



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

MANSAROVAR DENTAL COLLEGE

**MANSAROVAR CAMPUS , KOLAR ROAD, RANI AVANTI BAI MARG (OPP. D
MART), VILLAGE HINOTIA ALAM, BHOPAL**

462042

www.mansarovardentalcollege.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Mansarovar Dental College (MDC) is one of the premier dental colleges in central India located in Bhopal, Madhya Pradesh. It is centrally located on 5 acres of green eco-friendly campus amidst the city. The college which was started way back in 2007 is affiliated with Madhya Pradesh Medical Science University, Jabalpur. Recognized by the Ministry of Health and Family Welfare and Dental Council of India (DCI). The graduate programme, Bachelor of Dental Surgery (BDS) with 100 admissions was recognized following which the institute grew further to start the post-graduate programme, Mater in Dental Surgery (MDS) in 2016. The institution in the year 2007 partnered with Gov. J.P. Hospital for undergraduate clinical training in medical subjects. The institute has 88 Faculty which fulfills 100% of sanctioned faculty posts which is more than the requirement given by DCI.

College is generating patient turnover of an average Approx. 80,000 patients per year. MDC was extending outpatient department (OPD) services throughout the pandemic as per guidelines given by DCI. The campus houses solar panels with the provision of solar power generation. Being an eco-friendly campus college is having light-emitting diode (LED) lighting and rainwater harvesting. In line with the green initiative, the campus has environment-friendly initiatives like Sewage Treatment Plant (STP) and Effluent Treatment Plants (ETP). All the facilities from Information and Communication Technology (ICT) enabled classrooms, hostels, clinics, canteen, library, pre-clinical laboratories residential facility, and sports complex with 24X7 electricity backup. The college is providing oral healthcare to rural populations with a community-oriented curriculum and has a favorable environment for learning.

Vision

Mansarovar Dental College draws on the talents and experience of excellent instructors, staff, and students who are up-skilled in every discipline of training in personal, academic, and professional life. All the stakeholders are dedicated to establishing an institution noted for its quality and integrity, academics with advanced technology, research and innovation and clinical application.

Thus, promoting better education and equipping emerging dental surgeons with unrivaled clinical skills enables them to practice the humanitarian aspect of the noble profession and satisfy the demands of patients and society at large.

Mission

Mansarovar Dental College draws on the talents and experience of excellent instructors, staff, and students who are up-skilled in every discipline of training in personal, academic, and professional life. All the stakeholders are dedicated to establishing an institution noted for its quality and integrity, academics with advanced technology, research and innovation, and clinical application. Thus, promoting better education and equipping the emerging dental surgeons with unrivalled clinical skills enabling them to practice the humanitarian aspect of the noble profession and satisfy the demands of patients and society at large.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Mansarovar Group of Institutions is a large educational group in central India with 7000 Students, 62 Programmes, 9 Institutions, and 1 Private University, with pro-active management and effective leadership.
- College has huge infrastructure which provides ample scope of growth.
- **Highly qualified, knowledgeable, and devoted teaching faculty**- The institution is known for having highly qualified, competent, and committed teaching faculty that work as a team.
- **Subsidized oral care** - A significant effort is made to reduce disparities in oral health care by providing subsidized oral treatment to all patients. Differently abled people, the geriatric population, and people from lower socioeconomic groups are all eligible for free dental care.
- **Promotes and nurtures social responsibility** - To promote and foster global competencies, the institution hosts a variety of health awareness programmes and outreach initiatives. Through several extension programmes and satellite centers, it fulfills Institutional Social Responsibilities.
- Colleges have digitalized library services.

Outstanding results of the students at the university level. Our students are our strength as they perform exceptionally well in academics.

Institutional Weakness

- **Fewer students seeking higher education** - The number of students pursuing higher education, notably in MDS and Ph.D. programmes, is relatively low.
- **Advanced research work is limited**- The institution's research efforts must be upgraded to obtain a greater number of grants, an area where improvement is required.
- Memorandum of understanding (MoU) with National and International universities is required.
- The number of publications in index journals though fulfilling the criteria of DCI has to be increased.

There is a need to increase the number of faculty members pursuing Ph.D. programmes.

Institutional Opportunity

- To improve the industry-institution link to enhance student employment.
- Patient records that are kept and cataloged for quick retrieval allow for analytical investigation and, eventually, publishing in scientific journals.
- MDC established an institutions innovation council on the campus as per norms of innovation cell, Ministry of Education, Govt. of India promoting research and innovation in the college.
- Rendering quality education to graduates and postgraduates through interdisciplinary & case-based training.
- College is imparting quality education using six (Comprehensive/integrated Clinic, Implant Clinic, Geriatric Clinic, Special Health Care Needs Clinic, Tobacco Cessation Clinic, and Esthetic Clinic) multi-disciplinary integrated clinics.

Institutional Challenge

- Being self-financing institutions, it is a challenge to provide high end dental treatment. The expense of dental treatment is the greatest barrier in making it affordable to every deserving patient.
- To attract students for pursuing BDS and MDS courses.
- Arrangement of funding for self-sponsored scientific events.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Mansarovar Dental College is affiliated with Madhya Pradesh Medical Science University (MPMSU) and follows the academic program approved by MPMSU. The curriculum plan is overseen by the Institution's undergraduate (UG) and postgraduate (PG) curriculum committees. Every year, timetables are prepared according to the DCI Regulations.

Within the broad outline of the college's Annual Academic Calendar, every department of the college designs its detailed lesson plan and timetables before the commencement of the Session for smooth and effective functioning. Each department distributes the classes to the teachers, keeping in mind their specializations and expertise.

Some teachers of the college are the members of the board of studies in MPMSU. The college regularly communicates with the University regarding the curriculum. PG programs are designed as per the current trends of research and development.

MDC conducts interdisciplinary/ interdepartmental training to enrich the curriculum and better learning. Value-added courses are introduced like the English language. Environmental science, disaster management, sterilization and sanitation, waste management, etc to benefit the students. Experiential learning activities such as internships/projects/field and industrial visits are integral components of curricula. Add-on courses are introduced to make the students more employable. Feedback on the curriculum is collected and analyzed from all stakeholders and proper action is taken for continuous upgrading in the curriculum along with the result of outcome valuation. As a measure to improve curriculum planning and implementation, teachers participate in faculty enrichment programs/workshops. Institutional Library is a Wi-Fi Enabled 4500+ square feet of Open Access Library. The library uses the Soul 3.0 Software as Integrated Library Management System (ILMS) and has over 3500 copies of books and over 699 journals with 35 international and 64 national titles. The library has an e-library consortium for students, with remote access to Dvirtual Library (DVL) Database. Presently local chapter for the National Programme on Technology Enhanced Learning -Study Webs of Active-Learning for Young Aspiring Minds (NPTEL-SWAYAM) has been provided since 2022 and teachers/students use its courses to improvise their learning.

Teaching-learning and Evaluation

In UG and PG courses students are selected for admission based on their ranks obtained in the National Eligibility cum Entrance Test (NEET) exam through open counseling, as per regulatory norms of DCI (State and All India quota). The academic calendar is prepared for both UG and PG students. In the academic calendar dates of I, II, and III internal evaluation examinations, public holidays, summer vacation, and university

examinations are scheduled previously for every academic year. Total of 88 regular, full time faculties including dental and medical faculties are appointed with student-teacher ratio of 5:1 for UG and 1:2 for PG exists. For the overall development of students various Co-curricular and extracurricular activities are organized regularly such as republic day, Annual day, sports meet, Yoga prosthodontics day, and cons-endo day, etc. Most of the festivals are celebrated on the college campus like Makar Sankranti, Ganesh sthapna, Navratri celebration & Garba, and Christmas days. Members of the Cultural Committee, Sports Committee, Happiness committee, and student In-charges monitor the activities. Mentor-mentee program covering overall assessment of UG students with Mentors Log books documentation. The mentoring program allows students to learn from one another, providing a path to skill and knowledge transfer. Slow learners are identified based on their performance in the first internal assessment theory & practical examination, clinical skills, theory subject classes, and faculty and mentor's feedback. These students need additional support, instructions, and regular monitoring flexible enough for learning to occur. Remedial classes, seminars, and talk shows are specially conducted for these students to uplift them to the next level. Parents-teacher meetings are conducted at regular intervals for all UG students. Undergraduate program internal evaluation is done by internal assessments, seminars, patient quotas, end postings viva, and tests. The process of teaching-learning in Mansarovar Dental College nurtures creativity, analytical skills, and innovation among students. The institute has adopted several student-centric methods for enhancing learning experiences including Participative learning experience, Interdisciplinary learning, Patient-centric, and Evidence-based learning, project-based learning, and a compulsory internship program. The institution has basic clinical skills/ Simulation Training models and simulators for simulation-based training for enhancement of skills. Institute organizes short-term training programs for UG, PG students, Interns, and faculties such as basic life support, dental implants, microscope and magnification in dentistry, laser and its application in dentistry and so-on and so-forth. MDC keenly observes an Information and Communications Technology (ICT)-enabled teaching-learning process along with traditional classroom-based education. Faculty members use multimedia learning tools like PowerPoint Presentations (PPT), video clippings, and audio systems from either online or offline sources to expose students to practical learning with technology. Advanced ICT tools such as Smart classroom radiovisiography, and intraoral digital camera are used for both UG and PG teachings. Reforms in the evaluation or examination process are made and practiced by MDC to ensure quality assessment and a standard educational system. All examination-related activities are monitored and controlled by the Institutional Academic Examination Committee and Examination Controller. The academic council conducts regular meetings about the internal assessment and final university evaluation. The robust teaching-learning efforts are reflected in the healthy pass percentage of 95 % across the last five years in final university examinations conducted by MPMSU.

Research, Innovations and Extension

Institutions have an Intuitional Ethics Committee which looks after the implementation of research projects with all the short- and long-term research projects undertaken by faculty and students, which are then transformed into presentations and publications. The Institutional Ethics Committee is registered with the National Ethics Committee Registry for Biomedical & Health Research (NECRBHR) and Department of Health Research (DHR). MoUs with Institute of repute like Parmali Wallace Pvt. Limited, Bhopal, CES Analytical & Research, Bhopal, Dristi Diagnostics, Bhopal, and Shail Industries, Bhopal are in place. Faculties are asked to participate in national and international conferences as members of the organizing committees, guest speakers, chairpersons, and judges. Faculties are members of prestigious periodicals' Editorial Boards and Review Panels. Every year, several students receive honours for scientific activities at the state, national, and international levels. Dental screening and treatment camps are held in both urban and rural areas as part of extension operations. Oral health teaching through innovative activities, screening, and treatment are all part of school health programmes. Oral precancer/cancer screening and camps are also held. A fully equipped mobile

dental van with dental chair has been particularly designed for rendering extensive outreach programmes. The college has 2 satellite centres and routinely conducts oral health-awareness programmes.

Infrastructure and Learning Resources

For providing outstanding education our classrooms are equipped with the best in class “Tata Edge Smart Classroom” with ultra-modern Smartboards and projector from Epson. An air-conditioned auditorium with seating capacity of more than 350 audiences at one time. The auditorium has state of the art acoustics, multi-media projector including Wi-Fi net connectivity. The dental college building houses more than 250 automated dental chairs, well above the required number of dental chairs as per DCI for our sanctioned intake. In a privileged collaboration with Govt. J.P. District Hospital, Bhopal our students are attaining a broad spectrum clinical knowledge in the field of General Medicine and General Surgery. For the learning of pre-clinical skills students, have access to more than 150 Phantom-Head Workstations. The MDC has six multidisciplinary special clinics (Laser, Special Needs, Geriatric, Integrated, Tobacco Cessation and Implant) for interdisciplinary care of complex dental disorders and patients’ convenience. The dental college is situated within an enormous campus which includes 5-acre green campus with facilities of cricket and football grounds, basketball court, badminton court, Futsal court and swimming pool. In addition, indoor games like table-tennis, carrom, chess, scrabble are provided in the common rooms. MDC is also having yoga amphitheater to enrich the students with fitness. The institutional library is a Wi-Fi-enabled 4500+ square feet of Open Access Library. The library uses the Soul 3.0 Software as ILMS and has over 3500 copies of books and over 699 journals with 35 international and 64 national titles. The library has an ‘e-library consortium for students, with remote access to DVL Database. Presently local chapter for NPTEL-SWAYAM has been provided since 2022 and teachers/students use its courses to improvise their learning. The college has collaborated with Mansarovar Ayurvedic Medical College, Bhopal which facilitates integrated learning. Further, access to the herbal garden present in the college premises encourages the students to use them for educational and research purposes besides oral and general health.

Student Support and Progression

MDC develops capability in various attributes amongst its students through soft skill development sessions, language and communication skill development programs, yoga and wellness program, analytical skill development program, human value development program, personality, and professional development program, employability skill development programs. For integrated development of student’s initiatives like blood donation camp, various free of cost dental and medical services provision, plantation drive is organized on a regular basis. To strengthen the future of the students we guide them through various opportunities awaiting them post qualification by focusing on NEET PG preparations and entrepreneurship guidance programs organized in collaboration with successful alumni and other influential entrepreneurs. The college has a well-defined code of conduct for its students and staff, made available to them via the website. MDC has an effective anti-ragging and grievance redressal system with complain forms available via online and offline mode. The response time is immediate or within 24 hours for ragging & sexual harassment related complaints and 72 hours for misconduct and other grievances. In addition to its primary role, the code of conduct and women grievance redressal committee along with Internal Quality Assurance Cell (IQAC) has been conducting gender sensitization programmes for the students. The Institutional Student Council is composed of 8 members. The President, Vice President and General Secretary of the Council coordinate the activities of the Council. Mansarovar Dental College Alumni Association is registered under Madhya Pradesh Societies Registration Act, 1973 with registration number 01/01/03/38279/21, and currently has 650 members

Governance, Leadership and Management

MDC envisions to become a centre for quality dental education and high standards of health care. All institutional academic and administrative activities are in alignment with its vision, mission and core values. Management, Principal, IQAC committee and faculties play a proactive role in the governance and management of the institution, thus encouraging participatory governance. The academic, financial and logistic planning is carried out well in time and implemented. Policies are formed for covering academics, examinations, patient care, staff and student welfare, proper mobilization of resources, quality assurance and research areas. Various committees are also set up which monitor the implementation of the strategies and policies. The institute has been continuously working for up-gradation and reinforcement of institutional quality, through enhancement of teaching methodology, faculty development and training programs and by fostering a conducive research environment. A systematic decision-making process is followed based on the hierarchical positions, with the management of the institution being the final decision-making authority. A clear well thought of budgeting procedure is in place for optimal resource utilization. Annual budget is prepared for all expenses to be incurred for the financial year like infrastructure development and maintenance, development and procurement of learning resources and monthly expenses for salaries of teaching and non-teaching faculties. The institution has a streamlined internal quality assurance mechanism and the IQAC works in harmoniously with various other committees for quality improvement initiatives and conducts seminars, workshops / activities to enhance overall quality of multiple facets of the institution.

Institutional Values and Best Practices

The college is successfully bolted in to attain concordance to its present, past and future needs, practices and goals. IQAC committee in coordination with code of conduct committee and women grievances and redressal committee ensures the increase in gender sensitization programs since 2017 and keep a note on its uptrend. With full closed-circuit television (CCTV) surveillance in campus, round the clock security guards, ragging free environment, sanitary pad vending machine, counseling centre, play room, girls' common room and 24x7 active helpline numbers make the female gender feels safe and secure. The Institution at the same time is equally sensitive towards environment. MDC has installed a 60 KV solar power plant which wheel to the electricity board grid. The major areas of campus have energy efficient LED bulbs. The biomedical waste is handled by a government authorized vendor Bhopal Incinerator Pvt. Ltd. and E-waste by "Unique Eco Recycle". The Madhya Pradesh Pollution Control Board monitors and permits the solid and liquid waste disposal as per state guidelines. The staff and students are well trained for good infection control practices. The campus has been acquainted with rain water harvesting capacity of 2000 litres, no plastic and lush green zone highlights the environmental sensitivity and sustainability. The battery powered vehicle is used for in campus transportation. The institute has divyangjan friendly washrooms, lift, wheel chairs and special help desk at reception. The booklet in Braille exists for the blind people for instructions after few dental procedures. MDC excels in community extension activities by conducting awareness, screening and treatment camps. MDC also focuses on integrated academic and curriculum enhancement which helps the students to acquire the clinical acumen and the better qualified when compare to others..

Dental Part

MDC is reputed dental college imparting unparalleled dental education in Central India. After admission in the college, all UG and PG students actively participate in orientation programme. 1st and 2nd year BDS and 1st

year MDS students are taught pre-clinical subjects in various pre-clinical laboratories such as preclinical Prosthodontic lab, preclinical Conservative Dentistry lab, Pathology lab, Physiology lab, Microbiology lab, Anatomy and Histology labs with particularized teaching aids such as models, charts, demonstration and simulation aids. UG and PG students participate in add on courses such as ethics, research-methodology, basic and advanced life support etc.

The sterilization and disinfection protocol are being maintained by each department. College has specialized comprehensive clinic, implant clinic, geriatric, esthetic, tobacco cessation clinic, in which students are posted on rotational basis during their internship programme, to get additional training and exposure in the respective clinic. The college has a vaccination policy, Hepatitis B vaccination is given to the first-year students as a preventive measure. The institution focuses on graduate attributes like knowledge, skills, clinical judgments and interaction, professional development and team work to achieve desired competencies. Continuous internal assessments, practical examinations and theory examinations are conducted in the college. Since its establishment dental education unit of MDC is continuously making contribution for faculty development in the area of emerging dental education technology.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MANSAROVAR DENTAL COLLEGE
Address	Mansarovar Campus , Kolar Road, Rani Avanti Bai Marg (Opp. D Mart), Village Hinotia Alam, Bhopal
City	Bhopal
State	Madhya Pradesh
Pin	462042
Website	www.mansarovardentalcollege.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	B. Gurudutt Nayak	0755-2492554	9997259742	-	mdbcghopal2014@gmail.com
IQAC / CIQA coordinator	Tripty Rahangdale	0755-2495580	8989585212	-	tripty.rahangdale@gmail.com

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

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

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

Date of establishment of the college	01-01-2007			
University to which the college is affiliated/ or which governs the college (if it is a constituent college)				
State	University name		Document	
Madhya Pradesh	Madhya Pradesh Medical Science University		View Document	
Details of UGC recognition				
Under Section	Date		View Document	
2f of UGC				
12B of UGC				
Details of recognition / approval by statutory / regulatory bodies other than UGC (MCI, DCI, PCI, INC, RCI, AYUSH, AICTE etc.)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
DCI	View Document	23-07-2019	120	Recognized by DCI Validity not Applicable

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	Mansarovar Campus , Kolar Road, Rani Avanti Bai Marg (Opp. D Mart), Village Hinotia Alam, Bhopal	Urban	5	9296

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,Anatomy Biochemistry Physiology Pathology Microbiology Pharmacology Dental Material All Dental Dept	60	HIGHER SECONDARY	English	100	57
PG	MDS,Conservative Dentistry And Endodontics	36	BDS	English	3	3
PG	MDS,Periodontics	36	BDS	English	3	2
PG	MDS,Orthodontics And Dentofacial Orthopedics	36	BDS	English	2	2
PG	MDS,Prosthodontics And Crown And Bridge	36	BDS	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	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	8				28				52			
Recruited	5	3	0	8	20	8	0	28	32	20	0	52
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				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	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				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				87
Recruited	59	28	0	87
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				32
Recruited	23	9	0	32
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	2	0	0	0	0	3
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	5	3	0	19	6	0	32	20	0	85
UG	0	0	0	0	0	0	0	0	0	0
Permanent Teachers										
Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	0	0	0	0
Number of Emeritus Professor engaged with the college?	Male	Female	Others	Total
	0	0	0	0
Number of Adjunct Professor engaged with the college?	Male	Female	Others	Total
	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	31	61	0	0	92
	Female	98	151	0	0	249
	Others	0	0	0	0	0
PG	Male	4	11	0	0	15
	Female	6	9	0	0	15
	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	4	0	0	0
	Female	4	8	2	2
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	5	5	1	4
	Female	8	13	8	6
	Others	0	0	0	0
General	Male	28	31	24	17
	Female	59	53	59	41
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		108	110	94	70

General Facilities	
Campus Type: Mansarovar Campus , Kolar Road, Rani Avanti Bai Marg (Opp. D Mart), Village Hinotia Alam, Bhopal	
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)	1
* Qualified Doctor (Part time)	0
* Qualified Nurse (Full time)	1
* Qualified Nurse (Part time)	0
• Facilities like banking, post office, book shops, etc.	Yes
• Transport facilities to cater to the needs of the students and staff	Yes
• Facilities for persons with disabilities	Yes
• Animal house	No
• Power house	Yes
• Fire safety measures	Yes
• Waste management facility, particularly bio-hazardous waste	Yes

• Potable water and water treatment	Yes
• Renewable / Alternative sources of energy	Yes
• Any other facility	Herbal Garden

Hostel Details		
Hostel Type	No Of Hostels	No Of Inmates
* Boys' hostel	1	19
* Girls's hostel	1	97
* Overseas students hostel	0	0
* Hostel for interns	1	0
* PG Hostel	1	0

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Dentistry, by its nature itself is multidisciplinary. It is a science and art of preparing dental students for effective dental health care activities. Hence, efforts have been made in designing the curriculum for undergraduates and post graduates course. In the past also, It has been kept in mind and implemented to create the decided graduate attributes in students for the successful dental practice. The new national education policy NEP has given a new fillip to this concept by making it as a national policy. As a result, the Institution has initiated the following programs in the current academic year. • Conducting workshops on LASERS. • Conducting workshop on Endomicroscope • Programmes on research methodology. • Inter departmental coordination in diagnosis and treatment of special cases and dental implants. • Inter disciplinary case studies on full mouth rehabilitation. • Community oriented programmes like; dental camps, tobacco cessation programmes, AIDS Awareness, precautions on Covid-19, etc
2. Academic bank of credits (ABC):	Since the concept is new to the teaching institution of dental sciences, the Institution has planned to conduct the following programs; a. Organising College- level workshop for the faculty with regards to ABC. b.

	Planning to implement ABC systems as the guidelines to be issued by Mansarovar Dental college.
3. Skill development:	Skill development programmes are largely emphasised in the NEP. With an intention to implement this concept, the Institution has planned to conduct Add on / Certificate courses in the professional and social skills needed by a dental surgeon for successful clinical practice. The list of courses are; • Communication skills • Computer skills • Leadership skills • Presentation skills • Patient safety and infection control • Minor oral surgical procedure • LASERS in dentistry • Paediatric behaviour management • Management of Dental Emergency
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The Institution conducts communication skills programs such as Add on courses like; Hindi Language, organising inter-religious and linguistic programmes to promote national integration, and religious and concern harmony like Holi, Saraswathi Pooja, Founders Day, and Constitution Day.
5. Focus on Outcome based education (OBE):	The Institution has planned to organize a workshop at the College level with regard to OBE. • to encourage the faculty to study and obtain training with regards to OBE, • organize College level one day workshops in the coming academic year.
6. Distance education/online education:	Distance education is not popular in health science education. However, Online discussions on respective subjects were provided during COVID-19 outbreak. The Institution is well equipped with the necessary ICT tools to provide the same. Case study models were discussed through online portals. The institution has already conducted FDP (faculty development programs) and CDE (Continuing dental education programs) on virtual platforms. Also planning to provide the same in the coming academic year.

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
371	368	343	315	309
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
73	106	9	118	108
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
67	108	110	94	70
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
88	88	84	82	82
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
88	88	84	82	82
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
648.92	568.97	676.01	541.37	388.92
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:

Mansarovar Dental College delivers high-quality dental education through a well-planned curriculum delivered and evaluated through a systematic process. The curriculum is drawn by the Academic council which is the principal academic body of the Institute responsible for maintaining appropriate standards of education, teaching, inter-departmental coordination, research and evaluation.

Curriculum planning:

The time table committee chalks out a detailed calendar of teaching allocated for theory, clinical, pre-clinical and life skills separately thus ensuring a balance in the various engagement a student is expected to participate in. At the time of Covid 19, MDC arranged online classes and other e-learning activities for the benefit of students. The institute aims for effective curriculum delivery via a time-tested and innovative combination method: starting with an entry point evaluation of the student's aptitude and expectations pertaining to the course. Chairperson coordinates with local hospitals to arrange satellite clinics, so students get more chance to have hands-on experience. Students having shortage of attendance can consult with student psychiatrist to overcome the hurdles. Academic calendar is planned for both post graduate and undergraduate students at the beginning of the session which is detailed and comprehensive, that is to be finished in the set time frame, but with enough flexibility to accommodate changes. The syllabus covered is as per the guidelines of Dental Council of India (DCI) and Madhya Pradesh Medical Science University, Jabalpur(MPMSU). Value-added courses are regularly introduced to increase skill-based learning.

Curriculum delivery:

Curriculum delivery envisages detailed apportionment of syllabus among all the teaching faculties of every department. After thorough discussion and deliberation between the faculty members and head of department, apportioning is ensured. Utmost care is taken complete the syllabus with in time.

Evaluation:

Evaluation of students are both formative and summative. Formative evaluation is by internal assessments and end posting tests. Separate grading are marked for project work and assignments. remedial classes are provided as extra hour teaching for students not performing well in the internal assessments. University examinations are conducted as per the regulations of MPMSU. Periodic meetings of IQAC keep track of teaching-learning, Meetings of the Departmental heads with Principal / Head of Institute and parent-teacher meetings tracing the progress of curriculum delivery are regularly monitored. If needed, necessary course corrections are initiated.

Undergraduates:

Undergraduates appear for university (Madhya Pradesh Medical Science University, Jabalpur) exams each year. MCQs are introduced into the evaluation format to increase objectivity and precision.

Post graduates:

Post graduate is summatively assessed after 3 year course completion. Basic science paper is to be given at the end of first year. Regular presentation of seminars, journal clubs, table clinics, and case presentations is done throughout the course. Library Dissertation and Dissertation are to be submitted in their PG course period. Apart from this Post graduates regularly are involved in research conduction, presentation and subsequent publication in high-impact journals. They also have to submit the thesis on time with publications.

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: 0.73

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
0	0	1	0	2

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

1.2 Academic Flexibility

<p>1.2.1 Percentage of inter-disciplinary / inter-departmental courses /training across all the Programmes offered by the College during the last five years</p> <p>Response: 100</p>	
<p>1.2.1.1 Number of inter-disciplinary /inter-departmental courses /training offered during the last five years</p> <p>Response: 298</p>	
<p>1.2.1.2 Number of courses offered by the institution across all programs during the last five years</p> <p>Response: 298</p>	
File Description	Document
Minutes of relevant Academic Council/BoS meetings	View Document
List of Interdisciplinary /interdepartmental courses /training across all the the programmes offered by the University during the last 5 years	View Document
Institutional data in prescribed format	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document
<p>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</p>	

Response: 36.43

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
0	0	117	240	222

File Description	Document
Institutional data in prescribed format	View Document
Details of the students enrolled in subject-related Certificate/Diploma/Add-on courses	View Document
Any additional information	View Document
Link for additional information	View Document

1.3 Curriculum Enrichment

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

Response:

- 1. Gender issue** – It includes all aspects and concerns related to women’s lives and the situation in society. Women’s grievance cell is set up to safeguard female students and faculty against any kind of harassment or exploitation. Any issue reported is strictly dealt with. Regular speeches and counselling sessions are arranged to boost their motivations Women’s self-defence programme is organized every year to boost their morals. Apart from that various workshops, Essay writing, Skit, and Open house discussions are conducted on this issue every year.
- 2. Professional ethics** – It focuses on human values and discusses medical ethics, explains safety and risk factors as well as the responsibilities and rights and doctors. Student prospectus handed over to BDS and MDS students clearly states the code and conduct. An anti-ragging committee is set up. MDC students assume an obligation to conduct themselves in a manner harmonious with the institute’s norms. Institute provides “soft skill” courses, seminars, training programmes, such as drug abuse and its management, seminar on employability skills, the opportunity for clinical research in India.
- 3. Human value** – Human values are strongly instilled by posting third and final-year students. It includes Dignity, Liberty, Equality, Justice, Unity in Diversity, Ethics, and Morals. Our institute always believes to make each student be a good human being and a good doctor. To full fill, this approach institute organizes rural health posting, tobacco cessation cells, and blood donation camps. Nukked Natak and skits along with oral cancer screening camps are routinely done to

enhance health promotion. MDC also organizes free dental check-up camps in orphanage homes, old age homes, blind schools, etc.

4. **Environment and sustainability** – It emphasizes the understanding of the relationship between humans and the environment. It understands the influence of professional medical solutions in general and environmental contexts, and demonstrates the knowledge of, and need for sustainable development. By keeping this in mind MDC conducts a plantation programme on “world environmental day” and organize an awareness programme on “Swachh Bharat Abhiyan”,
5. **Health determinants** – To have a holistic development, all aspects such as physical, social, and mental well-being are addressed. Institute offers the entire information about the health care service at the level of registration as well as further levels. The institute also sensitizes the UG and PG students towards the proper waste disposal method so that students, staff and other health personnel, and the general public are benefited. Mansarovar Dental College provides counseling sessions before surgery or other procedures, get consent, etc. Institute conducts various programmes like “stress management programmes “and AIDS awareness programme, and yoga sessions to boost the overall welfare of individuals.

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

Other Upload Files

1

[View Document](#)

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

Response: 16

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

Response: 16

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:** 53.97

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
235	250	232	144	78

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

1.3.4 Percentage of students undertaking field visits/Clinical / industry internships/research projects/industry visits/community postings (data for the preceding academic year)**Response:** 56.6

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

Response: 210

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
Any additional information	View Document
Links to scanned copy of completion certificate of field visits/Clinical / industry internships/research projects/industry visits/community postings from the organization where internship was completed	View Document
Link for additional information	View Document

1.4 Feedback System

<p>1.4.1 Mechanism is in place to obtain structured feedback on curricula/syllabi from various stakeholders. Structured feedback received from:</p> <ol style="list-style-type: none"> 1. Students 2. Teachers 3. Employers 4. Alumni 5. Professionals <p>Response: A. All of the above</p>	
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

<p>1.4.2 Feedback on curricula and syllabi obtained from stakeholders is processed in terms of:</p>
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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
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: 33.6

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
15	27	26	11	12

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
60	60	50	50	50

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

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

intake**Response:** 80.9

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
67	108	110	94	70

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
111	111	111	111	111

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
Any other relevant information	View Document

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

Response: 60.11

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

2021-22	2020-21	2019-20	2018-19	2017-18
40	64	71	63	35

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

2.2 Catering to Student Diversity

<p>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:</p> <ol style="list-style-type: none"> 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 <p>Response: A. All of the above</p>

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

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

Response: 4:1

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

2.2.3 Institution facilitates building and sustenance of innate talent /aptitude of individual students (extramural activities/beyond the classroom activities such as student clubs, cultural societies, etc)

Response:

Mansarovar Dental College aims for the overall development of the students through social, spiritual, civic, and intellectual events on campus. Great focus is placed on extra-curricular and co-curricular activity that provides an opportunity for students to promote team work, leadership, and advocacy.

Student council is structured under the guidance of Principal and senior faculty members so as to regularly organize non-academic activities such as music, dance, sports, and other recreational games.

Life skills and Value added courses: Courses offering practical skills and knowledge like Basic Life support, disaster preparedness in case of fire outbreaks, epidemics, earthquake preparedness etc are regularly conducted. Student's orientation program for both undergraduate and postgraduate are held at the beginning of academic year to cast an insight to the course chosen.

Cultural committee: Various clubs are structured such as dance clubs, music club, and many hobbies. Each club is headed by a faculty and student representative. All activities are monitored by the teacher in charge. Intra College competitions are regularly held which showcases talents. Cultural committee is also in charge of arranging Fresher's Day, to introduce new students to seniors and college environment. Participation in intercollegiate competitions is also encouraged, which has made our students to win accolades and achievements at local, regional, university, and national levels.

Sports committee: Both indoor and outdoor sports are played with equal vigor. The college arranges Annual Sports Day for all its students, wherein students of all year participate. This increases confidence and interaction. Faculty encourages students and facilitate smooth conduction.

Literary committee: Debates, skits, essay writing, slogan writing, etc are all arranged on important days. Annual Day celebration upholds the selected talent from all fields of cultural, sports and literary participants. World No Tobacco Day on 31st May is observed every year. Society is educated regarding the harmful effects of tobacco and students perform nukkad nataks, and skits and arrange slogan writing competitions. World Health Day on 7th April is earmarked with free health checkup camps and skits performed to the pertaining theme of each year.

Happiness committee: Festivals like Holi, Deepawali, Christmas, etc are celebrated in the campus.

International Yoga Day is celebrated with workshops and yoga sessions regularly.

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

2.3 Teaching- Learning Process

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

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

Response:

Student-centered learning is competency enhancing approach that is not restricted to classroom teaching. Students carry greater responsibility for their learning while supporting each other's progress. This enables every student to get the proficient skill needed to succeed and contribute to society.

The institute has adapted several student-centric methods for enhancing the learning experience:

Participative learning experience: Demonstrations are increased to uphold the active learning principle. A smart classroom teaching method is also adopted wherein the student gets taught under the guidance of the faculty member. Undergraduate students undertake short-term projects to get hands-on experience regarding the subject such as seminars are given on selected topics to all students. At the end of every lecture, 2 students present seminars for 5 minutes each on a rotation basis. These increase learning by participation. Field visits and Participation in public awareness programs are scheduled to adapt to all situations and understand the existing scenario.

Interdisciplinary learning: Interdisciplinary scientific meets are arranged for an hour every week. By rotation, each department presents their special cases and situations. Postgraduates, undergraduates, and

interns mandatorily attend the programme. Seminars, and poster presentations are regularly done by postgraduate students. A comprehensive list of all topics seminars and projects is presented once a month for the third and final-year undergraduates.

Patient-centric and Evidence-based learning: Great efforts are made for chair-side teaching so as to enhance the retention of learning. Evidence-based learning is stressed for postgraduate students.

Role Play: Role play enables students to prospect realistic situations by interacting with people in an orderly manner so as to develop experience different strategies in a supported environment.

Project-based learning: Projects are allotted to students in the form of posters or models regarding a specific topic. It increases comprehension and in-depth knowledge, along with learning of team building.

Compulsory internship program: Internship after four years is mandatory in all departments. This enhances their practical skills and problem-based learning with complete patient exposure.

Self-directed learning: DVL- Computer-assisted learning through e-resources Access to journals, e-resources available in the central library

Experiential learning: The students are trained on various dental procedures. Demonstration of various clinical and surgical procedures performed on the patients. The students develop their artistic skills by carving different teeth in wax blocks. Video demonstrations of various technologies like tooth carving and wire bending exercises are done during the preclinical hours

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

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

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

Response: A. All of the above

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

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

Response:

Mansarovar Dental College keenly observes ICT-enabled teaching along with traditional classroom based education.

ICT tools:

Apart from the chalk and talk method of teaching, the faculty members use multimedia learning tools like PPT, Video clippings, and Audio systems from either online or offline sources to expose students to practical learning with technology.

Classroom interactions:

Classrooms are well furnished with overhead projectors for projection of PPT and other multimedia files along with Blackboard. All faculty are trained in interactive methods of teaching. Classroom interaction with regards to seminars, debates, group discussions, assignments, tests, and viva is widely followed.

Wi-Fi enabled premises:

The institute has a digitalized computer laboratory with an internet connection to promote independent learning. Wi-Fi is provided to all its users with good security through LAN and its access is controlled by the system administrator.

E-learning:

Lesson were provided with Zoom / Google meet applications during the pandemic times. Teachers interacted with and counselled students through video conferencing. Pre-recorded video lectures and e-lectures in the form of PPT of lessons is made available to students for long-term learning and future referencing. The library maintains e contents of most lectures in each department.

Industry connect:

A well-furnished conference room is present to regularly organise scientific functions

Online competitions:

Students make e-posters either for presentation purposes or competitions on special days like World AIDS Day, Radiology Day, Prosthodontic Day, Geriatric day, etc. This gives them an early introduction to Information Communication Technology tools.

Advanced ICT tools such as radiovisiography, intraoral digital cameras and scanners are used for both undergraduate and postgraduate teachings.

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: 15:1

2.3.4.1 Total number of mentors in the preceding academic year

Response: 24

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

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

Response:

Innovation in the teaching-learning process is brought about by increasing interaction between the teacher and student. Nurturing creativity is important because it gives them the opportunity to create something tangible from personal feelings and experiences- a reflection of their problem-solving methodology, and unique imaginations as an individual. The process of teaching-learning in Mansarovar Dental College nurtures creativity, analytical skills, and innovation among students.

Creativity: Project-based learning in the form of posters and models each department-wise enhances the creativity of students. Posters of scientific nature are designed to disseminate knowledge and separately for layman's purpose are drafted to dissipate awareness and campaigning regarding health and oral health. We strongly encourage our student's participation in cultural and sports events etc. Face painting, rangoli, soap carving, plaster model fabrication, etc are organized to nurture creativity while putting across burning social messages. Pre-clinical work in dentistry nurtures significant creativity through wax carvings of tooth replicas, phantom head simulation, Replicating dentition in Prosthodontics, etc.

Innovation: Mansarovar Dental College incubation centre accepts applications from postgraduate students for innovative ideas for research with maximum scientific and economic impact. The best ideas are nurtured through research studies and incubated for publications and prototypes. At the undergraduate level, we have introduced our student's participation in research and learning, and all support from the latest journals and other reading resources are all made available and accessible in the library to all UG and PG students.

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

2.4 Teacher Profile and Quality

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

Response: 100

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

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

Response: 10.63

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
17	17	4	5	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
Any additional information	View Document
Link for additional information	View Document

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

Response: 5.16

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

Response: 454

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

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

Response: 52.54

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
59	0	65	52	45

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

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

Response: 0.47

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
0	1	1	0	0

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:

The Institute is affiliated to Madhya Pradesh Medical Science University (MPMSU) and is recognized by the Dental Council of India (DCI) and the Ministry of Health & Family Welfare of the Government of India. It offers both undergraduate and postgraduate courses. Both UG and PG teaching program is well structured and adheres to the academic calendar. The timetable committee creates a schedule based on the required teaching hours. The department head creates the department's academic calendar and teaching programme and oversees its implementation. Academic calendar clearly mentions the schedule for commencement of internal evaluations and university examinations for every academic year.

Under graduate program internal evaluation is done by internal assessments, end postings and tests.

Dates for conduction of various internal assessments are priorly structured, which must be rigorously adhered to throughout the year; any alterations to such dates need the permission of the academic council and is priorly intimated. Results are announced within 10 days from the time of last exams. Students can approach the faculty members of departments to look into their answer papers. Head of department conducts random checks of answer sheets to evaluate transparency.

Post graduates are required to take a theory exam in basic sciences and research methodology in their first year, as per university requirements. Postgraduates are evaluated for their cognitive, psychomotor, and affective domains by respective PG mentors and HODs during their three-year programme, with rapid feedback provided. For both theoretical and practicals, PGs must take a systematic and well-planned preliminary test. Summative course assessments for P.G students are carried out in accordance with MPMSU rules. This displays a comprehensive and transparent assessment system that aims to develop competent health professionals and nurture standard development of the institute.

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

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

Response:

Mansarovar Dental College maintains transparency, and is time bound and efficient in its examination process. Exams are conducted as per the DCI guidelines and MPMSU protocol. The assessment dates are scheduled in the academic calendar. Assessment criteria are informed to students by the faculty members of every department. Students are handed the corrected answer papers for verification, and any concerns are addressed right away. The Head of the Department and Principal cross-check the corrected response scripts at random.

The invigilation process is strictly monitored by two faculty members and a moderator. Exams are supervised by a Centre Superintendent, Deputy Superintendent, and flying squad members who are carefully selected for conducting the examinations smoothly. The seating arrangement, seal the opening of question papers, distribution of answer booklets, relieving of invigilators, admit card verification, and sealing of response booklets, among other things, are all closely watched. The results of internal evaluations are posted on the bulletin board.

Redressal of grievances at the institute level:

- Departmental Level: Faculty continuously evaluate students based on theory lectures, pre-clinical and clinical experiences, and projects. Inquiry is discussed with faculty and the HOD.
- College level: At the college level, a Chief Examination Officer has been appointed by the institution. Grievances raised during the administration of online/theory exams are discussed with the Principal and, if necessary, reported to the university by the examination division. Alternatively, the student might file a complaint with the Grievance Redress Committee.

University level: After sending such queries through the college examination department, Madhya Pradesh Medical Science University (MPMSU) examination section handles queries related to results, revisions in mark sheets, and other university certificates. If students are dissatisfied with the university's evaluation through college, they may ask for reevaluation, recounting, or disputed evaluation by paying the requisite processing fee to the institution

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 in the evaluation or examination process are made and practiced by Mansarovar Dental College to ensure quality assessment and a standard educational system. All examination-related activities are monitored and controlled by the Examination committee and Chief Examiner Officer. A robust approach of question paper setting (three sets of handwritten questions and one set of multiple-choice questions) has been developed. This ensures confidentiality and further a random selection of question papers is used. Internal assessment marks are a summative average of Internal exams, end posting test, and periodic tests. Academic Council and all Head of departments conduct regular meetings about the internal assessment and final university evaluation. The same committee makes choices about the criteria of mark distribution based on university norms and recommendations for granting grades to pupils. The decision is conveyed to all faculty members, ensuring that students are assessed consistently

In this regard, MCQ pattern of assessment is stressed more in internal assessment and periodic tests. MCQ tests can provide useful feedback on students' memory of facts and concepts that are important for higher-order thinking. It also gives students with a convenient option to study course material, double-check their understanding of key topics, and receive immediate feedback to aid in their learning management. These MCQs are discussed in the lecture classes at the end of the lecture. Question banks of MCQs are accumulated from every department. MCQs are also used in the university paper because it was objective, exact, and concept-based.

Students are also assessed every week in form of weekly class assignments of that week's lectures and clinics. This ensures that the student has been paying attention in class and has completed all daily homework tasks with the necessary rigour. Students were prompted into critical thinking and self-assessment as a result of these activities.

Remedial education classes: Remedial classes are held on the appropriate topics for underperforming pupils, with additional attention paid to them. After that, another evaluation is done. This gives students the opportunity to create a modular skill set that will help them improve their academic performance.

To improve educational quality, the teacher-at-student ratio is kept to manageable proportions. Students who engage in unfair means during exams face severe consequences. The college's website contains all exam-related news and information.

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

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

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

Response: A. All of the above

File Description	Document
Re-test and Answer sheets	View Document
Policy document of the options claimed by the institution duly signed by the Head of the Institution	View Document
Policy document of midcourse improvement of performance of students	View Document
List of opportunities provided for the students for midcourse improvement of performance in the examinations	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Links for additional information	View Document

2.6 Student Performance and Learning Outcomes

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

Response:

Mansarovar Dental College clearly states its learning outcomes to students and teachers. The institute's website lists all of its learning outcomes and graduate qualities. Each department that offers a programme of study lists the programmes available, as well as the programme objectives, programme-specific objectives, course structure, and syllabus on its website. The course objectives and outcomes are plainly displayed on the syllabus. The curriculum also includes information on the teaching method and

assessment.

At the start of the academic year, simple, measurable learning outcomes are established. Theory, knowledge, skills, clinics, research, and learning are all covered in depth. Faculty and students are informed and educated on a regular basis through bulletins and circulars posted on bulletin boards and websites. To develop a confident and competent student, the Principal, each department HODS, and senior faculty members decide on learning outcomes.

Each course's syllabus structure includes a 'course objective,' which summarises what is expected of the student in terms of learning outcomes at the end of the course displayed in the website. The course goal carries learning outcomes connected to any given course of a given programme, whereas the programme-specific outcomes of each programme, in general, manifest the learning outcomes of each programme.

Mansarovar has been unique in strengthening its technique of estimation of learning outcomes by displaying and discussing answer scripts. After showing the students the answer scripts, the professors interact with students to ensure that they understood what was expected of them and what they had accomplished. In reality, this process is known as 'assessment plus.'

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

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

Response: 79.14

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
69	89	7	116	77

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
81	106	9	118	108

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:

Alignment with the competency refers to the learning results matching the competency's level of knowledge, abilities, and attitudes. Appropriate learning outcome focuses on skills, information, and attitudes that are applicable.

The teaching-learning and evaluation methods used by the institute in all of its programmes are geared to assist students to achieve the desired learning outcomes. All staff members are taught in creating educational activities focusing on achieving programme-specific learning outcomes during teacher training workshops and faculty development programmes. The faculty is guided in this endeavour by the health science technology unit. Traditional teaching approaches, as well as creative strategies and ICT-enabled education, are used in the teaching-learning process. For all lecture subjects, SLO (specific learning goals) and PowerPoint presentations based on them have been created and validated by the respective HODs or Senior faculty members. This assures that the lectures cover all key and relevant aspects of the topics.

Students' feedback is also utilised to track the improvement in the quality of instruction offered by particular staff members. The Institute has sufficient clinical content, which is optimally utilised by students to obtain skills and experience under proper faculty leadership; if necessary, remedial methods are integrated to assure competency

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 institute ensures a strong support structure for its students by conducting regular parent-teacher meetings, chalking out remedial measures, and maintaining periodicity in outcome analysis.

The parent-teacher association of our college works with the goal to foster excellent working connections between parents, teachers, and students. PTA meetings are held 2 times a year. Parents are communicated well in advance. The vision, mission, program objectives, specifics of the programs offered, academic activities or achievements, Co-curricular activities, student support, and activities relevant to students are all placed on the agenda for the interaction meeting. Parents are asked for feedback on the syllabus or curriculum or overall activities/student after the meetings. Constructive suggestions are welcomed. The student grievance committee assists students in the event of a personal issue that interferes with their ability to learn.

In the institute, the mentor-mentee system is fully operational. A mentor is assigned to each class of students from the previous year. Each year, about 15 students are paired with mentors. The mentor investigates the student's academic, interpersonal, social, and psychological difficulties. After each assessment, the mentor gathers the students' attendance and grades. They are concerned not only with their academic success but also with their entire growth and improvement.

Outcome analysis is done by evaluating assignments, internal assessments, end posting tests, and projects. Feedback obtained from all stakeholders such as students and parents also plays an imperative role in outcome assessment. Self-evaluation, particularly from the student or alumni self-rating must not be overlooked.

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: 3.53

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: 5.66

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
7	5	4	5	3

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
Link for 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: 2.11

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
3	2	0	3	1

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

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

Response: 4

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
4	0	0	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:

The institution has created an incubation centre that helps create initiatives and transfer knowledge. It emphasizes unmet needs and gives a boost to creativity and meets the needs of cultivating an entrepreneurial attitude across a variety of stakeholders, including students and teachers. The institution creates an environment that is conducive to research and technology-driven innovation. This is made

possible by a number of activities like:

Research Laboratory centre: Well-equipped research laboratory with state of art technology equipment is available for conduction of research.

Incubation centre: Every year, a variety of programmes are held to instil the importance of innovative research in the students. Staff and students are rewarded for publishing articles in peer-reviewed journals, giving scientific presentations at international or national conferences, and winning prizes. The institution has a well-established research and ethics committee, which includes well-known researchers and innovators. An expert team of members guides and analyze research conducted by students and staff. Priority is given to hiring employees with extensive research expertise and strong academic credentials. Board of Studies reviews and updates the contents of the course from time to time.

Microbiological laboratory: A microbiological laboratory providing all microbiological set-up is also available for research activities.

Tobacco cessation unit: The institute has a Tobacco cessation unit that stresses the importance of dentistry in overcoming the consumption of tobacco and tobacco-related products. Awareness and counselling programmes for the prevention of oral cancer, sensitivity to national tobacco advertisements, resistance to peer pressure, and character and self-esteem-building skills are carried out. Carbon Monoxide Breath Analyzer and other equipment's are available to facilitate the programme.

Well-equipped clinics: All departments have fully equipped dental chairs.

Industrial Visits: Mansarovar Dental College has collaborated with a number of agencies and industries for the creation and transfer of knowledge

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

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

Response: 11

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	2	3	1	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
Link for Additional Information	View Document

3.3 Research Publications and Awards

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

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

Response: A. All of the above

File Description	Document
Share the code of ethics of research clearly stating the claims of the institution duly signed by the Head of the Institution	View Document
Institutional data in prescribed forma	View Document
Any additional information	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: 1.94

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: 33

3.3.2.2 Number of PG teachers recognized as guides by the Regulatory Bodies / Universities during the

last five years.

Response: 17

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

3.3.3 Average number of papers published per teacher in the Journals notified on UGC -CARE list in the UGC website/Scopus/ Web of Science/ PubMed during the last five years

Response: 0.44

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

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

Response: 0

File Description	Document
Institutional data in prescribed format	View Document

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: 339

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
61	2	95	104	77

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: 66.07

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
148	120	294	267	270

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

Regular extension and outreach activities are conducted by the institution rendering quality oral health service to the needy and deprived communities. In this context, peripheral centres are opened in **Gadia** (Sehore) and **Katara Hills** where preventive and basic oral health services are given. Referrals are made to college for any specialised oral health care. Two schools are adopted **New Indra Gandhi Convent School** and **Tilak Convent School**. Regular school oral health programmes are conducted in various schools providing incremental care to all students along with the blanket referral. Oral health promotion activities are stressed. Various School Heads have issued appreciation letters for the dental camps conducted over the last five years. Rural Oral Health check-up and Screening Camps are also held by the institute in Housing Societies. Housing Society Heads have presented letters of appreciation for organising Oral Health Check-up Camps during the last five years.

The institute has actively collaborated with several NGOs like Rotary and Lions club for the conduction of several outreach programmes in both rural and urban slums. Education programs on Disease Prevention/Treatment, Water and Sanitation, Maternal and Child Health and Basic Education and Literacy are given by Interns in such camps along with oral health awareness. Public health dentistry regularly organizes various important days like Oral Health day, Oral Hygiene day, No Tobacco day, Tooth brushing day, World AIDS day, and Immunization programs. Personal day, World Cancer day etc.

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

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

Response:

Mansarovar Dental College engages in a variety of social responsibility activities, including liaising with the community for a variety of programmes and encouraging participation in extension and outreach activities.

Health education: The college renders quality dental care in both its peripheral centres namely, **Gadia (Sehore)** and **Katara Hills**. This rural setting field practice strives to diagnose, treat and follow up on all dental diseases and ailments. School check-ups and incremental dental care are routinely provided in adopted schools and children requiring specialised treatments are referred to the parent institute.

Awareness camps: Various awareness camps and health check-up camps for prevailing health and oral health issues, hygiene/sanitation, environmental protection are taken. The impact of extension activities is visible in both the development of students and the community not only in the health sector but for the care of the environment.

Subsidized Oral Health Care: Our Institution provides treatment to the needy at subsidised rates. Basic dental health services, such as prevention, restoration, and extraction, are provided free of charge to all camp participants. Specialized treatment is available at a reduced cost.

Mansarovar Dental College has conducted 208 extension and outreach activities over the last five years with the help of an average of 100 students per year.

Philanthropic initiatives:

1. Mask distribution to the needy during the COVID pandemic.
2. Multi – Speciality check-up camps: 180 numbers were done in the last 5 years with a prompt referral.
3. Tooth brush and mouth wash distribution to the underprivileged and school children.
4. Ayurvedic Kadha distribution during COVID-19.

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

3.5 Collaboration

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

Response: 2.2

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

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

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

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

Response: 14

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: 14

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
Link for 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:

Mansarovar has an 5 acre high-tech complex that is well-developed. It has sophisticated facilities and learning resources in order to attain academic excellence in accordance with its vision and strategic goals.

The infrastructure facilities and learning resources are divided into the following categories:

(a) Learning Resources refers to the equipment and infrastructure needed for clinics, pre-clinical rooms, libraries, classroom instruction, meetings, and conferences.

Hostels, non-resident students' centres, canteens, convocation halls, seminar halls, committee rooms, biodiversity parks, and sports grounds are examples of support facilities.

(c) Utilities include clean drinking water, restrooms, and electricity generators.

Classes are arranged to make the best use of the physical infrastructure available. The clinics' dental chairs and equipment are advanced, and availability is ensured by prudent time-sharing. The Central Library provides learning materials to all of the pupils. To provide an excellent teaching-learning environment, the Institute is constantly working to establish and improve infrastructure, both in terms of buildings and other facilities.

In order to promote a suitable teaching learning environment, the Institute has a policy for the building and enhancement of infrastructure. The following are some of the most recent initiatives:

1. Regular IT infrastructure upgrades in light of contemporary technological breakthroughs and advancements to satisfy teaching and learning requirements.
2. Improvements to the Learning Management System (LMS).
3. Upgrading and modernising multimedia classrooms

The following is the physical infrastructure that supports student facilities.

Lecture Theaters: The main campus has a significant number of lecture theatres that can seat a big number of students in any course.

Safety and Surveillance: As a proactive step, security surveillance methods are closely maintained, allowing workers to respond to events quickly and avoid catastrophes.

Student Housing: More than 200 Mansarovar students are housed in hostels located across the city. Girls and boys are housed in different buildings. Each hostel provides a mess and a welcoming atmosphere for

students.

Guest Houses: For visiting researchers, Mansarovar offers a decent Guest House.

Soft Infrastructure Admission System: Mansarovar has its own admissions system that handles new student applications, generates admit cards, checks OMR sheets, processes results, and generates merit lists, which are then posted on the Institution's website.

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

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

Response:

Sports, games (indoor and outdoor, gymnasium, yoga centre, etc.) and cultural activities are well-served at Mansarovar Dental College. Over 6 acres of ground at the college have been set aside for sports and games, as well as to host big sporting events.

This facility has a sports room, carom and chess tables, TT table, yoga amphitheater, and agriculture as well as an activity centre.

An auditorium with a seating capacity of over 800 people and two halls with seating capacities of over 200 people have been built to allow students to showcase their natural abilities. Major events such as College Day and Fresher's Day are also celebrated to highlight student talent. On rare occasions, students are encouraged to participate and showcase their talents. Students are also encouraged to engage in cultural activities such as college Day, women's empowerment, and inter-college competitions, for which they are compensated financially. Faculty members also assist students and prepare them for cultural activities. Participants in cultural activities receive financial assistance in the form of choreographers, costumes, and transportation.

Throughout the academic year, Mansarovar Dental College Hospital & Research Centre is quite busy organizing numerous activities. To organize and execute the activities of the NSS UNIT, an NSS committee is formed with the Principal as Chairman, a senior faculty member as Program Officer (convenor of the committee), and faculty representatives from other departments as members.

These activities are monitored by a Student Activity Cell made up of student representatives. Among the

highlights of the activity calendar are:

Yoga Day, Independence Day, Republic Day, Teachers' Day, Orientation / Induction Program for the I Year students, Freshers' Day, Christmas eve and Annual Sports Meet, Kite festival, Convocation ceremony, Annual Food Fest, Annual Cultural event.

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

4.1.3 Availability and adequacy of general campus facilities and overall ambience

Response:

Mansarovar Dental College main campus is located in the village Hinotia Aalam, Bhopal. The campus is 5 acres in size and is attractively landscaped. The campus landscape is distinctly green, with trees, lawns, and a park. Huge academic and administrative buildings on campus, with wide corridors and a large playground, encourage academics and scholars to engage in creative and innovative activities, while also preparing students to acquire a sense of purpose. The campus provides a calm environment for instructors and students to learn, teach, acquire skills, and develop their personalities. Because the majority of students at Mansarovar Dental College come from rural backgrounds and are part of the first generation of learners, Bhopal is the perfect place for them to gain exposure to cosmopolitan life and pursue different paths and opportunities after completing their studies.

The institution's mission is to reach out to the unreached, and its academic focus is on offering high-quality education. While constructing new structures on campus, the natural landscape environment has been conserved and maintained. There are also numerous parking lots on site. The classrooms are all well-equipped and well-ventilated. In front of campus, a central canteen, and a shop for basic necessities are also located on campus. There are currently 43 boys and 106 girls housed in Boys Hostels and Girls Hostels, respectively.

Teaching, Non-teaching, and Staff Officers Associations, as well as a Students Council, are all present at Mansarovar Dental College. Elections are held on a regular basis. Various committees exist to address student and staff issues.

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

4.1.4 Average percentage of expenditure incurred, excluding salary, for infrastructure development and augmentation during the last five years**Response:** 9.224.1.4.1 *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
38.00	34.00	95.00	62.00	34.00

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
Any additional information	View Document
Link for additional information	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:**

The infrastructural amenities available for undergraduate and postgraduate students comply with the Dental Council of India and affiliating University requirements. Clinical training facilities are updated regularly to ensure that students have access to cutting-edge technology and facilities.

With more than 61 highly skilled and experienced teaching faculty, the College is committed to providing an exceptional academic environment for both UG and PG students. The infrastructure includes general and specialized laboratories, lecture theatres, seminar halls, small group teaching halls, and a well-stocked library with up-to-date materials for teaching and learning. Each specialty has its outpatient dental clinic, which is outfitted with electronic dental chairs and suction equipment. In the major integrated clinical areas, one to two dental chairs with all the necessary equipment have been placed, and two dental chairs have been installed in the mobile dentistry van for outreach community services aimed at improving access

to quality dental treatment.

To reduce radiation exposure to both patients and professionals, the institute has digital radiography facilities such as radiovisiographs (RVGs). Operating microscopes for advanced surgical and restorative procedures, soft tissue laser units and advanced air abrasion units, platelet-rich plasma (PRP) centrifugation units, and implant kits, as well as physio-dispenser and LASER devices for advanced surgical implantology, are among the advanced equipment available. An exclusive lab with 100 phantom heads to provide simulation training to undergraduate and postgraduate students.

There are Information and Communication Technology (ICT) enabled smaller classrooms for small group teaching as well as four lecture rooms for larger groups to improve student learning and teaching methods. Facilities such as clinical laboratory services for patients at low costs to conduct hematological investigations as diagnostic help are also available.

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

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

Response: 168341.8

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
78241	39821	129780	126943	126875

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
232490	18324	29589	30184	29462

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

4.2.3 Average number of students per year exposed to learning resource such as Laboratories, Animal House & Herbal Garden during the last five years.

Response: 405

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
401	417	332	344	375

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
26	36	35	32	27

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

4.2.4 Availability of infrastructure for community based learning Institution has:

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

Response: A. All of the above

File Description	Document
Institutional prescribed format	View Document
Government Order on allotment/assignment of PHC to the institution	View Document
Geotagged photos of health centres	View Document
Documents of resident facility	View Document
Any additional information	View Document
Link for additional information	View Document

4.3 Library as a Learning Resource

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

Response:

Mansarovar Dental College's libraries are integrated knowledge resource centres that include a Central

Library with nearly 3715 books, periodicals, references, national and international journals, and CD-ROMs. It is computerised with Soul 3.0 Software and is mechanised utilising the Integrated Library Management System (ILMS).

The institution has an access to over 699 e-journals. The institution also provides online access to full text and databases from AVAGS Info system reputable publishers, All e-resources are available both locally and remotely on campus. The University Library facility is conveniently located and well-designed, providing a conducive learning environment. Individual and group study areas are available in library facilities. There is plenty of room for shopping and relaxing reading.

It has 64 national and 35 international journals, as well as magazines and newspapers for general reading. The library also has a large reference collection, including 95 Back Volume, 26 Dissertation. Aside from these, the Library has the most recent e-journals from the DVL Digital Library Consortium, which are available via the campus-wide LAN. The library also has Internet and more than 50 CD/DVD-based electronic materials available.

Mansarovar dental college has a strong ICT infrastructure with sufficient bandwidth for quick and seamless Internet access. The institution has taken the following initiatives:

1. There is free Wi-Fi, internet access, and the ability to download and print documents.
2. Photocopying and reprinting services.
3. Organize book exhibitions and new book displays.
4. A proper mechanism for collecting user input in order to improve library services.
5. Recommendation system for book purchases through departments.

Soul 3.0: One of the major attractions of Soul 3.0 is its robust Online Public Access Catalogue(OPAC).

The OPAC has simple and advanced search facility with the minimum information for each item including author, title, corporate body, conference name, subject headings, keywords, class number, series name, accession number or combination of any of two or more information regarding the item.

Major Functions provided in the OPAC module are:

- 1.Simple Search
2. Boolean Search
3. Advanced Boolean Search
4. Displaying and Downloading of records in MS Excel, PDF or MARCXML
5. Search support for the items that are in the acquisition process in the library.

Year of Commencement and Completion of Automation :

Year of Commencement – 2016

Year of Completion of Automation – 2021

File Description	Document
Link for geotagged photographs of library facilities	View Document
Link for any other relevant information	View Document

4.3.2 Total number of textbooks, reference volumes, journals, collection of rare books, manuscripts, Digitalized traditional manuscripts, Discipline-specific learning resources from ancient Indian languages, special reports or any other knowledge resource for library enrichment

Response:

Mansarovar Dental College Hospital & Research Center's libraries are integrated knowledge resource centres that include a Central Library with nearly over 3000 books, periodicals, references, national and international journals, and CD-ROMs, as well as digital libraries in the Dentistry and other. It is computerized with health-related subjects. SOUL Software runs the Integrated Library Management System (ILMS).

Rare books are a source of fundamental information as it has grown into modern notions over time. They may be limited edition copies with limited availability, yet they contain important scientific information. Heads of Departments are required by procedure to recommend rare books to the library committee. These suggestions are forwarded to management for approval. After approval, the librarian will contact relevant publishers to see if any copies are available for purchase. Because rare books are difficult to come by, they will only be used as a reference. A few senior professors and alumni members have contributed their rare books to our college library for a bigger cause in the past.

We also encourage each department to establish a separate digital library for books, including rare editions. The library committee and administration are always working to get these rare volumes of books, journals, and manuscripts in both digital and hard copy formats.

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:** D. Any two of the above

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

4.3.4 Average annual expenditure for the purchase of books and journals including e-journals during the last five years**Response:** 9.65

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
8.7	3.2	9.22	15.26	11.88

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:

e-Library: D.V.L (Dvirtual Library) digital library can be used to explore or search for an item (book/journals/non-books), as well as details and availability, in the e-library and online journals that the e-library subscribes to. The e-digital library's resources, which include open education resources and web-based teaching and learning, have aided students in gaining holistic knowledge.

Library orientation: Students and instructors will participate in a library orientation event. Dental education is the gateway to the world of knowledge, and the central library plays an important role in introducing the library system to students. The central library's first responsibility is to train students to use the library through a library orientation programme. The library orientation programme aids in the transmission of knowledge and search abilities among students. Students and newly hired teachers are enrolled in an orientation programme, which can take place at the start of the academic year or at any other time during the year. Orientation classes are held in the library for students to enable them to access online learning material, e-learning resources such as e-journals and e-books, reference service, stack room, journal section, back volume, and research materials as part of this orientation programme.

The college conducts an orientation programme for first-year BDS students, during which students are introduced to all departments in the first month of their enrolment, as well as a library orientation session. This year, the library orientation session was attended by over 100 students and newly hired employees. The library also hosted a dentistry book exhibition, with representatives from several book publishers from around India taking part.

The following library services are available in person at the central library:

- Reference section
- Reprography/Scanning
- Notification and dissemination of information
- Downloads from the OPAC (Online Public Access Catalogue)
- Printouts
- e-resources reading list/bibliography compilation
- User awareness and orientation

Assistance with database searches

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

4.3.6 E-content resources used by teachers: 1. NMEICT / NPTEL 2. other MOOCs platforms

3.SWAYAM 4. Institutional LMS 5. e-PG-Pathshala

Response: Any Two of the above

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Links to additional information	View Document
Give links e_content repository used by the teachers	View Document

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

Response: 100

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

Response: 8

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

Response: 8

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
Any additional information	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 following are the institutional plans and strategies for deploying and upgrading IT infrastructure and related facilities:

- ICT infrastructure upgrades are carried out as a matter of necessity and to meet future demands.
- Upgrade current links and provide redundant connectivity to the college via OFC, as well as expand Wi-Fi coverage.

Website: The website is managed by SynQues and the website has been upgraded to include multimedia, comprehensive institutional data and links to LMS.

Surveillance: 35 CCTV Cameras in the institute and campus common areas to ensure safety and security are maintained. The Digital Video Recorders (DVRs) with Hard Disks are housed in administrative office and have secured access.

Access Control System: The PG students and Faculties use Biometric Attendance System (as per DCI norms) for attendance.

Computer and Software: 50+ desktops ensure the teachers and learners get adequate computer availability. There are continuous upgradations in software procurement namely DVL E-library for E-books and E-journals, SOUL 3.0 Library Management Software, Vatech for Digital x-ray

EZdent for OPG, Rio View for Digital x-ray Care Stream for CBCT, Centralized Hospital Management system, Nemoceph for Cephalometric tracing, Adonai Accounts Management Software.

Projectors & Smart Boards: The Institute has 09 projectors and 02 Smart Boards powered by Tata Edge Classroom

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: 250 MBPS-500 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
Any other relevant information	View Document

4.5 Maintenance of Campus Infrastructure

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

Response: 25.95

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
213.00	165.00	145.00	111.00	101.00

File Description	Document
Provide extract of expenditure incurred on maintenance of physical facilities and academic support facilities duly certified by Chartered Accountant and the Head of the institution	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for any additional information	View Document

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

Response:

All of the College's physical and academic facilities are maintained and used according to a well-defined policy and procedure.

Management of the classroom:

Because the classroom is the most essential and primary work area, it is controlled using correct processes and procedures as indicated by management and the university. It is implemented in light of today's teaching and learning environment. For better and more effective teaching, the classrooms are equipped with all latest technology such as smart boards, microphone systems, and other innovations. Each classroom has CCTV cameras placed to ensure the safety and security of all kids, staff, and equipment. The essential qualities of classroom management include a stock list of assets, regular cleaning and maintenance, an Annual Maintenance Contract (AMC) for all current instructional technologies, and a proper reporting system for repairs and replacements. This also covers asset management, which is essential to the college's operation.

Clinics / Laboratories:

Because the College includes nine departments, the clinic policy is at the heart of the institution's operations. The clinics have a variety of tools and equipment, which are maintained by AMCs.

Library:

The college library has its own methods and system in place to identify purchases based on the courses offered, as well as to check on the facilities that will be supplied for students and employees. In general, the norms follow the institutional policies as well as the parent body's policies. Annual statistics on library resource usage aid in the library's collection development policy. On a regular basis, books and other reading materials that are no longer useful for current references are withdrawn.

Sports:

The Sports Committee is in charge of keeping the sports ground and equipment in good working order. At the intra- and intercollegiate level, the committee conducts a variety of indoor and outdoor sporting tournaments for students. Students are encouraged to participate in tournaments for their overall growth. Coaches are appointed with the permission of Management and the Principal for events when there is a strong student presence. The commemoration of International Yoga Day has become a yearly event, with many students and staff taking part.

While the IQAC establishes standards for workshops, seminars, and conferences for students and faculty across faculties, the website introduces visitors to the college's operating system and seeks comments for improved working practises.

Computers:

Computer maintenance (hardware and software), administrative software updates, and overall campus infrastructure maintenance. Computers, copier machines, software, CCTV, fire extinguisher, garden, and security all have annual maintenance contracts in place. The policy was created to ensure a balanced student-to-computer ratio so that all pupils can benefit academically.

The cleanliness of the campus is maintained by an outside housekeeping agency. External professionals assist in the upkeep and updating of the website. The policy was created to keep parents informed about their children's attendance via text texts, ensuring their safety. All purchases in the college are governed by the Management Procurement Committee's well-defined purchase policy.

All safety and security criteria required for an educational institution are followed, and all security devices are utilised to their full potential. Girls' safety is prioritised, and appropriate steps are taken to make the school safe for pupils

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships /freeships / fee-waivers by Government / Non-Governmental agencies / Institution during the last five years

Response: 10.75

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
30	75	33	29	20

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

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

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Detailed report of the Capacity enhancement programs and other skill development schemes	View Document
Any additional information	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: 37.02

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
126	33	161	140	157

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

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

Response:

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

Mansarovar Dental College has provision for admission of candidates under categories of General or Foreign / NRI quota. The students must fulfill the eligibility requirements. Students opting for admission under the Foreign / NRI category can only avail if they are foreign nationals/candidates with NRI status or sponsored by relatives possessing NRI status quo.

Guidelines for admission of foreign/international students

Students opting under this category must

1. Must be an international student (Foreign Students/Non-Residents Indians (NRI))
2. Mandatory possession of a student visa for foreign students (Not mandatory for NRI)
3. Students compulsorily have to obtain security clearance priorly from the Ministry of Home Affairs and the approval of the Department of Higher Education, Ministry of Human Resource Development, Government of India, and this must be on the student visa/research visa endorsed to this institution.

Eligibility

Foreign citizens, Person of Indian Origin (PIO) Card Holders, Overseas Citizen of India (OCI), Non-Resident Indian (NRI) and NRI-sponsored candidates (sponsored by NRI parents OR brother/sister of parents* OR brother/sister of the candidate* OR grandparents of the candidate*OR spouse of the candidate*). The sponsor must be a foreign national or hold NRI status. Only those Students who have qualified from foreign universities or Boards of Higher Education recognized as equivalent by the 'Association of Indian Universities (AIU) are eligible for admission

Procedure for Admissions:

1. The candidate may contact the Admission Committee, Administrative wing, Mansarovar Dental College.
2. The students shall qualify in the NEET examination for admission into BDS and MDS programs
3. Get the 'Provisional Admission Offer Letter' from the Academic Executive Office, in order to obtain the VISA (on payment of the non-refundable advance amount of 30% of the total annual Fee).
4. Submit the 'Provisional Admission Offer Letter' to the Indian Embassy of the respective country for obtaining the 'Student VISA'.
5. Report at Mansarovar Dental College and Hospital for admission. Submit the below-mentioned documents and get them verified by the Admission Committee.
 - Pass Certificate of the qualifying examination
 - Mark list of the qualifying examination

- ‘Student VISA’ in Original
- A photocopy of the Passport- duly attested by a Notary.
- Students are required to undergo the medical fitness examination and get the medical fitness certificate. As per government rules, all international students entering India on ‘Student VISA’ have to be tested for HIV
- For applicants who have undertaken their studies in a language other than English need to have a valid IELTS/TOEFL Score.
- Admission of International /NRI students will be confirmed after verification of original certificates, medical fitness test, and payment of required fees. Even after the admission, at any stage, if it is noted that the qualifying Degree / Certificate is not recognized, the admission of the candidate may be cancelled.

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

5.1.5 The institution has a transparent mechanism for timely redressal of student grievances / prevention of sexual harassment and prevention of ragging

- 1. Adoption of guidelines of Regulatory bodies**
- 2. Presence of the committee and mechanism of receiving student grievances (online/ offline)**
- 3. Periodic meetings of the committee with minutes**
- 4. Record of action taken**

Response: All of the above

File Description	Document
Minutes of the meetings of student Grievance Redressal Committee and Anti-Ragging Committee/Cell	View Document
Institutional data in prescribed format	View Document
Circular/web-link/ committee report justifying the objective of the metric	View Document
Any additional information	View Document
Link for Additional Information	View Document

5.2 Student Progression

5.2.1 Average percentage of students qualifying in state/ national/ international level examinations during the last five years

(eg:GATE/AICTE/GMAT/GPAT/CAT/NEET/GRE/TOEFL/PLAB/USMLE/AYUSH/Civil Services/Defence/UPSC/State government examinations/ AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,)

Response: 96.67

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
10	5	3	2	1

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
12	5	3	2	1

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
Link for Additional Information	View Document

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

Response: 26.48

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

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

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

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

Response: 9.59

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

Response: 7

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

5.3 Student Participation and Activities

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

Response: 3

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

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

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:

A fully functional student council aims to promotion of student welfare and personality development. The student council is elected every year with enthusiastic and dynamic office bearers. The council strives to achieve greater academic standards with the help of teachers and administrative staff. It assists in the maintenance and improvement of the institution's academic environment. The council mainly works to provide input to officials on academic and other student-related concerns in order to bring about necessary changes and improvements for academic growth. The student council members help in efficiently carrying out teaching, co-curricular, and extra-curricular activities and programmes for the student's overall development and foster a sense of secularism and national unity among the University's students.

The student council also looks into the problems and discomforts of the students and makes sure to present those in a proper manner to the academic and administrative bodies and ensure proper solutions and guidance for the same. Another great task undertaken by the student council is to suggest needed improvisations in the matter of academics and various study programmes. The student council has also been active in developing harmony among the students as well through increasing interaction between senior and junior batch students by encouraging inter-batch activities. The committee also takes care of student-teacher relations through the celebration of the teacher's day program and honoring the teachers for their valuable contributions. The committee also takes great interest in celebrating nation-oriented programs like Republic Day, and Independence Day to develop a feeling of patriotism in youth.

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

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

Response: 0.8

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
0	0	1	1	2

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
Any additional information	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:

Mansarovar Dental College Hospital & Research Centre registered its Alumni Association as Mansarovar Dental College Alumni Association under the Madhya Pradesh Societies Registration Act on 9 December 2021. The alumni association comprises of Dr. Gurudutt Nayak, Principal, Mansarovar Dental College Hospital & Research Centre as its Chairman. Dr. MD Manzur Ahmad holds the post of President, Dr. Karishma Upadhyay as the Vice-President, Dr. Manasha Gadi as the Secretary, Dr. Sanjula Chaturvedi as the Treasurer, with Dr. Libin Babu, Dr. Vijay Chaturvedi, Dr. Pulkit Malviya, as its executive committee members. It has been constituted to help form a foundation for the passed-out students to share ideas, knowledge and experience. It further helps in expanding network horizons thus boosts the spirit of college, alumnus, students and society at large.

Alumni chapters of different states are created and an online interaction is conducted once in a month to orient and guide alumni on several career prospectuses and to motivate them for future challenges. The alumni also provide valuable inputs various aspects of academics, administrative, cultural and extracurricular events.

Many of our college's alumni have been holding prestigious positions in governing organisations and institutions. The alumnus is kept up to date on events held in our college via emails and websites. Various

contributions are made by the alumni such as books, instruments and equipment. To boost morale and confidence of students, alumni who have made exemplary achievements are called to render motivational speeches and lectures on continuing dental education regularly. Also, the alumni provide important inputs about the challenges being faced by them in the work field and how can the academic and management bodies can prepare the students to face those challenges.

The alumni organise several programmes in the college including

1. Swachh Bharat Awareness
2. Women's Self Defence Program
3. Gender Equality Today for a Sustainable Tomorrow
4. Women in Leadership- Achieving an Equal Future in Every Field of Life

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

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

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

Response: C. Any three 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 create an ultimate Leanly environment, so as to produce intelligent, highly skilled and conscientious doctors for the upliftment of society and humanity.

Mission:

The Vision and Mission of College is framed such as

- 1.To encourage high-quality dental education that focuses on learning necessary information and skills in the delivery of oral health services.
- 2.To create a learning atmosphere in which scientific temperament and reasoning are instilled, providing motivation for research in the field of oral health care.
- 3.To educate young dentists on how to provide high-quality dental care with empathy, concern, and competence.
- 4.To efficiently implement the prescribed curriculum for academic programs.
- 5.Work effectively with the affiliating and apex bodies to bring about essential adjustments in the course structure and design (as mandated by the current needs of the profession) so that the courses are more contemporary.
- 6.To foster a cooperative culture, teamwork verification, collective accountability, inclusive leadership, and social commitment.
- 7.To educate dental students in the principles of both theoretical and clinical dentistry so that they can effectively perform general dentistry and deliver general and specialized dental treatment.
- 8.Introduce and include undergraduate students in research activities and scientific presentations in order to encourage them to pursue further education.
- 9.To inspire and motivate post-doctoral students and faculty to achieve their full potential and to fill the gap between therapeutic research and practise.

Core Values

Exceptional Service: Achieving excellence by adhering to high standards of evidence -based dentistry and clinical judgment.

Honesty and Trust: Be trustworthy and uphold the professional and institutional values, ethical principles and standards.

Compassion: Help those who cannot help themselves selflessly for the ultimate service for those who are less fortunate than ourselves.

Caring : Serve people in need and work to address their concerns.

Respect : Be respectful of every person and be mindful of cultural and ethnic diversity

Lifelong learning : Practice within areas of competence, continuously developing professional understanding, expertise and contribute to the knowledge of the profession.

Responsibilities : Serving our communities with empathy, humility, veracity, and honour that brace our profession.

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

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

Response:

The Professional Management programme strives to put the concept of innovation into practise when it comes to academic and administrative problems. Institutions are always proponents of decentralisation and participatory management. Decentralisation is a management practise with its own significance. It reflects policymaking, planning, and administration, as well as office management. The excellent initiative to promote education to all parts is the responsibility of management and administration. Management, College Development Committee, Governing Council, Principal, Vice-Principal, IQAC Committee, Various Committees, Academic Staff Welfare, Administrative and Non-Teaching Staff, NCC, and all stakeholders involved in decentralisation and participatory management are all working together to ensure that the Institutions run smoothly.

1. Management: The Institution fosters a decentralised and participatory management culture that includes all types of stakeholders in the decision-making process. Decentralisation and participative management are usually emphasised by the management. The management strives to provide the Institutions with the greatest amount of independence possible in all aspects of the decision-making process.

2. Administration: The Institution's backbone is its administration. The institution is committed to providing society with high-quality education. The college administration plays a critical role in the establishment and execution of policies, programmes, and initiatives that are aligned with the college's vision and mission. Admissions, Accounts and Finance, Record Keeping, Evaluation and Supervision, and Maintenance are all areas where the administration maintains seamless operation.

In the academic and administrative processes, the institution has adopted decentralisation and participatory management. The Principal, in collaboration with the academic council, has a lot of independence and flexibility in leading all of the college's academic operations. They convene on a regular basis and take the required procedures to establish and implement the institution's strategic plan. The institution and its concerned IQAC and College Development Committee, as well as other statutory Committees, engage on quality improvement as part of their quality initiative. At the start of each academic year, all faculty members gather for a meeting to discuss the institution's seamless operation. Various committees have been formed, and tasks have been allocated.

The chairman of the committee and members of the committee report to the principal and IQAC on the decision's preparation and implementation. They collect feedback from all of the institution's stakeholders and, to the extent that they are able, take steps to improve the situation further, recommending management for additional corrective action.

The Principal of the Institution is in charge of administrative and academic functions. The Principal and the Internal Quality Assurance Cell supervise the department's head. The Department Heads are assigned certain roles and obligations to attend to the day-to-day operations. Every faculty member participates in a variety of academic, administrative, and non-statutory committees. The academic and administrative operations are monitored by the Internal Quality Assurance Cell. Mentorship is being implemented in all areas, and the Principal is closely monitoring it. During appointments, the Institution's management places a high priority on assuring the quality of faculty members.

File Description	Document
Any additional information	View 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:

Mansarovar Dental College has a well-defined organisational structure that ensures effective decision-making for efficient governance and management. The committees function as per the Institute's vision and mission. The tasks and responsibilities of various bodies are also clearly specified to ensure that everyone is on the same page. To achieve its goals, the organisation must be transparent and accountable

Additionally, each Faculty has a number of sub-committees and groups, which include students and faculty members. Faculties ensure the tasks are conducted smoothly through a management that is not centralised all significant bodies include external expert members to provide a more balanced perspective. Mansarovar Dental college follows all rules and regulations concerning service, career advancement, research promotion, staff welfare and grievance redressal as laid down by MPMSU and DCI. The Institute accords due recognition to the achievements of staff and students with suitable incentives. The institution accepts

diversity and inclusion as a way of life. Students and staff represent varied cultures, traditions, beliefs, languages, and lifestyles and work in harmony. The healthy work culture, extensive involvement of its members in various activities and organizational setup ensures timely redressal of grievances if any, at an early stage itself.

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

6.2.2 Implementation of e-governance in areas of operation

1. Academic Planning and Development
2. Administration
3. Finance and Accounts
4. Student Admission and Support
5. Examination

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

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

Response:

Mansarovar dental college has an effective welfare measures in place for its teaching and non-teaching staff. The various welfare schemes are as follows:

1. Medical Allowance
2. Maternity benefits as per norms
3. Child Care
4. All the non-doctoral staff members are encouraged to get enrolled for part-time Ph.D. program.
5. Subsidized on campus medical facilities
6. Employees' Welfare Fund
7. Opportunities for international and national exposure, as per norms, through conference and convention fundings.

The following facilities are also provided to employees for efficient functioning :

1. Medical leave
2. Yoga classes
3. Psychological counselling
4. Wi-Fi facility.
5. Ergonomically framed Workspace
6. Computing facility
7. Cafeterias
8. Identity cards
9. Sports facilities

In addition, the staff has access to psychological counselling. To encourage new faculty to pursue a rewarding research career, Early on in their careers, they were given internal projects and seed money. Students can get uniforms for a very economical price. Various types of scholarships are available, including merit-based, merit-plus-means, and scholarships for poor people. The Institute's employees is encouraged to make comments and provide regular feedback in order to improve the Institute's welfare initiatives.

File Description	Document
Any additional information	View 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:** 1.89

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

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

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
Any additional information	View Document
Link for additional information	View Document

6.3.3 Average number of professional development / administrative training programmes organized by the Institution for teaching and non- teaching staff during the last five years (Continuing education programmes, entrepreneurship development programmes, Professional skill development programmes, Training programmes for administrative staff etc.,)**Response:** 2.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
5	3	3	3	0

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

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

Response: 14.96

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
14	19	18	13	0

File Description	Document
Institutional data in prescribed format	View Document
E-copy of the certificate of the program attended by teacher	View Document
Days limits of program/course as prescribed by UGC/AICTE or Preferably Minimum one day programme conducted by recognised body/academic institution	View Document
Any additional information	View Document
Link to additional information	View Document

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

Response:

Appraisal for teaching staff:

A good performance management system strives to improve overall organizational performance of teams and individuals in order to ensure that the organization's goal and vision are met. An efficient performance management system is critical to the efficient operation of the organisation. The Institute follows the Performance Based Appraisal System in this regard (PBAS). The activities are divided into three categories in this scheme:

- (i) Teaching, Learning, and Evaluation;
- (ii) Co-Curricular, Extension, and Professional Development; and
- (iii) Research Publications and Academic Contributions.

Academic Performance Indices are what they're called (API). The data for the following categories is collected from each faculty member at the end of each academic year. API scores are determined for each of the three categories based on the data collected. In collaboration with senior professors, the principal establishes minimum API scores for faculty members in each of the three categories. These scores are used to determine whether or not faculty members are eligible for career progress and promotion to the next higher post. In addition, at the end of each year, students are given feedback forms for each of the courses they have taken. The feedback forms, which are in the form of questionnaires, collect data about the teacher and other aspects of the teaching process. A team comprised of the Department Head and a Senior Professor in the Department reviews the student feedback forms and makes recommendations for ways to improve the teaching-learning process.

Appraisal for non -teaching staff:

Proforma for appraisal of non- teaching staff shall include information like Name, Post (allotted to each), Length of service, Department of working, and his or her performance against the tasks given.

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

6.4 Financial Management and Resource Mobilization

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

Response:

For the mobilisation of finances and resources, the Institute maintains and executes a well-planned approach. Various institute committees, as well as department heads and the accounting office, are involved in the process. The Institute has devised some specific guidelines for the use of funds and resources.

Utilisation of funds

A finance committee has been formed to ensure that funds are used efficiently for various recurring and non-recurring expenses. The procurement committee solicits vendor quotes for the purchase of equipment, computers, books, and other items. The finance and buying committee examines the quotations before making a final decision based on factors such as price, quality, and conditions of service. The accounting department, along with the principal, finance, and procurement committees, ensure that expenditures stay within the budget. If the expenditures exceed the budget, management assistance is sought.

Resource Mobilization Policy and Procedure

The college budget is prepared by the Principal and Heads of Departments before the fiscal year begins. Salary, power and internet charges, as well as stationary and other maintenance costs, are all included in the institutional budget. It covers things like lab equipment purchases, furniture, and other development costs. Expenses. Top management and the Governing Council review and approve the budget. The accounts department and the purchasing department keep track of whether spending is going over budget. Every financial year, statutory auditors are hired to certify the financial statements.

Optimal utilisation of resources:

The institution strives to promote research, development, consulting, and other activities that include faculty at various levels. Faculty who show initiative and win major grants for R&D or to improve the institute's infrastructure will be encouraged and will receive particular recognition. Depending on the finances available, teachers may be granted travel grants to deliver research papers at or attend National or International Conferences in India or overseas. Appropriate and well-qualified lab technicians and system administrators are appointed to ensure effective infrastructure use. Encouragement of creative teaching-learning approaches ensures effective use. Beyond regular college hours, the available physical infrastructure is efficiently utilised to conduct remedial classes, co-curricular activities/extra-curricular

activities, and parent-teacher meetings. The college's facilities are used as an examination centre for both government and university exams. For the benefit of students, faculty, and alumni, the library operates outside of college hours.

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

6.4.2 Institution conducts internal and external financial audits regularly

Response:

The institute undertakes financial audits regularly. Internal and external audits are conducted in a structured manner at the institute. Accounts are audited regularly to guarantee financial compliance.

Internal audit:

Internal auditing is a never-ending procedure. A finance committee and external Qualified Auditors have been constituted, and a team of professionals working under them performs a methodical verification every quarter. All payments, receipts, cash transaction vouchers, ledgers, and cash books are verified by the team.

Internal audit is conducted regularly by a financial committee of the institution. It verifies income and expenditure, which is then submitted to the Chairman.

External audit:

An external audit is conducted by an external agency once every year.

To ensure effective and efficient utilisation of financial resources, a proposal on the college budget is submitted by the Principal before the commencement of the financial year. It includes salary, electricity, internet charges, dental material charges, maintenance charges, stationery, other consumable charges etc., and non-recurring expenses like lab equipment purchases, furniture and other development expenses. The accounts department monitors the budget allocated by the management as per the proposal. These mechanisms ensure transparency in financial matters and adherence to financial discipline to avoid defalcation of funds or properties of the institution at any level.

The college's financial accounts are audited by an external auditor/agency selected by the college. At the end of each fiscal year, competent chartered accountants audit the financial records. The financial records

are certified, including income and expenditures, the balance sheet, and the prepared notes to accounts.

File Description	Document
Link for documents pertaining to internal and external audits year-wise for the last five years	View Document
Link for any other relevant information	View Document

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

Response: 0

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

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

File Description	Document
Institutional data in prescribed format	View Document

6.5 Internal Quality Assurance System

6.5.1 Institution has a streamlined Internal Quality Assurance Mechanism

Response:

On 01/01/2017, an Internal Quality Assurance Cell (IQAC) was established. In the teaching-learning process, IQAC plays a critical role in quality assurance. The IQAC coordinator is Dr. Tripty Rahangdale, Professor of the Department of Prosthodontics and Crown & Bridge. The members are chosen in accordance with the NAAC's recommendations.

The quality initiatives taken by IQAC are listed below.

1. The IQAC intends to create a college calendar of events.
2. IQAC holds quality-related workshops in the college on a regular basis.

3. IQAC advises instructors to successfully use ICT-enabled teaching in the classroom.
4. IQAC monitors the quality check at the institutional level on a regular basis.
5. Every year, an academic audit is undertaken.
6. IQAC takes the initiative to organise necessary conferences, seminars, and workshops for the staff and students.
7. IQAC keeps track of faculty research publications and helps the institution's research efforts.
8. IQAC creates feedback formats based on a variety of characteristics that are relevant to all stakeholders.

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

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

Response: 30.72

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
24	26	27	26	27

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

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

Response: A. All of the above

File Description	Document
Report of the workshops, seminars and orientation program	View Document
Report of the feedback from the stakeholders duly attested by the Board of Management	View Document
Minutes of the meetings of IQAC	View Document
Institutional data in prescribed format	View Document
Annual report of the College	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: 14

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
4	2	2	2	4

File Description	Document
Report gender equity sensitization programmes	View Document
Institutional data in prescribed format	View Document
Geotagged photographs of the events	View Document
Extract of Annual report	View Document
Copy of circular/brochure/ Report of the program	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response:

The institution is particularly interested in recognising the ambitions and aspirations of the next generation, as well as ways to improve the abilities and professional skills of both boys and girls, without regard for gender. The institution does an excellent job of guiding students on their long journey from "human beings to being human" by raising awareness about topics such as gender, social harmony, and tolerance.

1.Safety and Social Security: The college places a high priority on the safety and security of both students and staff, and maintains a full proof vigilant system to ensure that all students, particularly female students, feel secure and protected as they pursue their educational goals. In this context, the college has made several steps to promote gender equality and gender sensitization programmes, ensuring the safety of female students. The institution deployed CCTV cameras at critical locations throughout the campus as well as in all classrooms for round-the-clock supervision. The college has

a number of committees, including an Anti-Ragging Committee, a Students Grievance and redressal Committee, and a Women Grievance and anti-sexual harassment Committee, all of which are working hard to provide immediate relief to students and to maintain a respectable and moral climate on campus. The patriarchal society in which we live has planted deep-seated irrational gender stereotypes. The institution holds gender sensitization classes for boys on several occasions. The institution's Women Grievance committee has arranged many seminars to educate girls about cybercrime and the defence mechanisms against it by inviting advocates and police department officers. The university believes that students' security encompasses not only their physical safety, but also their emotional well-being. In this sense, the college offers therapy to students who are depressed or have suicide thoughts.

2. Counselling: Counselling can have a significant impact on a student's mentality and assist them in navigating challenging life situations, according to the college. To achieve this stated goal, the college implemented a 'Mentor – Mentee' system as the first step toward student confidence building. To meet their psychological and emotional needs, each faculty is allotted a particular number of students. Students are assured that their therapy will be one-on-one and that their information will be kept completely secret. Counselling offers instructors with not just the knowledge and insights to understand their students' attitudes, weaknesses, and obstacles, but also the tools and insights to treat depression and distress. In addition to providing individual therapy to students, the Counselling Cell hosts Personality Development workshops for all students.

3. Common Room: The primary facility necessary for the girl students to meet their personal needs is a common room with an adjoining washroom. As a result, the college has established a large Common Room with ample seats for female students. Aside from the girls' common area, there are separate washrooms for the guys and staff.

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

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

Response: C. Any three of the above

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

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

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

Response:

For waste management on campus, the institution follows the 3Rs: Reduce, Reuse, and Recycle. Mansarovar Dental College strives to get the most value out of waste products while producing the least amount of garbage possible. Waste management encompasses waste storage, collection, transportation, handling, recycling, disposal, and monitoring.

1. Biomedical waste generated during diagnosis, treatment, immunization, and laboratory procedures is collected in color-coded containers, such as black for general waste and yellow for both potentially infectious healthcare waste and used sharps boxes. The cadaveric remains from the Department of Anatomy are being disposed of in the college's burial site using the burying procedure. Manure pits are used to dispose of biodegradable waste such as vegetables, food waste, rubbish, leaves, and other degradable waste. Color-coded bags have been distributed to each department. Nursing staff and attendants have received training in regards to trash separation. Every day, at the end of the day, the waste is transported to a central collecting unit.
2. Liquid waste management: The major goal of liquid waste management is to eliminate or alter pollutants from liquid waste before it is released into the environment. A physical approach, consisting of primary, secondary, and tertiary phases, is used to treat liquid waste including biological and chemical contaminants.

Telecommunication garbage, electrical waste, metal waste, circuit boards, socket connections, PVC, insulated copper wires, and aluminium cable, among other items, are delivered to an authorized recycling facility for proper disposal.

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: All of the above

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

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

Response: A. All of the above

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

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

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

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Geo tagged photos of the facilities as per the claim of the institution	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response:

Mansarovar Dental College has a multicultural, multilingual student and faculty base hailing from different parts of the country and from different socioeconomic backgrounds.

Initiatives for an inclusive environment for students/staff include

- **Annual Student Fests and Gatherings:** Students of different communities and backgrounds come together for these activities. Students organize annual Freshers' party for new students. Several cultural programs are also conducted in the college attended by the students.
- **Cultural and Religious Festivals:** are celebrated by students and staff, cutting across all faiths and communities. Diwali, Dussehra, Ganesh Chaturthi, Christmas, Holi, etc. are celebrated.
- **Patriotic Initiatives:** Republic Day and Independence Day are celebrated by students and staff. The National Anthem is sung at every major function.
- **Sports Day:** To make students aware of the need to play various sports, the sports day is celebrated in the college which includes a number of sports – cricket, football, volleyball, racing events and several indoor games like chess, carom, and others.
- **Teacher's Day:** This day is celebrated every year in Mansarovar Dental College dedicating to the teachers with the sense of respect, appreciation, encouragement and support for their devotion to their students.
- **National Service Scheme (NSS) Activities:** expose students to problems of socio-economically deprived populations and serve as a bridge between Institution and community.
- **Extension Program:** Mansarovar Dental College organizes outreach programmes in various rural and urban slum locations, affording students an opportunity to work for underprivileged populations. Health educational activities are given with the aim of alleviating the problems of Water shortage, sanitation, livelihood generation, education and health, with a focus on reducing maternal and neonatal morbidity.
- **Optional Holidays:** are availed by employees for unlisted community festivals, based on individual requirements.
- **Matra Bhasha Diwas:** Celebrated to provide platform for expression in Local language/mother-tongue and promote community interaction.
- **International Day of Yoga** is celebrated.
- **Language Classes:** English classes are conducted to overcome communication barriers.
- **Health Care and Educational Activities for Underprivileged Sections:** Active participation by students/staff in the following activities promotes harmony and tolerance towards cultural, regional, linguistic, and socioeconomic diversities.

Regular Healthcare Camps and Educational/Counseling Sessions: for the underprivileged in government schools.

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

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

Response:

Mansarovar Dental College has a multicultural, multilingual student and faculty base hailing from different parts of the country and from different socioeconomic backgrounds.

Initiatives for an inclusive environment for students/staff include

- **Annual Student Fests and Gatherings:** Students of different communities and backgrounds come

together for these activities. Students organize annual Freshers' party for new students. Several cultural programs are also conducted in the college attended by the students.

- **Cultural and Religious Festivals:** are celebrated by students and staff, cutting across all faiths and communities. Diwali, Dussehra, Ganesh Chaturthi, Christmas, Holi, etc. are celebrated.
- **Patriotic Initiatives:** Republic Day and Independence Day are celebrated by students and staff. The National Anthem is sung at every major function.
- **Sports Day:** To make students aware of the need to play various sports, the sports day is celebrated in the college which includes a number of sports – cricket, football, volleyball, racing events and several indoor games like chess, carom, and others.
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Regular Healthcare Camps and Educational/Counseling Sessions: for the underprivileged in government schools.

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

7.2 Best Practices

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

Response:

BEST PRACTICE –I

Title of the Practice: Community Extension Activities

Objectives of the Practice:

Mansarovar Dental College, since its inception, has strived to carry out extension activities for the welfare of society and nation-building in every way possible. It is located in the heart of the city and is the most accessible dental specialty hospital in Bhopal. Yet, also mindful of the vulnerable population- far and near, the Institution has leveraged its services, through an approach of extension activities like establishment of peripheral centers, outreach camps, mobile home care delivery, organization of awareness programs, collaboration with other governmental and non-governmental organizations.

The Context

Mansarovar Dental College, established its peripheral centers ably supported and guided by our running Society namely Sri Sai Gramotthan Samiti at Bhopal. Due to the philanthropic vision by late Shri K.K. Tiwari and continuously look after by Shri Gaurav Tiwari. The goal centers as well as the other extension activities are established with a goal of this branch of dentistry to prevent and control oral diseases and promote oral health through organized community efforts.

The Practice

Mansarovar Dental College uses its geographic location to its maximum advantage to serve the people in its vicinity. Mansarovar Dental College also ensures that its services not only reach the fortunate lot who reach the hospital but also strive to provide the best in dental care to the unreached. The Institution has expanded its boundaries through its peripheral centers at Village Gadia, Dist. Sehore and Katara Hills, Bhopal. The Department of Public Health Dentistry posts qualified dentists, as per a roster, at these well-equipped centres to cater to the dental treatment needs of the local population. Mansarovar Dental College, conducts dental screening and treatment camps regularly at schools, colleges, rural areas, old-age homes, orphanages, homes for the disabled. Mansarovar Dental College is a part of the 'SOCIAL SERVICES' where it collaborates with the Government Primary health center camps for oral cancer screening. Mansarovar Dental College has been granted permission to conduct dental screening camps for school children by the Shemrock Honey kids School and Mansarovar Public School authorities. Mansarovar Dental College, consider observing global public health days as a platform to disseminate oral health awareness. Activities like awareness campaigns, dental outreach camps, guest lectures, oratory competitions, street plays, rallies, short films, tooth brushing demonstration, oral hygiene kit distribution are organized for World No Tobacco Day, World Oral Health Day, Oral Hygiene Day, National Tooth brushing Day, World Aids Day. NSS unit of MDC conducts massive tree plantation, blood donation camps.

Evidence of Success

In the academic year 2017-2018 total 71 no of camp were conducted, in the academic year 2018-2019 total 99 no of the camp were conducted, in the academic year 2019-2020 total 90 no of camp were conducted, in the academic year 2020-2021 no camps conducted due to COVID protocols, and in the academic year 2021-22 total 54 no of the camp were conducted as per COVID guidelines.

The peripheral centers give the undergraduates an opportunity to observe, assist and perform dental procedures for the vulnerable population. Hence, inculcating an attitude of Community responsibility.

Problems Encountered and Resources Required

The COVID-19 Pandemic has imposed some difficulty in continuing the community activities of Mansarovar Dental College strictly adhering to the Government of India protocol & Dental Council of India Covid Protocols; dental camps that usually provoke gatherings of a large number of people have been avoided. However, with the IT facilities, awareness webinars are being conducted for the vulnerable population.

BEST PRACTICE -2

Title: Comprehensive Academic Enrichment Programme

Objective

- To strengthen and revive current teaching-learning approaches through ongoing innovation, with a primary focus on actively involving clinical and non-clinical departments for thorough dissemination of knowledge based on evidence.
- To encourage the sharing of multidisciplinary concepts.
- To educate the students on the molecular and genetic aspects of oral disorders and to keep them updated with the latest developments and emerging advancements in clinical dentistry.

The Context

In one of its meetings, the IQAC of our institution agreed to introduce the Comprehensive Academic Enrichment Programme (CAEP) concept to the college. It was determined to build a quality assurance system and use performance-based curricula for student's theory and clinical practice development. When compared to other students whose institutes simply follow the curriculum recommended by the Dental Council of India, CAEP will help out our students to develop their clinical expertise and make them more skillful.

The Practice

The Idea behind CAEP is to promote integrated learning through regular updates to existing curricula and the incorporation of emerging aspects of educational learning strategies, like Medical Education Technology (MET) in the form of smart classrooms.

Every academic year, a minimum of 5% of new study materials are added to ensure curriculum enrichment. English language classes and personality development sessions are held concurrently on a regular basis to support students who struggle with interpersonal and communication skills.

Interns are thoroughly helped to prepare for NEET examination for admission to the MDS course by using a topic-by-topic method to complete the theory portion, followed by an MCQ mock examination on the pattern of the MDS entrance test, at no additional cost.

Evidence of Success

- The practice has been going on for a long time and has shown a significant improvement in clinical skills and academic records of students while providing comprehensive oral health treatment.
- During their formal education, students gain better patient care, enhanced diagnostic skills, increased confidence, and greater control over their treatment plans.
- The university rank holders and extramural award recipients are strong indicators of the successful CAEP Practice.

Problems Encountered and Resources Required

The institute has experienced issues with curriculum enrichment only in areas where critical decisions pertaining to revision and the addition of new courses are required. This is due to the very fact that the college lack autonomy, as it is bound by the laws and regulations of the Madhya Pradesh Medical Science University, Jabalpur, and the Dental Council of India, New Delhi.

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:

We render the needs of the rural community surrounding our institution through our extensive outreach programmes and extension activities. The community and the oral healthcare institute or organizations are completely entangled in an outreach programme. Outreach programmes help not just the community but

also the oral health care provider. Learning and applying knowledge to studies, community services, a sense of responsibility toward unreached communities, advancing both oral health-care professionals and the community, reflection and feedback on the experience in order to improve and sustain the process, and a partnership between communities are all developed through outreach activities.

Regular screening for oral health and cancer detection is conducted by the institute throughout the city. A total of 223 camps were conducted to date. Two satellite centres in Gadiya Village, Sehore District. and Katara Hills, Bhopal location are set up to regularly provide oral health service. New Indira Gandhi Convent School, Tilak Convent school, Shemrock Honey Kids School, Mansarovar Public School are adopted wherein regular school dental health programmes are conducted. Oral health education is provided in each of the camps about oral hygiene, dental diseases, and their prevention. All section of society is covered, geriatric through old age homes, pediatric through schools, community through rural and urban slums. This also helps to train the students to be good clinicians and be confident in their area of practice. Basic oral health service is provided in the camps and for the rest of the treatment, they are referred to the college.

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: 67.87	
8.1.1.1 Institutional mean NEET percentile score	
Response: 67.87	
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

<p>8.1.2 The Institution ensures adequate training for students in pre-clinical skills</p> <p>Response:</p> <p>College regarding availability of pre-clinical laboratories, equipments, teaching and non- teaching staff for pre-clinical training in both medical and dental subjects. As per BDS course regulation 2007 framed by DCI the graduate programs syllabus and teaching hours are being followed. Medical Basic Science Pre-Clinical is done in Government JP Hospital (Reference No. 2022/11425 dated 17.06.2022).</p> <p>Details of Facilities for Pre-Clinical Skills</p> <p>The institute has Pre-Clinical Dental Laboratories (Pre-Clinical Prosthodontics (PCP)) Pre Clinical Conservative (PCC), Dental Materials, Pre-Clinical & Orthodontics, Oral Pathology Laboratory. The College has Anatomy Dissection Hall, Histology, Physiology, Biochemistry, Pathology Microbiology and Pharmacology Laboratories as per DCI norms for 100 admissions.</p> <p>Following regulatory guidelines the institution also follows the below measures to improve the Pre-Clinical skill training given to students. Dentistry is a skill-based profession that necessitates hand, foot, and mouth coordination. Before students enter clinics and begin treating/handling patients, they must learn and perfect the necessary skills.</p> <p>The MPMSU and the Dental Council of India have designed a complete skill development scope that is</p>

applied at our institution over the first two years of the UG course and is distributed across three departments, namely Oral Pathology, Conservative Dentistry, and Prosthodontics.

1. Basic Science Lab: In addition to students getting basic clinical science training in Government J.P. Hospital, the Dental College is having basic sciences lab Anatomy Dissection Hall, Histology, Physiology, Biochemistry, Pathology Microbiology and Pharmacology Laboratories

2. Oral Pathology and Dental Anatomy and Histology Lab: Students are taught hand skills on wax blocks in the department of Oral Pathology and Dental Anatomy and Histology, which has an Approx. 2000 Sq Ft. carving lab and dedicated space with specialized infrastructure. These skills help students familiarise themselves with the dental anatomy of individual teeth and eventually help them gain confidence in future Pre-Clinical Conservative classes for real Conservative clinics as well as Prosthodontics procedures.

3. Pre-Clinical Conservative Lab: In Pre-Clinical Conservative Dentistry, undergraduate students learn not only carving skills, but also how to handle dental materials in real time and use them in a simulation lab with phantom heads equipped with air rotors, micromotors, and three-way syringe points, as well as focused lighting arrangements.

4. Pre-Clinical Prosthodontics and Dental Material Lab: Students in the Department of Prosthodontics' Pre-Clinical Prosthodontics and Dental Material classes learn to manipulate and use various dental materials that they will use as future practitioners. Students learn tooth arrangement, procedures on dummies for prosthetics rehabilitation abilities in the pre-clinical laboratory, which has 100 work station with centralised gas supply and individual bunsen burners for each student. In the pre-clinical lab, BDS final year students learn how to prepare teeth on typhodont jaw sets and gain the expertise of managing preparations of diverse designs.

5. Pre-Clinical Orthodontic Lab: UG students in the Orthodontics department learn basic orthodontic skills in orthodontic skill lab. Not only UG students, but also PG students are shown department-specific skills and processes and exposed to curriculum through pre-clinical or bench work in each department when they are admitted to various PG departments. Through pre-clinical exercises, they not only grasp basic abilities, but also put the most recent breakthroughs in techniques and materials to the test. For the instruction of PG students, each department includes dedicated staff members, technologists, and support staff.

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

8.1.3 Institution follows infection control protocols during clinical teaching

1. Central Sterile Supplies Department (CSSD) (Registers maintained)

2. Provides Personal Protective Equipment (PPE) while working in the clinic

3. Patient safety curriculum**4. Periodic fumigation / fogging for all clinical areas (Registers maintained)****5. Immunization of all the caregivers (Registers maintained)****6. Needle stick injury Register**

Response: A. All of the above

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

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

Institute conducts orientation programme for graduates and post graduates (1st Year) & Anti Ragging programme when they are admitted in the college, White Coat Ceremony for (3rd Year students) when they enter clinical departments & also orientation programme for interns when compulsory rotatory internship commences. Value added courses are also conducted English Language (Since 2016), Environment Science (Since 2016), Disaster Management (Since 2018), Biomedical Waste Management & Infection (Since 2019), Sterilization, Sanitation & Vaccination (Since 2020), Implant Dentistry (Since 2020).

The college traditionally welcomes the 1st year students through a orientation programme. The orientation programme is conducted with a aim of making aware the students and their parents academic curriculum, the students through this programme come to know about their Departments and Head of the departments, DCI guidelines, pattern of working of the college, academic calendars, examination rules and regulations, library, E-resources and their usage, the mentorship programme, anti ragging cell, code of conduct, work ethics and gender equity. Measures to drive away the anxiety among the newcomers and the seniors is being carried out through an anti ragging programme.

Orientation programme of new batch of post graduates is also conducted. Programme aims to inspire students to provide best quality oral health services, acquaint them regarding rules, regulations and discipline in college which they have to follow for the 3 year tenure.

White Coat Ceremony is organized for 3rd year students to make them aware about the importance of the white coat and responsibility which they are going to bear. A brief idea about patient care, ethical issues and communication skill is given.

Internship orientation programme is also conducted for the candidates those pass final year examination and undergo compulsory rotatory internship as per norm of Dental Council of India. Interns are made being aware of practice management, preparation of PG entrance, what after BDS, how to carry out the research and bio ethics in dentistry. Interns are motivated to improve the services given by the interns by taking feedback from the patients.

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: B. Any 4 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: 0.47

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

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

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

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

Response:

The university has developed an objective mechanism for assessing and certifying the clinical competencies of students in its various programmes. Knowledge and comprehension, as well as skill attitude, are examples of competencies. These are put to the test at all levels, and procedures are utilised to assess them individually based on their abilities. Students are assessed for knowledge and understanding of foundation subjects on which best written paper is used when best examinations are held on a regular basis as part of completion tests, surprise tests, etc. Internal examinations are conducted on a regular basis, and the question papers are prepared in such a way that they cover all topics that are taught in different patterns, such as MCQ, short answers, and elaborative in nature. It is certain that the topics covered are must know, desirable to know, and good to know, and the questions framed are of varying levels of difficulty.

The pupils are given marks depending on their level of response satisfactory level during the Viva oral examinations. Similarly, the skill based clinical competency is assessed at department postings, preclinical assignment, clinical procedures, and these marks are forwarded to the University, making them eligible for in progress next higher level or to complete the programme. The final component is the attitude, which is assessed programme during the interaction with the students in preclinical laboratories, clinical postings during PG programme, journal club presentations, seminar presentation, clinicopathological meeting. The marks of the internal assessment examination is clubbed along with university final examination marks to declare them as pass or fail. Not only is the level of clinical competence tested and validated, but students are also given feedback on their strengths and weaknesses.

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

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

Response: 88.29

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	98	100	85	59

8.1.9.2 Number of first year Students admitted in last five years

2021-22	2020-21	2019-20	2018-19	2017-18
57	98	100	83	65

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

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

Response:

The outputs of any programme are always in accordance with the university's and Dental Council of India established curriculum. The graduate traits in connection to dentistry on the other hand, are listed as aims, objectives, skills, and attitudes. Graduate must be able to provide oral health care independently within the scope of general dentistry, practice ethically, including compassion, empathy and tolerance, communicate effectively, develop caring relationships with their patients, participate effectively in community services, maintain a safe and infection-free environment, recognize the importance of continuing professional education and recognize various medico-legal factors. Graduates learn to interact with patients and various professional colleagues, skill development & become competent enough to carry out procedures with great skill in dental practice. The students are made aware of radiation protection measures for patient operator and staff.

Multiple steps are taken by the college to attain graduate attributes, students are evaluated and assessed on frequent basis. At the start of graduate course students are oriented with the learning objective related to the subject which includes clinical and theoretical knowledge. 1st year subject includes Dental Anatomy and Histology, Physiology and Biochemistry, Human Anatomy. 2nd year subjects include Dental material, General Pathology and microbiology, Pharmacology, Pre Clinical Conservative, Pre Clinical

Prosthodontics. 3rd year subjects include general medicine, general surgery and Oral & Maxillofacial Pathology and Oral Microbiology. Final year subjects include Oral Medicine and Radiology. Prosthodontics and Crown & Bridge, Conservative Dentistry and Endodontics, Periodontology, Orthodontics & Dentofacial Orthopedics, Oral & Maxillofacial Surgery, Oral & Maxillofacial Pathology and Oral Microbiology, Pediatric Dentistry, Public Health Dentistry. Students are continuously evaluated through internal assessment, class tests, subsequent to which slow learner are recognized and remedial classes are arranged. Clinical portion of the course is fulfilled through clinical postings, demonstrations and case discussion. Students have specified clinical quota for which they are evaluated at the end of posting. Institute ensures students participation in screening and diagnostic camps in rural and urban areas, CDE programmes, workshops, seminars, symposium, debate, quiz competitions throughout the academic year.

File Description	Document
Dental graduate attributes as described in the website of the College.	View Document
Any other relevant information	View Document

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

Response: 0.07

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
19	21	26	28	31

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

Mansarovar Dental College established Dental Education Unit on 25th June 2017 for updating and educating the faculty about the latest trends in educational technologies. The DEU play important role in successful functioning of college. DEU was established keeping in mind upliftment of academic, practical & clinical performance of the students of the college.

Activities of DEU:

- Training of Teachers in creating e-content via structured FDPs.
- Training of Teachers & students in cloud video conferencing solutions like Google Meet, Zoom, Cisco Webex during Covid-19 pandemic.
- Has developed a dedicated ICT Team for network issues, LMS Management & Troubleshooting, E Management, Online Class Coordination
- Training of students through Value Added Courses on Accessing e Courses through Institutional LMS (SOUL), DVL Platform.
- Program for academic, clinical and cultural enrichment of students.
- Program on Sensitization of Anti Ragging measures and implementation.
- Conduction of Conference, Workshops, Seminars in coordination with the departments.

Conduction of programmes like soft Skill Developments, Gender Sensitization, Personality Development and Bioethics.

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

5. CONCLUSION

Additional Information :

1. Mansarovar Dental College has 5 acres of lush green land, has more than five thousand green trees. The campus is plastic-free, spacious and pollution free.
2. The college campus usages solar panels to encourage the use of green energy.
3. The college campus is smoke-free zone, thus creating awareness about the ill effects of tobacco and related products.
4. The admission cell, Academic section, Patient's enrollment and record maintenance departments are digitalized through various software to make paper free.
5. The college aims to improve the research and invocation. Strategic tie-ups with various reputed universities, industries, and incubation centre are being done.

Concluding Remarks :

Envisioning growth from an excellent dental college in Central India to the national institute of excellence for dentistry college is having ennumber of future plans like treatment of complex oral cancer and reconstructive surgery and rehabilitation. The story of growth of dental college is inspiring it has been built its name in the field of dentistry in a very short time. College is providing quality dental treatment at very subsidized rates. Graduates and Post graduate from the college acquire skill and knowledge during the academic years through extensive clinical exposures, lectures, case discussions. College is striving to create its academic-research-innovation-social ecosystems in-line with the best practices followed. Dentistry is moving into the digital age. Thus supporting students in addition to the basics High-end training with the right equipment and softwares are required. Taking care of humanity and national development" is one of our college core goals. Objectives of the college achieved by providing standard dental treatments to the patients in dental clinics operating in a clean environment with proper sterilization protocol. College has established satellite center, which imparts a sense of social responsibility to future dental graduates.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.3.4	<p>Percentage of students undertaking field visits/Clinical / industry internships/research projects/industry visits/community postings (data for the preceding academic year)</p> <p>1.3.4.1. Number of students undertaking field visits, clinical, industry internships, research projects, industry visits, community postings Answer before DVV Verification : 216 Answer after DVV Verification: 210</p>																				
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 / academies during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>1</td> <td>1</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>1</td> <td>1</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	0	1	1	0	0	2021-22	2020-21	2019-20	2018-19	2017-18	0	1	1	0	0
2021-22	2020-21	2019-20	2018-19	2017-18																	
0	1	1	0	0																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
0	1	1	0	0																	
2.6.2	<p>Incremental performance in Pass percentage of final year students in the last five years</p> <p>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 Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>54</td> <td>89</td> <td>7</td> <td>116</td> <td>77</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>69</td> <td>89</td> <td>7</td> <td>116</td> <td>77</td> </tr> </tbody> </table> <p>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</p>	2021-22	2020-21	2019-20	2018-19	2017-18	54	89	7	116	77	2021-22	2020-21	2019-20	2018-19	2017-18	69	89	7	116	77
2021-22	2020-21	2019-20	2018-19	2017-18																	
54	89	7	116	77																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
69	89	7	116	77																	

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
73	106	9	118	108

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
81	106	9	118	108

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
61	2	95	104	77

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
61	2	95	104	77

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
148	120	294	267	270

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
148	120	294	267	270

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

3.5.1.1. Total number of Collaborative activities for research, faculty exchange, student exchange

year-wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
10	0	8	9	14

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
3	0	2	3	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
38	34	95	62	34

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
38.00	34.00	95.00	62.00	34.00

Remark : DVV has converted the value into lakhs.

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
213	165	145	111	101

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
213.00	165.00	145.00	111.00	101.00

Remark : DVV has converted the value into lakhs.

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
19	20	7	6	5

Answer After DVV Verification :

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

Remark : DVV has made the changes as per EP-2.2

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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..

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
25	38	52	35	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
14	19	18	13	0

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
8	2	4	3	4

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
57	98	100	83	65

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
57	98	100	85	59

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

Answer before DVV Verification:

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
24	17	35	39	35

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
19	21	26	28	31

Remark : DVV has made the changes as per HEI clarification and DVV unable to convert the value into lakhs.

2.Extended Profile Deviations

Extended Profile Deviations

No Deviations