Evidence Based Education System**" into the curriculum of every subject, ensuring that our students receive the most up-to-date and evidence-based knowledge.

Our curriculum has been developed with three essential aspects of professional learning in mind: **academics, clinical skills, and research**. We enrich our curriculum by incorporating field visits, research projects, community postings, and industry visits, focusing on competency, employability, entrepreneurship, and skill development.

We use **innovative student-centered teaching practices** that enhance academic knowledge and clinical skills. Our institution provides **quality dental education** and training, imparting scientific, evidence-based health care knowledge. Our students are kept up-to-date with the **latest advancements** in the field of

dentistry, leading to a lifetime of ethical practice and community-oriented research.

Delivery:

ACC ensures the implementation of this curriculum in a **planned and meticulous** manner for all students, including UG, PG, PhD, and Fellowship students. We prepare a **yearly calendar** that incorporates schedules for all teaching-learning activities, formative assessments, parent-teacher meetings, and student activities at the start of the academic year.

The institution has implemented a **Student Learning Support System** that identifies slow and advanced learners and provides separate capacity building classes and training programs to support their **curricular and co-curricular upliftment**. We use various **student-centric teaching methods**, including evidence-based learning, patient-centric learning, integrated interdisciplinary learning, problem-based learning, case-based learning, and self-directed learning. We also highlight **skill-based learning** with our establishment of skill labs.

We propose an advanced state-of-the-art **Skill Lab and Simulation Center**, which can be extensively used by students and teachers for the development of clinical skills. Our teachers are trained to use **ICT-enabled tools** and deliver e-contents. We have facilities like smart boards, computers, a Digital Studio, LCD projectors, and a full-fledged Information and Communication Technology Cell for development and delivery of e-contents using a **Learning Resource Management System (E-Vidyakosh)**.

Evaluation:

Our examination cell committee monitors the evaluation of theory and practical examinations for both undergraduate and postgraduate students. Evaluation is carried out at the end of clinical postings, with performance assessed through a **Reflection Log Book**, the **Student Training Assessment Rating (STAR) System**, and evaluation by **three internal assessment examinations** based on MUHS guidelines.

We expose all students to **interdisciplinary and multi-disciplinary scenarios**, and we gather **feedback on the curriculum** from various stakeholders. We hold periodical review meetings at the departmental level to ensure effective implementation of the curriculum. During **regular DET/ACC/IQAC meetings**, we monitor the progress of the curriculum delivery, and if warranted, additional lecture and practical hours are granted.

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: 5.88

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

2021-22	2020-21	2019-20	2018-19	2017-18
3	3	5	04	01

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

1.2 Academic Flexibility

1.2.1 Percentage of inter-disciplinary / inter-departmental courses /training across all the Programmes offered by the College during the last five years

Response: 58.93

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

Response: 33

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

Response: 56

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
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: 100

1.2.2.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years

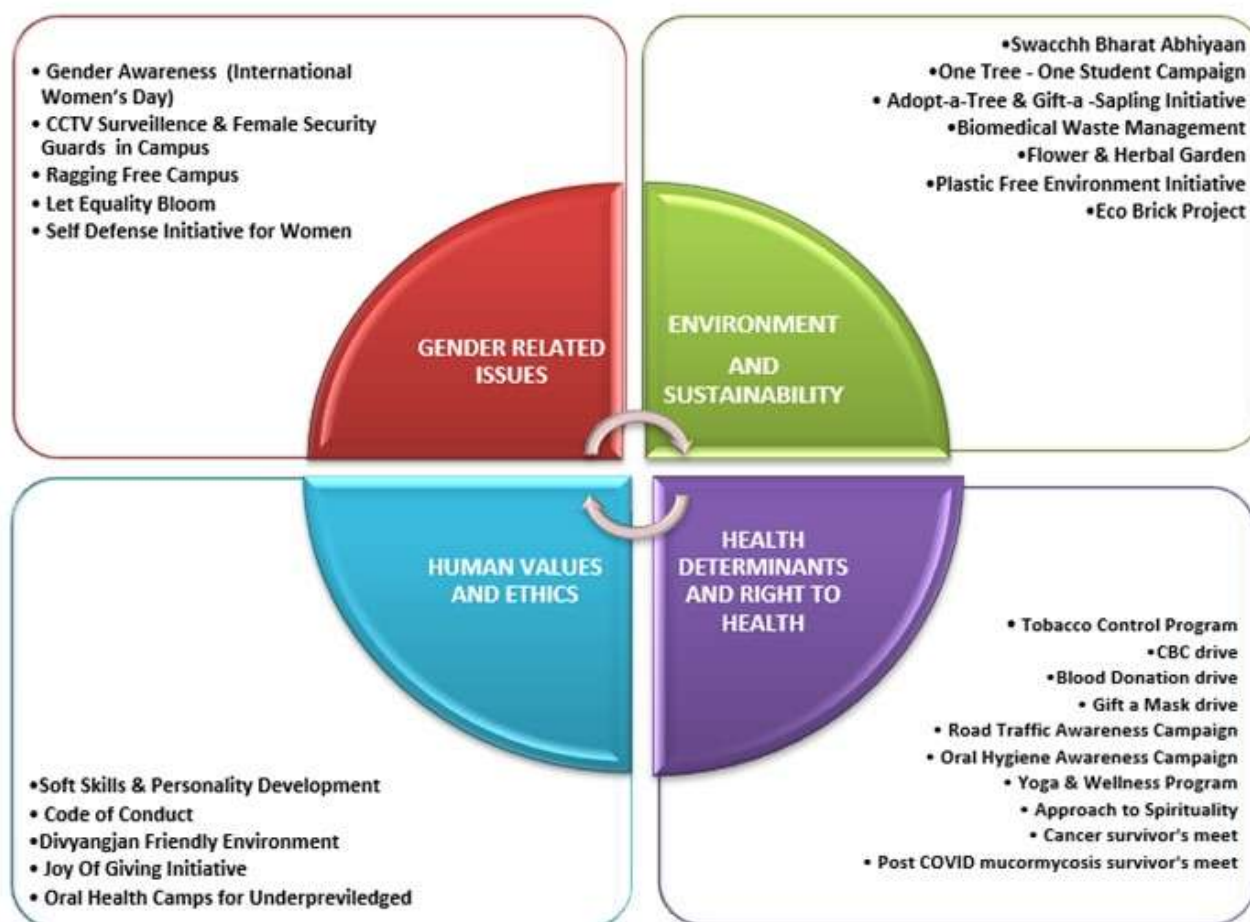
2021-22	2020-21	2019-20	2018-19	2017-18
320	307	286	265	252

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
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:



The **Cross Cutting Issues** are thoroughly integrated into the syllabus as prescribed by the Maharashtra University of Health Sciences, Nashik & Dental Council of India, and followed diligently by GDCH Nagpur. The institution believes in providing quality education with a **holistic approach** that fosters the overall growth of its students, faculty, and staff. It takes significant efforts to empower education on **moral and ethical grounds**.

Regarding **gender related issues**, the female gender's safety and security are paramount, and GDCH Nagpur provides a **safe campus environment** through CCTV coverage, Female Security Guards, Ragging Free Campus, and Self-defense initiatives. The institute conducts **Gender Sensitization programs** during Fresher's Orientation Program and International Women's Day, and an annual "Let Equality Bloom" program for undergraduate students.

Environment and sustainability are crucial concerns, and GDCH Nagpur takes several initiatives to instill environmental responsibility in its students. The institute conducts various campaigns such as Cleanliness Drive - Swacchh Bharat Abhiyaan, One Tree – One Student Campaign, Adopt-a-Tree Initiative, and Gift-a-Sapling initiative under the "**Nature Club**" campaign. The institute also trains and monitors staff and students for good **infection control practices** through the Biomedical Waste Management and Infection Control Committee. The campus is **plastic-free**, with a Wellness room, Flower and Herbal Garden, and an Eco brick project to further reinforce **environmental sustainability**.

Human values and ethics are central to GDCH Nagpur's education, and the institute imparts aspects such as Professional Ethics, Behavioural Sciences, Child Psychology, Care of Children with Special Needs,

Rights & Duties of Doctors, and Animal Ethics and Research Ethics in the syllabus. **Value-added courses** on Soft Skills development, Mind Body Medicine, Communication Skills, Conflict Management, Code of Conduct, Joy of Giving Initiative, and Oral Health camps for the underprivileged provide additional cross-cutting learning in human values and ethics. The campus is **Divyangjan friendly**, with Convenient Signages, Washrooms, Ramps in Main OPD, Dedicated Patients & Faculty Lifts.

Health determinants and right to health are significant concerns, and GDCH Nagpur actively participates in the **National Tobacco Control Program** through a dedicated Tobacco Cessation Training module of John Hopkin's Institute. The institute conducts **Oral Health Rehabilitation Camps for Senior Citizens** and **Oral Health Check-up camps for Pediatric patients** under the Community Health Program. The institute focuses on **"Right to Health"** for masses by conducting annual Blood Donation drives, Complete Blood Count (CBC) drives, Gift a Mask drives, Road Traffic Awareness Campaign, Oral Hygiene Awareness Campaign, felicitation of Cancer Survivors, and Post COVID Mucormycosis Survivor Patient's meet. To promote **health awareness** amongst employees and students, the institute celebrates the yearly "Yoga & Wellness Program." To create a **stress-free working environment**, "VIHASA – Values in HealthCare: A Spiritual Approach" is organized in the institute. The **Green Gym** at the hostel adds to the physical health of the 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: 5

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

Response: 5

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: 13.92

1.3.3.1 Number of students enrolled in value-added courses offered year-wise during the last five years that impart transferable and life skills

2021-22	2020-21	2019-20	2018-19	2017-18
30	42	35	51	38

File Description	Document
Institutional data in prescribed format	View Document
Attendance copy of the students enrolled for the course	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: 60.94**

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

Response: 195

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

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

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: 96

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

2021-22	2020-21	2019-20	2018-19	2017-18
44	44	38	35	28

2.1.1.2 Number of seats earmarked for reserved categories as per GOI or State Govt. norms year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
44	44	38	35	35

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

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

Response: 93.73

2.1.2.1 Number of seats filled-in for various programmes offered by the College as against the approved intake during the last five years:

2021-22	2020-21	2019-20	2018-19	2017-18
82	82	63	67	78

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

2021-22	2020-21	2019-20	2018-19	2017-18
85	82	75	68	87

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: 11.5

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

2021-22	2020-21	2019-20	2018-19	2017-18
14	8	5	6	8

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

2.2 Catering to Student Diversity

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

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

Response: A. All of the above

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

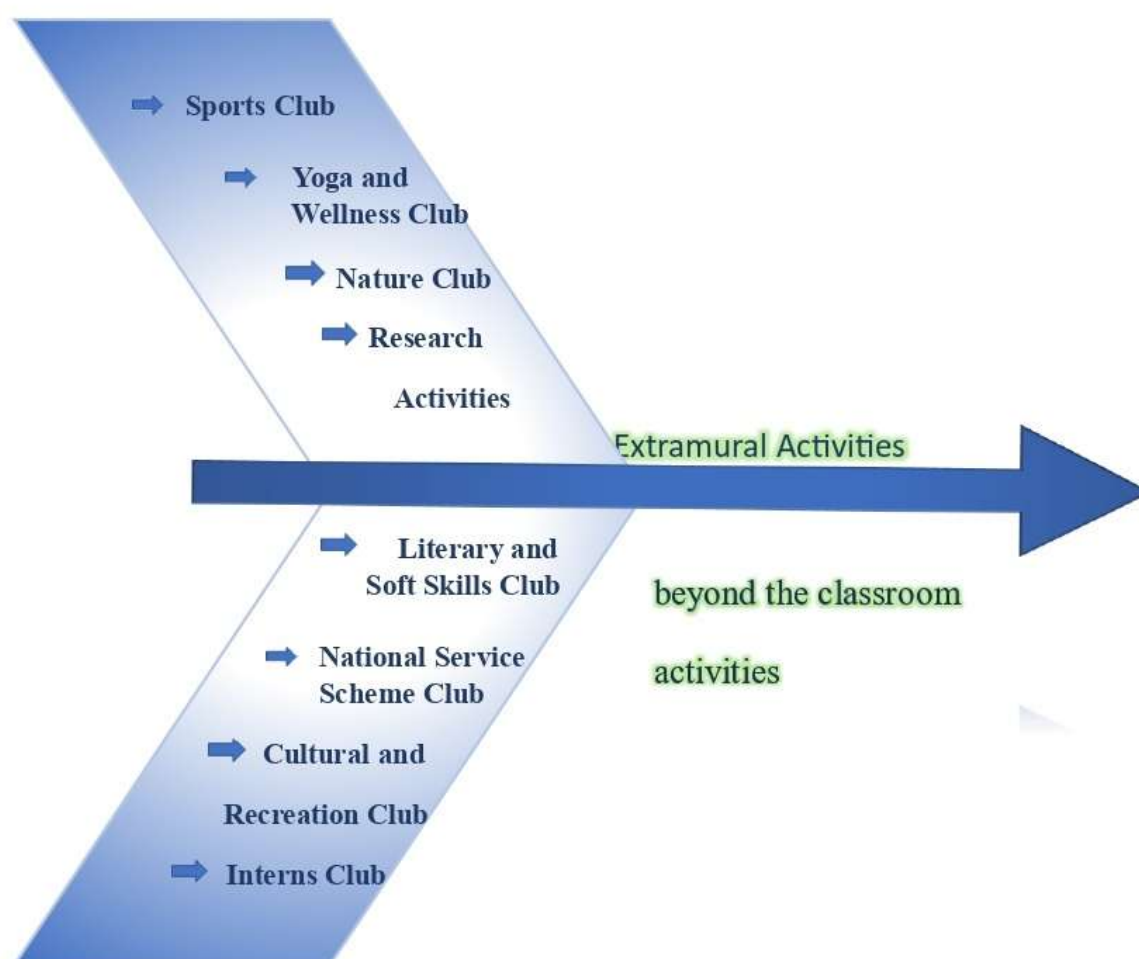
2.2.2 Student - Full- time teacher ratio (data of preceding academic year)

Response: 5.25

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:



Government Dental College & Hospital, Nagpur is a dynamic institution that welcomes **diverse backgrounds and regions**. While academic excellence is our primary focus, we are committed to providing our students with an all-rounded education that emphasizes the importance of **extra-curricular activities**. We take great pride in identifying, nurturing, and developing the **unique talents and interests** of our students, both within and outside of the field of dentistry.

Our students have the opportunity to participate in a wide range of **extra-mural activities**, including inter-college and intra-college sports competitions, cultural events, and research activities. Our sports facilities and college auditorium are open to all students, providing them with the space and resources they need to practice and develop their skills in a supportive and inclusive environment. Our **Sports Club** arranges various indoor and outdoor games during the Annual Sports event. Additionally, our **Yoga and Wellness Club** organizes yoga and meditation sessions on Saturday mornings for all students.

Our **Nature Club** encourages students to engage with nature through tree plantation drives, cleanliness drives and learn about the importance of preserving natural resources. Our **Cultural and Recreation Club** provides a platform for students to showcase their artistic and creative talents through competitions in debate, elocution, skit, role play, fashion show, singing, dance, and drama. **The Literary and Soft Skills Club** promotes the development of communication and interpersonal skills.

Research and Development cell sensitizes our students to engage in **research activities** through partnerships with MUHS and ICMR. With the concept of **“Choose your own guide”**, our students are encouraged to choose their own topics of interest and to work closely with faculty mentors to complete research projects and publish their findings in scientific journals.

Furthermore, our institution boasts an active **National Service Scheme (NSS) club** that arranges numerous events such as tree plantation drives, blood donation drives, tobacco cessation drives, cleanliness drives, and residential camps. We firmly believe that these activities serve as catalysts for emotional, intellectual, social, and interpersonal development, instilling a sense of responsibility towards society in our students.

Our institute is committed to promoting the holistic development of our students by nurturing three crucial elements. Firstly, we encourage a competitive spirit among them to foster their growth. Secondly, we promote teamwork by motivating students from different batches to collaborate in inter-college events. Lastly, we offer opportunities to develop organizational skills by allowing them to host and successfully execute events from start to finish.

Thus, our institution is dedicated to delivering a comprehensive education that equips our students not only with the necessary skills for successful dental careers, but also with the tools and experiences to lead satisfying and purposeful lives as multifaceted individuals.

File Description	Document
Link for any other relevant information	View Document
Link for Appropriate documentary evidence	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:

EXPERIENTIAL LEARNING:

GDCH Nagpur has a **high number of patients**, which allows students to gain **hands-on experience** treating patients starting from their third year of study. In their first and second year, students practice on typodonts to learn preclinical skills. **Competency based learning** and **early clinical exposure** to first and second BDS students enhances their confidence when dealing with clinical situations. Industry visits, CAD CAM prosthetic Lab, CBCT (Radiological unit), 3D Printing, Field trips and community outreach activities (schools, orphanages, old age homes) enhance experiential learning experience

INTEGRATED/INTERDISCIPLINARY LEARNING:

Link next- Postgraduate club activities are conducted in GDCH Nagpur, since 2005 that include presenting interdisciplinary cases to encourage **problem-based and evidence-based learning**. There is a comprehensive clinic that focuses on providing interdisciplinary care through “**One patient-one doctor concept**” to undergraduate students. Our speciality clinics include tobacco cessation center, implant clinic, aesthetic dentistry clinic, microdentistry clinic and a clinic for patients with special needs.

PARTICIPATORY LEARNING:

Participation in **open-ended questioning** in classroom and clinical postings enhances communication skills and reassure the students that their thoughts and ideas matter in decision making during treatment planning. **Blended learning** through Enriched virtual mode makes the classroom an active learning environment through **Flipped class** where students learn at their own pace and classroom time is used for focussed group discussion and comprehensive tests.

PROBLEM-SOLVING METHODOLOGIES:

Problem based learning exercises are embedded in the teaching module and separate problem-solving sessions are included in the timetable. **Case-based questions** are included in Internal Examination to simulate the analytical and reasoning skills in graduates which is also a part of MUHS Examination Policy

SELF-DIRECTED LEARNING:

Self-directed learning is encouraged at GDCH Nagpur to give students more control over their learning experience. By planning and executing their own learning strategies, students are better able to retain information and evaluate their own progress. The school provides opportunities for self-directed learning by assigning topics ahead of time and conducting group discussions in class.

PATIENT-CENTRIC & EVIDENCE-BASED LEARNING:

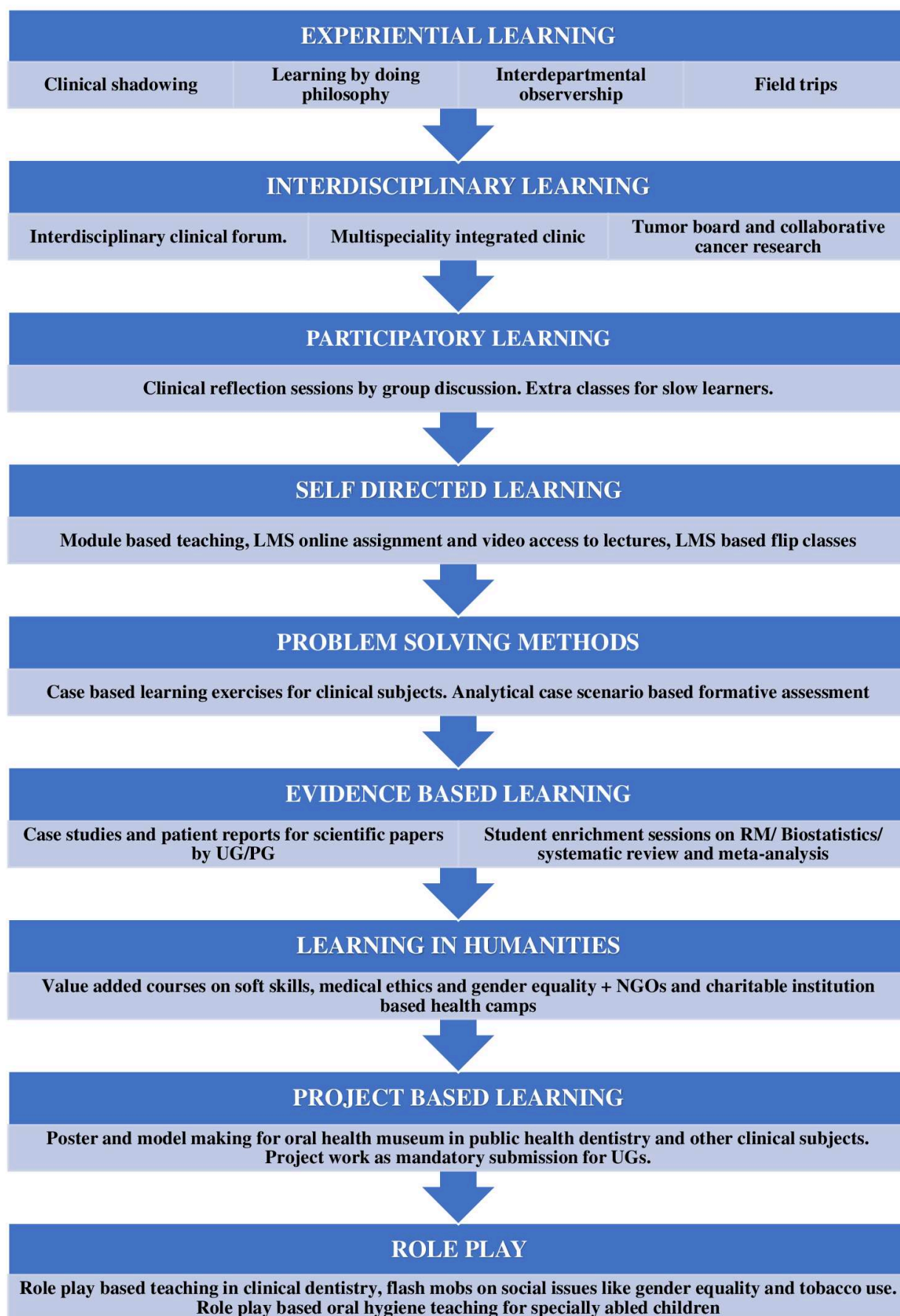
Students are introduced to clinical practice in all dental specialities along with general medicine and surgery posting in medical college and cancer hospital. Based on evidence-based data, **Research studies are undertaken by UG/PG students** and presented in speciality conferences and other scientific platforms like **Avishkar by MUHS** and IDA. For evidence-based data analysis, **Research and Development cell** of GDCHN conducts student's enrichment sessions on Basic and Advanced Research methodology, Biostatistics, Systematic review & Meta analysis.

LEARNING IN HUMANITIES & ROLE PLAY:

Regular dental camps in schools, tribal areas, socially underprivileged institutions educate them for humanities learning. **Role play** in community outreach camps to teach oral health care and awareness to school children, socially underprivileged population helps students to tackle **real life situations beyond classroom**.

PROJECT BASED LEARNING:

Syllabus of public health dentistry includes **poster and model making**. These posters and models are used by the students to educate the masses about oral health care, tobacco cessation and oral cancer awareness. **Institutional Innovation Cell** organizes project making competitions where students present their innovative ideas.



File Description	Document
Link for any other relevant information	View Document
Link for learning environment facilities with geotagging	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

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

Response:

The institute has taken proactive measures for transition from regular chalk and board teaching to modern digital and interactive methods.

1. ICT enabled Smart Classrooms:

GDCHN has two smart classrooms, named **Swadhaya-1 and Swadhaya-2** which are equipped with **MAXHUB interactive touch panel**, smart TV with all the latest software. Smart classrooms are provided with high-speed internet broad band connection with wi-fi. This enables teachers to display PowerPoint presentations, photos, videos and online content in the classroom. The **PTZ (pan-tilt -zoom) camera** is used for video conferencing using Zoom, Google meet, Webex tool. It helps in organizing online guest lectures and meetings effectively. The smart classroom is **fully airconditioned** which nurture teaching and learning in a comfortable environment. **Biometric attendance monitoring system** is installed for online monitoring of attendance of students.

2. E-Vidyakosh

E- Vidyakosh is an indigenously developed password protected **Institutional Learning Resource Management (LRM)** used by teachers to deliver blended learning to students. It is a **database of E-content** and assignments developed by faculty for the undergraduate students. Both teachers and students have access to the database through individual logins. The content is made available to students according to the academic years. LRM is very **user friendly** where digital lectures and different E-learning activities like group discussions, quiz are carried out. Teachers are **trained in developing E- content** for LRM through various faculty development programs. Lectures are available for students to prepare the topic in advance for **Flipped Learning sessions** and also to go through the missed lectures.

Maintenance and support for hardware and software facilities is available whenever needed by dedicated Information Technology Department named **Whiz Software Solutions**.

3. SWAYAM NPTEL LEARNING RESOURCES-

Government Dental College and Hospital, Nagpur is a **local chapter** of National Program on Technology Enhanced Learning (NPTEL) **with chapter ID 5011** since 2022. Students and teachers use this platform for getting online training in wide variety of courses ranging from good clinical practice, scientific writing in health research, communication skills and management, biostatistics, research methodology, Systematic review and Meta analysis. These courses enrich the undergraduate students, postgraduate students as well as faculty and is a convenient way of updating knowledge.

4. E-LIBRARY – E-GRANTHKOSH

Central library has a Library Management System (LMS) named **E-GRANTHKOSH** to manage all the functions of library. The students and faculties are provided with access to online library resources from **K-Hub** for updating their knowledge regularly. As the institute is affiliated to the MUHS, the institute has access to **Knimbus Digital Library, National Digital Library, Shodhganga and MUHS e-Journals** which is used by students and teachers.

5. Other ICT tools –

The college has forty-four computers, twelve **DLP projectors**, two intraoral cameras, thirteen printers & eight laptops used for teaching purpose. **High-speed internet connection** is also available in all departments.

During the covid -19 pandemic all the faculties imparted regular teaching throughout the year via **cloud video conferencing** software like GMEET, ZOOM and WEBEX.

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: 6.15

2.3.4.1 Total number of mentors in the preceding academic year

Response: 52

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
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:

Teaching learning process of the institution nurtures creativity by –

- The Public Health Dentistry department encourages creativity by including **poster and model making** in the syllabus for undergraduate students. Our students create posters on socially relevant topics, which they use to educate the community during outreach camps. Additionally, they provide special instruction to **mentally challenged children and their caregivers**, some of whom learn

sign language to communicate with deaf and dumb children. Students also submit their posters and models to various departments as part of their **internship completion program**.

- Furthermore, **preclinical work** in dentistry fosters creativity for both undergraduate and postgraduate students. This includes activities such as **wax carvings** of tooth anatomy in oral pathology, **plaster model making**, **cavity preparations** and **wax fillings** in preclinical conservative laboratory, **replica of dentition** in wax and acrylic in prosthodontics, **wire bending** in orthodontics, **suturing and interdental wiring** in oral surgery, and various appliances in pedodontics. These activities help students gain confidence and prepare them to deal with various clinical situations.
- The **Student Council** of Government Dental College Nagpur provides a platform for students to showcase their hidden talents through various competitions such as scientific presentations, poster competitions, painting, rangoli, creative wire bending, wildlife photography, soap carving, and best out of waste. The **National Service Scheme** conducts various programs like covid awareness and mask distribution, cleanliness drives, blood donation camps, and dental camps for diagnosis and treatment of underprivileged school children. Additionally, a **residential camp** is organized for students to connect and empathize with society.

Teaching learning process nurtures analytical skills by-

- In **Case based learning**, different clinical scenarios given by teachers inculcate exploratory learning and analytical skills in students to solve them.
- **Flip learning**, on the other hand, promotes self-directed learning, and class activities are centered around group discussions, quizzes, and problem-solving activities rather than didactic teaching.
- Moreover, the **research cell** conducts seminars and courses on basic and advanced research methodology, systematic review, and meta-analysis, which help learners develop analytical thinking skills.

Teaching learning process nurtures Innovation potential by-

- **Institutional Innovation Council (IIC)** is having its incubation center which nurtures innovation potential in students. Students and teachers regularly discuss new ideas and innovation concepts at the center to encourage a culture of innovation.
- Undergraduate and postgraduate students actively **participate in research projects** funded by organizations such as the Indian Council of Medical Research (**ICMR**) and the Maharashtra University of Health Sciences (**MUHS**). They also participate in the **Avishkar** competition organized by MUHS and present their research work at various local and national conferences.
- Students further **showcase their innovation potential** by presenting specialty-based scientific posters at their respective specialty conferences, PG conventions, and scientific programs of the institution. Faculty members guide students on a one-on-one basis to ensure the best possible research outcomes.
- Moreover, the institution's staff also contributes to new innovations, resulting in many **copyrights and patents** obtained by both students and staff members.

File Description	Document
Link for any other relevant information	View Document
Link for appropriate documentary evidence	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: 89.18

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

2.4.2 Average percentage of fulltime teachers with Ph.D./D.Sc./ D.Lit./DM/M Ch/DNB in super specialities /other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences (like MD/ MS/ MDS etc.,) for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils /Affiliating Universities.

Response: 7.24

2.4.2.1 Number of fulltime teachers with Ph.D/D.Sc./D.Lit./DM/M Ch/DNB in super specialities / other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils. Last five years data to be entered.

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

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

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

Response: 12.52

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

Response: 764

File Description	Document
Institutional data in prescribed format	View Document
Consolidated Experience certificate duly certified by the Head of the institution	View Document
Any 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: 86.35

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

2021-22	2020-21	2019-20	2018-19	2017-18
58	42	45	42	48

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

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: 20.76

2.4.5.1 Number of fulltime teachers who received awards and recognitions for excellence in teaching and student mentoring, scholarships, professional achievements and academic leadership at State, National, International levels from Government / Government-recognized agencies / registered professional

associations / *academies* during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
14	15	10	11	7

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

2.5 Evaluation Process and Reforms

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

Response:

Academic calendar is the **framework** for routine commencement of internal evaluations, university examinations, vacations and breaks and also posting schedules in one academic year. Government Dental College offers admission into BDS, MDS, Post Graduate and PhD -academic Programs.

Academic Calendar of the Government Dental College and Hospital, Nagpur for **Under-Graduate, Post-Graduate, PhD** and Fellowship is exhaustive and transparent. Its main focus is **overall academic development** of students.

All Departments have **Academic Planner** defining type of tutorials like **Self Directed learning, problem Solving and Make-up assignment, Flip classroom teaching and Remedial Teaching**.

The **Time Table Committee** formulates the Academic Calendar based on inputs from the **Academic Curriculum Committee, Examination committee, Students Council and IQAC**. The academic calendar once formulated is circulated amongst all stakeholders and is displayed on the **institutional website – E-Vidyakosh**.

- Importance of an academic calendar comes into play as soon as an academic year starts. It marks the **landmarks** to be achieved in the said year by both the institute and student body.
- It consist of **Lectures -Practical schedules and Clinical posting** schedules for students, dates for-conduction of various internal assessments, declaration of results, vacations, holidays and preparatory leaves for the said year.
- Academic calendar is very thoughtfully designed to incorporate **curricular and Extra-curricular activities** as per university guidelines.
- It is strictly followed throughout the year, any changes in those said dates can only be done by the Academic Curriculum Committee after thoroughly addressing the reason and consequences of the changes with the respective **UG or PG Incharge, Vice Dean Academics and all Heads of**

Department. Any changes or variations pertaining to the dates or events are **pre intimated** to the concerned authority and student body representatives.

- **Pre communicating** the year plan, allows the students to arrange their studying and vacationing schedule by establishment of defined landmarks and setting up short term goals. Also, for the faculty it is helpful in lecture planning, topics coverage, syllabus completion and timely preparation of assignment sheet to be handed over to the students.
- GDCHN has well planned Examination Guidelines (SOP) made by Examination cell. Use of **CCTV Surveillance, Multiple Evaluation and Transparent Grievance Redressal Cell** have ensured that the conduction of **IAE are transparent and impartial.**
- After each internal assessment the answer sheet evaluation and result declaration timeline has been set to 2 weeks. In the Internal Examinations, the mechanism of **scheduling, paper setting, moderation, printing, distribution, invigilation, evaluation, grievance redressal and declaration of result** are all in accordance with the Examination Guidelines by MUHS and DCI.
- 35 % of the syllabus is covered in first Internal Assessment Exam, another 35 % in Second Internal Assessment Exam and complete 100% in third internal assessment.

Post graduate theory and practical preliminary examination are also conducted in the institution before the final examination of first year and third year MDS students.

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:

At GDCHN, we strive to ensure that our internal assessment examinations are conducted with **utmost transparency and fairness.** We follow the guidelines of our affiliating university Maharashtra University of Health Sciences, Nashik and maintain complete transparency in both internal assessment and university examinations. Our institution provides equal opportunity to all students during the conduction of examinations, and we have a **mandatory female observer** to ensure that no student faces any discrimination.

For smooth conduction of internal assessment examination, we have established an **examination cell** that consists of the chairman and other teaching staff members. This cell is responsible for handling all issues related to the conduction of university and internal assessment examinations, including the evaluation process. **As per DCI/University rules,** three internal assessments are conducted for BDS students during each Academic year. Our institution has also created a standard operating procedure (SOP) for the conduction of internal assessment examinations. This includes the **preparation of an exam timetable** for each internal assessment well in advance, which is communicated to both students and teacher incharges.

Moreover, we provide access to a question bank that is available in the E-Vidyakosh Learning Resource Management System and can be easily accessed by students.

To ensure the internal assessment examinations are conducted in an unbiased and fair manner with efficient grievance redressal, we have put in place the following mechanisms:

- The question paper is prepared by two **senior faculty members**, including the internal examiner. The Head of Department moderates the question paper to ensure it is within the syllabus and equally distributed within the syllabus covered.
- Absolute **confidentiality** is maintained throughout the paper setting and conduct of the exam.
- **Vigilant invigilation** during the examination is ensured through a designated set of invigilators as mandated by DCI, along with continuous CCTV monitoring of the internal and university exam.
- After the examination, students are shown their evaluated answer sheets to provide them with an idea of their performance. In case of any **grievances** related to the question paper or answer paper corrections, students can approach the respective subject teacher and the Examination cell.
- The **assessment report** is prepared by subject incharges, and all records of the internal assessment examinations are maintained by every department and students section.
- If students have any grievances related to retotaling, **re-evaluation**, or any other contextual issue in the internal examinations, they can appeal as per guidelines to the Head of the Department. Any grievance raised has a strict timeline of 7 days for resolution.
- If the issue remains unresolved at the departmental level, students can approach the **institutional grievance redressal committee**.

Lastly, for students absent during any of the internal assessment examinations, we plan an **additional examination** to ensure that they do not face any disadvantage. At GDCHN, we take the conduct of examinations very seriously and ensure that all students are treated fairly and equitably.

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:

Reforms have been devised at the University as well as institutional level to improve the examination system and make it more reliable, efficient and transparent.

University level Reforms

The University has provided easy online access for:

- Teacher login
- Online Examiner appointment
- Online paper setting
- Online portal for submission of Internal Assessment Examination marks
- Downloading Students examination Identity card
- Online submission of university practical examination marks.
- Online downloading of result
- Automation in the payment gateway through Pay-Online on MUHS Portal, allowing students to pay various fees online and register for various University examination-related services.

The **complete automation** of the examination process has helped in the successful execution of examination schedules, attendance monitoring, marks data entry, and the preparation of program-wise results. To deter and detect violations of examination protocols, **CCTV cameras** have been installed in all classrooms and examination halls.

To ensure accuracy and efficiency, the university examinations utilize barcoded and **Optical Mark Recognition (OMR)** enabled answer papers. In addition, MUHS has planned for a **Digital Examination Center** for the online evaluation of papers, which will further streamline the examination process and enhance its efficiency.

Institute Level Reforms

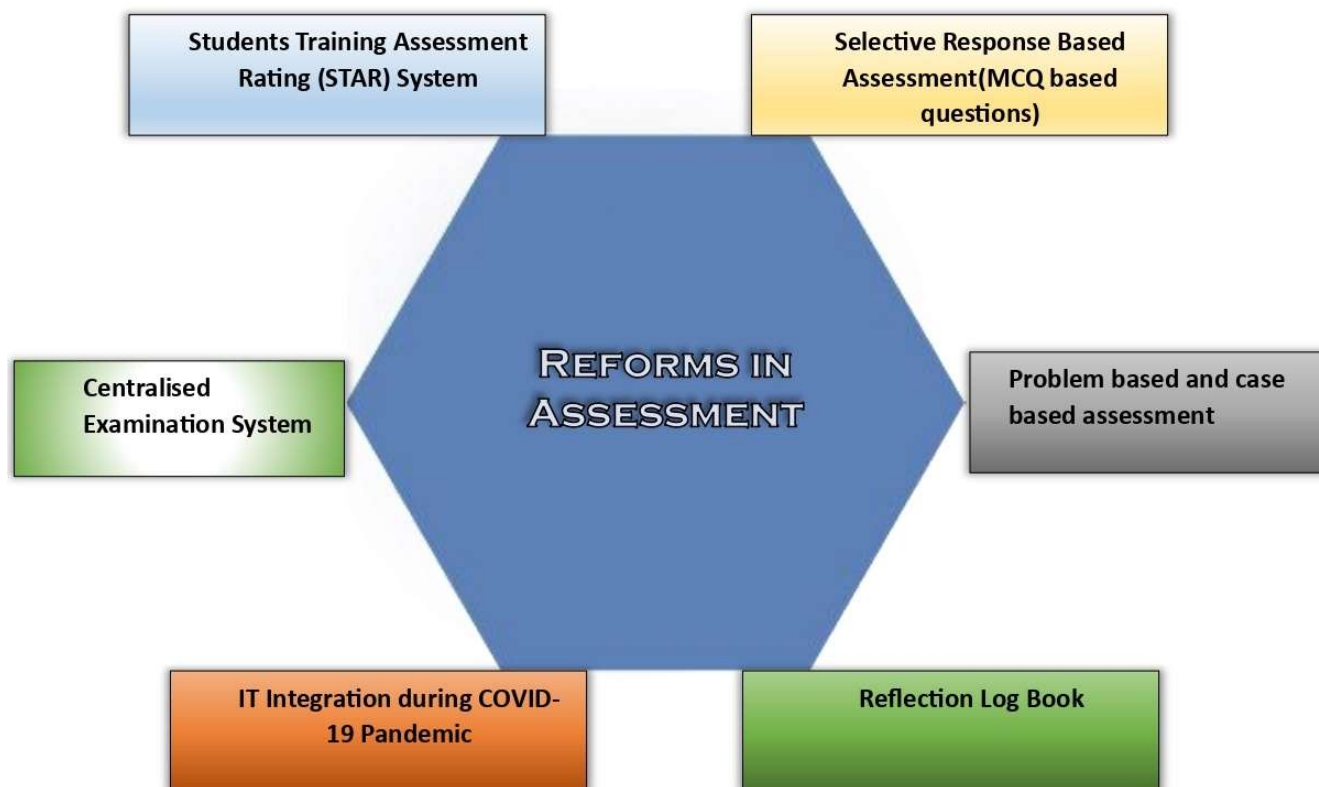
All examination-related information is provided to students digitally and through hard copies of circulars posted on the notice board. Pre and post-examination activities are planned and integrated by the Examination Cell, starting with examination notifications on E-Vidyakosh and the notice board. Additionally, the institute's website contains all relevant documents regarding the examination system that students can access. **Central Assessment Programme (CAP)** is routinely conducted at GDCH, Nagpur as per MUHS guidelines.

Reforms in Assessment:

1. **STAR Assessment** - Students Training Assessment Rating (STAR) system is used to assess each clinical or preclinical exercise, rating of each performance is done and shown to students, time given to students to practice and **RE-PERFORM/ REPEAT** the exercise with better understanding.
2. **Selective Response Based Assessments** – MCQ-based questions have been incorporated into both internal and university examinations to promote analytical reasoning and prepare students for the PG NEET exams.
3. **Problem Based Assessments** – The internal examination question papers have also been improved to include Case-Based/Problem-Based Questions for topics requiring a high degree of analytical reasoning and clinical implications for the student.
4. **Teaching Based Assessments** – Assessment of the student performance, routinely during Class-Tests / Assignments and quizzes on E-Vidyakosh after every lesson.
5. **Reflection Log book** - A self assessment method developed by the institution.
6. **IT Integration during Covid19 Pandemic:** During pandemic, the institute conducted online examinations shared via WhatsApp and email, as well as viva voce assessments through one-to-one

video conferencing via Google Meet/Zoom/Microsoft team/Webex.

7. **Centralized Examination system-** The institution has also adopted a centralized examination system with a Standard Operating Procedure that is strictly followed for the conduction of all internal examinations.



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

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

2.6 Student Performance and Learning Outcomes

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

Response:

Yes, the institute has developed and implemented a well-defined system to ensure that its **graduate attributes and learning outcomes** are in line with the provisions of the Dental Council of India (DCI). The institution has made these attributes and outcomes accessible to all stakeholders by displaying them on the **institutional website, central library and student handbook**. The teaching staff has also been circulated with this information to ensure that they are aware of the program objectives.

The institution has uploaded the course syllabus and program description as directed by the **Maharashtra University of Health Sciences (MUHS), Nashik**, on its **website** and communicated it to the students. The program description includes course objectives, outcomes, reference books, academic calendar, timetables, and assessment methods. The course specific outcomes are available in the respective departments, and the **program outcomes and course specific outcomes** are properly explained to the students at the beginning of each topic.

The institution has adopted a variety of **teaching and learning methods** to enhance the learning process, including multimedia aided lectures, skill labs, hands-on demonstrations, practical assignments, small group discussions, seminars, experiential learning through clinical work, problem-based learning, flip classrooms, and role play. The institute is equipped with **Interactive Touch-panel enabled Classrooms** to further enhance the teaching-learning process. The most appropriate teaching methodology in each topic of the respective courses is selected by the Head of Departments (HODs) to attain the most favorable outcomes. Modules with a high degree of cognitive and practical skill components are preferred to be taught by **blended learning**.

The curriculum is designed to ensure that the progression from **pre-clinical to clinical phase** is smooth.

The students are provided **Early Clinical Exposure (ECE)** right from the 1st BDS to orient them well to the BDS course. The **heavy OPD** of the hospital is a boon to students as they obtain maximum **experiential learning** through patient management in the service clinics from 3rd BDS. The students are encouraged to indulge in **self-directed learning** and are provided with a library with all facilities for studying. Regular monitoring of academics is done through the **REFLECTIONS system and STAR system** to ensure knowledge dissemination and help chart the students' progress. Additionally, the **Vidyarthimitra Mentor-Mentee program** provides holistic support for students to perform at their optimum capacity.

The institution ensures **continuous evaluation** of the program and course outcomes by conducting two internal exams and one preliminary exam (theory and practical) every year as per the guidelines of MUHS for assessment of academic, diagnostic, comprehensive treatment planning, and clinical skills. Thus, the program and course descriptions are well designed to provide students with the necessary insights and facilitate continuous evaluation of the program and course outcomes.

File Description	Document
Link for upload Course Outcomes for all courses (exemplars from Glossary)	View Document
Link for any other relevant information	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

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

Response: 90.03

2.6.2.1 Number of final year students of all the programmes, who qualified in the university examinations in each of the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
59	67	55	40	60

2.6.2.2 Number of final year students of all the programmes, who appeared for the examinations in each of the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
64	69	69	49	63

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

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

Response:

The Institute employs various teaching, learning, and assessment methods to ensure that the program outcomes are achieved effectively.

Effective teaching/ learning techniques

- The teaching techniques employed in the institute include **lectures, demonstrations, practicals, small group discussions, seminars, clinical work, problem-based learning, flip classrooms, and role-playing**, which are blended to best suit the topics being taught. The Institute also provides interactive touch panel classrooms and internet facilities to enhance the teaching-learning experience.
- The **Early Clinical Exposure (ECE)** initiative in the first year of the BDS program helps to familiarize students with the program from the very beginning. In the second year, **simulation-based training** provides valuable firsthand experience to students before entering the clinical scenario. Under the supervision of qualified staff, students gain practical skills by performing various exercises on phantom heads. In the third and fourth years, students receive extensive exposure to patient management due to the **heavy hospital OPD**, which is crucial in their skill development.

Assessment techniques

In addition to the internal assessments and university exams prescribed by MUHS and DCI, the

Institute has devised novel assessment processes such as the Student Training Assessment Rating (STAR) system and the Reflections Log. Both of these assessment methods are in the process of being copyrighted.

- **Student Training Assessment Rating (STAR) system** acts as an effective tool in charting the progress of students in preclinical and clinical exercises. Students are assessed and scored on various defined criteria/steps of a given exercise during their routine practicals/postings. Based on the score (out of 10), students are graded between 1 star (*) and 5 stars (*****). Each student is evaluated up to three times for each exercise, and specific areas needing improvement can be easily identified so that the student and teacher can bring about targeted refinement.
- **Reflections Log** is an analytical tool where students introspect and express their views on the topic taught. Students adopt the DIEP model (Describe, Interpret, Evaluate, Plan) to reflect on each topic covered. It is an innovative tool to encourage self-directed learning.
- Students are assigned a **quota of exercises** to be completed within a stipulated time in each department in alignment with the guidelines of MUHS. Students perform the tasks under expert supervision and are regularly monitored and graded for their work in the journals/logbook maintained by them.
- **Formative assessments** are conducted in the form of three continuous Internal Assessment Examinations held throughout the academic year as per DCI and MUHS guidelines. Students are encouraged to perform well in these examinations, since the marks obtained in the examinations are consolidated and included in the University Examination marks.
- Students identified as **slow learners** are provided with additional **remedial classes** to help improve their performance.
- **University examinations** are held annually in the Summer and Winter sessions of each academic year under MUHS, Nashik.

Thus, the Institute is actively improvising student friendly and relevant assessment techniques to ensure attainment of stated learning outcomes.

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:

The **Parents Teachers Association (PTA)** of Government Dental College & Hospital, Nagpur actively involves parents/guardians of students in their **overall development**, making them an integral part of their journey towards becoming professional dentists. It serves as a platform to **guide and support** students on both academic and non-academic fronts and provide timely assistance whenever required.

Formation of the PTA Committee:

At the beginning of each academic year, the PTA is formed for **one-year tenure**. The PTA comprises **regular members** and committee members, with parents of each BDS and MDS student serving as regular members. The committee is headed by the Dean of GDCHN, and a staff member is appointed as the Officer-in-Charge. It also includes **one parent representative** from each academic year, from first BDS to Final BDS, and all heads of departments as committee members.

Functioning of the PTA:

The PTA holds **two meetings every academic year**, one after the 1st Internal Assessment Examination in September/October and the other before the University examination in March/April. The meetings are held in a **hybrid online/offline mode**. Parents are given prior intimation about the meeting date, and documentation of the meetings is maintained.

Objectives of the committee:

- Inform parents about the academic progress of their ward.
- Explain the academic curriculum, examination patterns, and periodic assessment system.
- Provide information about different assessment systems such as STAR, Reflections, and internal assessment procedures, along with remedial classes for slow learners.
- Inform parents about University guidelines on attendance.
- Provide orientation about academic and extracurricular activities being conducted in the college.
- Obtain feedback and suggestions from parents to improve the institute.
- Inform parents about the mentorship program being followed in the college.
- Discuss the overall progress of students and address any problem areas to contribute to their wholesome development.

Thus, the PTA serves as an **effective support system** where teachers and parents collaborate to ensure the all-round development of the student.

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: 27.21

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

2021-22	2020-21	2019-20	2018-19	2017-18
18	14	15	15	12

File Description	Document
List of full time teacher during the last five years	View Document
Institutional data in prescribed format	View Document
Copies of Guideship letters or authorization of research guide provide by the university	View Document
Any additional information	View Document

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

Response: 2.27

3.1.2.1 Number of teachers awarded national/ international fellowship / Financial support for advanced studies/collaborative research and conference participation in Indian and Overseas Institutions year-wise during the last five years

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

File Description	Document
Institutional data in prescribed format	View Document
Fellowship award letter / grant letter from the funding agency	View Document

3.1.3 Total number of research projects/clinical trials funded by government, industries and non-governmental agencies during the last five years**Response:** 9

3.1.3.1 Number of research projects/clinical trials funded by government/industries and non-government agencies year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
7	1	1	0	0

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:****Ecosystem for Innovation****• Environment for Research and Ideation:**

The institution fosters an **environment of ideation** at every level, ensuring that both faculty and students are involved in **academic and creative decision-making**. Postgraduate students present their unique ideas to their teachers for dissertations, and their **creative insights** are respected and nurtured. Undergraduates also have the **freedom to choose preferred topics/ideas** for short studies or scientific papers and can approach their teachers for **mentorship**.

The institution also practices the "**Choose your Research Guide**" program to foster scientific mentorship among undergraduate students. The **Innovation Cell** of the institution organizes various programs to emphasize the importance of innovative research. Both staff and students are encouraged to publish articles in research journals and make scientific presentations at national and international conferences.

• Opportunities for Researchers through Autonomy

Interested students are permitted to **observe biological procedures** in nearby research laboratories. The institution also **organizes seminars and symposiums** with enlightening lectures from deans, principals, and icons from nearby well-known colleges and universities. The institution prides itself on its postgraduate guides, who **mentor young minds** on their research paths. Every department in the college encourages students to **participate in conferences and workshops** to ignite their interest in innovation. Dedicated mentors identify and enable students to **express their ideas and innovations**. Faculty and students are encouraged to participate in seminars and conferences for knowledge building related to **intellectual property rights**. The faculty and postgraduates of the institution have developed and published numerous **innovative designs, copyrights, and patents** authorized by the Government of India.

• Building Cross-Institutional Networks

To facilitate networking and establish **collaborations** for undertaking multi-disciplinary and interdisciplinary research, the institution regularly invites eminent experts for lectures, workshops, and hands-on courses. The institution also has **Memorandums of Understanding (MoUs)** with institutes like VNIT, DMIMS, LUCID Implants, Govt. Ayurvedic College, Nagpur, Susanskar Bahudeshiya Sanstha, Nagpur, etc., for research collaborations and cross-organizational work.

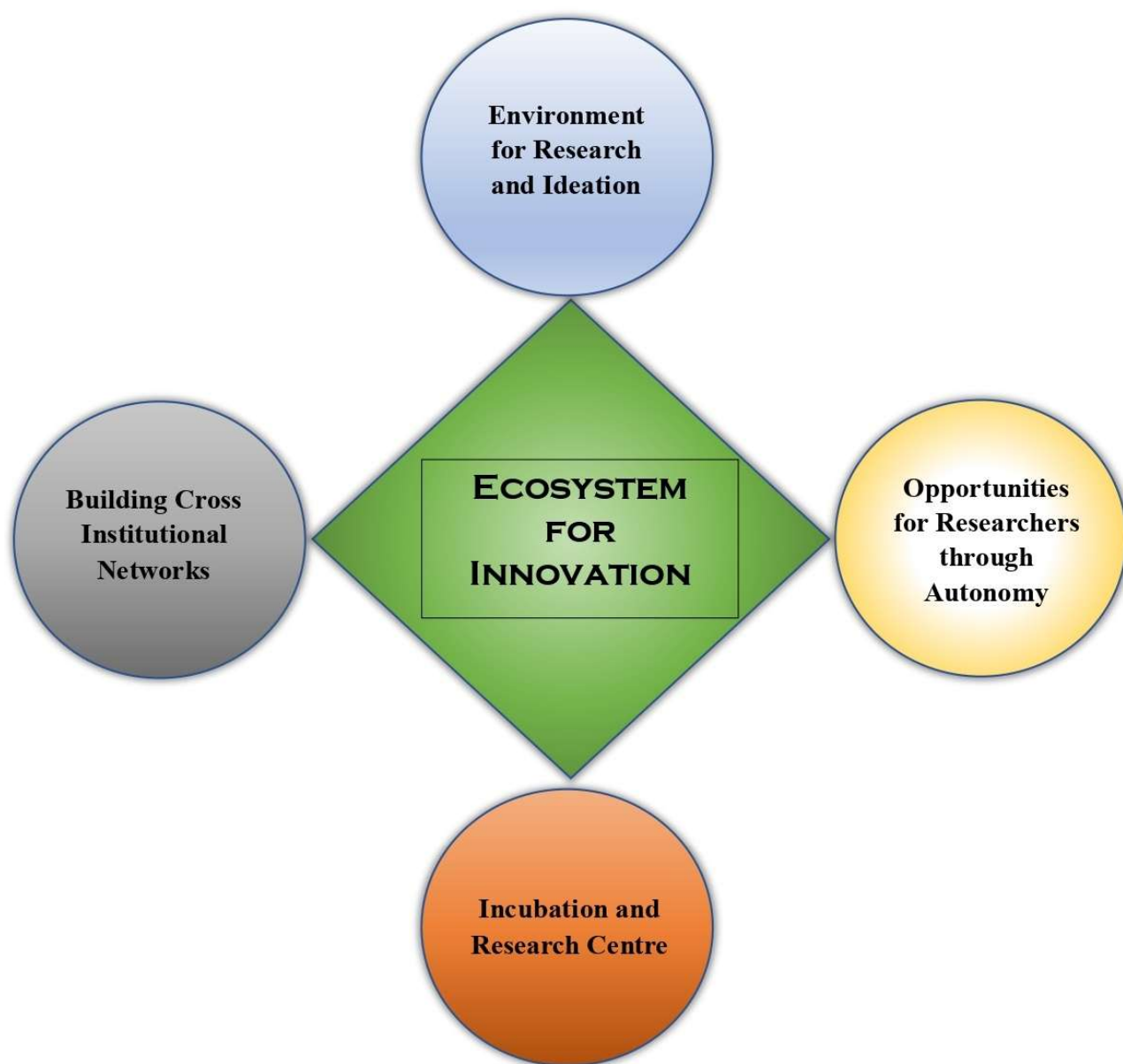
Incubation & Research Centre

To foster a culture of original research and innovation, we have invested in **modern equipment and technology** in our research laboratory, and have established an **Institutional Ethical Committee** as well as a **Research and Development Cell** staffed by expert researchers in the field of innovation. Our dedicated team of professionals provides guidance and analysis to students and staff conducting research.

Our state-of-the-art Research Facility includes **high-end equipment** such as a Simulation Centre, Stereolithography facility, CAD-CAM, CBCT machine, Blood Analyzer machine, Centrifuge, Incubator, Stereo-Microscope, Penta-Head Microscope, Research Microscope, Fluorescent Microscope, and 3D Printing Machine, which provide all necessary infrastructural support for the ideas nurtured in our Incubation Centre.

In response to the post-Covid Mucormycosis outbreak, our institute has designed numerous **3D patient-specific implants using Stereolithography prototypes** created in collaboration with Lucid Implant Industry, to aid in jaw rehabilitation.

We also host "**FATHOM**", a **state-level Dental Student Research Conference** annually, which aims to promote research and innovative ideas among undergraduate students. The highlight of this conference, in addition to research paper and poster presentations, is the Table Top Demonstrations on Innovations in Dentistry.



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

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

Response: 18

3.2.2.1 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
9	1	3	2	3

File Description	Document
Report of the workshops/seminars with photos	View Document
Institutional data in prescribed format	View Document
Any 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 format	View Document
Link for Additional Information	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: 0.96

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: 71

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

Response: 74

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

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: 6.6

File Description	Document
Institutional data in prescribed form	View Document
Any additional information	View Document
Web-link provided by institution in the template which redirects to the journal webpage published in UGC notified list	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: 0.02

File Description	Document
Institutional data in prescribed format	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: 573

3.4.1.1 Number of extension and outreach activities carried out in collaboration with National and

International agencies, Industry, community, Government and Non-Government organizations engaging NSS/NCC/Red Cross/YRC/Institutional clubs etc. during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
129	6	82	257	99

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
Any additional informatio	View Document
Link for Additional Information	View Document

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

Response: 44.42

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

2021-22	2020-21	2019-20	2018-19	2017-18
139	137	129	119	111

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

Government Dental College and Hospital has set **enviable standards** in delivering oral health services. However, what sets it apart is its commitment to organizing **regular extension and outreach activities** every year, serving all strata of society without bias. These **efforts have been recognized** through momentos, certificates, and letters of appreciation received from various organizations.

The department has been organizing augmentation exercises through **camp**s in schools, universities, establishments for the rationally and physically incapacitated, visually impaired, old age homes, industrial facilities, carnivals, and more. As part of the **Azadi ka Amrut Mahotsav** initiative of the Government of India, Government Dental College & Hospital, Nagpur conducted **75 Oral Health Screening and treatment Camps** at different areas of Nagpur city in collaboration with Nagpur Municipal Corporation, Nagpur. In these **NMC camps**, a total of **5839 patients were screened and 2988 patients were treated**.

The school-based **Pit and Fissure Sealant Project** in association with Zilla Parishad, Nagpur, under the National Oral Health Programme, Ministry of Health & Family Welfare, Government of India, benefited 405 school children. The **Comprehensive Tobacco Control Programme** in collaboration with Additional Tribal Commissioner, Nagpur Division, Dept of tribal Health, Govt of Maharashtra, involved awareness, screening, and treatment of around 30,000 Govt Ashram school & Hostel students for oral precancer & cancer.

The students have contributed significantly to sensitizing people against the **adverse effects of tobacco** on health through appropriate health education and promotion programs. The department has received commendations from different agencies that encourage us to do more for the betterment of society. The department has also received **appreciations** from local political organizations and NGOs.

The **NSS unit of GDCH** conducted extension activities such as blood donation camps, tree plantation, and Swaccha Bharat Abhiyan. The team of the Department of Public Health Dentistry won a **consolation prize in Cleanliness Awareness Week** Celebration at GDCH, Nagpur. The department has **adopted 11 villages** and is undertaking social initiatives for disadvantaged strata by motivating, guiding, monitoring, and taking

follow-up action with them towards improving their quality of living by making them aware of aspects like overall hygiene, sanitation, nutrition, etc.

Over the past five years, the institution has been **felicitated at various levels**. Its noble work has been commended recurrently in various **print media**. The institution works in collaboration with local **IDA Branch and Rotary clubs** for conducting various projects and programs. **Rallies** are regularly organized on occasions like Oral Health day, Oral Hygiene day, No Tobacco day, etc.

The **dental awareness campaign** includes motivational speeches addressing the backward and neglected community people in their native language and demonstration of the correct way of oral hygiene practices. Street plays, oral health awareness skits, health talks, radio talks, and cultural programs are organized periodically in the rural and urban vicinity of the institute. The extension services through **Satellite Centers** ensure the profound exposure of the student to the weaker section of the community, and **appreciation certificates** have been received from organizations to acknowledge the contribution of these services.

File Description	Document
Link for any other relevant information	View 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

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

Response:

The Government Dental College and Hospital in Nagpur is committed to providing oral health care to everyone, especially to **underprivileged and underserved communities**. The institution aims to reach out to those who are unable to access dental care and provide them with **free dental checkups and treatments**. The following are some of the **extension and outreach activities** conducted by the institution:

- 1.Oral health care for specially-abled children:** The institution organized diagnostic and treatment camps for children with special needs, such as mentally challenged, deaf and dumb children, at various schools. The Department of Pediatric and Preventive Dentistry provided necessary dental treatment to these children free of cost, and also educated their teachers, parents, and caretakers about the importance of oral hygiene.
- 2.Oral health care for prisoners:** The institution conducted screening and treatment camps for male and female sections of the Central Jail in Nagpur. This initiative not only benefited the jail inmates but also solved many security-related issues. It saved a lot of manpower, time, and energy of the jail authorities as well as the judiciary.
- 3.Oral health care for mentally disturbed patients:** The institution organized monthly screening

and treatment camps at the Mental Hospital in Nagpur. This initiative helped mentally disturbed patients take care of their oral health, which was otherwise difficult for them. The institution's effort also helped the Mental Hospital administration.

4. **Oral health care for tribal people:** The institution provided oral health care in far-flung remote tribal areas like Gadchiroli. Regular visits were organized at SEARCH, Gadchiroli, and special camps were organized for different dental procedures. The institution also conducted screening camps for oral precancerous and cancerous lesions in various villages.
5. **Preventive dental checkups for children:** The institution organized various dental checkup and treatment camps for children at 17 Zilla Parishad schools in Nagpur and the surrounding region. The Department of Pediatric and Preventive Dentistry, along with the Department of Public Health Dentistry, screened children for dental problems and educated them about oral hygiene maintenance.
6. **Oral health care for children and senior citizens:** The institution collaborated with various government bodies, like NMC, to provide dental care to the society. As a part of the Azadi ka Amrut Mahotsav, 75 camps were planned in collaboration with NMC in different areas of Nagpur. Most of these camps were held in socio-economically backward areas of Nagpur, where dental checkup was done for about 47512 patients, out of which 15741 patients were treated in the camps.
7. **Essential skill development program for students:** The institution organized an educative and essential skill program on Basic Life Support for undergraduate students. Anaesthetists from the institute gave detailed information along with a demonstration of Basic Life Support. The students are trained to respond positively in an emergency situation and help people in need.
8. **Celebration of International Maxillofacial Surgeons Day:** The institution celebrated International Maxillofacial Surgeons Day by felicitating Mucormycosis patients on 13th February 2022. The institute acknowledged the challenges faced by people who suffered from rhinomaxillary mucormycosis during the second wave of COVID-19.



File Description	Document
Link for any other relevant information	View Document
Link for details of Institutional social responsibility activities in the neighbourhood community during the last 5 years	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: 9.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
19	2	5	10	13

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

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: 26

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: 26

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The Institution is well-equipped with **comprehensive facilities** designed to facilitate an optimal teaching and learning environment. These facilities include state-of-the-art classrooms and laboratories, cutting-edge projection systems, LAN connections, and other innovative audiovisual aids.

In terms of classrooms, the Institution boasts **four fully equipped spaces** that are outfitted with Wi-Fi and LAN connections.

- **Swadhyay 1** is a smart classroom that can accommodate up to **80 individuals** and comes equipped with an interactive digital audio-visual aid, microphone support system, and PTZ camera.
- **Swadhyay 2** is another smart classroom that can accommodate up to **65 individuals** and is also equipped with an interactive digital audio-visual aid and microphone support system.
- **Swadhyay 3** is a classroom with a capacity of approximately **65 individuals** and is fitted with an interactive digital audio-visual aid.
- **Swadhyay 4** is a classroom that has been designed specifically for problem-based learning, small group discussions, flipped classroom instruction, and self-directed learning.

In addition to classrooms, the Institution offers nine personalized **seminar rooms** that are equipped with audio-visual aids. These seminar rooms are used to conduct academic activities such as seminars, journal clubs, and case presentations, and they are highly beneficial for staff, graduate, postgraduate students, and research scholars.

The **clinical and pre-clinical laboratories** at the Institution have been designed to meet the regulations of the DCI and MUHS, Nashik. The pre-clinical laboratories in the departments of Prosthodontics, Conservative Dentistry, Pediatric dentistry and Orthodontics, are well-equipped with **mannequins, typhodonts**, and other modes to optimize and train students in the motor skills necessary for clinical work. The Oral Pathology laboratory provides facilities for processing **biopsies** with an **automatic tissue processor** and embedding station, and also uses a pentahead and fluorescent microscope for slide reporting and further studies. The department also offers facilities for all types of blood investigations, including CBC counters and RBS counters for blood sugar reporting, as well as a blood centrifugal machine for extracting PRF, PRP, and PCR studies.

The **laboratory of medical subjects** in Anatomy, Physiology, Biochemistry, Pathology, Microbiology, and Pharmacology is shared with the associated Government Medical College (GMC) and provides **training in basic medical and para-clinical** procedures. Students are also trained in Basic Life Support, IV cannulation, and injection techniques in Clinical Skill Laboratory in GMC.

Each department of the institution has established a **museum** to promote **museum-based learning** among students. . These museums offer an immersive experience to students, where they can explore various artifacts, specimens, and exhibits related to their field of study. Students can engage with the objects on

display and get a better understanding of their course material.

The Institution has also provided each department with **computer terminals** that are linked with high-speed internet, enabling the preparation of educational materials such as PowerPoint presentations and video lectures. Videos created by staff are shared on departmental YouTube channels and with students through **LRM-e-Vidyakosh**. Lastly, a **digital e-library** with a repository of national and international published literature is available to cater to the needs of all students and staff.

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

Yes, the institution has excellent facilities to support physical and recreational activities for both staff and students. Located in the heart of a **200-acre lush green campus** on the premises of Govt. Medical College and Hospital, Nagpur, the campus provides a diverse range of flora and fauna, creating a serene environment that is ideal for leisure activities.

The institution recognizes the importance of sports in a student's **overall development and growth**. The **Student Council** at Govt. Dental College and Hospital, Nagpur, has a dedicated **sport committee** that organizes regular sports activities during each college term. Our students excel in both academics and sports and have achieved great success in various sports activities. Through sports, students develop essential life skills such as teamwork, leadership, patience, discipline, learning from failure, and sportsmanship.

Institute has various outdoor sports facilities, including a Badminton ground within the college premises and a Handball ground in the hostel premises. The **GMC Sports Complex**, with lawn tennis and basketball grounds, is shared by our students and faculty. Additionally, a unisex gymnasium is available 24X7 for physical fitness, and a green gym is installed in the hostel premises for boys and girls. For indoor recreational activities, a recreational room with carrom, table tennis, and chess is available in the hostel premises.

The **"Yoga and Wellness Room"** is a highly valuable facility that is widely appreciated for its ability to promote both physical and mental wellbeing. Engaging in regular yoga practice within this space can have a significant impact on reducing stress and inflammation throughout the body, resulting in a healthier,

more balanced life.

The institution also has a **Nature's Club** that keeps the students well-informed about different activities for preserving nature in the campus. The various programs, such as tree plantation, environmental cleanliness, etc., create awareness, motivation, and educate students for environment conservation.

The **GDCH, Nagpur Auditorium**, established since the inception of the institution, has a seating capacity of 250 students and is used for different cultural and academic activities. The auditorium is equipped with multimedia projection, adequate sound system, WiFi, and CCTV surveillance. Lastly, the **Dr. Shrikant Jichkar Swimming Complex** available on the campus is an additional facility for the students and staff of GDCH, Nagpur.

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

4.1.3 Availability and adequacy of general campus facilities and overall ambience

Response:

Enhanced infrastructure facilities play a pivotal role in ensuring the effectiveness and efficiency of educational programs. To keep pace with academic advancements, it is essential to foster the growth of infrastructure within an institution. Our hospital is strategically located in a **centralized area, well-connected to various parts of the city**, and conveniently situated in close proximity to the airport, bus stand, and railway station.

Spanning across a **sprawling 200-acre campus**, our institution comprises Government Medical College & Hospital, **Super Specialty Hospital with 800 beds**, Government College of Nursing, and Government Dental College & Hospital. These tertiary care units are equipped with state-of-the-art facilities to meet the diverse needs of our patients. Our institution is **DCI-recognized** and offers programs such as **BDS, MDS, Ph.D. and Fellowships**. The facilities within college are meticulously designed to provide the best dental care services to masses. Additionally, we have a round-the-clock **Casualty department** staffed by highly competent professionals, proficient in managing medical and dental emergencies. To support our healthcare services, the campus also houses a **Blood Bank and two Pharmacies**.

We take pride in offering well-constructed **separate hostels** for male and female students that provide ample ventilation and comfortable furniture. These hostels include a dedicated **Reading Room** for both boys and girls, along with a centralized kitchen and well-equipped dining facility. To ensure the health and safety of our students, faculty, and staff, the institution and hostels are equipped with water filters and RO systems, providing safe drinking water throughout the campus and hospital. Additionally, there are various **canteens** within the campus premises that serve a wide range of delicacies to students, doctors, patients, and visitors.

Sanitation and waste disposal facilities are conveniently located within our plastic-free campus. To ensure the **safety and convenience** of individuals, the roads within the campus are equipped with LED solar street lights, footpaths, and signages for proper guidance. We prioritize **campus security** and have trained guards from our Management Security Training Academy who regulate traffic and maintain discipline. CCTV cameras are strategically placed across the campus to monitor activities effectively. **Fire safety measures** have been implemented in all buildings within the campus. Moreover, the institution has an alternate source of electricity through 120KVA and 270KVA generator backup, ensuring uninterrupted clinical and academic procedures.

We strive to provide a conducive environment for our employees, patients, and students. Our campus includes **Medical Employee Credit Society, Government Post Office, Police Station, ATM of Axis Bank, guiding signages in the hospital, and separate parking areas** for two-wheelers, four-wheelers, and handicapped individuals. We also have a **butterfly garden, herbal garden, lifts, and ramps for Divyangjan**. In line with our commitment to a clean and fresh environment, we have numerous trees and landscaping across the college campus, contributing to its greenery and serenity. Furthermore, we have dedicated spaces such as a separate **baby feeding room and a patients' guidance inquiry kiosk**.

Through these infrastructure facilities, we aim to create a **holistic and supportive environment** that facilitates excellence in education, healthcare, and overall well-being.

File Description	Document
Link for any other relevant information	View Document
Link for photographs/ Geotagging of Campus facilities	View Document

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

Response: 26.59

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

2021-22	2020-21	2019-20	2018-19	2017-18
518.1	110.3	265.5	272.2	289.67

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

4.2 Clinical, Equipment and Laboratory Learning Resources

4.2.1 Teaching Hospital, equipment, clinical teaching-learning and laboratory facilities are as stipulated by the respective Regulatory Bodies

Response:

Our institute is a **tertiary healthcare referral center** that surpasses the clinical material requirements set by both DCI and MUHS for undergraduate, postgraduate, PhD, and fellowship teaching. GDCH, Nagpur is a **three-story hospital building spanning 72,000 (SQF)**, which is currently expanding with an additional **super-specialty annex building spanning 60,000 (SQF)**.

With **240 modern electric dental chair units** and state-of-the-art equipment, our Dental Hospital accommodates around 3 lakh patients annually, providing ample opportunity for students to hone their clinical skills.

We take pride in staying up-to-date with modern technology by utilizing our in-house **CAD-CAM unit and 3D printer** with scanners and subtractive and additive manufacturing units in the **Department of Prosthodontics**. We offer **latest surgical tools and equipment**, including ultrasonic bone surgical units, grafting kits, bone expanders, and soft tissue lasers in the **Department of Periodontics**, and bone-plating kits, dental implant kits, fiberoptic lights, TMJ arthroscopes, electro-cauteries, basic and advanced surgical instruments for managing a wide spectrum of Maxillofacial and Oral Oncology surgeries in the **Department of Oral and Maxillofacial Surgery**.

Our Department of **Conservative Dentistry & Endodontics** is well-equipped with advanced rotary endodontic instruments, mechanized rotary machines, surgical endodontic kits, apex locators, pulp vitality testers, bleaching units, endosonic handpieces, injectable gutta-percha systems, rubber dam kits, and the latest composite ceramic kits for optimal restorative dentistry. Additionally, our dental operating microscope has been a helpful tool in research work.

We provide advanced fixed orthodontic kits, latest orthodontic implant systems, pressure molding units, hydro-solder units, three-plane articulators, typhodonts and treatment planning software like Neomoceph in the **Department of Orthodontics**.

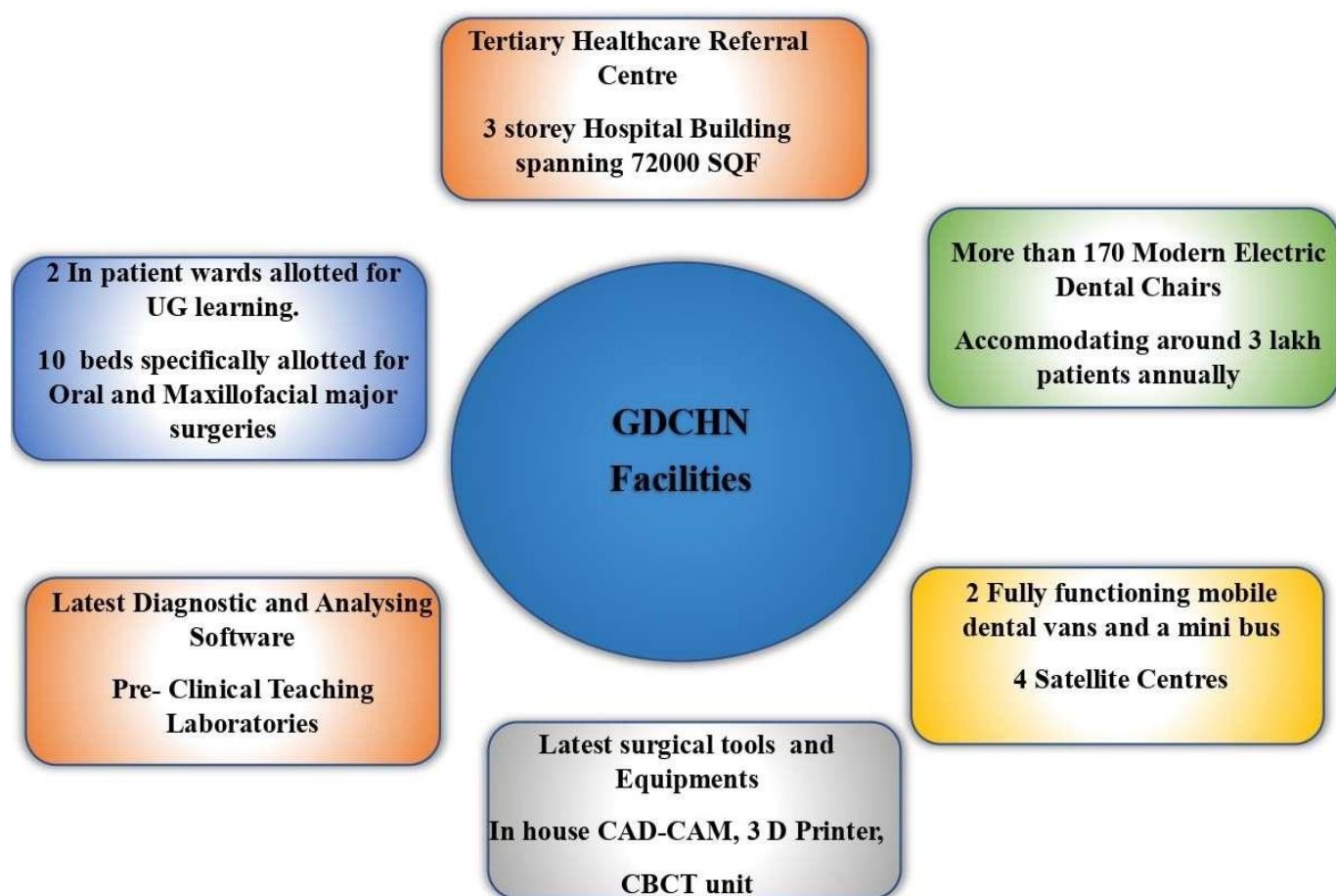
Oral and Maxillofacial pathology is equipped with an analysing software, immunohistochemistry, penta-head microscope and stereomicroscope. **Department of Oral Medicine and Radiology** has latest

diagnostic instruments, digital intra-oral, extra-oral, panoramic radiographic machines and CBCT unit. We also have audio-visual equipment for child behavioral management, pediatric endodontic rotary systems, and zirconia crowns in the Department of Pediatric and Preventive Dentistry.

Our **Public Health Dentistry** department has two fully functioning mobile dental vans and a mini-bus that offer dental treatment facilities to the poor and needy at various locations. Our institution has **ten specialty clinics and eight centers of excellence** that follow DCI and MUHS guidelines for various clinical teaching-learning programs, including hands-on demonstrations and webinars on various clinical procedures.

Our departments have **pre-clinical teaching laboratories** where students work on mannequins and typodonts to develop their motor skills to render the best possible clinical outcomes in practice. Furthermore, our institution shares a skill lab with the medical college where dental students can receive training in various medical procedures. We are in process of establishing **Virtual Clinical Skill Laboratory** where students can receive real-time coaching and feedback.

In patient two wards are allotted, each with **30 beds for General Surgery and General Medicine** for undergraduate learning. Additionally, we have **10 beds** allotted specifically for Oral and Maxillofacial major surgeries. We also operate **four Satellite Centers** through our Public Health Department, where regular dental services are provided to those in need.



File Description	Document
Link for any other relevant information	View Document
Link for the facilities as per the stipulations of the respective Regulatory Bodies with Geotagging	View Document
Link for the list of facilities available for patient care, teaching-learning and research	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: 74992.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
66779	35589	67249	106346	89423

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

2021-22	2020-21	2019-20	2018-19	2017-18
1515	1219	2110	2284	2449

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 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:** 284.2

4.2.3.1 Number of UG students exposed to learning resource such as Laboratories, Animal House & Herbal Garden year-wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
262	252	232	221	211

4.2.3.2 Number of PG students exposed to learning resource such as Laboratories, Animal House & Herbal Garden year-wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
56	54	51	44	38

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

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 Central Library at GDC Nagpur is a well-established institution that has been serving students for 54 years. Located on the second floor of the campus, the library offers a breathtaking view of the surrounding greenery. To streamline day-to-day operations and provide a better experience for users, the library has adopted E-Granthkosh, a versatile and user-friendly library management software developed by Adiya Info-Tec System.

Some of the key features and modules of E-Granthkosh are:

- Keep records of different categories of materials such as books, journals, newspapers, and magazines.
- Classify books by subject for easy organization.
- Simple and easy-to-use interface for adding new books to the collection.
- Complete information on each book, including the book's name, author, publisher, date of publication, cost, and purchase date.
- Easy-to-use check-out and check-in system for library patrons.
- Automatic calculation of fines for late returns.
- Track number of books issued to a particular student.
- Easy access to the status of a book, whether it is available or already checked out.
- Plagiarism Application.

Overall, the adoption of E-Granthkosh has helped to improve the library's efficiency and made it easier for patrons to access the information they need.

Other special features include:

Cataloguing:

- Easy categorization of different types of resources such as monographs, electronic resources, and

periodicals.

- Copy records can be attached to streamline data entry.
- Advanced searching capabilities based on multiple fields and word patterns.

Membership:

- Maintains detailed records of members, including their names, addresses, phone and fax numbers, email addresses, membership numbers, and card category.
- Keeps track of each member's borrowing history, fines, and notes.

Report Generation:

- The report module generates important information about the library's collection, including patron data, cataloguing details, and circulation data.

Circulation:

- The circulation system maintains up-to-date membership records and tracks the latest status of the collection meant for circulation.
- Checking out books is simple and quick, with members' last names or card numbers used to pull up their records and issue books.
- Book return is equally easy, with item numbers used to retrieve book and member details.

Acquisitions:

- The acquisitions module allows materials to be acquired and added directly to the catalogue without the need for managing budgetary matters, supplier orders, etc.

Barcode Technology:

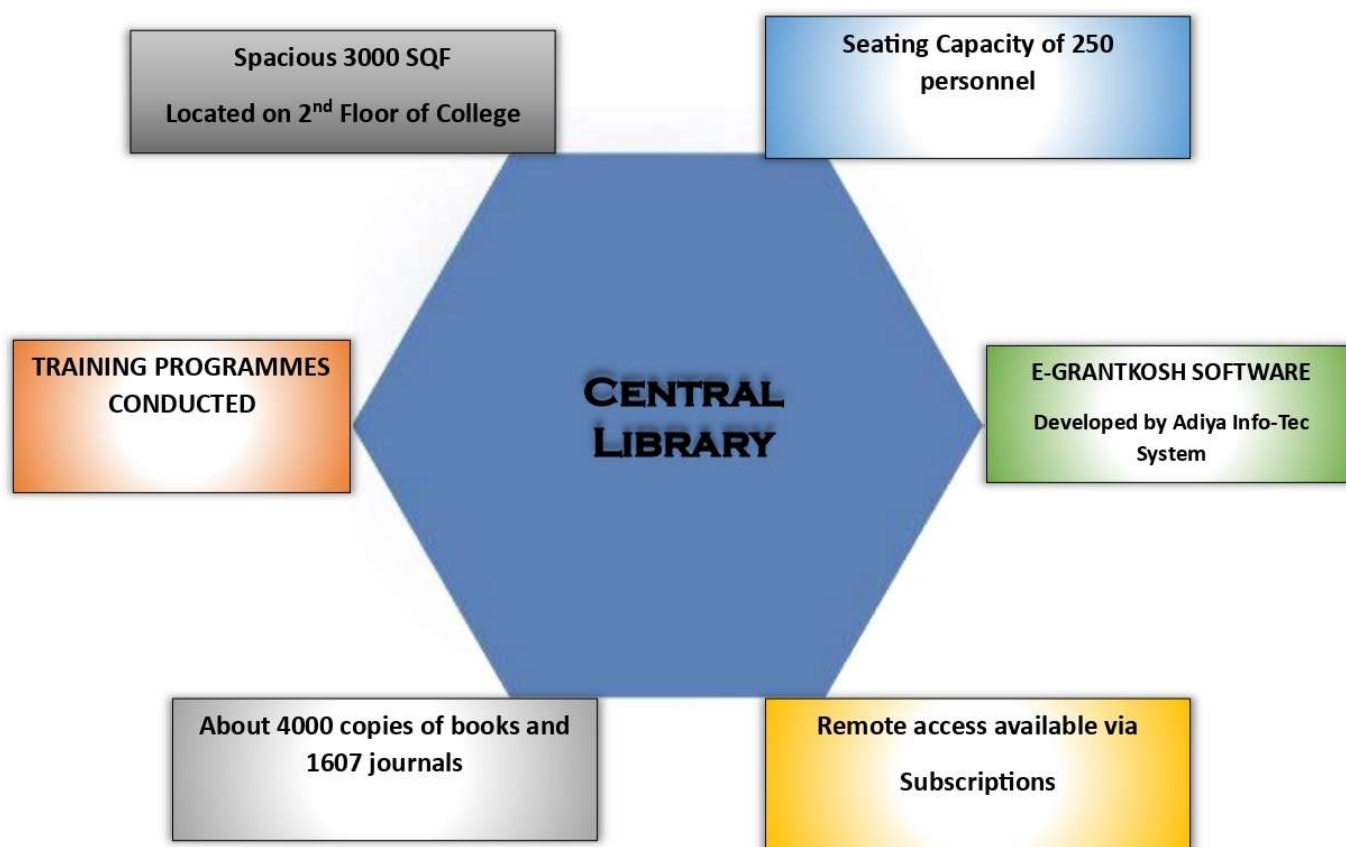
- Barcode technology is essential for automating library functions, especially circulation.
- It improves accuracy and speed in operations, making library management more efficient.
- Barcoding allows data to be collected rapidly and with extreme accuracy.

Barcode Printer:

- Barcodes are used in libraries to label books, magazines, CDs, and DVDs, with each item assigned a unique 12-digit barcode containing all relevant information.

Barcode Scanner:

- Library users can use barcode scanners to borrow and return books at self-loan points.
- Library barcode scanners can be used at the cataloguing desk to scan the ISBN barcode printed on the back of the book, allowing bibliographic details to be quickly and easily downloaded into the online catalogue.



File Description	Document
Link for any other relevant information	View Document
Link for geotagged photographs of library facilities	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 Government Dental College and Hospital, Nagpur with its 54 years history, is a treasure trove of knowledge with a collection of 3928 books, spanning a variety of subjects. These books are carefully accessioned under different categories, including Purchased books, Gift/complimentary/donated books, and Social Welfare book bank with 480 books. In addition to the books, the library houses 1607 bound volumes/back volumes of all subscribed print journals, as well as a comprehensive Journal Database that features all journals downloaded from online journals packages. The library also has a remarkable collection of North American Dental Clinics from various subjects and journals dating back to 1951.

To keep up with the times, the library has also subscribed to online journals, including the 'TOTAL IQ' online Pedo Journal and K-Hub for all subjects. For the benefit of students, the library has a Question Bank that includes MUHS Question papers for both B.D.S. and M.D.S programs from the last 10 years.

Purchase Procedure:

The library has a streamlined process for book and journal purchases, starting with obtaining requisition lists from the Head of Departments, followed by inputs from the Library Advisory Committee, and finally procurement via the Finance & Purchase Committee. Regular Library meetings are held to discuss any issues and ensure smooth functioning of the library.

Collection of Rare Books:

Moreover, the library has a special collection of rare books that includes 113 general Dentistry and other books, year dental books, and others. These books are carefully preserved in a separate bookshelf in the library and are chosen based on their early printing date, historical importance, limited availability, or special character or binding of that edition

Digitalized traditional manuscripts:

The library also has a collection of digitalized traditional manuscripts of journals from 1955 to 1999, which are widely utilized by staff and students from various dental colleges.

Vachan Katta / ???? ?????:

In addition to academic books, the library also has a separate shelf called "Vachan Katta / ???? ??????" that houses non-academic books in English and regional languages, including Pali, Marathi, Hindi, Sanskrit, and English. The library also has a selection of spiritual and motivational books. .

Special Reports:

The library also has special volumes of Britannica, Literature Indices and Dissertations, that are assorted in separate shelves.

Departmental Libraries:

Each department of the college has its own departmental library and reading room, which contains subject-specific books, library and final dissertations of postgraduate students. Postgraduate students utilize the departmental library facilities during college hours, making learning a more immersive and enriching experience.

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: B. Any four 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
Link for additional information	View Document

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

Response: 6.55

4.3.4.1 Annual expenditure for the purchase of books and journals including e-journals year-wise during last five years (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
12.16	3.6	12.10	4.47	0.41

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
Links for 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:

The Central Library at Government Dental College and Hospital, Nagpur is a spacious 3000 square feet structure located on the 2nd floor of the College Building. The library has a seating capacity of 250 personnel and includes various sections such as books and general reading material, reprographic section, librarian room, storage racks, toilet, reference books, journals with back volumes, library dissertation and thesis section, and audiovisual section. The library premise is well-lit, aerated, and Wi-Fi enabled to provide a comfortable and conducive reading environment. Additionally, the library has displayed rules and regulations, working hours, graduate attributes, generic program learning outcomes, and other necessary signages in a clear and lucid manner.

The Central Library is committed to providing a high level of service to its users, and to achieve this, it has implemented E-Granthkosh, an automation software developed by Adiya Info-Tec System. This versatile and user-friendly software has streamlined the day-to-day operations of the library, making it easier for students and faculty members to use the library's resources.

For in-person access, the library at GDCH Nagpur has adequate facilities, and the entry-exit registers document the movement of staff and students. To ensure the smooth functioning of the library, all members are required to sign in to the visitor's register before using the library facilities. The issue and return of books are automated, and the software generates a report on the transactions. Students and teachers use their library cards for book transactions, and the software has an automatic fine calculation system for late returns.

The Library Advisory Committee evaluates the optimum usage of the library by the students and staff, and the Head of Departments motivate the students to ensure that library usage is optimum. The faculty and mentors pledge to further increase student access through awareness, regulations, and orientation towards

the benefits of library usage.

Remote access to the library is also available, with subscriptions to National Digital Library, K-Hub, E-Books, and E-Journal Database. Users can access the K-Hub portal remotely using the URL, password, and username provided to them. The institution is a Local Chapter of Swayam NPTEL since 2022, and students/faculty can enroll in its courses using this facility. The Library Advisory Committee issues regular updates to students regarding the launch of new MOOC courses in Swayam Portal or any new e-content recommended for dentistry.

To ensure that all students, including new UG and PG fresher's, are able to make the most of the library's resources, the librarian provides training on how to use the library. An orientation program is conducted every year for new UG and PG students, during which library cards are distributed. Workshops are also conducted by the library committee for students as well as staff to ensure effective and efficient utilization of the E-Granthkosh platform.

File Description	Document
Link for any other relevant information	View 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

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 Three 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: 85.71

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

Response: 12

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

Response: 14

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:

The institute prioritizes and makes **sincere efforts to upgrade** its IT infrastructure and related facilities. The institution utilizes IT facilities to the fullest extent in all areas of governance and teaching-learning. The maintenance of internet and Wi-Fi facilities is regularly taken care of. The internet bandwidth is up to **95 MBPS speed** through Bharat Sanchar Nigam Limited (BSNL) **Broadband and Fibre Optic Cables** across the GDCHN building. Wireless network connections with **6+ fibre optic LAN connections and 7+ access points** with WPA2 encryption, as well as 5+ routers (including booster device) ensure students have optimal Wi-Fi coverage throughout the institute.

The institute has **44 desktop computers and 8 laptops** that ensure teachers and students have adequate computer availability for teaching and learning. All desktop computers procured after 2021 have i5 generation Intel core processors and Windows 11 operating systems. **Network security** is in place to protect the institute's IT infrastructure against threats such as viruses, spyware, adware, Trojan horses, worms, hackers, and denial of service attacks. **Quick Heal Professional Antivirus Licences** are being used along with Windows Defender in all desktops procured after 2021.

The LRMS provides the mechanisms to support **coordinated and integrated access** to quality resources and manages and facilitates student-led instruction to maximize student engagement, achievement, outcome, and long-term success. In GDCHN, **LRMS** includes facilities for video lectures uploading, linking assignments, interactive questions and answers, quiz sessions, feedback forms, and student profile management. This allows learners to assemble and manage their **socio-technical system**. The storage capacity of the LRMS is 1 TB. All faculties and administrators are provided with their login IDs and passwords, and the institute has a **HDD external drives** to backup critical institutional data.

GDCH, Nagpur has partnered with **WHIZ software technologies** and business solutions for technical and logistic support for its administrative, academic and finance ERP, training, troubleshooting and back-end service. The website is managed by the software partner **WHIZ software technologies** and business

solutions. The website has been upgraded to include multimedia, comprehensive institutional data, and links to the LRMS and attendance portal. Total number of **157 CCTV cameras** monitor the institute and campus common areas to ensure safety and security is maintained. The Digital Video Recorders (DVRs) with hard disks are housed in administrative office and in boys/girls hostel buildings and have secured access.

The institute has **14 projectors** including the upgraded short throw projectors. In addition, **2-Interactive MaxHub Smart Board Flat Panels** are present in the SWADHYAY 1 and SWADHYAY 2 CLASSROOMS. Students and faculties use a **Biometric Attendance System** (as per DCI/Govt. of Maharashtra norms) for attendance. The institute has also upgraded the student classroom attendance in government dental girl's hostel. The institute continuously upgrades software procurement, including **library e-sources** like K-HUB, K-NIMBUS, and NATIONAL DIGITAL LIBRARY OF INDIA. The institute also procured software for teaching-learning like Learning Resources Management System (LRMS)/E-vidyakosh that is partnered by WHIZ software technologies and business solutions. **E-Aushadhi (consumable) and E-Upkaran (equipment/instruments)** are linked to C-DAC (Centre for Development of Advanced Computing).

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

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

Response: 50 MBPS-250 MBPS

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

4.5 Maintenance of Campus Infrastructure

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

Response: 4.29

4.5.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities

excluding salary component year-wise during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
41.1	75.4	24	38.42	56.3

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

4.5.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports facilities, computers, classrooms etc.

Response:

The college has established system of **Repair and Maintenance Committee** to oversee the upkeep of various facilities including Academics, Hospital, Laboratory, Hostel, and Sports Facilities. The head of the institution takes responsibility for ensuring the availability of financial resources and allocates funds optimally to maintain and improve these facilities. Monitoring of maintenance activities is conducted by the committee in collaboration with the **Workshop Department** and **Public Works Department (PWD)**, under the supervision of the respective in-charge and department head.

For major repair and maintenance tasks, the Heads of Departments (HODs) coordinate with the hospital Superintendent to initiate repair orders, **Annual Maintenance Contracts (AMCs)**, or **Comprehensive Maintenance Contracts (CMCs)**. Compliance with the **National Building Code (NBC)** for fire and life safety is adhered to for the maintenance of fire equipment, in accordance with the recommendations of the service provider.

The **IT department** is responsible for ensuring the maintenance of **ICT-enabled classrooms and the library**, which includes facilitating Wi-Fi and LAN facilities. The Library In-charge and librarian focus on conserving, restoring, and preserving old books and journals through dehumidification and hard binding methods.

The **Workshop department** includes a team of **Dental Chair Technicians** who regularly visit all departments to inspect and ensure the smooth functioning of dental chairs, chair-side compressors, and suctioning apparatus. Additionally, a maintenance committee comprised of trained mechanics oversees the upkeep of the Dental Laboratory and Biomedical Equipment and instruments.

The maintenance of **Sports and Recreation Facilities** is entrusted to the sports committee and the civil department. Housekeeping staff members are designated to maintain cleanliness and hygiene across the campus, while gardeners specifically tend to the Butterfly & Herbal Garden, ensuring a vibrant green

space. The maintenance of the Auditorium and Examination Hall facilities are managed by assigned in-charges.

Central Registers, such as Civil Maintenance, Electrical Maintenance, and Hostel Maintenance, are available to record complaints and ensure timely rectification of issues. The Workshop department takes care of various equipment such as generators, CCTV facilities, and AV systems, ensuring their proper functioning and maintenance.

File Description	Document
Link for minutes of the meetings of the Maintenance Committee	View Document
Link for any other relevant information	View Document
Link for log book or other records regarding maintenance works	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: 65.05

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

2021-22	2020-21	2019-20	2018-19	2017-18
124	223	215	194	165

File Description	Document
List of students who received scholarships/ freeships /fee-waivers	View Document
Institutional data in prescribed format	View Document
Consolidated document in favour of free-ships and number of beneficiaries duly attested by the Head of the institution	View Document
Attested copies of the sanction letters from the sanctioning authorities	View Document

5.1.2 Capability enhancement and development schemes employed by the Institution for students: 1. Soft skill development 2. Language and communication skill development 3. Yoga and wellness 4. Analytical skill development 5. Human value development 6. Personality and professional development 7. Employability skill development

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	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: 50.42

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

2021-22	2020-21	2019-20	2018-19	2017-18
140	155	157	134	132

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

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

Response:

At our institution, we are committed to providing **world-class education** and welcoming students from all around the globe. Our diverse campus is enriched by the presence of **international students**, who bring unique cultural perspectives and contribute to a vibrant learning environment. We are dedicated to catering to the needs of these students and promoting holistic academic excellence, including top-quality education, nurturing of knowledge, academic flexibility and the exploration of innovation.

Currently, we have students from **Bhutan, Nepal, and Pakistan**, who interact with each other and benefit from the diverse environment that broadens their horizons and encourages the exchange of different ideas. Our **International Student Cell** serves as a link between students, their parents and the institute, sensitizing newly enrolled international students on the existence, functioning and role of the cell. The cell is dedicated to **addressing any grievances** international students may have, including academic, accommodation, admission, evaluation, or any other issues that may arise during their stay. We also provide international students with information about local customs, language, and civic facilities to ease their transition into our community.

Improving students' relationships with teachers has positive and long-lasting implications for both their academic and social development. Therefore, our committee works to promote cordial student-student and student-teacher relationships by ensuring support and integrating international students into various events of the institution. We follow student mentoring schemes to ensure that international students feel welcomed and familiar with Indian culture when they arrive, and they know that there will be at least one friendly face waiting to greet them. Ongoing **mentor support**, along with the International Student cell, helps international students blend in with the rest of the students and makes their stay on campus comfortable and enjoyable.

Our International Student cell also encourages the student council on campus to integrate with overseas students, with the true spirit of globalization. It provides a platform for parents to communicate their concerns and obtain valuable feedback about their wards. Additionally, the International Student cell works closely with our Career Guidance cell to help students seek proper advice regarding **study abroad options** and other logistics governing the same. Our International Student cell members, who have experience studying abroad, offer counseling to students about studying abroad. We have **international mentors** across the globe in the USA, UAE, UK, Malaysia, Australia, and Germany who guide and assist our students in mitigating queries related to studying abroad. This intricate network of mentors provides vital information regarding studying abroad and acts as a cushion to mitigate fear and apprehension among our students traveling abroad for the first time.

In conclusion, our institution is committed to providing the best possible experience for international students. We aim to create an **inclusive environment** that celebrates diversity and promotes academic excellence. The International Student Cell is dedicated to addressing any issues that may arise during international students' stay on campus and to ensuring that they feel welcome, supported, and valued members of our community.

File Description	Document
Any additional information	View Document
Link for international student cell	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: 87.77

5.2.1.1 Number of students qualifying in state/ national/ international level examinations (eg: GATE/AICTE/GMAT/ GPAT/CAT/NEET/ GRE/TOEFL/ PLAB/USMLE/AYUSH/Civil Services/Defence/ UPSC/State government examinations/ AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,) year-wise during the last five years ..

2021-22	2020-21	2019-20	2018-19	2017-18
26	28	20	25	19

5.2.1.2 Number of students appearing in state/ national/ international level examinations (eg:GATE/AICTE/GMAT/CAT/NEET/GRE/ TOEFL/ PLAB/ USMLE/AYUSH/Civil Services/Defence/UPSC/ State government examinations / AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,) **during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
35	30	23	28	20

File Description	Document
Scanned copy of pass Certificates of the examination	View Document
Institutional data in prescribed format	View Document
Any 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: 94.31

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

2021-22	2020-21	2019-20	2018-19	2017-18
59	63	57	39	50

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
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: 15.63

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

Response: 10

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

5.3 Student Participation and Activities

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

Response: 5

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

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

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

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:

Various academic and administrative bodies, as well as committees of the Government Dental College and Hospital, Nagpur, have **active representation from the student body**. The Student Council is the core body responsible for representing the student body and ensuring that various activities are conducted throughout the year. The **Student Council** consists of several members, including the General Secretary, Joint Secretary, Treasurer, Cultural Secretary, Scientific Secretary, Sports Secretary, Magazine Secretary, Ladies Secretary, Decoration Secretary, Hospitality Secretary, Representative for National Cadet Corps, and Representative for National Service Scheme. All these members are selected from **third-year students**.

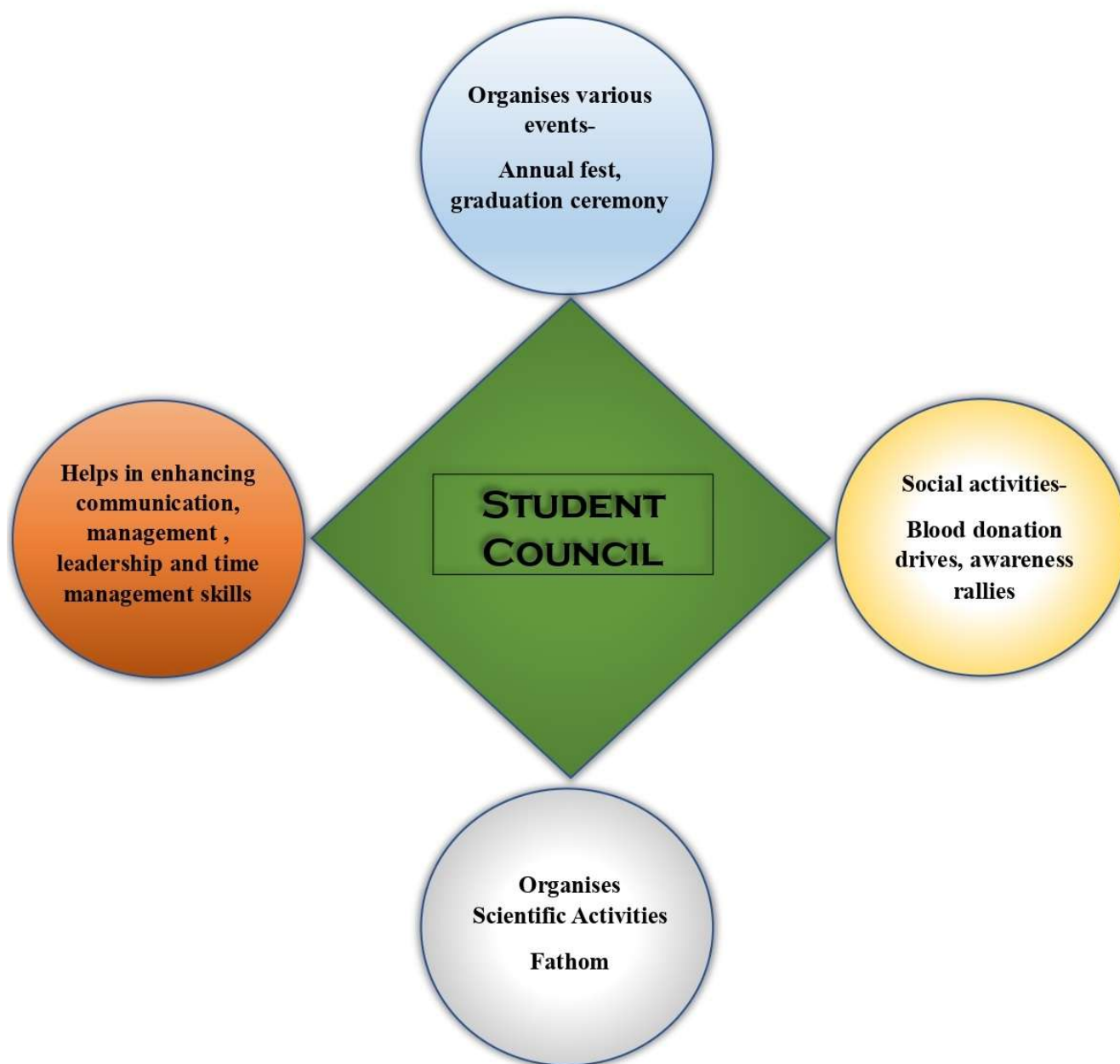
Apart from the above members, the Student Council also includes students elected from the **first, second, third, fourth year, and interns**. This council **organizes various events** such as the annual fest, graduation ceremony, white coat ceremony, installation ceremony, yoga day, tree plantation, Hindi diwas, MUHS day celebration, joy of giving, which involves donating clothes and groceries to underprivileged children, and various NSS and social service activities. Additionally, the members of the Student Council organize FATHOM, a scientific event, blood donation drives, awareness rallies, and dramas on various events like

No Tobacco Day and Oral Health Day. Students from the first year to interns participate in these events, which help them enhance their communication, management, leadership, team-work, time-management, resource management skills, and build confidence.

The **Hostel Management Committee** is another group that provides strong support in the administration and management of hostel affairs. Each committee has an undergraduate and postgraduate representative, and students manage the entire functioning of the cooperative mess and organize extra-curricular events and competitions throughout the year. There is also an active **Anti-Ragging/Counseling and Grievance Redressal Committee** that aims to instill discipline among students and maintain a ragging-free campus. The committee includes one female and one male fresher student member from the first year, one female and male student from the second year, and is chaired by the Dean of the Institution.

Furthermore, the **National Service Scheme** has one representative from the third year, monitored by a staff representative. The NSS committee is active in events such as blood donation drives and specialty camps conducted in red light areas and children's orphanages. Through active involvement in extension activities, students are exposed to real-life problems faced by rural masses and get an opportunity to interact with people of different socio-economic classes and ages, offering solutions to identified problems.

Lastly, the **Nature Club** is another committee that works specifically towards initiatives directed towards a healthy mother earth. Events such as cleanliness and awareness drives surrounding various water bodies in the city and spreading the message to keep them clean are organized, along with a tree plantation drive at different places. Additionally, the nature club conducts activities such as "Best from Waste," which promotes recycling of waste products and increasing the organization skills, communication ability, and productivity of the students.



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

Other Upload Files

1	View Document
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5.3.3 Average number of sports and cultural activities/competitions organised by the Institution

during the last five years

Response: 1.6

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

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

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:

Since its inception, Government Dental College and Hospital has produced numerous successful GDCites who have excelled not only in the field of dentistry but also in various other fields. From being **IAS officers, officers in the Indian Army, Joint Secretaries of DMER**, to heading and managing various dental colleges all over India, our alumni have reached the pinnacle of success. They have also **held top positions** in various national and international associations. It is indeed fortunate that our alumni continue to be an active part of our institution.

The Government Dental College and Hospital, Nagpur, has an **active Alumni Association** established in 2017, which is registered under Charity Commissioner, Nagpur with the registration No. MAH-598/17. The alumni work tirelessly to achieve the following objectives:

- To contribute financially and materially for the benefit of the institution and students.
- To work in coordination with the Career Guidance Cell to guide the students for various competitive examinations.
- To conduct bi-annual meetings and maintain an up-to-date register of alumni of the institute to fulfill the objectives of the association.
- To develop a network between present and future alumni on a common platform on a continuing basis by arranging and holding reunions of past and future students.
- To organize a series of lectures by renowned alumni in their fields for the dissemination of scientific knowledge and the overall development of students.

Formal alumni association meetings are **held every year** to reunite with friends, faculty members, and to revitalize memories. The institution values the suggestions of alumni and utilizes their services for the development of the institution in all possible ways. Our alumni are also an integral part of many of the notable academic and administrative bodies such as the Internal Quality Assurance Cell.

Our alumni strive hard to **maintain the legacy** of GDC by guiding and encouraging present students. Every year, on the 13th of July, the foundation day of the college, the alumni association organizes an event called **“GDC Alumni Speaks,”** where an eminent alumnus of the college provides career guidance to present students.

To encourage the present students to strive for excellence, our Alumni has constituted **twelve different awards** for the best performing students in different subjects, overall, and for the topper in BDS by depositing a certain amount in the Account of Association. The interest gained from this account is used to give away the awards.

Our alumni have also contributed significantly to **enhancing the infrastructure** of the college by donating various equipment, water filters, table tennis tables, books, and journals for the library. The **Golden Jubilee year** of GDCH, Nagpur, was celebrated on 22nd-23rd December 2017 to commemorate the completion of 50 years. More than 500 alumni from Batch 1968 till 2012 participated enthusiastically in the celebrations of the Golden Jubilee year of GDCH, Nagpur.

File Description	Document
Any additional information	View Document
Link for 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
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: B. Any four of the above

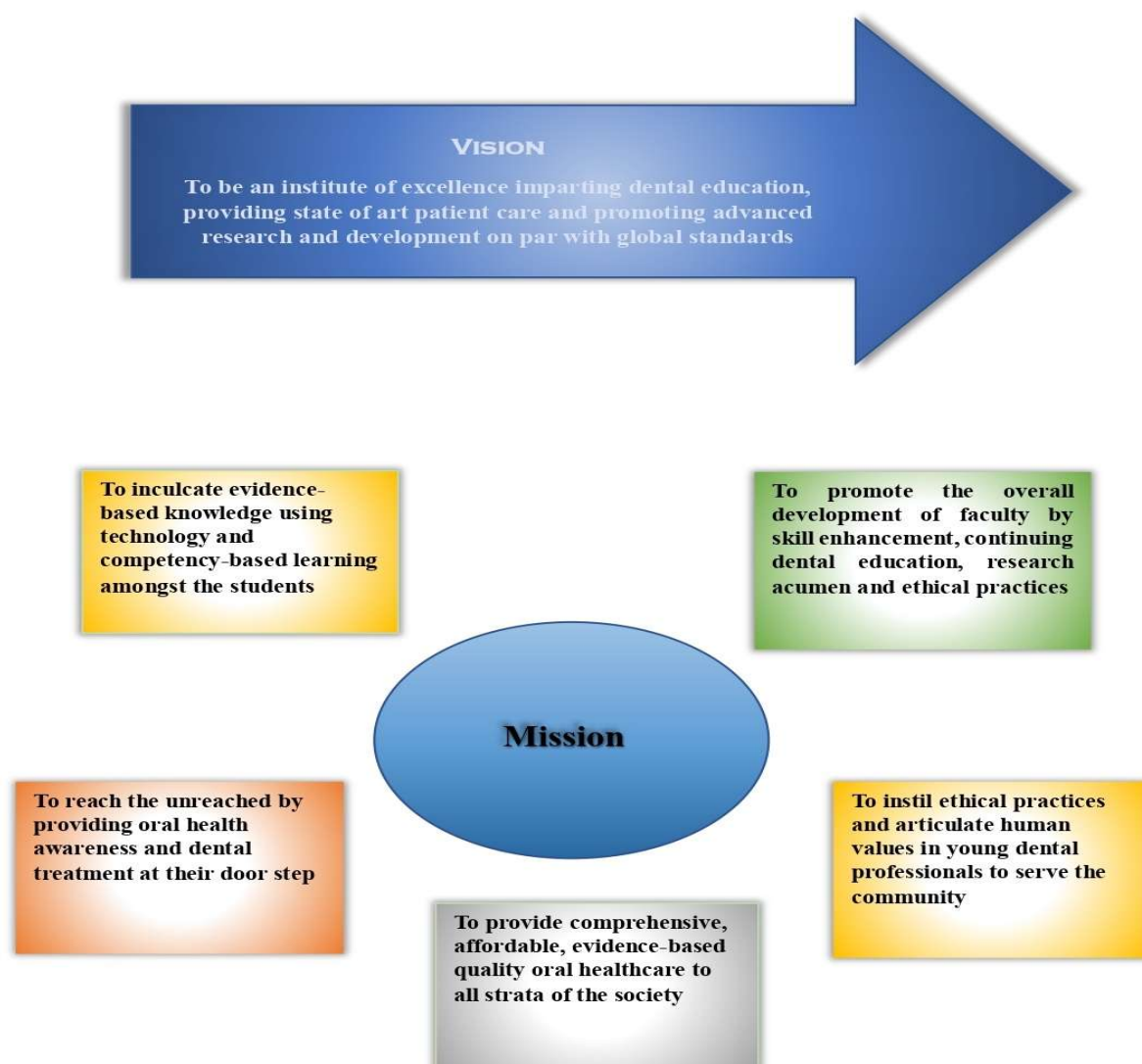
File Description	Document
Institutional data in prescribed format	View Document
Certified statement of the contributions by the head of the Institution	View Document
Any additional information	View Document
Annual audited statements of accounts. Extract of Audited statements of highlighting Alumni Association 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:



VISION

- To be an **institute of excellence** imparting dental education, providing state of art patient care and promoting advanced research & development at par with global standards

MISSION

- To inculcate **evidence-based knowledge** using technology and competency-based learning amongst the students
- To promote the **overall development of faculty** by skill enhancement, continuing dental education, research acumen and ethical practices
- To **instill ethical practices** and articulate human values in young dental professionals to serve the community
- To provide comprehensive, affordable, evidence-based **quality oral healthcare** to all strata of the society
- To **reach the unreached** by providing oral health awareness and dental treatment at their door step

NATURE OF GOVERNANCE:

Academic: The institution consistently seeks feedback from its stakeholders, including patients, students, teachers, and alumni which is used to refine the institution's proficiency-based syllabus, policies, and other academic lacunae to achieve excellence.

The institution has members in **academic council and board of studies of MUHS** which regularly review and revise the syllabus and examination processes at university level. The institution has also incorporated **blended teaching methods**, such as flip class, self-directed learning, and competency-based education, in addition to the prescribed curriculum, to enhance the learning experience for students.

The institution has established **eight centers of excellence** in various subjects and consistently produces post-graduate students who receive gold medals from MUHS Nashik. The faculty members of the institution are regularly invited to various national and international events, making the institution one of the top dental colleges in India, ranked 9th in NIRF (2021), 12th in India Today (2021), and 8th in Outlook Rank (2021).

The institution has developed the **STAR System and reflection log** to improve student performance and quality.

Administration: Being a government institute, the institute has to follow rules and regulations of Government of Maharashtra. The council members and various committee members jointly manage the day-to-day activities of the institution to achieve the goals and objectives of governance.

Research: The institution motivates undergraduate students to carry out research and provides financial assistance through various funding agencies such as ICMR, MUHS Nashik, and DMER. The institution collaborates with the International Student Cell to provide opportunities for students to pursue future studies.

The institution is equipped with the latest research-related technology-based equipment such as CAD CAM, CBCT, 3-D printer, TMJ arthroscopy, and smart classes.

Patient oral health care: The institution strives to deliver quality care to patients and regularly conducts clinical audits and tasks to mitigate adverse incidents. The institution has developed a mucormycosis

rehabilitation center and comprehensive dental care center, ensuring a safer and more effective clinical environment for deserving patients.

Extracurricular activities: The institution recognizes the importance of extracurricular activities in developing students' social skills, self-confidence, leadership skills, and teamwork, and provides various activities such as sports, community services, artistic activities, educational clubs, NSS activities, blood donation, and more. The institution celebrated its golden jubilee in 2017-18, marking a significant milestone in its journey towards excellence.

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

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

Response:

The decentralization and participative management of the institution are **closely intertwined**, and Government Dental College & Hospital, Nagpur believes that this approach allows stakeholders to delegate power, motivate themselves, foster collaboration, and be involved in the decision-making process, ultimately achieving institutional leadership. Decentralized participative management increases social responsibility, reduces conflicts, increases job satisfaction, and boosts productivity in terms of patient services and research. It also **reduces the financial burden** on the organization by delegating responsibilities and efficiently utilizing the stakeholders' resources.

At **each level of the hierarchy**, from the Dean to the Heads of the Department and the people who deliver oral health care, stakeholders do not abdicate their responsibilities but share them and involve others to share their views and thoughts. This decentralized **decision-making process** delegates powers from the top down, enabling stakeholders to achieve their goals through responsibility, accountability, and autonomy. Participative management of the institution involves **shared governance and ownership** through interactive assessment, planning, implementation, and evaluation by the university or Commissionerate.

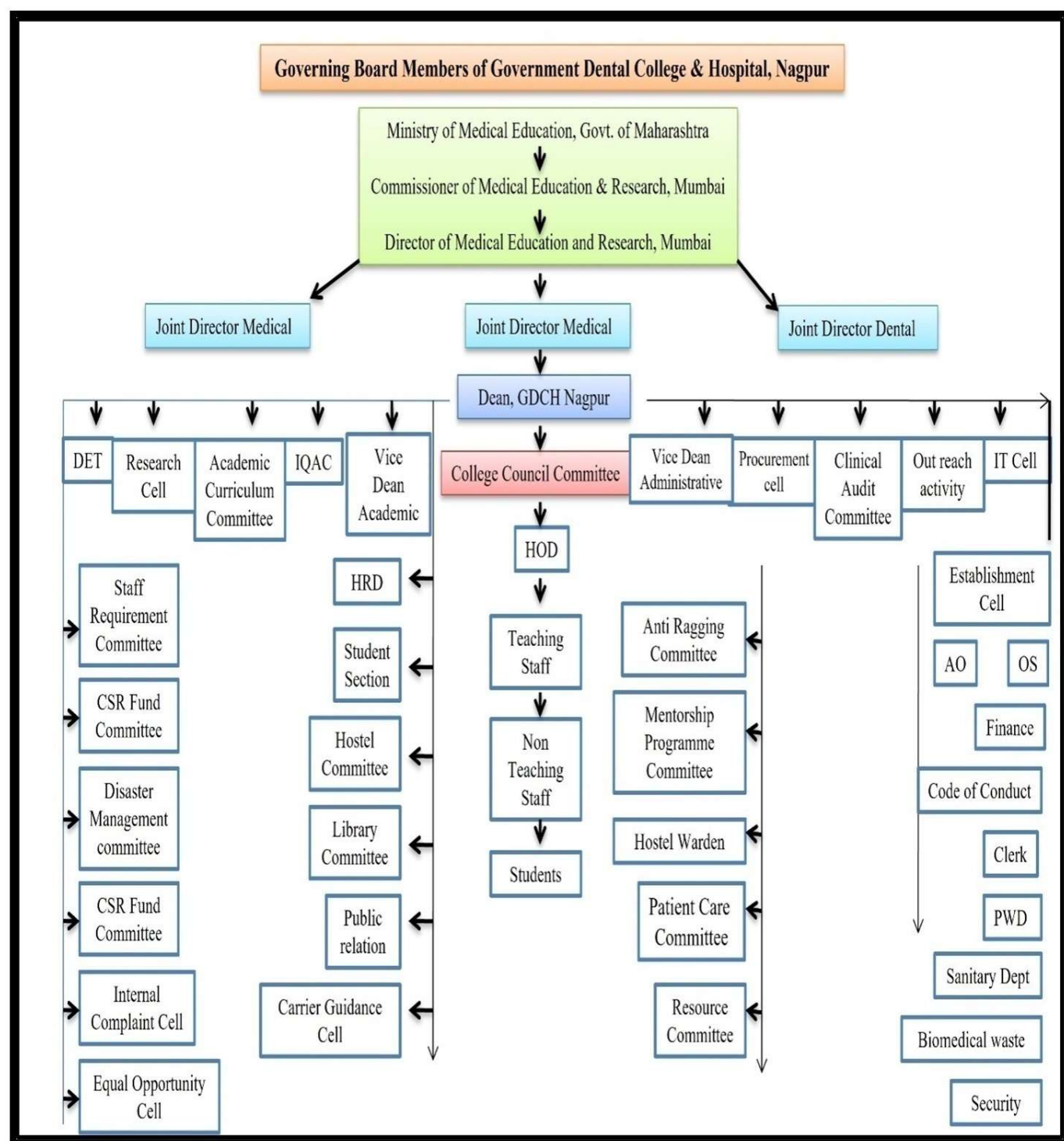
To achieve this, the institution follows an organogram, with the institutional head **regularly conducting monthly meetings** with departments, various committees, and administrative sections. The head of the department holds monthly meetings with departmental faculty and supporting staff to discuss issues related to patient care, academic activities, concerns to students, and teaching staff. The **commissioner-DMER also conducts regular video conferencing meetings** with the institution head and head of the department to uphold a systematic decision-making process and develop autonomy among all stakeholders.

Every department is responsible for **conducting CDE, workshops, academic and research activities**, public oral health-related outreach activities, and international exchange collaboration programs of students and faculty to accomplish the goal of institutional leadership. Interdepartmental scientific activities, such as **"Link-NXT,"** are also planned bimonthly to develop interdepartmental scientific harmony among students and teachers, ultimately contributing to institutional excellence.

To ensure **good administration and successful implementation of policies** in the institution and institutional campus, various committee in-charges, heads of departments, administrative officers, and heads of the institution are made responsible. Duties have been allotted to the institutional faculty to develop a sense of responsibility and leadership in their management skills. Annual gatherings, sports activities, and research activities are organized yearly by students to enhance their **team-building and leadership qualities**. Feedback related to these activities is regularly taken for continuous improvement.

The institution head, along with the administrative section, carries out regular meetings with the commissioner-DMER for infrastructural building, procurement of equipment and materials, welfare projects, and financial assistance for various day-to-day expenditures. All financial activities related to institutional infrastructure, equipment-material purchase, oral health care, and stakeholder welfare are discussed at institutional, district, and state levels for transparency. **Feedback** is taken from all stakeholders for all institutional activities, achieving participative management and collective growth.

The **organogram** of the institution reflects decentralized-based participative management, leading to institutional excellence. **Regular overseas alumni meets** for international collaboration in research and student/faculty exchange programs, and motivation is provided to employees through monetary rewards and participation in the decision-making process.



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:**

The Government Dental College & Hospital, Nagpur has a **well-defined organizational structure** that includes apex bodies, coordinators of different committees, administrative employees, statutory committees, and various cells and boards required for the smooth functioning of the college. The **governing board members** have formed an organogram comprising the Commissioner of Medical Education & Research, Director, Joint Director, Head of the institution, and staff holding senior posts in the chain. The Dean and other committee members provide guidance for determining the vision and mission of the institute, establishing, implementing, and monitoring policies, and preparing an overall comprehensive development plan regarding academic, administrative, and infrastructural growth. This enables the institute to **foster excellence** in curricular, co-curricular, and extra-curricular activities.

The college's infrastructure, which started with **30 BDS admissions in 1968**, has reached to the capacity of **63 seats**. With progress, the institute now offers **post-graduate, fellowship, and PhD courses** with the upcoming super specialty hospital. The institution has **28 committees** that involve the participation of faculty and follow regulatory guidelines. These committees include -

- College council committee
- Academic curriculum committee
- Board of Research Studies committee
- Internal Quality Assurance committee
- Research development cell
- Library advisory committee
- Procurement cell committee
- Anti-Ragging committee
- Institutional Ethics committee
- Institutional Grievance Redressal cell
- Disaster Management Committee/Radiation safety/Electric Safety
- Infection control committee (Central Sterilization committee)
- Student NSS council
- Vishakha committee
- Hostel Management committee
- Outreach Activities Cell
- Institutional Innovation council
- International student cell
- Equal Opportunity Cell
- Career Guidance Cell
- Sports Committee
- Feedback and validation committee
- Code of Conduct Committee
- Capacity Building and faculty development
- Mentorship committee
- Parents Teacher's Association
- Dental Education Technical Cell
- Alumni Association

Faculty members are appointed as coordinators for different committees, and different sections such as store, maintenance, establishment, examination, accounts, and student support work under the guidance of the Dean and office superintendent. The **statutory committees/cells**, such as the Anti-Ragging Committee, Internal Complaint Committee, and Women Grievance Cell, function under the guidance of the Dean and Chairperson of the respective committee. The **standard protocol of the committees** and the **regular functioning of the college activities** are all documented for better clarification and uniformity in the work.

GDCH, Nagpur works in a **structured manner** to achieve its vision, mission, and goals through the identification of potential difficulties and the deployment of a corrective action plan to ensure good progress.

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

List Of Welfare Measures For Staff Members -

Leave Policies:

- 8 days of casual leave
- 15 days of medical leave
- 15 days of earned leave
- Maternity leave, abortion leave, surrogacy leave, paternity leave, and on official duty leave for lady teachers
- Hospital leave for mental illness, cancer, TB, leprosy, and paralysis
- Duty leave granted to staff members to attend various training programs, workshops, seminars, and courses
- Gratuities provided as per government welfare schemes and measures
- Fully paid summer and winter (Diwali) vacations
- On duty leave granted to faculty for presenting research papers in national/international conferences and pursuing collaborative research
- On duty leave granted for appearing in course work/examinations for PhD/comprehensive examination for professional training and SWAYAM courses
- Special disability leave for intentionally inflicted injury and accidental injury
- Study leave, extraordinary leave, and commuted leave
- 3 local holidays every year

Pension Scheme:

- Old Pension Scheme
- Defined Contribution Pension Scheme (DCPS) with 50% contributions from the government

Ex-Gratia: Non-teaching staff provided ex-gratia during Diwali festival and GIS

Interest-Free Loan:

- Employees can avail of a 3-month salary as an interest-free loan
- Medical benefits under ESI facility for those who come under the purview as per rules

Home Loan: Home loan provided with less interest

Dental Treatment Benefit: 100% concession in treatment provided to students, faculty, and dependents

Medical Treatment: Free medical treatment provided

Accommodation/Quarters Facility: Accommodation/quarters facility provided for teaching and non-

teaching staff

Medical Bill Reimbursement: Medical bill reimbursement provided for the family of teaching and non-teaching staff

LTC: Travelling allowance provided once every 3 calendar years

Group Insurance Scheme (GIS)

Career Development and Progression:

- Financial support provided for professional training and development
- Financial support provided for attending national and international conferences

Annual Rewards: Best performers from teaching and non-teaching faculty are rewarded annually on 15th August every year

Departmental Promotion: Departmental promotion provided for teaching and non-teaching staff

In-Service Post Graduation/Training/PhD: Fellowship provided for career progression and development

Recruitment:

- Ladpage Committee for recruitment of blood relatives in service for non-teaching staff
- Anukampa recruitment for non-teaching staff

Welfare Measures for **Handicapped Employee**

Salary and Allowances:

- Annual increment, DA as per government norms
- PG allowance
- Annually reward for children of employees

Holistic and Spiritual Development: Encouragement is given for holistic and spiritual development through yoga and wellness workshops. Cultural programs are organized.

MUHS Welfare Scheme:

- Biannual Vacation for teaching staff
- Best Teacher Award
- COVID shield
- Long-term/special research grant for staff
- Travel grant

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: 1.1

6.3.2.1 Number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies year-wise during the last five years

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

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: 4.4

6.3.3.1 Total number of professional development / administrative training programmes organized by the Institution for teaching and non-teaching staff year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
6	2	7	5	2

File Description	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

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: 65.75

6.3.4.1 Number of teachers who have undergone Faculty Development Programmes including online programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course and any other course year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
55	28	33	39	26

File Description	Document
Institutional data in prescribed format	View Document
E-copy of the certificate of the program attended by teacher	View Document

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

Response:

GDCH strictly adheres to the regulations specified by the DCI for the appointment of Faculty and other Staff members. Faculty appraisal is conducted upon **completion of one year of service** and on promotion to a higher designation, as per the Service Rules defined by the governing bodies.

The **annual appraisal** is conducted internally by the Heads of Departments (HODs) to demarcate employees for optimum performance in scientific publications, attendance, participation in departmental activities, and peer/student review. The Dental Education Technology (DET) Unit works closely with the HODs to shortlist faculty with below-par performance through academic contributions. These faculty

members are provided one-to-one additional training through DET in teaching methodologies, ICT Skills, and soft skills.

In addition to the annual appraisal, a more stringent Performance Appraisal Form based appraisal is conducted upon application for **Promotion to Higher Rank/Designation**. The performance appraisal is done through the government instituted **confidential report (CR) system**, which consists of a structured format including personal details such as name, designation, employee ID, department, and date of joining, and details of his/her academic achievements and details of research projects carried out. The CR system seeks information on additional duties and responsibilities shouldered on social and administrative fronts for the Institution. Appropriate weightages are considered during appraisal for all these contributions in their overall assessment.

The **faculty members** are also requested to provide information regarding their initiatives/innovative measures in teaching and clinical training. Mentoring Effectiveness of the faculty members is also taken into consideration. On completion of the self-assessment in the said form, the respective **Heads of the Departments and Dean** evaluate and put their respective scores. On evaluation of the total score, if found suitable, the employee is recommended to the government for promotion.

The annual performance appraisal system also applies to **Non-Teaching Staff** through CR. They are assessed under different categories including character/habits, discipline, reliability, relationship with superiors/subordinates and colleagues, students and public, and technical abilities (for technical assistants). Each non-teaching staff (non-administrative) is graded by the **administrative officer** into Excellent, Very Good, Good, Highly Satisfactory, Satisfactory, Average, and Poor categories. On satisfactory performance, the employees are granted promotions and financial upgradation based on their evaluation by the authority.

Recently, Online submission of **Performance Appraisal Reports (PAR)** for officers of the State Government has been successfully implemented by NIC Maharashtra in coordination with NIC Delhi. This project is implemented on the lines of the **Smart Performance Appraisal Report Recording Online Window (SPARROW) system**, which is implemented for the All India Service officers of Maharashtra. Maharashtra is one of the few States which have implemented this system. The instance <http://mahapar.maharashtra.gov.in> is operational with the technical support of the National Data Centre New Delhi. Since the year 2021-2022, the government dental college and hospital Nagpur has started this online performance appraisal system for filling, reporting, and reviewing the performance appraisal.

The present Performance Appraisal System has significantly helped in evaluating the performance of employees, motivating them, and analyzing their strengths and weaknesses, thus ensuring **optimum human resource management**.

File Description	Document
Any additional information	View Document
Link for any other relevant information	View Document
Link for performance Appraisal System	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:

Government Dental College and Hospital, Nagpur, operates as a prestigious government-run institute under the supervision of The **Director of Medical Education & Research (DMER)** and the **Medical Education and Drugs Department (MEDD)**, Government of Maharashtra. The institute adheres to a well-defined process for **budgetary planning and allocation**, ensuring transparency and efficient resource management.

The process for budget allocation begins with DMER requesting the budget requirements for the upcoming financial year. In line with government guidelines and the designated period for budget application, the Dean, administrative officer, and relevant clerk collaborate to compile the annual budget proposal. This proposal is submitted to the Director of Medical Education & Research in Mumbai, typically between the last week of August and the first week of September.

The budget requirement is calculated by considering the average of the budgets from the past three years. DMER collects the **annual budgets** from all medical, dental, and ayurvedic colleges falling under the purview of medical education. Subsequently, the budget is forwarded to the **Medical Education Department at Mantralaya**, which further submits it to the finance ministry for approval. The **finance ministry**, responsible for directing the budgets of all departments, including the medical education ministry, presents the budgetary assembly in February. The bill undergoes discussion and voting for approval. Once the bill is passed, the allocated budget is assigned to the medical education ministry and distributed through DMER to the treasury.

Colleges generate online bills through the **Budget Distribution System** according to their specific requirements and submit them to the treasury for sanction. Upon approval by the treasury, the bills are forwarded to the **Drawing and Distributing Officer (DDO)** and distributed accordingly to the payee.

For department-level requirements regarding machinery, equipment, and materials, the respective department heads make decisions in consultation with their staff. They submit the requirements to the college council, where the justification and importance of the items are conveyed to the Dean for final approval.

Once the proposal receives technical approval from the college authority, it is sent to DMER for administrative approval. Upon approval, the proposal proceeds to the tendering process.

To obtain technical approval, we submit a proposal containing a list of required machinery and equipment to DMER. Upon receipt, the proposal is uploaded to the **IPAAS Pranali online system** for administrative approval from the **District Planning & Development Council (DPDC)** under the district collector. The DPDC holds meetings to discuss and provide approval. Subsequently, the grant is sanctioned, allocated, and transferred to the Budget Distribution System (BDS) for the procurement of machinery, equipment, and materials. The purchase procedure is initiated through tendering accordingly.

To ensure proper tendering processes and subsequent work and purchase orders, we involve the **purchase committee**. Payments and transactions are conducted transparently through bills and vouchers to maintain

financial management transparency. Planning and allocation of financial resources follow established procedures.

In case of urgent requirements, the head of the institute convenes the college council to discuss and provide sanction through the purchase committee.

File Description	Document
Link for any other relevant information	View 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:

Government Dental College and Hospital, Nagpur ensures the mobilization and utilization of funds undergo regular **internal and external audits**. These procedures are conducted to maintain **transparency and accuracy** in the maintenance of accounts, ensuring the smooth functioning and growth of the institute. The institution's accounts are regularly audited, and the audit procedures are carried out in an unbiased and transparent manner, with prompt verification and rectification of any deficiencies.

The audit procedures implemented in our institution strictly adhere to the **Maharashtra Societies Registration Act of 1960**. This ensures that all accounts are subject to internal and external audits in accordance with sections 24, 12, 13, and 25.

Internal Audit:

An annual internal audit is conducted under the supervision of the Assistant Director of Accounts in the DMER department.

Institutional Audit:

This internal audit encompasses a comprehensive examination of the various departments, including the office area, and is performed by departmental staff randomly appointed for this purpose. It is conducted regularly each year, typically between September and December. Any identified deficiencies during the audit are reported by the auditors to the dean, who takes appropriate actions to address and rectify them.

External Audit:

The external audit is carried out by the Accountant General of the Central Government and is scheduled to take place every five years.

Audit Report:

The audit report includes the following components:

- Balance Sheets and Income and Expenditure Accounts for each year.
- Statement of significant accounting policies, which cover areas such as:
- Fixed Assets: Recorded at historical cost depreciation and depreciation calculated based on the written down value method, using the rates specified in the Income Tax Act of 1961.
- Revenue Recognition: For instance, recognition of tuition fees and other student fees on an accrual basis.
- Inventories: Mainly consumables, which are charged to revenue in the year of purchase.

Mechanism for Addressing Audit Objections:

Any audit objections are communicated through a half-margin audit, where a prompt response is required, preferably before the conclusion of the audit for the relevant department/division/commissionerate. The term "half margin" refers to the fact that the response is written on half of the paper.

It is noteworthy that over the past five years, no audit objections have been raised in the audit procedures of Government Dental College and Hospital, Nagpur.

File Description	Document
Link for any other relevant information	View 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: 14179.7

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

2021-22	2020-21	2019-20	2018-19	2017-18
3522.5	3390.5	3016.8	2134.1	2115.8

File Description	Document
Provide the budget extract of audited statement towards Grants received from nongovernment bodies, individuals, philanthropist duly certified by Chartered Accountant and the head of the institution	View Document
Institutional data in prescribed format	View Document
Copy of letter indicating the grants/funds received by respective agency as stated in metric	View Document
Annual statements of accounts	View Document
Link for Additional Information	View Document

6.5 Internal Quality Assurance System

6.5.1 Institution has a streamlined Internal Quality Assurance Mechanism

Response:

The **Internal Quality Assurance Committee (IQAC)** was formed in 2017 under circular no. 602-15 dated 27.1.2017 in accordance with NAAC guidelines. The IQAC's primary objective is to establish a conscious, consistent, and catalytic system for improving the academic and administrative performance of the institution.

The IQAC holds **quarterly meetings** to discuss issues related to the institution's overall progress. It generates an **action taken report** and forwards the necessary actions to the relevant committee head/faculty. The IQAC also discusses and documents **new initiatives** to be taken.

The IQAC has implemented various **quality initiatives**, including:

1. Developing a **calendar of events** for the institution
2. Aligning the institution's functioning with **NAAC guidelines**
3. Facilitating the **NIRF accreditation application** for the academic year 2021, resulting in the institution's 9th rank in their first attempt
4. Participating in **educational surveys** such as India Today and Outlook and obtaining the 12th and 4th position respectively.
5. Collaborating with **Dental Education Technology** to upgrade E-learning by developing a Learning Resource Management (LRM) system called "E-Vidyakosh" and smart classrooms – "Swadhyay-1 and Swadhyay-2"
6. **Restructuring teaching learning methods** from teacher-centered didactic lectures to student-centric methods such as flipped classroom, self-directed learning, microteaching, problem, and case-based learning.
7. Developing the indigenous **STAR system**, a structured method for competency-based assessment, along with rating of overall performance of undergraduate students
8. Drafting a **Reflection log** for undergraduate students, which is a compilation of students' analysis of

learning experiences through self-directed learning, flipped classroom, and early clinical exposure.

9. Preparing an identification and activity manual for **slow and advanced learners**.

10. Conducting the lecture series "**Flying Abroad – Overseas Opportunities for GDC Graduates**" in collaboration with the International Student Cell. Alumni of the institute sensitized the interns regarding the career opportunities abroad.

11. Implementing an effective **mentor-mentee program** in 2017, which was restructured in 2021 to a more comprehensive program, and a mentor log book was developed.

12. Initiating and organizing conferences, seminars, and workshops for the benefit of the staff and students.

13. **Restructuring examination guidelines** and policies for the internal assessment program.

14. Launching the "Coffee with Dean" initiative, which promotes interaction between the dean and students to understand their issues and problems.

15. Conducting several **faculty development programs** for the upliftment of the teaching and non-teaching staff's vision.

16. Playing a key role in developing the **Library Management System**, which provides access to online journals and e-books.

17. Progressing towards the establishment of a **virtual lab** for undergraduates and postgraduates.

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

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

Response: 90.02

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

2021-22	2020-21	2019-20	2018-19	2017-18
58	47	45	47	48

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

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

File Description	Document
Report of the workshops, seminars and orientation program	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: 5

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

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

File Description	Document
Report gender equity sensitization programmes	View Document
Institutional data in prescribed format	View Document
Geotagged photographs of the events	View Document
Copy of circular/brochure/ Report of the program	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:

In this day and age, it is crucial to ensure that men and women have **equal opportunities** and are not subjected to any form of sexism. Our institute is committed to producing skilled dental professionals who can serve society and tackle global challenges in the field of dentistry, regardless of their gender.

The **safety and security of women** are of utmost importance to our institute, and we strive to promote their participation in all courses and extracurricular activities. We have strict security measures in place, including **security guards** who monitor access to the campus and authenticate visitors by cross-checking their IDs. The entire campus is also monitored by **CCTV cameras**, and **well-lit pathways** are provided to ensure the safety of women on campus. Additionally, a female faculty member conducts **regular rounds in the hostel** to ensure the security of our female students.

We have various facilities available inside the campus, such as a **police station**, security with **barricades**, **ATMs**, **Indian post services**, and a **medical store**. We also have a **separate common room for female students**, equipped with lavatories and necessary furniture, including chairs, lockers, and almirahs. Both male and female students have access to reading rooms, yoga and wellness rooms, and green gym facilities

in our Boys and Girls Hostels.

Our Internal Complaint Cell and Equal Opportunity Cell ensure that students are aware of their rights and take strict action against any violations of the government rules and DCI guidelines. We hold events throughout the year, such as **International Women's Day** and **Savitribai Phule Jayanti celebrations**, to guide and support female students, teaching and non-teaching faculty members.

We have installed a **sanitary pad vending machine** on campus to provide hassle-free access to sanitary napkins for female students. Our equal opportunity cell collaborates with IQAC and emphasizes the importance of cultural values for an ideal society by arranging lectures, interactive sessions, and group activities.

Our **mentorship program (Vidyarthimitra)** aims to create awareness about gender equity and provide support to students when needed. During university practical examinations, we appoint **female invigilators** to supervise viva for female students in accordance with the norms of the Maharashtra University of Health Sciences (MUHS).

Our institute also arranges various lectures on **women empowerment and entrepreneurship** to inspire female students to take on challenging roles and become economically independent.

We organize various **indoor and outdoor activities** such as cricket, chess, and table tennis matches and celebrate festivals like Krishna Janmashtami, Makar Sankranti, and Holi, where both male and female faculty and students participate equally. Our female faculty members oversee and assist female participants during all curricular and cocurricular activities organized on and off campus to ensure their utmost safety.

File Description	Document
Any additional information	View Document
Annual gender sensitization action plan	View Document
Link for any other relevant 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

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

Response: D. Any two of the above

File Description	Document
Institutional data in prescribed format	View Document
Installation receipts	View Document
Facilities for alternate sources of energy and energy conservation measures	View Document
Any 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:

With the motto of "**Service To Humanity**", the Government Dental College & Hospital not only provides top-notch dental and oral healthcare facilities to patients, but also understands the moral obligation to protect the environment by minimizing waste generation and ensuring proper disposal. The waste generated on campus arises from various routine activities, as well as from the diagnosis and treatment of patients. The institute has implemented a comprehensive waste management system that includes collection, segregation, storage, handling, transport, and disposal of waste.

In accordance with the Biomedical Waste Management Rules of 2016, biomedical waste generated at GDCH is collected and segregated at the source level, and all departments have a designated waste disposal area. The **administrative supervisor** in each department ensures that all waste generated in their department, clinics, or cubicles is collected by the housekeeping staff at the end of each day. To facilitate proper waste segregation, separate dustbins and color-coded bags with clear instructions have been installed throughout the entire campus. The institutional administrative supervisor (Mukadam) also ensures that waste is collected at designated time intervals. The waste from each department is then emptied into their specific color-coded dustbins at a central waste holding area to be disposed of by Superb Hygienic Disposals, an authorized waste collection agency approved by the Government of Maharashtra. The Institute has authorization for this service through "**Certificate No. SRO-NAGPUR I BMW_AUTH/1805000105-2018**" dated 05/05/2018 from the Maharashtra Pollution Control Board. The employees of the agency collect the biohazard disposal bags at designated days on the week, ensuring safe disposal of the waste.

The institute is under the jurisdiction of **Nagpur Municipal Corporation for solid waste management**. The corporation collects the general solid waste and disposes of it through its incinerator. To ensure effective waste management, the Infection Control Committee trains housekeeping staff, nursing assistants, teaching and non-teaching staff, and students periodically. Adequate signages and posters are displayed at

all major waste disposal areas to describe the segregation of waste.

E-waste such as computers, CPUs, keyboards, laptops, printers, TV, and photocopy machines are collected in an e-waste holding area and condemned as required by the Government of Maharashtra Resolution of 2011. Hazardous waste such as mercury waste is segregated at the source, transported responsibly, and collected for disposal on a daily basis. The waste X-ray film processing solution generated in the Oral Medicine & Radiology department is collected in a properly labelled container periodically and sold off to the Silver Recovery System. The institute does not generate hazardous radioactive waste. **Non-degradable waste** such as metal, furniture, plastic, fibres, and glass are condemned as per the Government of Maharashtra Resolution of 1987.

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

7.1.5 Water conservation facilities available in the Institution:

1. Rain water harvesting
2. Borewell /Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus

Response: Any Two 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
Any 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
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

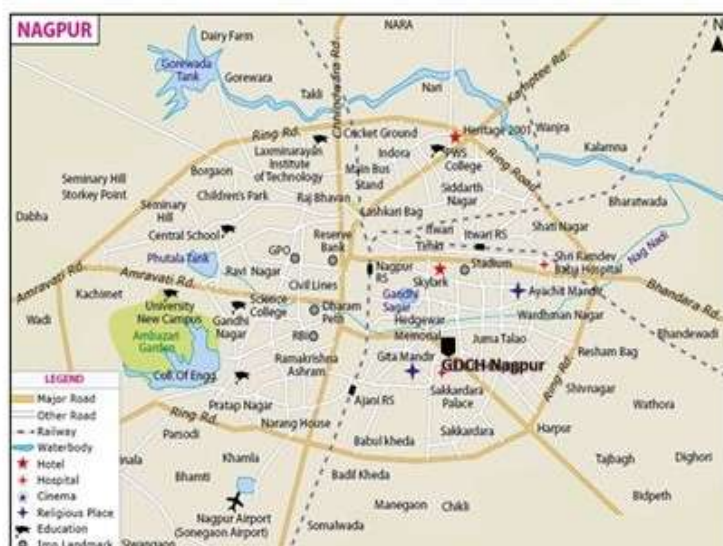
File Description	Document
Institutional data in prescribed format	View Document
Geo tagged photos of the facilities as per the claim of the institution	View Document

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:



Zero-mile marker in Nagpur indicating geographical centre of India



Nagpur Map

GDCH Nagpur to Nagpur Railway station Distance: 3kms
GDCH Nagpur to Nagpur Ajni Railway station Distance: 1 km
GDCH Nagpur to Nagpur Bus Stop Station Distance: 1 km
GDCH Nagpur to Nagpur Airport Distance: 5 kms

Our institute recognizes the significance of diversity and strives to create an environment where cultural, regional, linguistic, socio-economic, and other diversities are respected and celebrated.

Cultural Inclusivity

- To foster cultural awareness and appreciation, our institution creates an inclusive environment where religious and cultural festivals, such as Christmas, Holi, and Janmashtami, are celebrated with social and sports gatherings, and cultural programs that encourage full participation from both students and employees.

- Blood donation and organ donation programmes are conducted by NSS students making them aware about their civic responsibilities.

Communal Inclusivity

- National integration and communal harmony are accomplished by celebrating Independence Day, Republic Day, Maharashtra day, Sadbhavna Diwas and other commemorative days every year in the institution.
- Workshop on VIHASA for spiritual enlightenment, yoga days are some of the events conducted for benefit of the faculty.

Linguistic Inclusivity

- One of the exceptional linguistic practices in the institution is most of the circulars, notifications, and administrative work is done in the regional language (Marathi).
- Proficiency in the Marathi and Hindi language is made mandatory during appointment of faculty and those who have not submitted the required language certification are required to undergo a certification exam for the regional language.

Regional Inclusivity

- The student community at our institution is incredibly diverse, with students from different states across the country, as well as a few from other countries.
- We take great care to ensure that all students, including our foreign students, feel welcomed and encouraged to participate in all cultural activities. This helps them learn about our rich history and culture, while also giving them the opportunity to showcase their own regional festivals.

Socio-economic Inclusivity

- Orientation and mentorship programs are organized to sensitize students to the diverse backgrounds of their peers, expected conduct with faculty, colleagues, and patients, and their moral and ethical responsibilities. These programs also help students adjust socially to their new surroundings and embrace change and challenges with ease.
- The anti-ragging committee ensures that discriminatory and harassing behaviour is not tolerated on campus, and a clear code of conduct is communicated to students to define appropriate and inappropriate actions.
- Students from our institute visit slum areas in Nagpur and participate in camps at Deekshabhoomi during Dhamachakra-Parivartak Din, providing them with the opportunity to closely observe and interact with people from different backgrounds and develop a sense of social and civic responsibility.
- OPD and treatment charges are waived for patients belonging to Below Poverty Line, Divyang, medicolegal, sickle cell, thalassemia, HIV, cancer, and senior citizen categories.

Location as Leverage

Located at the heart of India, Nagpur is marked by a zero-mile stone that represents the geographical centre of the country. Government Dental College Nagpur is strategically situated near this landmark, making it easily accessible through various modes of transportation. As the premier institution of central India, the

college serves as a hub for dental services, attracting patients not only from Maharashtra but also from neighbouring states such as Madhya Pradesh and Chhattisgarh.

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:

The Institute has a rich tradition of **commemorating national and international days** to pay homage to individuals who have made significant contributions to society. In line with a GR issued by the Government of Maharashtra, the institution celebrates various commemorative days at the institutional level. These include several national days such as Savitribai Phule Jayanti, Mahatma Gandhi Jayanti, Dr. Babasaheb Ambedkar Jayanti, to name a few.

We, at GDCH Nagpur, pride ourselves on delivering **exceptional specialty services** to our patients. Each specialty has its own unique significance in the treatment of patients. To celebrate and honour these specialities, we organize **speciality days** by organizing camps, webinars, patient awareness programs, and competitions like quizzes, rangoli, and smile competitions, to create an atmosphere of enthusiasm among students and staff. These days include Oral Pathologist Day, Oral Medicine and Radiology Day, Pedodontist Day, Oral Hygiene Day, and Orthodontist Day.

International Women's Day is a special occasion celebrated every year by organizing breast cancer awareness programs or oral premalignant and malignant screening camps, reflecting the college's commitment to respecting and giving equal opportunities to women. The institute also celebrates World No Tobacco Day and AIDS Day by organizing rallies, roadshows, and anti-tobacco slogans.

Apart from these days, **national events** such as Republic Day, Independence Day, and Maharashtra Day are also celebrated with full enthusiasm, and singing and dancing competitions are organized on these occasions after flag hoisting and parade. There is also a trend to award the best employee on Republic Day. In 2022, GDCH marked 75th year of Independence (Azadi ka Amrit Mahotsav) by hoisting the flag for three consecutive days, as per government instructions. Maharashtra Day is celebrated every year on May 1st by flag hoisting.

The institute also celebrates the **festivals** of Makarshankrant, Ganeshchaturthi, Dusshera, and Dhantryodashi with tradition and enthusiasm. On Makarshankrant, kite flying activity is carried out on the terrace area of the college. Ganesh Chaturthi celebration is observed by Murtistaphna, cultural and sports programs for five days, and the aarti is done by dividing the days amongst all the departments. Dusshera is observed mainly by the workshop department by doing 'shastrapuja,' and Dhanvantri puja is done on the occasion of Dhantryodashi in the Conservative and Endodontics department. Christmas and Eid-E-Milad are also celebrated, where a drawing competition is organized for children of staff and patients in the college garden.

Established on 13th July 1968, the institute celebrates its **foundation day** every year with a blood donation camp in memory of Dr. Haffezi, a notable alumnus of the institution. The foundation day lecture is a highlight of this celebration, where an eminent alumnus delivers a prestigious honour. In 2018, institute marked the Golden Jubilee of its establishment, which was celebrated as a grand event, including cultural programs and an alumni meet attended by individuals from various places.

Overall, GDCH, Nagpur takes pride in its tradition of commemorating events and festivals, fostering a sense of unity, enthusiasm, and respect amongst its students and staff.

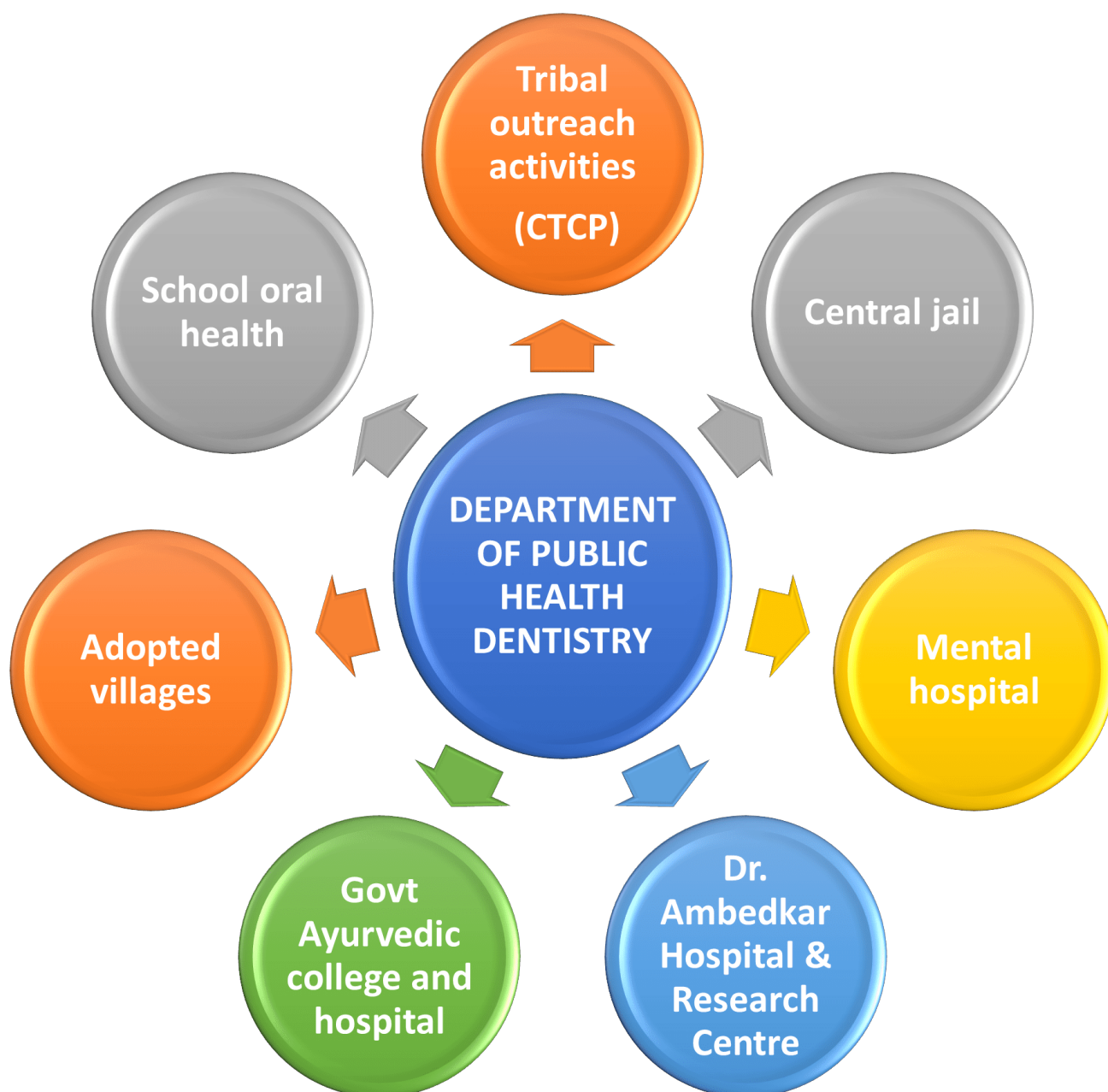
File Description	Document
Any additional information	View Document
Link for additional information	View Document

7.2 Best Practices

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

Response:***Institutional Best Practice - 1*****Reaching the unreachable - Rugnaseva Darodari- An outreach Activity**

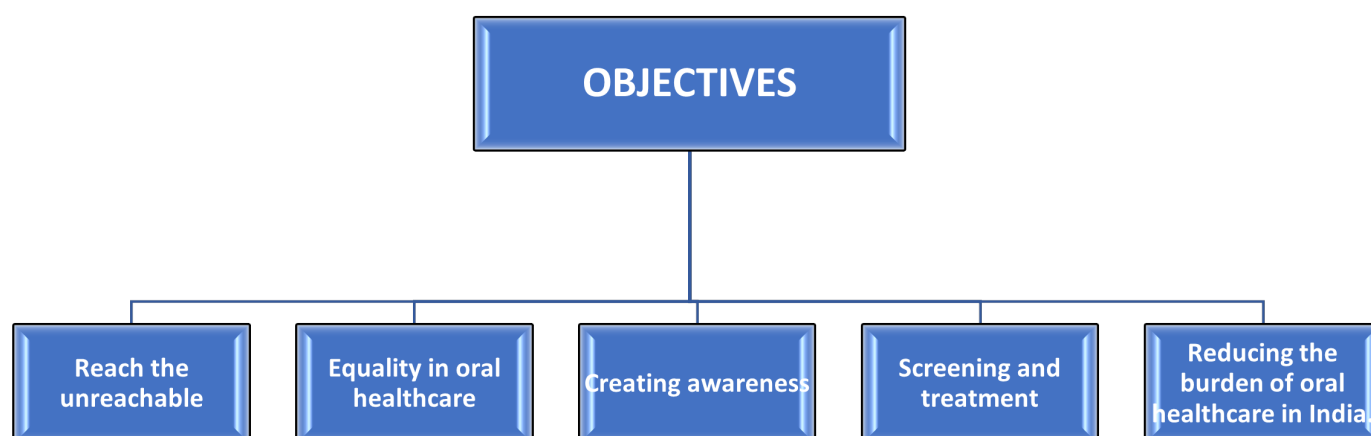
In its dedication to serving humanity, GDCH has made significant efforts to provide high-quality dental care to patients visiting the institute. However, the institution has also recognized the need to reach out to remote and underserved populations who may not be aware of or able to access the institute's services.

**Objectives of the practice:**

- Reach the unreachable: GDCH strives for universal healthcare by dispatching teams to remote areas, ensuring accessibility to dental care for all.
- Equality in oral healthcare: GDCH aims to provide quality oral health services to diverse

populations, including the poor, incarcerated individuals, mentally challenged individuals, and students from tribal ashram schools to high-end private schools.

- Creating awareness: GDCH utilizes videos, posters, and one-on-one demonstrations to raise awareness about oral health and hygiene.
- Screening and treatment: The institute conducts oral disorder screenings and provides necessary dental treatments.
- Reducing the burden of oral healthcare in India.



The context:

This practice aims to address the oral healthcare challenges faced by unprivileged, unaware, and unreachable individuals. These challenges arise from factors such as poor infrastructure, distance, and limited education leading to a lack of awareness. Special attention is needed for underprivileged groups including residents of old age homes and individuals with physical or mental disabilities.

To reach these populations, GDCH has implemented outreach activities in tribal areas of Nagpur, Gadchiroli, and Chandrapur, as well as mental hospitals, central jails, and schools. The institute utilizes a "Mobile Dental Van" to provide dental treatment directly to these unreached areas, offering excellent care and services at their doorstep.

The practice:

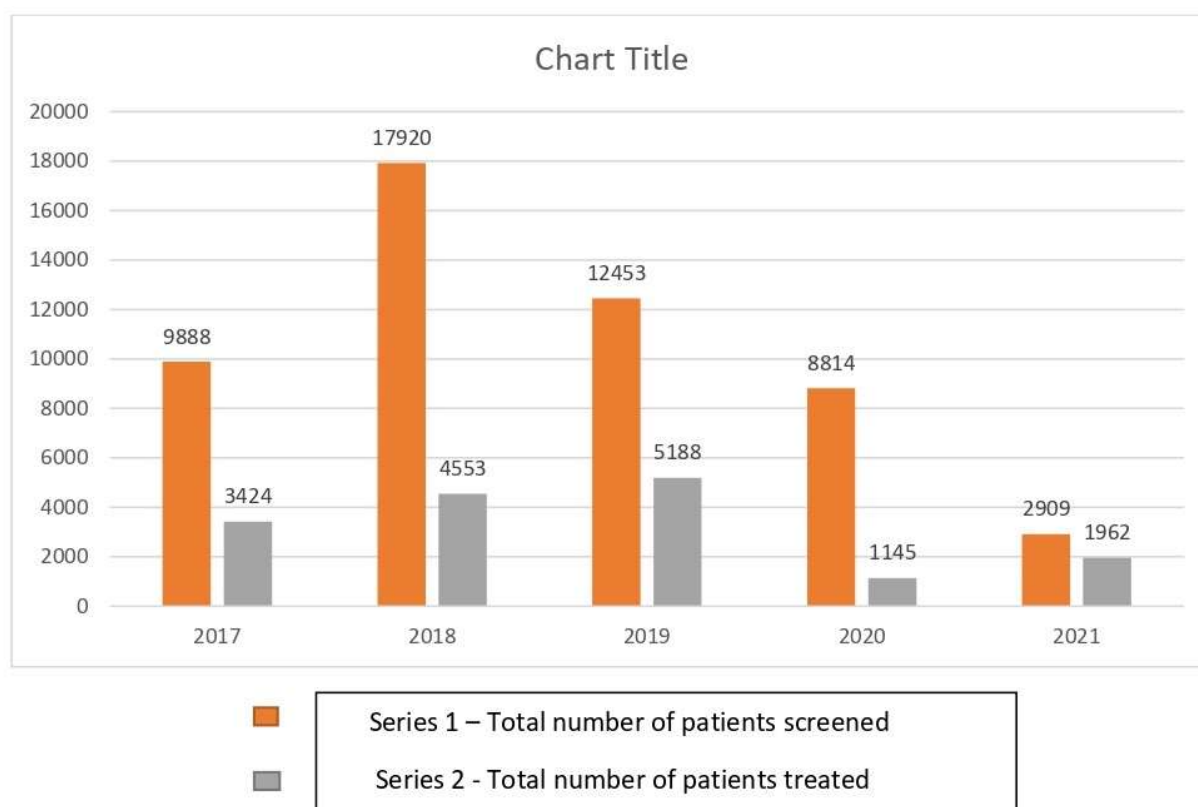
- GDCH collaborated with Additional Commissionerate Nagpur through an MOU to conduct screening programs for oral premalignant and malignant lesions in government ashram schools and hostels.
- Awareness programs for oral hygiene maintenance are conducted through videos, lectures, and road shows.
- The institute organizes oral health screening camps in remote rural and tribal areas.
- Faculty and students participate in community oral healthcare programs, including initiatives for tobacco cessation.
- GDCH has adopted 11 villages, including 5 tribal villages.

- 4 Satellite centers have been set up.
- Various national and international oral health awareness days are celebrated to raise public awareness and increase student enthusiasm.



Evidence of success:

The success of these outreach activities can be measured by the number of camps conducted, patients benefited, and the treatments provided. Since 2017, GDCH has conducted over 700 camps, benefiting approximately 63,000 patients by providing screenings, education, and treatment.



Problems encountered:

Our team has encountered various challenges in reaching the unreached due to accessibility issues, such as long-distance travel, bad roads, and compromised facilities. Lack of awareness and education among the unreached people, language barriers, time constraints, and limited network connectivity further hinder their efforts. Additionally, the lack of diagnostic facilities in remote areas poses a challenge for providing quality care.

GDCH's outreach program is providing much-needed dental care to underprivileged communities while also training the next generation of dentists to be compassionate, empathetic, and efficient professionals.

Institutional Best Practice - 2

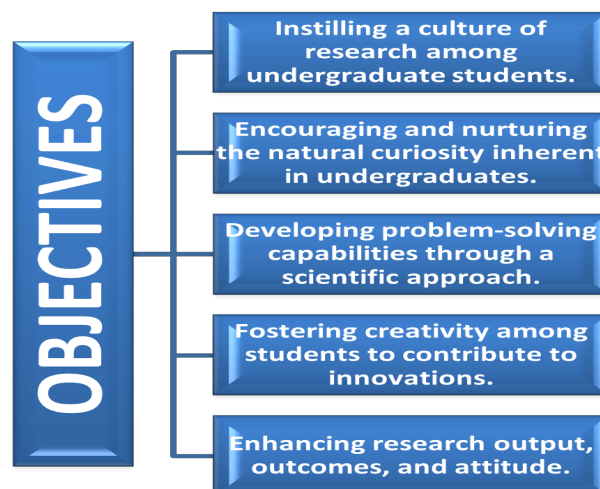
UNDERGRADUATES RESEARCH: CHOOSE YOUR OWN GUIDE

Research plays a crucial role in the academic journey of students at GDCH Nagpur, including undergraduates, postgraduates, and PhD scholars. While research is a mandatory requirement for postgraduates and PhD scholars, the undergraduate curriculum primarily focuses on basic education, leaving the research aspect unexplored. However, nurturing the curiosity of undergraduate students and introducing them to research methodologies can be instrumental in fostering new ideas and innovations at an early age.

Objectives:

- Instilling a culture of research among undergraduate students.

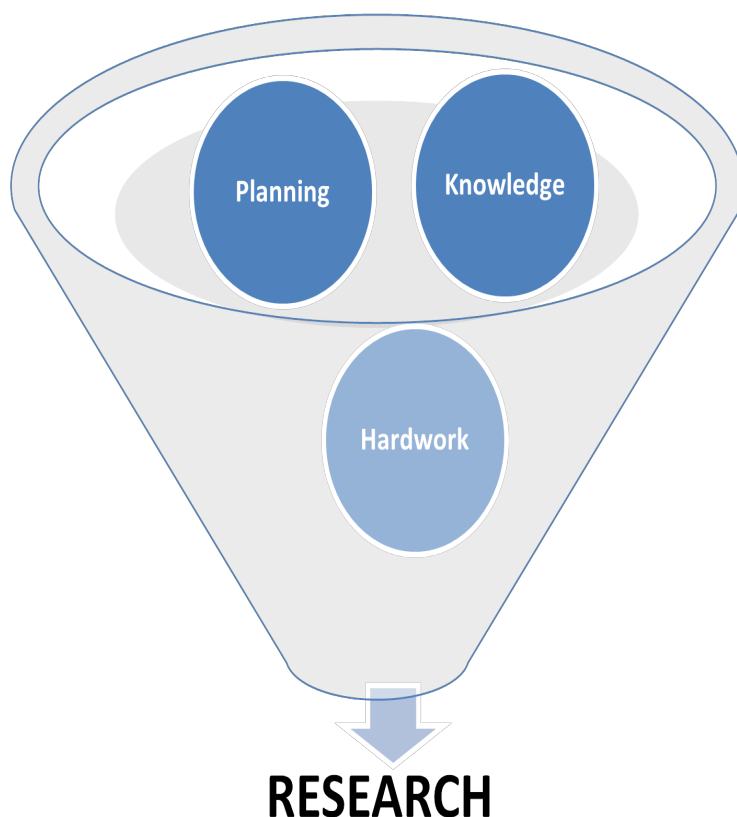
- Encouraging and nurturing the natural curiosity inherent in undergraduates.
- Developing problem-solving capabilities through a scientific approach.
- Fostering creativity among students to contribute to innovations.
- Enhancing research output, outcomes, and attitude.



The Context:

Research is a critical and challenging task that requires in-depth subject knowledge, careful planning, and hard work. Undergraduate students possess excellent thinking capacity for innovations, but due to the academic-oriented education system, their focus remains primarily on academics. By systematically exposing them to scientific methods and various components of research methodologies in a structured format, their research aptitude can be developed.

To inculcate scientific research aptitude, continuous guidance and mentoring by expert teachers/guides is required. A student-centric approach can be adopted by allowing students to **choose their own guides/mentors**, which would generate further interest and enthusiasm in them. This initiative aims to sow the seeds of research in young minds, uplifting them toward achieving national and international standards.

**The Practice:**

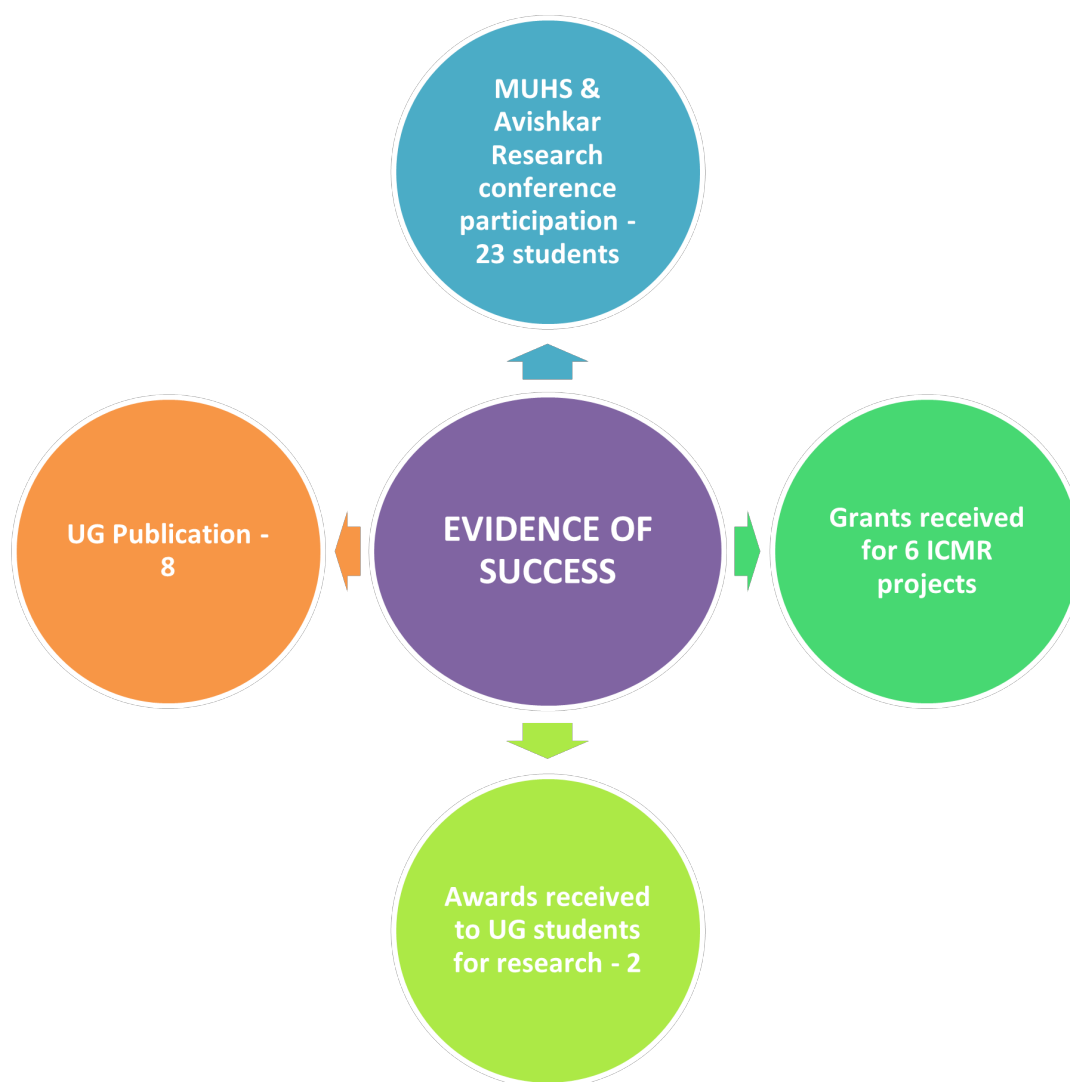
Various platforms are made available to increase research temperament among undergraduates that include participation in ICMR, Avishkar, scientific activities in annual gatherings, NIDCON, and Fathom.

Research methodology workshops are organized by GDCH Nagpur every year that cover various research-related topics, such as the scope of innovation and research for dental students, selecting research topics, and applying for grants.

In 2022, GDCH Nagpur organized the first State Level Undergraduate Research Conference, where students from various dental colleges across Maharashtra participated in poster, table-top, and paper presentations.

Evidence of Success:

Evidence of success can be seen through the papers presented in state and national conferences, selection of student projects for ICMR, and the active participation of students in research activities. Various awards and recognitions have been received by undergraduate students for their research work.



PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED:

The challenges encountered include

- Burdened academic curriculum leaving minimal time for research activities
- Limited student participation due to a focus on academics
- Lack of separate grants for undergraduate research, and the need for proper exposure to research and its implications.

To address these challenges and further promote research among undergraduates, *the proposed plan includes*

- Highlighting and presenting past research to first-year students
- Showcasing famous innovations in respective fields
- Incorporating a "Scientific Grant Writing Program" into the curriculum.

These measures aim to provide early research exposure and equip undergraduate students with the necessary skills and knowledge to engage in impactful research.

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

7.3 Institutional Distinctiveness

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

Response:

ESTABLISHMENT OF POST COVID-19 MUCORMYCOSIS TREATMENT & REHABILITATION CENTRE

Introduction:

The **second wave of the COVID-19** pandemic witnessed a significant increase in the occurrence of **mucormycosis**, a fungal infection that primarily affects the jaw. This emerging global disease demands aggressive **surgical treatment and subsequent prosthetic rehabilitation** to restore patients' health.

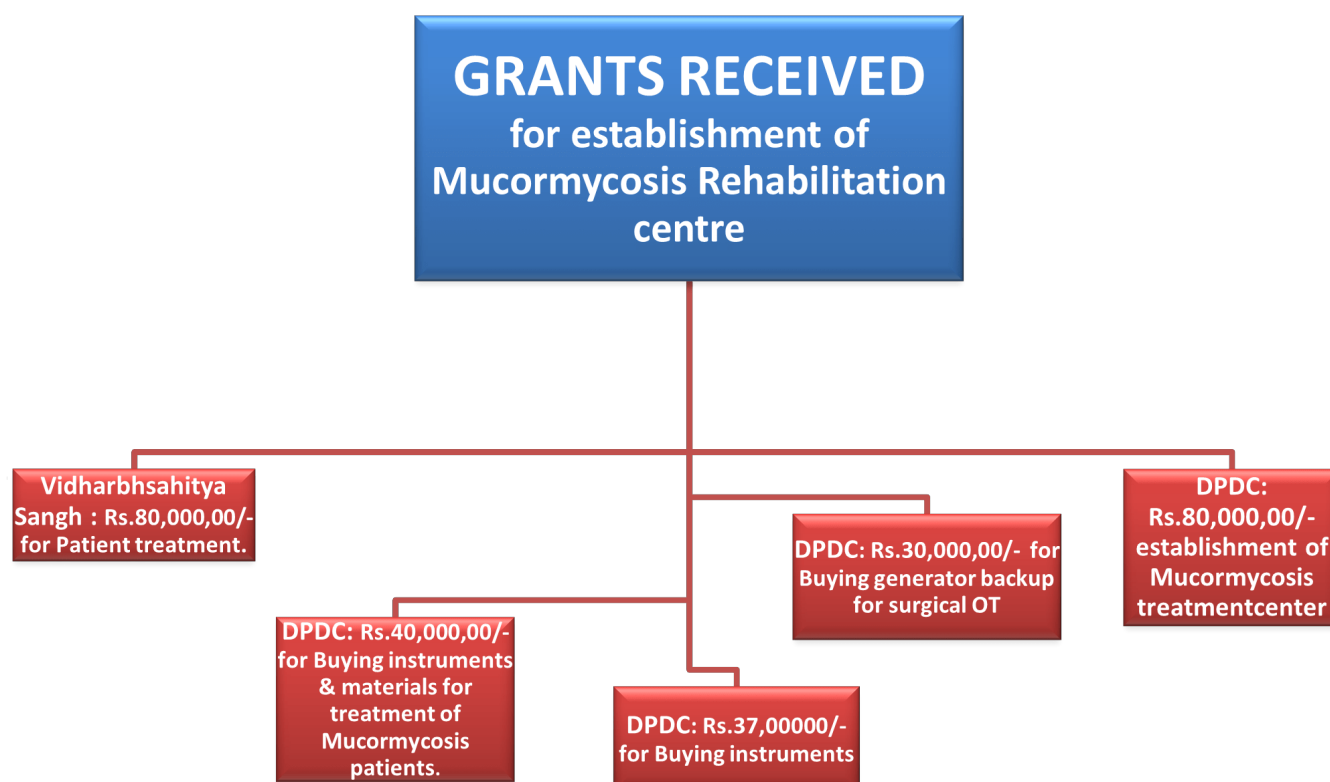
In **Central India** alone, a staggering **1,500 cases** of this dreaded fungal infection were reported, highlighting the severity and impact of mucormycosis on the region's population

Challenges & opportunities:

GDCHN faced a substantial influx of post-COVID mucormycosis cases from central India, presenting a daunting task of managing the **rapid spread** of the infection and addressing its **debilitating effects** on patients. However, GDCHN perceived this situation as an opportunity to provide exceptional and tailored services, ultimately serving humanity and meeting the critical needs of mucormycosis patients.

Establishment of Mucormycosis Rehabilitation Centre:

The institution took the initiative to establish first-of-its-kind Mucormycosis Rehabilitation Centre in Central India. With **funding support** from various agencies, this rehabilitation centre was established with state-of-the-art facilities that include a **cutting-edge 3D printing unit** and **augmentation of operation theatre** with the **latest gadgets required** for effective management of mucormycosis cases.



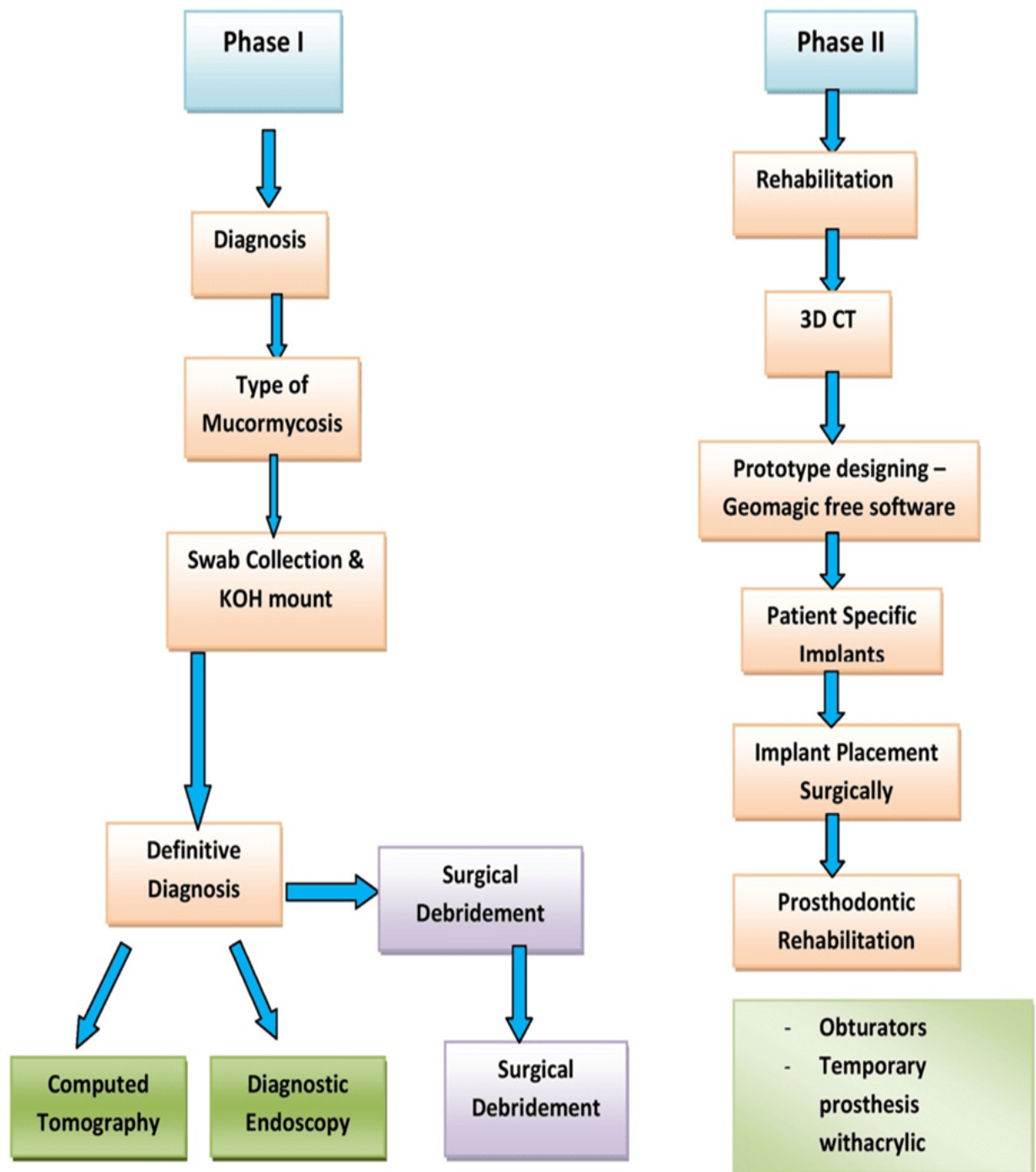
Surgical Phase:

A total of 115 patients reported to the institute underwent various surgical procedures based on the extent of infection, including partial maxillectomy, subtotal maxillectomy, total maxillectomy, and zygomatic resections. In addition, amphotericin injections were made accessible through the cooperation of District Collector and Civil Surgeon's office.

Prosthetic Phase:

After undergoing surgical correction, many patients experienced significant loss of facial bone, including the maxilla and surrounding structures, resulting in both aesthetic and functional limitations. It became imperative to provide these patients with prosthetic solutions to restore their appearance and functionality.

To address this need, a MOU was established with our engineering partner, LUCID. Through this collaboration, patient-specific implants were designed and placed by surgeons during the second stage of surgical protocol based on their specific requirements.



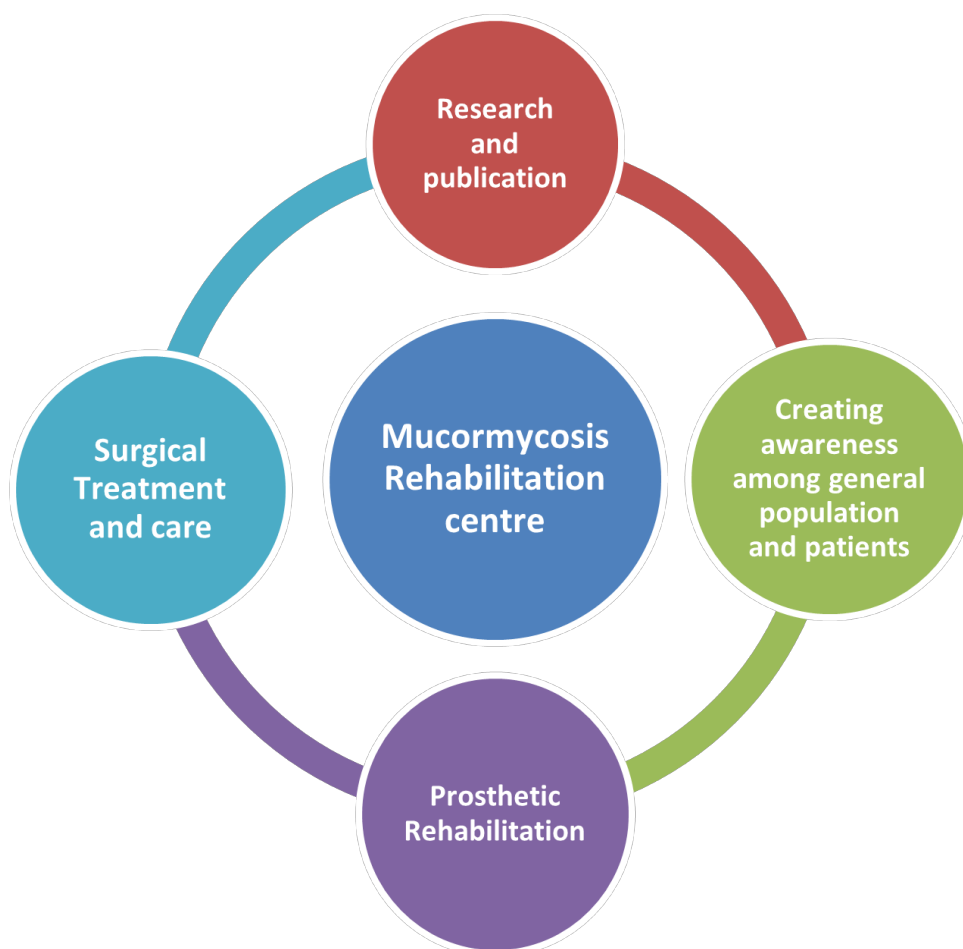
Contribution to Research :

The institute has made substantial contributions to the field of mucormycosis by publishing research and treatment-related studies in various esteemed International and National Journals. Additionally, our esteemed faculty members have shared their valuable experiences in the management and rehabilitation of mucormycosis at numerous International and National platforms, serving as guest faculty. Their presentations and insights have garnered significant appreciation and recognition from the medical community.

Services at other institutes and creating awareness:

Leveraging their expertise gained from managing mucormycosis cases, GDCHN's faculty members extended their services to All India Institute of Medical Sciences, Nagpur, by performing surgeries for admitted cases.

To raise public and patient awareness, informative articles were published in various newspapers and online lectures and training programs focused on the diagnosis and management of mucormycosis-affected patients were organized for surgeons within and outside Nagpur.



Path Ahead:

This noble work of rehabilitating patients is an ongoing process that yields excellent results, enabling patients to regain their happiness, form, and function. It upholds the motto of "Service to Humanity" and remains dedicated to providing continuous support and care.

File Description	Document
Link for appropriate web page in the institutional website	View Document
Link for any other relevant information	View Document

8.Dental Part

8.1 Dental Indicator

8.1.1 NEET percentile scores of students enrolled for the BDS programme for the preceding academic year.

Response: 90.94

8.1.1.1 Institutional mean NEET percentile score

Response: 90.94

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

Other Upload Files

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

Response:

This institute has implemented several measures to enhance the preclinical expertise and skill training imparted to students. The following are some of the initiatives that have been taken.

- **Make up assignments:** Problem solving sessions and make up assignments are conducted in small groups on Saturdays as per the timetable.
- **Advanced phantom head facility:** The Conservative Dentistry laboratory is equipped with 28 typodonts that can accommodate up to fifty-eight students. Demonstrations are given in small groups, and the curriculum encourages students to learn all the clinical work listed on models. The laboratory provides students with the opportunity to practice Class I, II, III, and IV cavity cutting-filling exercises and inlay cutting on Ivory teeth. Additionally, preclinical students are trained to manipulate glass inomer and silver amalgam filling materials. The inlay exercise includes Class I inlay and wax pattern preparation.
- **Prosthodontics:** One-on-one interaction and supervision of preclinical work including preparations of trays and wax rims, and teeth setting, are provided. The prosthodontics laboratory covers an area of 1500 square feet, with seating capacity for sixty students, each with an individual Bunsen burner. The laboratory has a dry lab with facilities such as Lathe and model trimmers, and a wet lab with acrylizer, dewaxing unit, and water heater. Students are trained to manipulate dental materials in this laboratory.

- **Orthodontics and Pedodontics training:** Students are trained for perfect wire bending and removable appliance preparations, with close monitoring. Cavity preparation and filling are taught to students on Pedodontics ivory teeth.
- **Dental Material training:** Early Clinical Exposure (ECE) is provided for the use of dental materials in a clinical setting. OSCE and OSPE are used to assess training on the use of dental materials.
- **Availability of mannequin:** The institute has a section for simulator training on mannequins for Basic Life Support, Intravenous Cannula Insertion, and Airway Intubation.
- **Dental anatomy laboratory:** The laboratory provides training on Dental Anatomy for each tooth using wax block carving. Dental Histology training is also conducted in this laboratory. The same hall is utilized by oral pathology for training students on histopathologic diagnosis of oral lesions in Dental Pathology.
- **Oral and Maxillofacial Surgery:** Students are trained for wiring procedures for the management of trauma to Maxilla & Mandible. Suturing boards are used to train students on basic suturing techniques of interrupted sutures and figure of eight sutures.
- **Objective assessment:** The skill of each preclinical subject is assessed using the novel "STAR system" and "Reflection Log book". This enhances the skills and improves the attitude of students for betterment.
- **Blended teaching:** Traditional methods are blended with Early Clinical Exposure, Self-Directed Learning, Flipped classroom, the use of Smart Classroom, Learning Resource Management System, and Multimedia to result in enhanced and effective preclinical learning, which is reflected in improved clinical work.
- **Upgradation of preclinical training:** The institute is in the process of procuring a Simulation Laboratory for further upgradation of preclinical training. The dedicated upgraded preclinical laboratories of dental subjects will provide more opportunities for hands-on training.

File Description	Document
Geo tagged Photographs of the pre clinical laboratories	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:

The Government Dental College and Hospital, Nagpur, is a prestigious institution that provides dental education to students from various parts of India and serves the dental needs of the community in Central India. Commonly known as GDCH, it is a dedicated team committed to shaping dental graduates from the moment they are admitted to the college. The institute offers its own tailor-made foundational courses - **GDC Foundation course-1** and **GDC Foundation course-2** that focus on developing diverse competencies. The college conducts several orientation programs, including:

1. 1st BDS Induction Program
2. Anti-ragging awareness Program
3. White Coat Ceremony
4. Infection Control
5. 1st MDS Orientation Program
6. Interns Orientation Program
7. Interns Graduation ceremony

1st BDS Induction Program (Jagruti): This program introduces first-year BDS students to the dental course curriculum, learning methodologies, technology usage, and communication skills. It aims to facilitate a seamless transition for students entering the institution.

The objectives of the program are as follows:

- Familiarize students with all aspects of the dental college environment.
- Provide exposure to fundamental skills required for patient care and enhance communication, language, computer, and learning skills.
- Foster student-faculty interactions and create awareness about various learning methodologies.

Anti-ragging awareness programs: These orientation programs aim to sensitize students and their parents or guardians about the academic curriculum, institution rules and regulations, and anti-ragging

measures. They help alleviate the anxiety of freshers regarding their senior students.

White Coat Ceremony: This ceremony is organized for third-year BDS students. It provides students with exposure to clinical settings, emphasizes the importance of a positive patient-dentist relationship, focuses on professional ethics and signifies their progress. As part of the ceremony, the students perform a skit depicting their transition from preclinics to clinics and showcase their interactions with their clinical seniors. The skit is followed by the white-coat wearing ceremony, where all the students and faculty members participate in reciting the Hippocratic Oath.

Infection Control: This program focuses on educating students about sterilization, disinfection, personal protection, and biomedical waste management. It ensures that students are trained in maintaining a safe and hygienic environment in dental practice.

1st MDS Orientation Program: Organized by the Post Graduate (PG) cell, this program introduces postgraduate students to good clinical practices, emphasizes the regular conduction of PG Link activities, highlights intellectual property rights, and includes presentations of research studies and thesis presentations. It also focuses on developing communication skills.

Interns Orientation Program: This program provides training on clinical practice, wealth management, preparing for higher studies, and planning for the future after BDS.

Interns Graduation Ceremony: The graduation ceremony is an event that celebrates the passing out of the interns batch. Additionally, outstanding students who have excelled academically are recognized and felicitated with appreciation certificates to acknowledge their knowledge, contributions, and hard work.

By conducting these orientation programs, the institute ensures that students are well-prepared, informed, and supported throughout their dental education journey, fostering their growth and development as competent dental professionals.

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

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: 3.24

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

2021-22	2020-21	2019-20	2018-19	2017-18
4	1	2	0	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:

Defining Competencies as per DCI:

The institute has established a **comprehensive framework of competencies** for dental graduates, aligning with the list of competencies outlined in the **BDS course regulations of 2007**, as framed by the **Dental Council of India (DCI)** and the **Maharashtra University of Health Sciences (MUHS), Nashik** syllabus. These competencies are clearly outlined in the students' logbooks and STAR assessment logbooks, which have been thoroughly explained to the students by their teachers. Additionally, the institute has introduced early clinical exposure as an initiative for first and second-year BDS students, aimed at enhancing their level of competency.

Objective Methods for Measuring Competencies in Formative Assessments:

1. The institute has implemented a unique **Student Training Assessment Rating (STAR) System** for measuring competencies, utilizing workplace-based assessments to evaluate clinical skills. This system serves as an effective tool for tracking students' progress in preclinical and clinical exercises. The objectives of implementing the STAR system are as follows:
 - Implement a **uniform and systematic method** for evaluating students, eliminating bias and subjectivity from the evaluation process.
 - Provide immediate feedback to students on each step they perform in preclinical and clinical exercises.
 - Assist students in identifying specific areas of improvement and facilitating their growth.
2. The institute's curriculum incorporates **case-based and problem-based learning methodologies**, utilizing Short Answer Questions (SAQs), Long Answer Questions (LAQs), and dedicated sessions designed to achieve the necessary parameters for assessing competencies.
3. **Multiple-choice questions** are utilized as a selective response assessment method in Internal Assessment Examinations (IAEs), enabling students to apply high levels of analytical reasoning.
4. Identifying **slow learners**, providing remedial training, and offering additional attempts to achieve competency are integral components of the formative assessment process.
5. The institute has introduced the concept of **Entrusted Professional Activity**, which involves interns performing integrated dental clinical work with a focus on the **"One patient, One**

doctor'' approach across all specialties and departments. This comprehensive approach to treatment measures the interns' overall clinical competency as an outcome.

Reflection Log:

In addition to the aforementioned methods, maintaining a logbook of reflections also contributes to increasing students' competency. All clinical components of the BDS curriculum are initially taught to students in skill labs and departmental museums before they are implemented on actual patients.

Objective Methods to Certify Attainment of Competencies in Summative Assessments:

1. The university question paper incorporates **selective response questions** (MCQ pattern), facilitating the analysis of complex topics with specific answers. This format is particularly helpful in developing skills required for competitive exams in higher studies and foreign country examinations.
2. Summative/university examinations include **SAQs and LAQs**, which assess the cognitive domain of specific competencies.
3. **Objective Structured Clinical Examinations (OSCE)** and **Objective Structured Practical Examinations (OSPE)** evaluate competencies based on case-based x-rays and instruments.
4. Additional **value-added competencies and add-on courses**, such as Basic Life Support, Digital Dentistry, and minor surgical skills, are assessed and certified upon completion.
5. **Practical/clinical** summative assessments, along with **vivavoce** (oral examination), are conducted in accordance with MUHS regulations for the award of graduate degree.

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

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: 73.9

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

2021-22	2020-21	2019-20	2018-19	2017-18
57	50	45	62	44

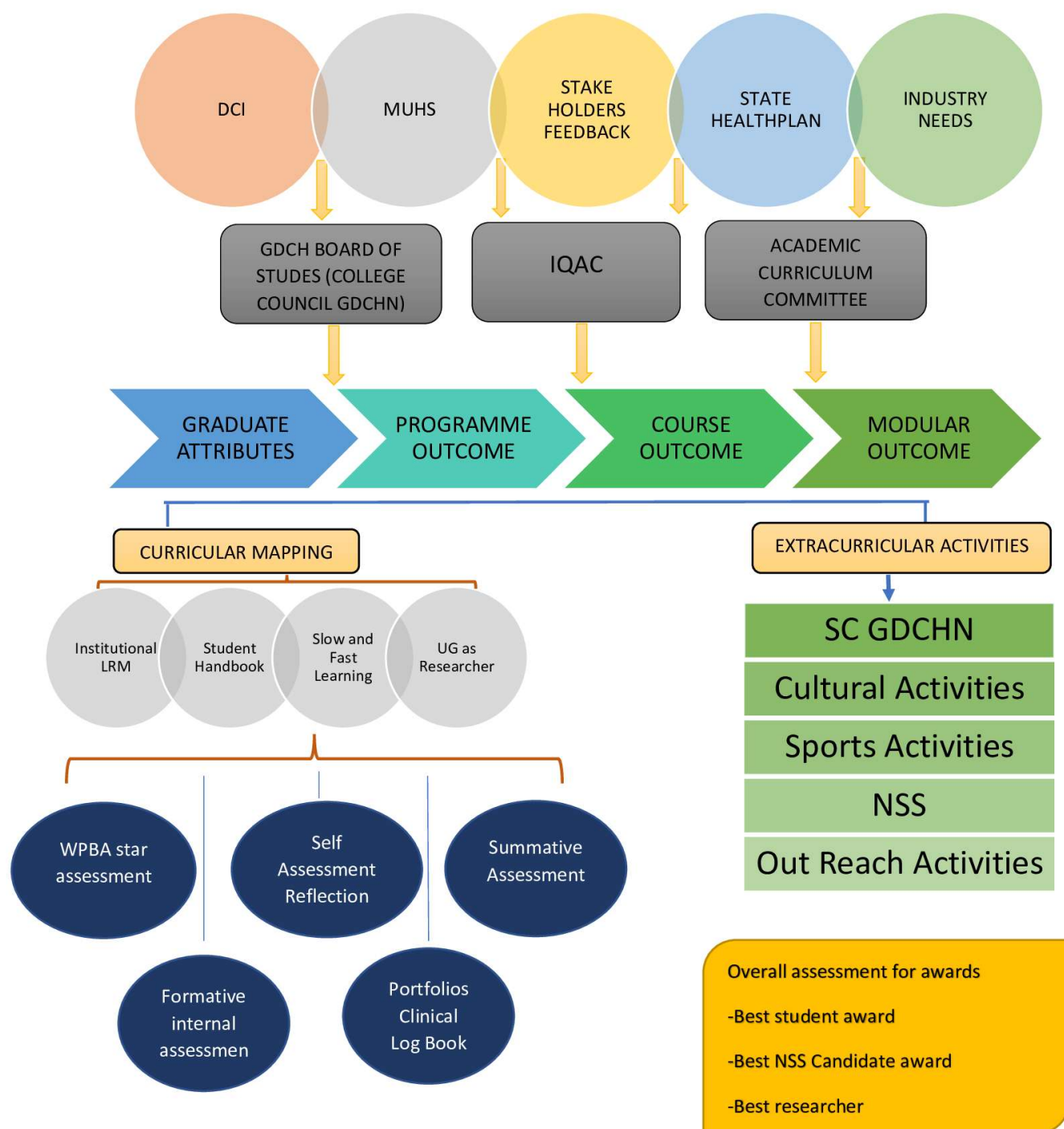
8.1.9.2 Number of first year Students addmitted in last five years

2021-22	2020-21	2019-20	2018-19	2017-18
92	82	63	67	62

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:****Defining Graduate attributes:**

The institute has defined **ten distinct graduate attributes** that encompass various aspects such as knowledge, skills, attitudes, competencies, and research abilities, thereby promoting all-round development of the graduates. In accordance with the guidelines set forth by the DCI, the first, second, third, fourth, and sixth attributes are aligned with four key components: knowledge, cognitive skills, practical skills, and attitudes and capabilities. The fifth attribute embodies the unique qualities and characteristics of our institution. Attributes seven, eight, and nine equip graduates with the qualities necessary for professional excellence. The tenth attribute is focused on promoting emotional well-being.



Teaching learning and Graduate Attributes: (Implementation)

The teaching and learning (TL) process is carefully designed as a **blended learning approach**, which is closely aligned with the graduate attributes and learning outcomes (LO). The LOs are explicitly mentioned in the electronic content of the Learning Resource Management (LRM), and objective assessments such as STAR assessments. The TL methodology and intended outcomes are systematically integrated into the curriculum planning for each subject. To cater to the diverse learning needs of students, specific measures are taken to identify and provide targeted training for both slow and fast learners, enabling them to achieve the desired LOs.

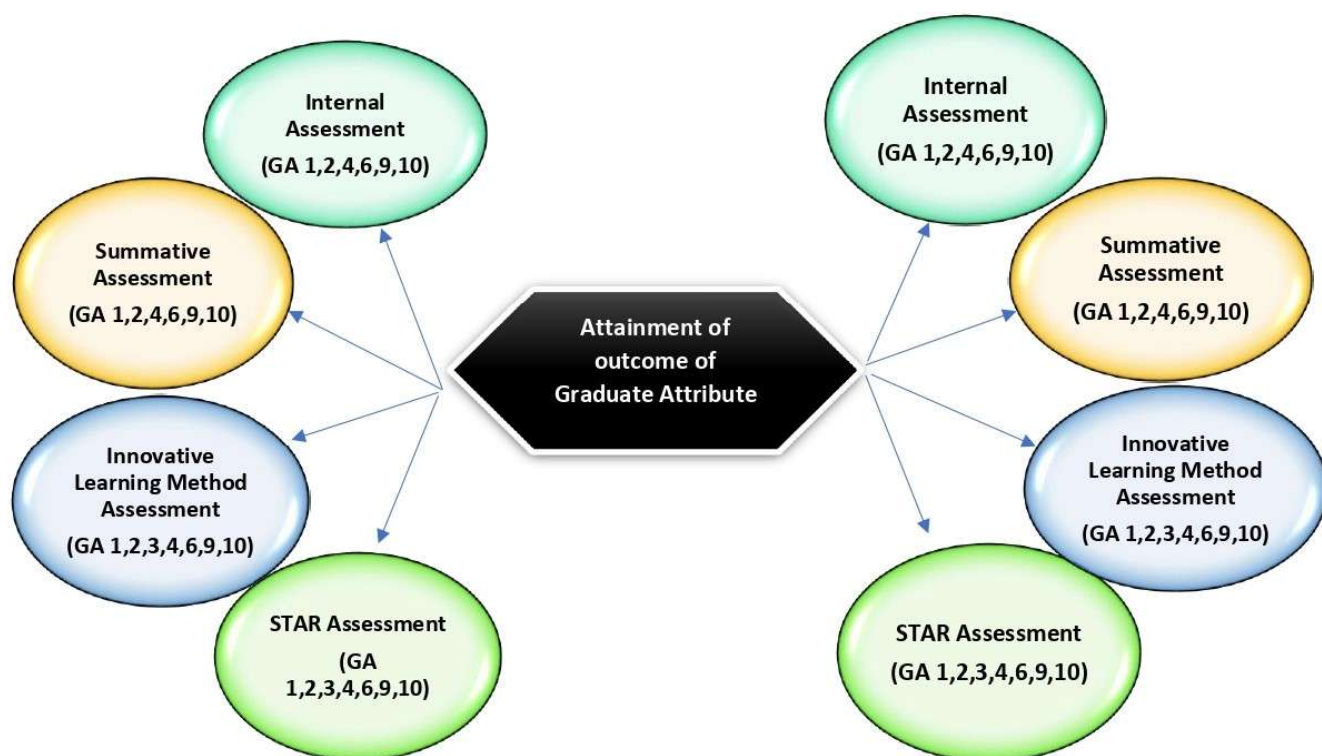
Assessment system of attainment of Graduate Attributes:

The assessment system for attaining the graduate attributes is robust, and it includes **formative assessments** such as MCQs, SAQs, LAQs, clinical/practical examinations, vivavoce, and focused group discussions. A **competency-based learning (CBL)** approach is used and assessed by a unique **STAR assessment system** developed and copyrighted by this institute. Self-assessment of reflection is done by maintaining a **reflection logbook** that encourages students to write their positive articles.

The attainment of the graduate attributes is assessed by the cumulative scores of all the assessments mentioned above, and it is considered an eligibility requirement for MUHS Nashik's summative assessment at the end of the year. The university examination evaluates regulatory attainment of graduate attributes as per DCI.

The problem-solving attitude is developed through **case and problem-based questions**, and a **problem-based session** is added to the curriculum. The leadership and communication skills, ethical principles, empathetic attitude, entrepreneurship, digital competency, emotional resilience, and positive attitude are evaluated through keen observation by mentors/teachers/guides, participation and certification in value-added courses, integrated teaching, extension activities, participation in student council, NSS, and other institutional clubs. The research orientation is developed through the '**UG as research program**,' which has resulted in the success of undergraduate-funded projects (ICMR's STS, MUHS' STRG), undergraduate publications and presentations, and prizes at presentations in conferences. The scientific, cultural, and sports platforms of repute also evaluate the respective abilities of the students.

Attainment of outcome of Graduate Attributes



File Description	Document
Dental graduate attributes as described in the website of the College.	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: 0.15

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

2021-22	2020-21	2019-20	2018-19	2017-18
44	44.1	35.99	44.09	40.93

File Description	Document
Institutional data in prescribed format	View Document
Audited statements of accounts.	View Document
Any additional information	View Document

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

Response:

The **Dental Education Technology (DET)** department in Government Dental College and Hospital, Nagpur was established in 2011 through a collaborative initiative with MUHS, Nashik. As part of this collaboration, the faculty at this college underwent basic **Health Science Education Technology (HSET)** training through programs organized by MUHS. Our faculty members have completed advanced HSET training, including an advanced certificate and fellowship in education technology.

The activities of DET are primarily focused on training the faculty of this institute in **teaching, learning, and assessment methods**. This training includes paper setting for multiple choice, short answer, and long answer questions, as well as evaluation of summative examinations according to MUHS guidelines. We also conduct seminars on mentorship of students, e-paper setting, teaching and learning techniques, and the use of online platforms such as Zoom and Google Meet for video conferencing and e-classrooms. During the COVID pandemic, our teaching faculty utilized digital platforms for teaching.

We prioritize the use of **objective assessments, case-based learning, and PowerPoint** in our training. Our faculty recently underwent a hands-on workshop on **using ICT interactive touch panels with PTZ cameras** in the established Smart classrooms. We have also introduced a **Learning Resource Management (LRM) system, called "E-Vidyakosh,"** to encourage self-directed learning among students. Our faculty members have prepared education material and uploaded the lectures, videos, quizzes, and question banks for students. We conducted training sessions on all aspects of the LRM to ensure that all faculty members and students are proficient in its use.

Our training also includes emerging trends in teaching- learning methodology. We cover a range of topics, including **problem-based learning, interactive classroom teaching, simulation, dramatics in teaching, and use of various audio-visual aids** in teaching. A special session on the **development of e-content** was also organized for the faculty. We also conduct qualitative studies of teaching and learning methods to evaluate their effectiveness.

File Description	Document
Any other relevant information	View Document
List of teachers year-wise who participated in the seminars/conferences/ workshops on emerging trends in Medical Educational technology organized by the DEU of the College during the last five years	View Document
List of seminars/conferences/workshops on emerging trends in Dental Educational Technology organized by the DEU year-wise during the last five years.	View Document

Other Upload Files	
1	View Document

5. CONCLUSION

Additional Information :

Throughout its vast tenure, GDCHN has witnessed the changing scenario of dentistry and has been successful in keeping abreast with contemporary trends. Keeping in mind the emerging needs of society and the newer treatment modalities, on the occasion of its Golden Jubilee in 2017, the institute resolved to establish a Centre for **Superspeciality Dental Hospital** and **GDC School of Skill Enhancement** in its Golden Jubilee Annex Building.

- Situated within the existing campus itself, the **Golden Jubilee Annex Building** is being built on an area of 60,000 sq. feet and is thoughtfully designed with a contemporary façade and functional features.
- This novel venture is **equipped with the latest technology** and includes the departments of Esthetic Dentistry, Advance Implantology, Digital Dentistry, Sports Dentistry, Cranio-maxillo-facial Surgery and Forensic Odontology, keeping futuristic trends in mind. The institute aims to introduce new Post Graduation courses in these departments.
- Apart from these, the **GDC School of Excellence** has state of the art skill enhancement labs to promote simulation based learning and incorporation of Artificial Intelligence in conventional classroom teaching.
- The **Superspeciality Wing** houses a comprehensive library, equipped with a rich database of books, journals and e-journals and an expansive and comfortable reading hall. An exhaustive Dental Museum is also planned, with a view of Museum Based Learning.

Concluding Remarks :

GDCHN is a **prestigious dental institute** that has been catering to the **oral healthcare** requirements of the **Central Indian population** for several decades. With its rich history and heritage, the institute has consistently strived to offer **top-notch dental treatment** and care to patients at **highly affordable rates**.

The institute prides itself on fostering a dynamic clinical environment, bolstered by a faculty of **experienced professionals**. This vibrant setting provides students with invaluable clinical exposure, allowing them to develop practical skills and knowledge. The graduates from the institute possess a **comprehensive understanding** of holistic oral health care, enabling them to make a positive impact on a **global scale**.

Furthermore, it has been at the forefront of embracing **cutting-edge technologies**, incorporating **blended learning methodologies**, and implementing **competency-based assessments**. By embracing these forward-thinking approaches, the institute strives to enhance the educational experience and better prepare students for the ever-evolving field of dentistry.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.2	<p>Percentage of fulltime teachers participating in BoS /Academic Council of Universities during the last five years. (Restrict data to BoS /Academic Council only)</p> <p>1.1.2.1. Number of teachers of the Institution participating in BoS/Academic Council of universities year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>3</td><td>3</td><td>5</td><td>5</td><td>6</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>3</td><td>3</td><td>5</td><td>04</td><td>01</td></tr></table> <p>Remark : As per the documents provided during clarification.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	3	3	5	5	6	2021-22	2020-21	2019-20	2018-19	2017-18	3	3	5	04	01
2021-22	2020-21	2019-20	2018-19	2017-18																	
3	3	5	5	6																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
3	3	5	04	01																	
1.2.1	<p>Percentage of inter-disciplinary / inter-departmental courses /training across all the Programmes offered by the College during the last five years</p> <p>1.2.1.1. Number of inter-disciplinary /inter-departmental courses /training offered during the last five years</p> <p>Answer before DVV Verification : 56</p> <p>Answer after DVV Verification: 33</p> <p>1.2.1.2. Number of courses offered by the institution across all programs during the last five years</p> <p>Answer before DVV Verification : 56</p> <p>Answer after DVV Verification: 56</p> <p>Remark : As per the documents provided during clarification. The HEI has attached exam date sheet and not the requested documents.</p>																				
1.2.2	<p>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</p> <p>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</p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>214</td><td>1</td><td>220</td><td>87</td><td>96</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td></td><td></td><td></td><td></td><td></td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	214	1	220	87	96										
2021-22	2020-21	2019-20	2018-19	2017-18																	
214	1	220	87	96																	

2021-22	2020-21	2019-20	2018-19	2017-18
320	307	286	265	252

Remark : As per the documents provided during clarification.

1.3.2	<p>Number of value-added courses offered during the last five years that impart transferable and life skills.</p> <p>1.3.2.1. Number of value-added courses offered during the last five years that impart transferable and life skills.</p> <p>Answer before DVV Verification : 16</p> <p>Answer after DVV Verification: 5</p>																				
1.3.3	<p>Average percentage of students enrolled in the value-added courses during the last five years</p> <p>1.3.3.1. Number of students enrolled in value-added courses offered year-wise during the last five years that impart transferable and life skills</p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>249</td><td>132</td><td>173</td><td>142</td><td>214</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>30</td><td>42</td><td>35</td><td>51</td><td>38</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	249	132	173	142	214	2021-22	2020-21	2019-20	2018-19	2017-18	30	42	35	51	38
2021-22	2020-21	2019-20	2018-19	2017-18																	
249	132	173	142	214																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
30	42	35	51	38																	
1.3.4	<p>Percentage of students undertaking field visits/Clinical / industry internships/research projects/industry visits/community postings (data for the preceding academic year)</p> <p>1.3.4.1. Number of students undertaking field visits, clinical, industry internships,research projects,industry visits,community postings</p> <p>Answer before DVV Verification : 195</p> <p>Answer after DVV Verification: 195</p>																				
2.1.1	<p>Due consideration is given to equity and inclusiveness by providing reservation of seats to all categories during the admission process.</p> <p>Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years</p> <p>2.1.1.1. Number of students admitted from the reserved categories as per GOI or State Government norms year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18															
2021-22	2020-21	2019-20	2018-19	2017-18																	

26	27	31	33	51
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Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
44	44	38	35	28

2.1.1.2. Number of seats earmarked for reserved categories as per GOI or State Govt. norms year-wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
30	28	31	34	51

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
44	44	38	35	35

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

2.1.2.1. Number of seats filled-in for various programmes offered by the College as against the approved intake during the last five years:

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
62	67	63	82	92

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
82	82	63	67	78

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
78	69	76	86	98

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
85	82	75	68	87

Remark : As per the supporting documents attached with the clarification.

2.3.4	<p>Student :Mentor Ratio (preceding academic year)</p> <p>2.3.4.1. Total number of mentors in the preceding academic year Answer before DVV Verification : 55 Answer after DVV Verification: 52</p>																				
2.4.2	<p>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.</p> <p>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.</p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>8</td><td>3</td><td>4</td><td>3</td><td>3</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>7</td><td>3</td><td>4</td><td>3</td><td>3</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	8	3	4	3	3	2021-22	2020-21	2019-20	2018-19	2017-18	7	3	4	3	3
2021-22	2020-21	2019-20	2018-19	2017-18																	
8	3	4	3	3																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
7	3	4	3	3																	
2.4.5	<p>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</p> <p>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 / <i>academies</i> during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>22</td><td>23</td><td>18</td><td>17</td><td>17</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>14</td><td>15</td><td>10</td><td>11</td><td>7</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	22	23	18	17	17	2021-22	2020-21	2019-20	2018-19	2017-18	14	15	10	11	7
2021-22	2020-21	2019-20	2018-19	2017-18																	
22	23	18	17	17																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
14	15	10	11	7																	
3.1.2	<p>Average Percentage of teachers awarded national /international fellowships / financial support for advanced studies/collaborative research and participation in conferences during the last five years</p> <p>3.1.2.1. Number of teachers awarded national/ international fellowship / Financial support for</p>																				

advanced studies/collaborative research and conference participation in Indian and Overseas Institutions year-wise during the last five years

Answer before DVV Verification:

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

Answer After DVV Verification :

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

3.1.3

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

3.1.3.1. Number of research projects/clinical trials funded by government/industries and non-government agencies year-wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
8	0	1	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
7	1	1	0	0

3.2.2

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

3.2.2.1. Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
16	1	3	2	3

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
9	1	3	2	3

4.1.4

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
875.37	744.54	662.82	387.92	289.67

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
518.1	110.3	265.5	272.2	289.67

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

Answer before DVV Verification : A. All of the above

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

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

4.3.4.1. Annual expenditure for the purchase of books and journals including e-journals year-wise during last five years (INR in Lakhs)

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
11.65	3.59	12.09	4.46	0.4

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
12.16	3.6	12.10	4.47	0.41

4.3.6 E-content resources used by teachers:

1. NMEICT / NPTEL
2. other MOOCs platforms

3.SWAYAM

4. Institutional LMS

5. e-PG-Pathshala

Answer before DVV Verification : Any Four of the above

Answer After DVV Verification: Any Three of the above

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

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

Answer before DVV Verification : 14

Answer after DVV Verification: 12

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

Answer before DVV Verification : 14

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

Answer before DVV Verification : 50 MBPS-250 MBPS

Answer After DVV Verification: 50 MBPS-250 MBPS

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

4.5.1.1. Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in lakhs)

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
388.44	469.96	204.28	168.90	161.96

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
41.1	75.4	24	38.42	56.3

Remark : As per the supporting documents attached with the clarification.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
157	155	157	134	132

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
140	155	157	134	132

Remark : As per the supporting documents attached with the clarification.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
27	28	35	41	35

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
59	63	57	39	50

Remark : As per the supporting documents attached with the clarification.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
7	1	0	7	3

Answer After DVV Verification :

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

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.,)

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
9	2	7	7	3

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
6	2	7	5	2

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
3522.5	3390.5	3016.8	2134.1	2115.8

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
3522.5	3390.5	3016.8	2134.1	2115.8

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

7.1.5 Water conservation facilities available in the Institution:

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

	<div>3. Construction of tanks and bunds</div> <div>4. Waste water recycling</div> <div>5. Maintenance of water bodies and distribution system in the campus</div> <div>Answer before DVV Verification : Any Three of the above</div> <div>Answer After DVV Verification: Any Two of the above</div>																									
7.1.7	<div>The Institution has disabled-friendly, barrier-free environment</div> <div><div>1. Built environment with ramps/lifts for easy access to classrooms</div><div>2. Divyangjan friendly washrooms</div><div>3. Signage including tactile path, lights, display boards and signposts</div><div>4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment</div><div>5. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading</div></div> <div>Answer before DVV Verification : B. Any four of the above</div> <div>Answer After DVV Verification: A. All of the above</div>																									
8.1.9	<div>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.</div> <div>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</div> <div>Answer before DVV Verification:</div> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>92</td><td>82</td><td>63</td><td>67</td><td>62</td></tr></table> <div>Answer After DVV Verification :</div> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>57</td><td>50</td><td>45</td><td>62</td><td>44</td></tr></table> <div>8.1.9.2. Number of first year Students addmitted in last five years</div> <div>Answer before DVV Verification:</div> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	92	82	63	67	62	2021-22	2020-21	2019-20	2018-19	2017-18	57	50	45	62	44	2021-22	2020-21	2019-20	2018-19	2017-18
2021-22	2020-21	2019-20	2018-19	2017-18																						
92	82	63	67	62																						
2021-22	2020-21	2019-20	2018-19	2017-18																						
57	50	45	62	44																						
2021-22	2020-21	2019-20	2018-19	2017-18																						
8.1.11	<div>Average per capita expenditure on Dental materials and other consumables used for student training during the last five years.</div> <div>8.1.11.1. Expenditure on consumables used for student clinical training in a year</div> <div>Answer before DVV Verification:</div> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>45</td><td>45</td><td>35.99</td><td>44.09</td><td>40.93</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	45	45	35.99	44.09	40.93															
2021-22	2020-21	2019-20	2018-19	2017-18																						
45	45	35.99	44.09	40.93																						

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
44	44.1	35.99	44.09	40.93

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of students year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>334</td><td>309</td><td>288</td><td>267</td><td>254</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>320</td><td>307</td><td>286</td><td>265</td><td>252</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	334	309	288	267	254	2021-22	2020-21	2019-20	2018-19	2017-18	320	307	286	265	252
2021-22	2020-21	2019-20	2018-19	2017-18																	
334	309	288	267	254																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
320	307	286	265	252																	
1.2	<p>Number of outgoing / final year students year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>68</td><td>59</td><td>40</td><td>54</td><td>44</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>64</td><td>68</td><td>59</td><td>40</td><td>54</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	68	59	40	54	44	2021-22	2020-21	2019-20	2018-19	2017-18	64	68	59	40	54
2021-22	2020-21	2019-20	2018-19	2017-18																	
68	59	40	54	44																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
64	68	59	40	54																	
1.3	<p>Number of first year Students admitted year-wise in last five years.</p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>92</td><td>82</td><td>63</td><td>67</td><td>62</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>80</td><td>82</td><td>63</td><td>67</td><td>60</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	92	82	63	67	62	2021-22	2020-21	2019-20	2018-19	2017-18	80	82	63	67	60
2021-22	2020-21	2019-20	2018-19	2017-18																	
92	82	63	67	62																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
80	82	63	67	60																	
2.1	<p>Number of full time teachers year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18															
2021-22	2020-21	2019-20	2018-19	2017-18																	

59	50	48	48	50
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Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
61	55	52	54	50

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
61	61	61	61	61

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
61	61	61	61	61

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1450.02	1372.19	1051.95	794.37	745.54

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1616	1550.3	1149.1	813.1	779.2