SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

MAHARASHTRA INSTITUTE OF DENTAL SCIENCES AND RESEARCH DENTAL COLLEGE

MIDSR DENTAL COLLEGE, VISHWANATHPURAM, AMBAJOGAI ROAD, LATUR
413531
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

"Degree alone makes not an educated man, it is the person of character, who can change this world"- with this belief our founder Reverend Prof. Dr. Vishwanath D. Karad Sir laid the foundation for MAEER's Trust under which the MIT latur campus was Established in 1990. Medical College was started to provide holistic care to all the population in and around his motherland. With strong will and determination, facing multiple challenges the establishment of the rurally located Maharashtra Institute of Dental Science and Research (Dental College) with 100 intakes took place in September 2006, with time same dream has grown to a well-established fully functional unique coed facility providing students with innovative 'value based universal education system.' Winning personalities can only be molded when science goes hand in hand with spirituality towards transforming complete human being who is physically strong, mentally alert, intellectually sharp, and spiritually elevated. The college is situated on the campus of above 100 acres of MAEERs MIT Latur along with Medical, Physiotherapy, and Nursing colleges as well as Yashvantrao Chavan Rural Hospital in the same premises. All the institutes have established a symbiotic relationship with each other and have a synchronized way of progressing toward excellence. The campus is situated at the rim of the city and is very easily accessible to all types of patients, students, and employees. The public transport facility and institutional transport facility ensure seamless locomotion to all the stakeholders and with ample amount of parking and well-displayed signage, the huge campus is easily accessible to all people entering the same. The entrance of the main building up-holds the mark of MAEER's Institutes which is a humongous dome and the complete architecture of the institute displays a rather traditional Indian culture and landscaping, garden, and greeneries elevate the mood of all entering the campus. Being attached to NAAC A grade Medical College and Rural Hospital with above 700 bedded facilities students have a universe of opportunity for interdisciplinary exposure and training. The benefit also extends to extracurricular and extramural activities organizing annual sports and cultural events to develop a holistic ambiance of growth and integrity amongst all.

Vision

MIDSR aims to achieve an academically vibrant environment & innovative practices in dental education and research, inculcating social, moral, and spiritual values in the dental profession.

Mission

MISSION:- Our mission is to provide excellence in dental education and foster a culture of creativity, research, and continuous learning among our faculty and students. Promote social responsibility, moral principles, and respect for diversity in the dental profession. We strive to improve oral health and the overall well-being of society.

1. Provide the globally relevant infrastructure and facilities to train the dentists of tomorrow.

2. To provide dental students with comprehensive skill sets and Knowledge.

3. To Shape the students as responsible practitioners, academicians, researchers, and responsible citizens of

future India

4. Nurture the faculty to evolve as self-reliant toward personal & professional development.

5. Adopting patient-centered treatment approaches and addressing patient concerns empathically.

6. Recognize our achievements by earning high grades in NAAC & other national Accreditations.

PRIMARY OBJECTIVES:-

1. Education: Educate the students through the implementation of a globally relevant curriculum and train the faculty to become competent in providing Ethical teaching and learning experience for students.

2. Research: Provide a platform for students and staff to nurture their analytical and creative skills toward generating exciting research which will directly benefit society.

3. Student engagement: Ensure a supportive experience for students via self-directed and participatory learning opportunities to harness and showcase their personal achievements in curricular and co-curricular aspects.

4. Outreach: Build a network of opportunities for learning and training students by off-campus faculty and facilities as well as increase the branding of MIDSR locally, regionally, and across the country.

SECONDARY OBJECTIVES:-

1. Campus and Facilities: Develop a versatile infrastructure to support curricular and extracurricular activities and to provide an innovative environment for rapid progress toward institutional excellence.

2. Service and Quality: Increase the Dental health care services provided to the community and become self-sufficient towards achieving overall stability while progressing toward excellence

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Being a part of MAEER trust and the MIT group of institutes is the biggest strength of MIDSR Dental College.
- Visionary leadership and management have always been the backbone of all the achievements of MIDSR Dental College.
- The work culture established in the institute directly reflects the values and focus of the trust.
- Being attached to a NAAC accreditated Medical College is another strength of MIDSR Dental College.
- The infrastructure provided to the institute by the management is also one of its strengths as it provides nurturing environment and ambiance for growth and progress.
- Extension of the virtues and spiritual culture of the trust in education creates a unique value addition in the curricular and outreach activities for students and inculcates a nature of service.
- These factors have always benefited the institute in terms of complete admissions and high numbers of patients are clinical material to students.
- The involvement of students and staff in all academic, administrative, extension, curricula or sports, and

other activities provides strength to our Institute towards achieving excellence.

Institutional Weakness

- The geographical location and climatic conditions of Latur pose the biggest weakness in the growth of MIDSR Dental College.
- Latur is one of the driest areas in the country and has a lack of connectivity options making it hard for students to choose the education institute.
- Institute makes all the efforts to overcome this weakness but climatic adversities are beyond one's control.
- This directly reflects on the quality of students taking admission in MIDSR being of lower NEET percentile score.
- MIDSR Dental College is a self-financed Institute hence the constraint on expenditure toward research infrastructure and projects is another weakness.
- This also extends its limitation towards the persuasion of high-end training simulators or other specialized equipment and the lack of trained or skilled operators for the same.

Institutional Opportunity

- MIDSR being part of a larger organization has a larger Alumni base which can be utilized for the welfare and support of our students.
- Attachment to NAAC A grade Medical College and Yashwantrao Chavan rural hospital is always been an advantage with various opportunities for students and staff.
- The college is on combined premises the activities for academics, value addition, extension activities, sports, and cultural activities all can collaborate amongst the institutions on the campus providing a wider platform to students and staff.
- Synchronization of teaching/learning and evaluation activities among the institutes also can be beneficial towards symbiotic growth as a prospective deemed university.
- Extension centers of the institute can be increased and utilized to improve penetration in the community as the local area population lack of awareness towards oral health and its importance.
- To achieve all these aspects professional and faculty development programs can also be increased in collaboration with all the institutes on campus for the holistic growth of the Latur campus.

Institutional Challenge

- From the time of inception, MIDSR Dental College has been a challenge to the trust but with dedication and determination we overcame the same and it grew to the current Glory.
- Facing further challenges will only accelerate our growth.
- Students and staff mostly stay involved in teaching and learning or evaluation activities and managing the high flow of patients making it very difficult to give time and dedication towards other administrative work or responsibilities related to quality accreditation work or to be part of other duties of the University in various bodies.
- Similarly finding time and motivation for research and self-development activities life publications or patents is also challenging.
- Finding, training, and retaining skillful administrative staff is also a challenge as being part of a larger

organization frequent internal human resource mobilization takes place based on priority.

- Utilizing information communication technology tools and services is also a challenge to a full extent due to the lack of skilled manpower to channel the same.
- Retaining well-trained staff in a small place like Latur is also challenging. It is difficult to seek collaborations with reputed institutes/ organizations as they find lots to provide and less to receive.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

MIDSR Dental College is an affiliated Dental College to Maharashtra University of health sciences Nashik and is recognized by the Dental Council of India for one undergraduate program and six postgraduate programs. The Institute has increased postgraduate seat intake in 5 departments in the current academic year. The institute follows the curriculum prescribed by the university and council. Institute has formed a committee "academic council" which oversees the planning and implementation of the Curriculum. Involving online software like MS Teams and TCS iON in the teaching-learning activities is in process and will be beneficial for the digital evolution of the academic planning and implementation processes. Based on the guidelines of the MUHS committee prepares an annual planner/calendar for the teaching and evaluation process. Based on the syllabus of the University and the minimum required teaching hours for the course, the committee prepares and modifies the timetable for both undergraduate and postgraduate programs. The committee also keeps track of syllabus completion and timely evaluation by all departments and encourages departments for annual academic audits which help refine the process. Institute seeks the opportunity for providing any flexibility beyond the existing provisions via scientific activities at local and regional levels. The institution has attempted to introduce subject-specific add-on courses for undergraduate and postgraduate and interdisciplinary courses for postgraduate but adjusting the same in the academic calendar is a challenging aspect. The syllabus includes interdisciplinary subjects for both undergraduate and postgraduate in the syllabus which are religiously implemented by the institution. Regular events are conducted by the institute for training the students on cross-cutting issues regarding gender sensitization environmental issues and ethics in general. Specific value-added courses are also designed by Institute and piloted recently with good responses from students. The academic council committee approves add-on and value-added courses. The committee also collects feedback from all stakeholders and presents analysis to institution management and administrators.

Teaching-learning and Evaluation

Institute receives all admission under the Directorate of Medical Education and Research and Maharashtra-Common Entrance Test / National Eligibility cum Entrance Test considering reservation and other benefits to minority category students. Initially, students are assessed for their language, motivation, participation, and prior performance to assess their special needs for training students. Institute favors the holistic development of students through extramural activities to display their talent and skills. Academically students are encouraged by various methods to adopt self-directed, participatory learning, learning in humanities, integrated learning, project-based learning, interdepartmental, role plays, and assignments to create a sense of responsibility for learning. Students are exposed to various skill training in labs and using innovative techniques incorporating Information Communication Technology enables students in achieving knowledge, skills, and conative competencies. Software like MS Teams and TCS-iON are in implementation to shift the academic and administrative work online including human resource management. The use of online platforms like Zoom, YouTube, and Teams was beneficial to engage the students during the pandemic and keep the teaching-learning

activities in progress. WhatsApp and email are regularly used to communicate with students and receive their submissions online. Strategic planning and implementation of the annual plan of curriculum via academic calendar are practiced. Dedicated mentors are always approachable to students to guide and resolve any issue.

Institute encourages students in displaying their creativity and innovative skill in various regional and national level scientific events. Institute maintains a good student-teacher ratio and encourages teachers to refine their knowledge and skills in terms of teaching-learning methodologies in the relative subject domain. The students are continuously assessed and 3 formative assessments before they appear for the final University exam maintaining complete transparency. Every student has a complete right to raise concerns regarding the evaluation process and get replies to the complaint and opportunities to improve in every exam. Evaluation of results enables the institute to assess the attainment of program outcomes and course outcomes as displayed on the college website. Formal timely meetings with parents are also arranged to evaluate their expectations and inform them regarding the procedure, rules, and efforts of the institute.

Research, Innovations and Extension

Maharashtra Institute of Dental Sciences and Research (dental college) has a dedicated Institutional Ethics Committee and Research Committee which monitors all thesis and departmental research projects. Display of research by students and staff is done via paper and poster publications and article publications in relevant journals. The institution publishes the 'MIDSR Journal of Dental Research' which provides an opportunity for students for displaying their work. The institutional ethical committee ensures the adoption and maintenance of ethical standards in research and publication and enforces an ethical code of conduct among students and staff. General work culture and teaching-learning process enforce a sense of innovation in students and the IPR committee conducts a program to sensitize the student regarding the same. Staff and students have made good clinical innovations and displayed the same in conference and journal articles receiving awards for best paper, poster, and clinical innovations published by staff and students. As the institute has limited facilities of a research laboratory, in many instances the institute had to establish collaboration with either laboratory, other Institutes, or individuals for successful completion of research analysis or other investigations and tests required for research. Institute has organized various regional scientific activities for fostering the clinical and research mindset in students. In collaboration with the Asia pacific association of Dentistry and oral health, the college has organized the 3rd and 4th international conferences on dentistry and oral health. This initiative provided a great international platform for faculty and students to present their work. Institute also engages its students and staff in extension activities. The National Service Scheme unit offers opportunities for students to participate in social welfare and self-help activities in collaboration with other local bodies to provide an extension of oral health-related services via camps and outreach programs. Institute also participates in national or state-level programs and extension activities as directed by the state or central government staff and the institute has also received certification for the efforts and participation

Infrastructure and Learning Resources

MAEER'S unique traditional architecture and the world's largest dome at Kalbhor Loni is one of the architectural Marvel proudly belonging to the management of MIDSR Dental College. The MIT Latur campus is over a hundred acres with MIDSR Dental College with other institutes of trust. General campus facilities like parking, security, canteen, auditorium, medical, books, and general store, fruit-stall, ATM, bank, laundry, boys and girls hostel, staff quarters, PG quarters, sewage treatment plant, solar panels, wide Road with signage and lush green campus with lawns and thousands of trees of different varieties including few exotic ones are

present. Display of unity in diversity of cultures and small temples of various duties add value to the glory of the campus. MIDSR Dental College has a separate section in the wing of the main building which covers about a lakh square feet. Institute has all the clinical, laboratories, seminar halls, special clinics, common areas, and all other physical infrastructure as per the requirement of statutory regulating authority. All the latest state-of-the-art equipment and instruments are made available for the benefit of patients and the teaching-learning of students. Institute has 2 satellite centers one urban (Khadgaon Road) and one rural (Rui Rameshwar) situated within 4.5 km and 24 km respectivel, third satellite centre is urban (MIDS Latur) in under processing. The college has two mobile dental units in a van and bus which are used to conduct camps in surrounding rural areas. MIDSR Dental College has a dedicated central library with 5653 books and 46 journals, and (SLIM 21, TCS-iON) library software and dental virtual library subscription. Vishwasanchar IT department provides all IT and networking-related services to the institute. Institute has subscribed to Grammarly, TCS-iON, MS Teams, Nemo-ceph, Pappyjoe(Patient Management), and other software for Administrative and academic work. The campus has few Wi-Fi spots and all teaching-learning facilities are connected to LAN. Institute allocates a dedicated budget for maintenance and upgrading of the infrastructure and augmentation when necessary.

Student Support and Progression

Students are a direct reflection of the Institute's quality, it is of utmost importance to prepare them and support them for progress in professional life. Institute has various committees like the student council committee, anti-ragging, cultural and sports, National Service Scheme, welfare and grievances, women's committee, reserved category welfare unit, etc. for supporting the student during their whole tenure at Maharashtra Institute of Dental Sciences and Research (Dental College). The Alumni Committee is also registered and works for providing support to our alumina, even for documentation to study further abroad. The Alumina has proven to be very helpful in engaging in online activities during the lockdown and motivating and guiding the students in difficult times. The college has increased the PG intake in the past year to increase the opportunities to progress to postgraduation in the same institute. The college provides employment opportunities to our students and fosters a sense of belonging in them. Institute has a reserved and minority welfare committee that collaboratively works with the student section to provide all the financial benefits to students for which they are eligible from government or non-government bodies. The crux of MAEER's being value-based universal education system students get exposed to various activities by institutes and management to instill social awareness regarding multiple cross-cutting issues. Students are motivated to participate in sports and cultural events organized by the college and selected based on their performance to represent the institute at University and state-level competitions. Students are also included in various committees and administrative work of the institute to inculcate a sense of responsibility and teamwork. Institute provides training for competitive exams and self-employment through practice management sessions, resulting in most of the students progressing to further education or establishing practice within a short span of completion of the course. After college students are molded to become winning personalities and complete human beings and this support also continues after completion through the activities of the alumni committee.

Governance, Leadership and Management

Being part of a large organization like the Maharashtra Academy of Engineering Education and Research, the Maharashtra Institute of Dental Sciences and Research has a well-defined organizational structure for administration and governance defining responsibilities and decentralized work and sharing responsibilities. The institute encourages all departments, committees, and offices to formulate and follow the standard operating procedure manual. To improve work efficiency and empower staff and faculty institute regularly

conducts professional and faculty development programs. Institute also encourages its staff and faculty to attend similar programs as necessary. The institute ensures to provide all the needed financial, human, and physical resources for the smooth functioning of all department. Welfare activities are scheduled and practiced regularly to uphold the morals of the staff and students. The financial resources are directly mobilized by the parent trust from the head office in Pune. Both internal and external audits are timely conducted for complete monitoring. The inclusion of information technology in governance is mandatory as per the activities of the University and council. Institute has secured various software to channel work and standardize working patterns which in turn enables to concentrate on quality improvement. TCS iON software which includes, the Human Resources Management System, Administrative and Academic Management System, and Learning Management System has been purchased by the trust, and Training for the staff in the relevant section to use the same is being regularly done which will further improve the work efficiency. Under the guidance of the Principal, the Internal Quality Assurance Cell was formed to monitor all the activities of the department and committees on quality assurance. About 20 committees work and meet regularly to discuss needs and plans for quality enhancement. Such efforts have led to a very cohesive and conducive work culture and progressive atmosphere in the institute.

Institutional Values and Best Practices

The value-based universal education system is the crux of all institutes under MAEERs trust. Various spiritual programs, festival celebrations, events regarding environmental sustainability, gender equity and sensitization, yoga and wellness, social responsibilities, public awareness, world peace, and lifetime achievement awards are organized on campus. Multiple specialties and community awareness days and programs are organized. Exposure of students to such programs provides them with a unique learning experience. Institute has infrastructure facilities for water conservation and recycling measures, solar energy sources, a green campus initiative, lifts and ramps for Divyangjan / challenged individuals, and other schemes for the financially challenged class of the community. Single-use plastic ban, Pollution control rules, and Waste management system of the institute are in-line with governmental standard norms. These efforts of the institute have created an inclusive work culture with tolerance and respect for each other and towards the environment. Institute also has a strict code of conduct on campus regarding ethical behavior for patients, staff, and students. Institute has a unique customary prayer session at 9 am every morning to observe Vishwashanti prayer and practice of uniforms for all faculty staff and students on Mondays and Thursdays of every week. The institute has a special emphasis on empowerment, safety, and security for women. Institute is proud to mention its two best practices, for training students in inter-departmental Specialty clinics which is a unique effort that results in our students being prepared to perform with excellence in personal and professional spheres of life, and secondly, our efforts to provide free or concessional oral health facilities to thousands of adopted families along with transport facilitation. Maharashtra Institute of Dental Sciences and Research (dental college) has established its distinctiveness through the culture of combining spirituality with science; many efforts of the management are unique to our trust Maharashtra Academy of Engineering Education and Research and are the foundation of world peace initiative with the participation of students and entire teaching Institute.

Dental Part

Maharashtra Institute of Dental Sciences and Research (Dental College) has almost complete admission every year. The students are admitted through the National Eligibility cum Entrance Test as per current regulations. The students admitted last year has an average of 78.35 percentile score. Dentistry is a completely skill-oriented program and the curriculum already encompasses courses directed towards skill training which is conducted in

preclinical and clinical skill labs the prescribed quota of work is mandatory to fulfill the aim of orientation and training the students with basic skills needed for clinical dentistry. From the time of admission, students are sensitized to expected behavioral conduct, working pattern, and work quotas. Orientation programs and guidance sessions during clinical posting keep the student updated for the upcoming part of the course. Patient safety is critical in Health science institutes, students are thoroughly thought about sterilization and patient safety measures as well as self-safety by means of immunization and the use of personal Protective Equipment. The college takes care to avoid any unforeseen exposure of students to harmful agents and keeps a record of any opportunities like pricks or cuts etc. All clinical facilities are regularly disinfected and special emphasis is given to biomedical waste management while training the students and the same is followed in clinics. Students are trained in specialized clinics like geriatric clinics, esthetic clinics, implant centers, special health care needs clinics, and tobacco cessation centers. They are also sensitized to using specialized equipment like laser and endodontic microscopes, CBCT, and Morphometric software. On average yearly around 40 lakh is expended on consumable goods for the training of students. Training the teachers is done to address the needs of evolving education system and promote students to attain the expected graduate attributes. Attainment of Knowledge Skills and Attitude competencies is very important to succeed in dentistry. Special emphasis is given to ensure that students are trained well in each competency as per the curriculum. Multiple faculties are encouraged to pursue additional qualifications and training for the teacher in medication education technologies for the successful implementation of the curriculum and all its aspects.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MAHARASHTRA INSTITUTE OF DENTAL SCIENCES AND RESEARCH DENTAL COLLEGE
Address	MIDSR Dental College, VIshwanathpuram, Ambajogai Road, Latur
City	Latur
State	Maharashtra
Pin	413531
Website	www.mitmidsr.edu.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Suresh K. Kangane	02382-227703		-	
IQAC / CIQA coordinator	Yatishkumar Joshi	02382-228063	9860636690	-	naac@mitmidsr.edu.in

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

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

Date of establishment of the college	01-01-2006

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

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

Details of UGC recognition

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

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
DCI	[View Document](#)	12-07-2011	60	One time Recognition followed by Periodic Inspections

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	MIDSR Dental College, VIshwanathpuram, Ambajogai Road, Latur	Rural	5.5	10988

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,Bachelor Of Dental Surgery,	48	NEET UG Exam	English	100	100
PG	MDS,Master Of Dental Surgery In Prosthodontics And Crown Bridge,Prosthodontics and Crown and Bridge	36	NEET PG Exam	English	5	5
PG	MDS,Master Of Dental Surgery In Conservative Dentistry Endodontics,Conservative Dentistry and Endodontics	36	NEET PG Exam	English	5	5
PG	MDS,Master Of Dental Surgery In Oral Maxillofacial Surgery,Oral and Maxillofacial	36	NEET PG Exam	English	5	5

	Surgery					
PG	MDS,Master Of Dental Surgery In Orthodontics And Dentofacial Orthopedics, Orthodontics and Dentofacial Orthopedics	36	NEET PG Exam	English	5	5
PG	MDS,Master Of Dental Surgery In Pediatric And Preventive Dentistry,Pediatric and Preventive Dentistry	36	NEET PG Exam	English	5	5
PG	MDS,Master Of Dental Surgery In Periodontology, Periodontology	36	NEET PG Exam	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	12				24				38			
Recruited	10	2	0	12	18	6	0	24	12	26	0	38
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
	Lecturer				**Tutor / Clinical Instructor**				**Senior Resident**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				20				0			
Recruited	0	0	0	0	2	18	0	20	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				119
Recruited	96	23	0	119
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				48
Recruited	36	12	0	48
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	0	0	0	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	10	2	0	17	6	0	12	26	0	73
UG	0	0	0	0	0	0	0	0	0	0

Highest Qualification	**Lecturer**			**Tutor / Clinical Instructor**			**Senior Resident**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	2	18	0	0	0	0	20

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

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

Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	23	8	0	31
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	87	0	0	0	87
	Female	332	1	0	0	333
	Others	0	0	0	0	0
PG	Male	19	0	0	0	19
	Female	45	0	0	0	45
	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	2	4	2	4
	Female	7	7	10	8
	Others	0	0	0	0
ST	Male	1	2	1	3
	Female	2	1	1	3
	Others	0	0	0	0
OBC	Male	3	6	12	9
	Female	38	45	29	35
	Others	0	0	0	0
General	Male	13	6	15	6
	Female	52	47	48	50
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		118	118	118	118

General Facilities	
Campus Type: MIDSR Dental College, VIshwanathpuram, Ambajogai Road, Latur	
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)	**8**
* Qualified Doctor (Part time)	**0**
* Qualified Nurse (Full time)	**2**
* Qualified Nurse (Part time)	**0**
• Facilities like banking, post office, book shops, etc.	**Yes**
• Transport facilities to cater to the needs of the students and staff	**Yes**
• Facilities for persons with disabilities	**Yes**
• Animal house	**Yes**
• Power house	**Yes**
• Fire safety measures	**Yes**
• Waste management facility, particularly bio-hazardous waste	**Yes**
• Potable water and water treatment	**Yes**

| • Renewable / Alternative sources of energy | **Yes** |
| • Any other facility | **NA** |

Hostel Details
Hostel Type
* Boys' hostel
* Girls's hostel
* Overseas students hostel
* Hostel for interns
* PG Hostel

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Bachelor of Dental Surgery is inherently a Multidisciplinary program with interdisciplinary courses in the first, second, and third years of the curriculum. The dental council of India is on the verge of introducing CBDE with the addition of multiple skills and value-based courses. Maharashtra Institute of Dental Sciences and Research (Dental College) envisions incorporating a few of the planned courses like Sports dentistry, Yoga and AYUSH-based courses, and Geriatric dentistry as optional add-

	on courses. These efforts will lead to an increase in the relevance of the skills and knowledge of our students from a global perspective.
2. Academic bank of credits (ABC):	The Dental Council of India or Maharashtra University of Health Sciences do not have a provision for opting into the Academic Bank of Credits. We will enroll for the same as soon as the system is implemented. Transfer of attendance or scores of students within the university is currently available. Internship transfer with NOC from the University can be chosen for limited students with carrying forward attendance from the parent college. Similarly, there is a provision for transfer/change of college in the second BDS with NOC from both the Institutes, universities and the Central Council with the transfer of the 1st BDS score from the parent college.
3. Skill development:	Dentistry is principally a skill-based profession with manual dexterity and hand-eye coordination being of prime importance. With the digitization of dentistry and dental practice special importance to the skills like Communication, leadership, teamwork, Conflict resolution, computer literacy, IoT (Internet of Things), Social Media Usage, Data Analytics, and Machine Learning are very important. We look forward to conducting formal programs or structured courses to empower our students with such skills to succeed in their personal and professional life.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	MIDSRDC is a rurally located college, Language sometimes becomes a challenge for students. Institute has conducted English classes for a few students to help them improve their language skills. Every faculty personally ensures to translate the key concepts into regional language as needed to enhance the students' grasping of practical classes. AYUSH-based courses are in the planning and will be integrated shortly. Incorporating the Indian Knowledge system and Cultural sensitization needs to be planned and validated before implementation and will need permission from the regulating authorities.
5. Focus on Outcome based education (OBE):	Dental Council of India is Revising the Undergraduate Curriculum to include Outcome Based Education, a Choice Based Credit system, and Competency-Based Education. MIDSRDC will be

	amongst the first few institutes to train its faculty for incorporation of the same in our curriculum. The necessary infrastructure and resources will be made available on a priority basis. Even currently the institutes encourage their faculty to undergo faculty training programs in various teaching methodologies and pursue additional degrees in the same field.
6. Distance education/online education:	Although the core curriculum is skill-based and cannot be implemented in distance mode, we ensure to timely adapt to the needs of the digital revolution in the education system. These measures were of unique benefit during the pandemic and lockdown. Zoom, MS Teams, Google Classroom, and Youtube were used by the faculty to engage students and keep the teaching-learning process active during difficult times. Currently, the management has purchased TCS iON (AMS/LMS/ERP) software to empower the staff and students with a smooth transition to an online platform in the education system. Currently, training faculty, students, and support staff are in progress and the complete adaptation of the software will be achieved in the coming year.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	No
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	None
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The staff and students participate in campaigns organized by the local bodies for voting awareness. The NSS wing also participates in various directions of the governing bodies. Special camps are organized for senior citizens, jail inmates, and remand houses. The staff also participates in the election process of the local and regional governance.
4. Any socially relevant projects/initiatives taken by	Parent trust i.e., MAEER Pune organizes "Bharatiya

College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	Chatra Sansad" (National Students Congress) annually and the Institute ensures to nominate its participants in the same. The students inculcate a sense of responsibility in participating in electoral and governing duties and processes of the same. The Institue also conducts webinars and seminars on the Rights and Duties of Indian Citizens including the constitutional framework, which includes the electoral process. The students are involved in various committees of the institute to learn participatory administration and governance
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The Institute encourages its staff and student to make voter id cards and participate in polling sessions. all the staff and 70% of students are enrolled in the voters' list and the institute thrives for complete enrollment.

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
471	469	462	468	393
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
125	114	115	42	110
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
118	118	118	118	116
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
107	106	84	97	83

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
107	106	84	97	83

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
270.31	234.23	221.47	369.26	358.12

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:

MIDSR is an affiliated institute of MUHS, it follows the regulations of the same. The academic council committee of the institute ensures proper planning & practical assessment of the curriculum. The institute formats and updates the academic calendar for each new academic year according to the MUHS & DCI guidelines. The theory and Clinical curriculum are executed as per the academic calendar schedule. Institute designs different methods to enrich the curriculum. We are in the process to shift curriculum implementation to TCS-IoN Learning Management System.

Curriculum Planning: Academic council of the institute makes sure that each department formulates and executes monthly teaching plans according to the academic calendar. Each department distributes the topics among the faculties with approval from the respective faculty and HOD. Laboratory schedules for the pre-clinical work and clinical postings are executed according to the academic timetable. The academic council committee collects yearly academic audit reports in pre-structured format from each department and compiles them to form the institutional academic audit report. This report acts as feedback to the annual curriculum planning and assessment methodology of the institute & enables us for further improvement.

Curriculum delivery: Based on guidelines by the MUHS and DCI, the undergraduate curriculum delivery is divided primarily into Lectures and Practical, by the Academic Council for the integration of basic science, clinical dentistry, and practical or laboratory skills to allow for a smooth transition from preclinical to clinical phase. In pre-clinical and clinical classes, curriculum delivery is further simplified by demonstrations which are preceded by lectures regarding the said demonstration. The postgraduate curriculum delivery is divided into Seminars, Journal Reviews, Journal Clubs, Interdepartmental meetings, Theory Discussion sessions, pre-clinics, and finally the clinical work. Institute organizes enrichment lectures to augment PG students' knowledge of Research Methodology and Bio-Statistics, which helps them design their research work. Undergraduate and Postgraduate Students are encouraged to attend Conferences, Workshops, seminars, and CDE and present scientific papers, posters, and table clinics. Postgraduate students are encouraged to publish research in reputed journals. Institute has designed and implemented various value-added and subject-related add-on courses which supplement the holistic development of students. The institute encourages every department to conduct scientific programs for upgrading of knowledge and skills of faculty and students.

Assessment methods: An informal diagnostic assessment of every student is performed by relevant departments, and staff from the time of admission. Although the students are continuously being assessed for their knowledge and performances in classes and clinics, the institute organizes 2 formative assessments, and one summative assessment for UG students for each subject before the students appear

for university assessment exams. Post-graduate students are also subjected to continuous evaluation by their guides for their daily learning activities e.g. Seminars, JC case presentations, and discussions, as well they too have to undergo multiple formative assessments which are tailored to their needs. Exam progress of the UG & PG are discussed in the departmental meeting first and then with the academic council. Betterment exams are conducted if needed.

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

Other Upload Files	
1	[View Document](#)
2	[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

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	0	0	0

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

1.2 Academic Flexibility

1.2.1

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

Response: 17.39

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

Response: 60

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

Response: 345

File Description	Document
Minutes of relevant Academic Council/BoS meetings	[View Document](#)
List of Interdisciplinary /interdepartmental courses /training across all the the programmes offered by the University during the last 5 years	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

1.2.2

Average percentage of students enrolled in subject-related Certificate/ Diploma / Add-on courses as against the total number of students during the last five years

Response: 62.91

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
259	333	316	255	258

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

The BDS/ MDS curriculum of the regulatory body is already enriched with issues relevant to gender, environment and sustainability, human values, and professional ethics by incorporating similar topics in the syllabus. The field of education is related to the humanitarian service of health, such crosscutting issue plays a pivotal role.

The belief of our pioneer Dr V D Karad Sir is that "Degrees alone, makes not an educated man, it's the men of character, who can change this world".Our institute endeavors to develop the "Winning Personalities" of students by making them 'Physically Strong, Mentally Alert, Intellectually Sharp and Spiritually Elevated' and transform them into "Complete Human Beings", as the student community is groomed with the most innovative "Value Based Universal Education System". Our institute while following the path of science and spirituality together, reinforces issues like gender sensitization, environment sustainability, human values, and professional ethics by organizing guest lectures and other programs periodically. This is along with the prominent National Initiatives organized by the parent branch of the institute like Bhartiya Chhatra Sansad, Lifetime achievement awards in various fields of service, National Teachers Congress involving active student participation which aids in sensitizing them towards their role in nation-building efforts.

Participation in sports, cultural and spiritual activities, and environmental and social drives is encouraged to develop a high level of emotional quotient and team spirit in the students. The institute inculcates such qualities and skills over and above the professional inputs &are essential for a long prospective career in the rapidly changing global scenario, which imparts a value-based universal education to develop winning personalities.

Ethics and human values are important dimensions of the dental profession. The orientation program sensitizes new students with the code of institutional, & professional ethics prescribed by the regulatory bodies as well as professional associations which serves as a guiding path throughout. Institute has recently introduced AETCOM for first-year students where they get sensitized about attitude, ethics, and communication.

Issues like Swachha Bharat, life skills, disaster management, food adulteration, and environmental protection are always discussed and focused on in NSS camps hosted by the institute. Field activities regarding the same &gender equity, woman empowerment, human values, Indian culture & spirituality are planned with the active participation of students. With encouragement from the institute, students also participate in tree plantation and are given orientation about the topics on environmental sustainability like the preservation of water and rational use of environmental resources.

The Institute identifies crosscutting issues while incorporating a few active stand-alone programs & also promotes gender equity among staff and students. Institute strictly follows government rules for biomedical waste disposal. Color coding is available for segregation before disposal. Waste water recycling is done in the campus which is then reused for gardening and other purposes.

In an era when we are struggling to keep up with our ancient value education system; MIDSR under the shade of MIT World Peace University, nurtures the spirit of mutual cooperation & respect and blends it with the professional careers of its learners.

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

1.3.3

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

Response: 47.43

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
234	148	244	223	218

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](#)

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: 77.07

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

Response: 363

File Description	Document
Scanned copy of filed visit report with list of students duly attested by the Head of the institution to be provided	[View Document](#)
Institutional data in prescribed fomat	[View Document](#)
Community posting certificate should be duly certified by the Head of the institution	[View Document](#)
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](#)

1.4 Feedback System

1.4.1

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

1. **Students**
2. **Teachers**
3. **Employers**
4. **Alumni**
5. **Professionals**

Response: A. All of the above

File Description	Document
Stakeholder feedback reports as stated in the minutes of meetings of the College Council /IQAC/ Curriculum Committee	[View Document]
Sample filled in Structured Feedback to be provided by the institution for each category claimed in SSR	[View Document]
Institutional data in prescribed format	[View Document]
Any additional information	[View Document]
Link for additional information	[View Document]

1.4.2

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

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

File Description	Document
Stakeholder feedback report	[View Document]
Institutional data in prescribed format	[View Document]
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: 81.37

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
24	21	23	23	22

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
31	31	31	24	24

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](#)

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2.1.2

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

Response: 99.66

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
118	118	118	118	116

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
118	118	118	118	118

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

2.1.3

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

Response: 0.51

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
1	0	1	1	0

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

2.2 Catering to Student Diversity

2.2.1

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

The Institution:

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

Response: A. All of the above

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

2.2.2

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

Response: 4.4

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:

Extracurricular activities allow students to gain experience in a variety of areas that can improve their potential, students learn about communication, teamwork, and time management. Innate talent and aptitude of students are nurtured by the institute to build up and strengthen the skills and abilities of the students through several beyond-the-classroom activities within the institute as well as encourage them in participating in various extramural activities. By serving in the organization, students gain responsibility, problem-solving, and communication skills. Extracurricular activities will also help students uncover secret talents, meet people they don't know otherwise, and learn about subjects in their own communities.

We MIDSR Dental College believe that extracurricular activities not only support students who are skillfully prepared for life but also support them to become more social and responsible in life. So students are going to discover a new level of life, set new goals and be good human beings. The main focus is on academics, but due at the same time, importance is given to recreational activities like cultural, indoor, and outdoor sporting activities. The college has a Cultural and Sport Committee to ensure that college students engage in sporting and cultural events both within and outside the college campus. If any national or state-level invitation to sports or cultural events comes, through a cultural and sports committee composed of staff members, students are encouraged to participate in sporting and cultural activities. Different national and state-level competitions participation in sporting and cultural activities are evidence of the success of college students. Students take part in a number of indoor and outdoor games on the campus. On campus, such as table tennis, football, cricket, and badminton, for which the college has inbuilt playgrounds.

The College organizes "Sports Week" and "Cultural Week" annually, in which both students and faculty are encouraged to participate warmly. The college also has a well-maintained Gymnasium shared with Physiotherapy College, students, and faculties are free to use the facilities to improve their physical health. Students also seek proper yoga training from an esteemed yoga instructor on college premises in order to reduce anxiety during yoga day celebrations and improve physical and psychological health. The development of the student as a whole is one of the fundamentals of the institution, and the

whole of the academic, extramural, sporting, and other spheres enables one to attain all dimensions of personal, social, emotional, physical, and psychological advancement. We, therefore, concentrate equally on non-academic events, as well as on student growth and welfare. There are a few examples of which;

1. Ganesh Utsav festival
2. Annual cultural and sports fest
3. Fresher's party
4. Orientation program for students
5. Women's Day celebration
6. Yoga day celebration
7. Anti- tobacco day celebration
8. Department day celebration
9. Oral Health Day celebration
10. Participation in specialty conferences
11. Participation in Bhartiya Chhatra Sansad, MIT Pune
12. Tree Plantation
13. Children's Day Celebration
14. National Unity Day
15. Organ donation Day
16. World environment day
17. Global hand washing day
18. Dentist day celebration
19. Teachers day celebration

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:

Our institute is committed to ensuring the holistic development of the students through student-centric methods it enables the learner to meet their learning goals and academic success. The following activities are conducted by the institute to make the teaching-learning process more student-centric and to enhance their learning experiences.

Participatory learning:

Faculty members encourage students to participate in group discussions, seminars, papers, and poster presentations to build confidence among the students. This enables them to improve their communication, soft skills, imagination, and creativity and gain extensive knowledge in the subject.

Experiential learning:

We believe that experiential learning engages students to learn by doing and then reflecting on the process and actively creating their own understanding. Under the guidance of faculty, PG students complete their library dissertation; thesis, and literature reviews, and interns are also encouraged to do short surveys. Throughout the experiential learning students are actively engaged in investigating, experimenting, solving problems, and being creative.

Project-based learning:

The teacher assigns & motivates students to do models, projects, and game-based learning in small groups to enhance student's knowledge as well as critical thinking and creativity. The outcome of this learning provides subject-related deeper knowledge.

Role Play:

To meet and uphold the needs of the students and go on par with them and reach their minds, our faculty also took a new creative mode of performing role-plays which is purely subject related and the best part of it is, the students are encouraged to enact and make skits.

Integrated/interdisciplinary learning:

Our creative teaching methods enhance the ability to learn and understand the relationship between subjects. Through the curriculum of first, second, and third BDS, student's knowledge is enriched with medical as well as dental subjects which enables them to correlate among the subjects. Students are given experience in interdisciplinary dentistry by treating the same patient having multiple complaints in different departments. For postgraduate students, interdisciplinary meetings and presentations are held.

Problem-solving methodologies:

Case discussions for UG and PG enable students to have logical thinking and practical knowledge to develop critical skills for case history, diagnosis, and treatment planning. Specific self-directed, lifelong learning skills are gained by students, as the problem-solving methodology puts action and responsibility directly on them.

Patient-centric and Evidence-based learning:

After a complete evaluation of the patient, the concerned operator explains all the possible treatment plans, estimated treatment costs, and time duration for it. The patient chooses a treatment plan in which he/she finds benefit & also may discontinue the treatment by signing written consent. Students are posted in IDSC, Rameshwar, and Khadgaon to experience working in different environments. Methods for evaluating & implementing evidence are taught.

Learning in Humanities:

Students are exposed to clinics after they are sensitized to ethics and duties towards patients. They are assessed during chair-side procedures, and camps for their clinical attitude. Through activities conducted in different vulnerable areas of society, students are sensitized to humanitarian values. Promotion of academic excellence integrating humanities to students develops their professional artistry and ultimately improves patient care.

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

2.3.2

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

The Institution:

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

Response: B. Any three of the above

File Description	Document
Report on training programmes in Clinical skill lab/simulator Centre	[View Document](#)
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:

Information and Communication Technology (ICT):

ICT has been accepted internationally as an integral part of the modern education system. Here at MIDSR Dental College, we are actively incorporating ICT resources into our programs of teaching and learning. All classrooms are well connected with the Local Area Network (LAN) facilities along with necessary digital teaching and learning accessories like audio-visual aids, projectors, and desktops. All teaching faculty of the college are well trained in the use of ICT-enabled tools for enhanced understanding of topics by the students. The faculty prepares PowerPoint presentations on their topics; delivers the lectures effectively through LCD projectors.

All clinical departments have individual seminar halls with projector facilities. Each department is equipped with a printer and internet connection through LAN. Our College is a digital campus with Wi-Fi facilities in some areas. Student-teacher contact on academics using online forums practiced in our institute. Online documents and e-tests are taken as a regular part of the academic curriculum. All departments are interconnected with LAN throughout the campus with 1 Gbps Internet bandwidth. ICT also plays a key role in managing the patient experience right from patient registration until the treatment is done.

We train our faculty, interns, and PGs for active participation in patient management tools. Students are encouraged to prepare and deliver their seminars, journal clubs, and case presentations in ICT-enabled seminar rooms. Institute encourages teachers to use ICT-enabled tools including online resources for effective teaching-learning processes. All teachers of the college are using ICT tools and e-resources. Access to various e-journals and other databases has been facilitated. The central library is also equipped with e-resource materials (e-books and e-journals) which are loaded into the system and can be accessed by the students and faculty. Timely subscription of e-journals and hard copies ensures regular updates.

All the academic e-records are stored in the department. The dedicated IT Center is managed by qualified technicians. IT Center offers technical services and assistance and operates the ICT infrastructure.

ICT-enabled tools:

- **LMS- Learning Management System:** Our institute is in the process of implementing LMS from Tata Consultancy Services (TCS) which is proprietarily available as TCS-Ion, the acquisition of which is completed.
- **Online interactive platforms:** During the pandemic and later our institute has utilized Zoom, Microsoft Teams, Google Meet, etc. for delivering lectures and conducting CDEs.
- **Social media services:** WhatsApp, Youtube, bulk-SMS services, and Facebook are also being used for interactive/ educative purposes.
- **Pappyjoe software**: The patient's data record is maintained using Pappyjoe software.
- **Nemoceph software**: In the orthodontic department Nemoceph software is provided for the diagnosis, treatment plan, and presentation of the orthodontic cases.
- **SOPRO Imaging RVG System Software** is provided to Pedodontics for children to minimize radiation. Vatech software with RVG sensors is also available in various departments.
- **Slim software:** Library is using Slim21 Library Software. Students and staff can access library resources anywhere inside the building premises.
- **We have a functional e-**library.

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

2.3.4

Student :Mentor Ratio (preceding academic year)

Response: 12.08

2.3.4.1 Total number of mentors in the preceding academic year

Response: 39

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

2.3.5

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

Response:

Creativity and Analytical skills:

Healthcare service provider identifies and analyzes the problem, do creative planning, and innovate alternatives for every solution. MIDSR Dental College takes effective measures in implementing innovative techniques in teaching–learning, in order to enhance motivation and self-directed learning among the students. Creativity nurturing is vital because it allows them the ability to construct something meaningful from personal thoughts and experiences. Analytical skills are useful as they help students to find answers to common issues. A crucial skill for human development is the diagnosis of problems and the evaluation of the situation for feasible solutions. Educational creativity inspires teachers and students to pursue learning and to use all the resources to learn something new. It enhances education because it encourages students to use higher levels of thought to solve problems. In the classrooms, lectures are made interactive and students are encouraged to ask questions to create critical thinking and understanding of the topic. ICT tools are being used in the teaching-learning process by teachers to make students easily understand the topics and enhance their learning experience. Students are guided to use the ICT facility to present seminars and do journal discussions in the departments.

Analytical:

The students are encouraged to participate in "Avishkar," a research platform provided by MUHS University. Our institute organizes a "Hands-on Workshop" for the development of clinical skills among students. Students are encouraged to role play on the occasions of No-Tobacco Day, World AIDS Day, and Oral Hygiene Day to create awareness among the general population. Free access to the internet and e-journals make them self-reliant and self-regulating learners. Add-on courses are conducted for the students to enhance their knowledge of dentistry. Students are encouraged to participate in various public health-related aspects like tobacco cessation, public health camps, and patient counseling. Institute publishes its own journal namely MIDSR Journal of Dental Research, which encourages faculty and students to publish original research work and special cases. As the Postgraduate curriculum is more subject-specific, each department has leeway to implement a curriculum for postgraduate students.

Seminars, journal clubs,s, and case discussions are held on a regular basis to help them keep in contact with the latest trends in the area of practical and theoretical learning.

Examples of Innovation in Teaching and Learning:

Various innovations are attempted in different departments. To nurture creativity among the students the faculty provides projects, seminars, models, assignments, and posters. The innovative posters and three-dimensional models are made by the students under the guidance of faculty and are also used for teaching students. We use simulators in preclinical laboratories to train undergraduates and post-graduate students. There are several benefits of simulation-based learning as the training is interactive and takes place in realistic environments. Learners may make mistakes and evaluate their effects without causing harm to patients. Students are encouraged to participate and present in state, national, and international conferences to present scientific papers, posters, and table clinics under the guidance of faculty members.

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](#)

2.4.2

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

Response: 7.81

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
11	10	7	6	4

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](#)

2.4.3

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

Response: 6.39

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

Response: 683.37

File Description	Document
Institutional data in prescribed format	[View Document](#)
Consolidated Experience certificate duly certified by the Head of the insitution	[View Document](#)

2.4.4

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

Response: 42.59

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
73	33	53	49	0

File Description	Document
Institutional data in prescribed format	[View Document](#)
Certificate of completion of training for development of and delivery of e-contents / e-courses / video lectures / demonstrations	[View Document](#)
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: 15.73

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
44	16	8	2	9

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 academic calendar is prepared as per MUHS guidelines at the beginning of each academic year for UG's [summer and winter] and PGs by the Academic Committee [AC] of the college. As the PG curriculum is subjective, their schedule is prepared with the concern of respective departments. The Academic Committee plans a tentative schedule for thesis and LD title selection, synopsis ethical clearance and submission, LD submission, thesis submission, institutional basic theory examination for 1st MDS, mock exams theory as well as practical and makes sure every event goes according to the prescribed time. The department has leeway to make changes according to their requirement.

For UG, the institutional calendar provides a tentative schedule including first and second terms, internal and university exams, holidays, vacations, and total working and teaching days well in advance. To ensure an appropriate balance between academic and other activities, the calendar is divided into two terms. The first term is tentatively from August to January and includes a teaching schedule, Diwali vacation, and the first internal assessment examination [IA]. The second term starts from February to July and includes a teaching schedule, second internals, preliminary examinations, and preparatory leaves before university exams.

The Academic committee constructs a master timetable maintaining the requirements of the individual departments as per MUHS and DCI guidelines for Minimal required hours. The academic committee along with the Principal keeps an eagle's eye on every activity of individual departments to make sure the teaching and clinical work goes on as scheduled. If due to any unavoidable circumstances any department fails to complete the syllabus in the scheduled time AC will incorporate the provisions to complete the same.

Evaluation is an integral part of the teaching-learning process; students' academic progress is monitored regularly by adopting the strategy of continuous internal evaluation, in the form of written tests, clinical and practical examinations,s and viva-voce with regular interactions with staff and Heads of departments. Three IA and one betterment exam are needed per year for UG and are conducted according to the norms of the university. Question papers are prepared by the respective department faculties with consideration to cover the entire prescribed syllabus. Evaluation of internal marks is done by faculties of respective departments. Evaluated answer sheets are shown to students. Results are prepared at a specific time and conveyed to students in the classroom and also displayed on a notice board. Model answers are discussed with students to guide them in improving their performance in further examinations. The university theory examination is conducted by MUHS at the end of the academic year.PG students are continuously been evaluated by their guides and respective faculties through seminars, JC, case discussions, theoretical discussions &clinical skills. If any student fails to stand through the expected task of the PG curriculum, he/she cannot appear for the degree examination. PG practical examination is conducted by respective departments following the rules of the University & DCI. All continuous internal evaluation adheres to the academic calendar and is robust and transparent.

File Description	Document
Link for academic calendar	[View Document](#)
Link for dates of conduct of internal assessment examinations	[View Document](#)
Link for any other relevant information	[View Document](#)

2.5.2

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

Response:

MIDSR Dental College provides complete transparency in the internal assessment and university examination-related grievances. Details of the curriculum and syllabus of all the programs and examination evaluation process are always available on the college website and displayed on the student's notice board. In the fresher's orientation program, students are sensitized about the examination-evaluation system, the minimum percent attendance needed to qualify for the university examination, and the passing marks requirements of the students. The institute strictly follows rules & guidelines as issued by the MUHS university/DCI during the conduction of Internals and University examinations. Staff meetings are conducted regularly to review the examination evaluation process.

The mechanism for Redressal of grievances:

The three internal assessment examination timetable schedules are conducted as per the university norms and communicated to the students well in advance. Evaluation of internal assessment marks is done by respective staff members of the department. In case of any grievances regarding theory as well as practical marks, like recounting and re-evaluation, the student is free to interact with the staff members and get it resolved.

At the college level:

If a student is not able to appear for examination due to any unavoidable circumstances it is mandatory to pre-inform the respective departments through application or any convenient method. Once the student re-joins to the department he/she should submit a proper application with supporting documents. After discussion with the respective Head of the department re-examination for such student is conducted. Those students who have scored less marks are eligible to appear for a betterment exam to improve their examination score . Post examination, the results are prepared within a week's time and conveyed to the students in the classroom and also displayed on the departmental notice board. Corrected answer papers of the students are distributed in the classroom for verification and grievance is redressed immediately and guided for their better performance in the further examinations. After going through answer papers and scores students put their signatures on the answer papers to assure satisfaction of results. Any student who is not satisfied with the assessment and given marks may approach the concerned HOD. Internal marks are sent to the university through the university web portal from the student section of the institute. A copy of the same is kept for record purposes and for future reference.

At the university level:

At evaluation for the university examination, students can express their grievances; if the student scores less mark than expected, he/she can apply for re-counting and re-evaluation of his/her answer paper after paying the prescribed fee within 7 days from the declaration of results. University provides the photocopy of answer sheets to students regarding any grievances with reference to evaluation. The results of re-counting will be announced as per the university norms tentatively within 2 months. It makes the evaluation process more transparent and robust. All the mechanism to deal with examination-related grievances is transparent, time-bounded, and efficient.

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:

Evaluation is an integral part of the educational system. It enables us to estimate the quality of students and the teaching-learning process. Evaluation is a continuous process that begins with the student's admission, assessed the individual capability of students, and encourages them accordingly. The Academic Council Committee supervises the entire examination & evaluation process.

Examination Procedures:

Institute has an effective continuous internal evaluation system through which students are assessed based on their performance. Three internal assessments including theory as well as practical and betterment exams are conducted for each batch of students. I and II internal assessment is 60 marks while the preliminary exam is 80 marks. Post-end exams are conducted by the faculty members at the end of postings. University exams are conducted by MUHS University at the end of the academic year. The examination is conducted in the common examination hall under the CCTV surveillance and supervision of respective in-charges. The internal marks are given after assessing students' performance in theory and practical exams. Faculty conducts surprise-test, projects, home assignments, and remedial exams to

evaluate students' performance to get better results. Efforts are taken to minimize errors and ensure better accuracy and efficiency during the paper setting, the conduct of the examination, and the assessment. Maintain a record of attendance and internal exams of the students appearing for the examination.

Process of Integrating IT Automation:

Internal marks are sent to the university through the university web portal from the institution. Our institute is an authorized center for Centralized Assessment Program for the MUHS examination and an online mark-filling process is implemented in the institute.

Continuous Internal Assessment System:

Three internal assessment examinations at three-month intervals and betterment exams are conducted by respective departments under the supervision of the head of departments and respective in charge. For repeater students, the best of two internal assessment exam marks are considered for finalizing the marks.

Competency-Based Assessment:

The curriculum for dentistry is designed partially based on competencies prescribed by the regulatory bodies. Participation of students in various academic activities, and their interactions with instructors give a general approach towards the subject and provide good input to assess the attainment of knowledge competencies. Their performance in clinical/practical classes is based on expected clinical skills and defined repetitions of the same.

Work Place-Based Assessment:

Students are assessed during clinical postings, practical classes, and skill laboratories; to improve work-based clinical skills. Community postings and activities of students provide valuable opportunities for the ability of students to display their knowledge and skills in community health care services.

Self-Assessment:

Students are encouraged to self-assessment continually after internal examination and from their own journal work record which was provided to each student and analyzed by the in-charge and head of the departments.

OSCE / OSPE:

All the practical and clinical examination evaluations are based on objective structured clinical and practical examination. This method is innovative, comprehensive, and objective and provided scope for self-evaluation also. Students are expected to perform specific activities in a stipulated time to display the attainment of desired skill or attitude.

File Description	Document
Link for Information on examination reforms	[View Document](#)

Other Upload Files	
1	[View Document](#)
2	[View Document](#)
3	[View Document](#)

2.5.4

The Institution provides opportunities to students for midcourse improvement of performance through specific interventions

Opportunities provided to students for midcourse improvement of performance through:

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

Response: A. All of the above

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

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:

The program outcomes and program-specific outcomes for all programs are designed as per the guidelines of the Dental Council of India and MUHS and uploaded on the institute website. They are instrumental in achieving the vision, mission, and strategic objectives of the university. Student council ensures that these program-specific outcomes and course outcomes are adequately clarified in the orientation programs. The course outline includes the syllabus prescribed by the MUHS, reference books, periodic teaching schedules, and different methods of assessment. The overview of the course provides students with an insight into learning outcomes and course outcomes through learning from the subjects planned by faculty members.

Students are encouraged to acquire our institution's expertise by engaging in demonstrations, group discussions, case discussions, workshops, clinical work, and continuing education programs. Students have the challenge of learning dentistry, medical and human qualities from the start of their studies, combining them with specialized clinical skills, helping them to take care of patients under supervision from the beginning of their course. During the course of training, the learning of skills in dentistry was made possible through the incorporation of a) Training in fundamentals of dental science, b)Training in medical subjects (learning the human anatomy, and physiological and pathological processes), c) training in clinical dentistry (examining oral tissues, their physiology and pathologies, treatment and biomaterials used), d) In the course, the student will establish his or her potential professional skills by learning through various teaching activities (theory lectures and preclinical work) and clinical observations, and put it into practice during the acquisition of more and more autonomy during the course. With its recent developments, audio-visual aids, computer-aided learning, and internet resources help students to prepare and learn comprehensive treatment modalities.

Continuous educational activities and professional training programs are carried out on a regular basis in order to improve understanding and sharpen clinical skills. The most critical element of any effective competency-based program is continuous assessment. Two internal assessments and one preliminary exam (Theory & Practical) are held annually for the assessment of academic, diagnostic, comprehensive treatment planning, and clinical skills. Apart from this, discussion during clinical posting is done to assure that knowledge dissemination as well as learning input from students is assured. These standards are based on the entire program, lectures, and classroom teaching discussions, so the outcomes of the program, program-specific outcomes, and course outcomes are constantly checked.

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

2.6.2

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

Response: 86.28

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
125	114	115	42	110

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
138	126	131	59	121

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:

Teaching learning and assessment processes-

The student learning assessments are measured systematically and sequentially throughout the program using a variety of reliable assessment methods as listed below.

Formative assessment- methods are used to evaluate knowledge and skills development, and assess the strategic reasoning, decision-making, and problem-solving capabilities of students. The methods employed include viva voce and internal assessment during the delivery of the course. They allow monitoring the extension of achievement of course outcomes.

Assessment Process for Undergraduates:

Attendance and Practical Record books: The candidate should be assessed based on regular attendance (Theory-75% & Practical/clinical-80%), clinical records books, and scores obtained in the record.

End posting clinical exams: Clinical procedures/experiments to be performed and to be discussed with faculty. Faculty will assess their presentation and clinical skills.

The clinical /practical examination: The clinical /practical examination includes different procedures for the candidate to express their skills. Examinations can include clinical procedures, lab experiments, spotters, instrument descriptions, etc.

Viva voce: Viva voce is used to determine the student's problem-solving skills.

Seminar: The purpose of the presentation of the seminar is to evaluate the interactions of students with students and teachers on an assigned topic. The competencies in information, planning, presentation, and communication are evaluated.

Project work: Students' skill-to plan and then execute the plan by designing and conducting project work; analyzing & interpret data and producing results within a time frame is evaluated

Assessment processes for post-graduates:

Attendance and Practical Record books: The candidate should be assessed based on regular attendance (Theory-75% & Practical/clinical-80%), clinical records books, and scores obtained in the record.

Journal club: Journal clubs are done to evaluate the critical appraisal skills of students.

Case discussions: Regular case discussions are to be held with postgraduate students to evaluate their case-based problem-solving skills.

Clinical postings: Each PG shall work in the department clinics on a regular basis to gain adequate professional skills and competency in managing various cases of pertaining specialty.

Teaching skills: All PG's should be encouraged to engage either through lectures or case discussions in undergraduate teaching programs. A model checklist to be followed for assessment of the teaching

Synopsis/Dissertation / Thesis: To test the independent research skills of students.

Short-term studies: The PGs are assessed for research skills through short-term studies.

Written and practical assessment exam: Theory and practical assessment exams are conducted after the completion of each academic year during the post-graduate curriculum at the institutional level.

Summative assessment - Comprehensive evaluation of learning outcomes is carried out at the end of the academic year by University theory and practical examination covering the complete syllabus.

File Description	Document
Link for programme-specific learning outcomes	View Document

2.6.4

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

Response:

Structured mechanism for parent-teacher meetings

Increased parental participation in education through parent-teacher interaction can be a cost-effective way to boost student achievement. Parent-teacher meetings have prompted parents to spend more time encouraging their children and monitoring their academic success. Not only did this help to improve students' performance in academics but it also resulted in improvements in student attitudes and behavior. The students are advised to discuss any problems that they face which include academics, communication skills, and emotional distress. Once the problems are recognized and understood, the students are given empathetic attention.

- The parents are informed regularly about the attendance and internal assessment marks of their children.
- Parents are informed about the date and timings of parent teachers meeting well in advance.
- It is mandatory for parents of students whose attendance is less than 75% and poor performance in internal assessment exams to attend parent teachers meetings.
- Parents arriving on the concerned day, meet the concerned department coordinator along with the student council to review the marks and concerns related to academics.
- Students and their parents are informed about the measures taken by the institute to introduce remedial initiatives to enhance their academic and clinical expertise.
- The mentoring system in place ensures that the problems faced by the student, which affect academics, are understood and that remedial action is taken to resolve the same.
- Before all university exams, revision discussions and viva-voce are taken to ensure a clear understanding of the subject, which allows all students to succeed in the exams.
- These steps ensure the progress as well as the performance of slow learners in university exams.

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](#)

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.54

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: 24.11

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
23	23	25	22	22

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

3.1.2

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

Response: 8.11

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
7	9	7	12	4

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](#)

3.1.3

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

Response: 13

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

2021-22	2020-21	2019-20	2018-19	2017-18
3	4	3	2	1

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

The Institute has undertaken various initiatives for the creation and transfer of knowledge. We encourage the Under Graduate and Post Graduate students for innovations. Research Committee and Intellectual Property Right Committee (IPR) govern the innovations in our institute. An Intellectual Property Rights (IPR) Committee regularly conducts awareness programs for faculty members, research scholars, and Post Graduate students of the Institute on various issues related to intellectual property protection

through patents, copyrights, and other forms. Institute provides funds to faculty members to attend conferences/symposia/workshops/seminars for scientific exposure in India. Seminars, conferences, workshops, and training programs are conducted regularly by the departments for skill development, soft skills development, and enhancing subject-specific knowledge of staff and students.

At present structured incubation center is present to undergo innovative activities there are many innovations made by our Teaching staff, Post Graduate, and Under Graduate students. Dr. Anand Ambekar from the Department of Orthodontics has made A-KAM, a Bracket positioning device, and got the George Jacob Award for the Best Clinical Innovation published in JIOS 2018 at the 54th Indian Orthodontic Conference 2019. Along with that many innovations are patented. Our Institute encourages Post-Graduate students to present their innovative works at State/National conferences in the form of table clinics. Post-Graduate students have presented many table clinics at the State/National conferences like Expe-ortho, occlusal splint, etc. Each department also encourages Under Graduate Students to innovate. Undergraduate students have made different innovative models like the Maxillofacial Trauma educational model, harvesting model, Tooth plaster model, Microscope wax model, etc. few undergraduate and postgraduate students also have participated in state level Hackathon and national level Toycathon events qualifying for Finals.

File Description	Document
Link for details of the facilities and innovations made	[View Document](#)
Link for any other relevant information	[View Document](#)

3.2.2

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

Response: 18

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

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

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: 0.7

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: 80

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

Response: 115

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

3.3.3

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

Response: 1.02

File Description	Document
Institutional data in prescribed forma	[View Document](#)
Any additional information	[View Document](#)
Web-link provided by institution in the template which redirects to the journal webpage published in UGC notified list	[View Document](#)

3.3.4

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

Response: 0

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

3.4 Extension Activities

3.4.1

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

Response: 253

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
53	35	43	54	68

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](#)

3.4.2

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

Response: 40.3

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
199	197	199	190	132

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](#)

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:

Maharashtra Institute of Dental Sciences and Research Dental College has conducted multiple extension and outreach activities in collaboration with industry, community, Schools, and Rotary Club over the past five years. The aim of these activities was to educate the people about the awareness of General and oral health and encourage them to participate in social activities. The institute has also conducted many oral health camps along with the National Service Scheme like Yoga Day, organ donation day, No tobacco day, Swachhata Pakhwada, Azadi ka Amrit Mahotsav, etc. Institute has also participated in camps organized by Government agencies like the" Maha Atal Shibir" The Institute has also celebrated Women's Day in collaboration with National Service Scheme. The motive for this day celebration was to the empowerment of women. For these camps, the institute has got a letter of participation each time.

Institute has participated in many extension and outreach activities carried out in collaboration with National and International agencies, in some activities institute has got awards or recognitions from Government and other recognized bodies. Institute got the International Dental Excellence Award ((Rural Dental Service award) in the year 2017 for Rural Dental Service from the Smile Nation awarding agency. Institute has got the recognition in the year 2020 as a "Social Entrepreneurship, Swachhta & Rural Engagement Cell (SES REC) Institution" by the awarding agency named Mahatma Gandhi National Council of Rural Education, Government of India, as Institution has successfully framed the SES REC Action Plan and constituted ten working groups for improving facilities in the Campus and the Community/Adopted Villages in the areas of Sanitation & Hygiene, Waste Management, Water Management, Energy Conservation, and Greenery post-COVID-19.

Institute has conducted the 3rd & 4th international conferences on Dentistry & Oral Health in the

year 2021 and 2022 respectively as a co-host in collaboration with Asia Paci?c Association for Dental and Oral Health (APADENTO), for this activity institute, has got a certificate of appreciation.

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](#)

3.4.4

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

Response:

The ultimate aim of our Institute is to serve society/ humanity in a better way. The Institute is committed to achieving this objective by way of various schemes and programs conducted by different departments. The Institute has promoted the engagement of faculty, students, and staff with the neighborhood community for their holistic and sustained development through various activities. Different activities were conducted to achieve the objectives.

In order to maintain cleanliness in and around the Campus and to create awareness about the role of a clean environment in human health, voluntary activities were organized by students under the National Swachh Bharat Abhiyan.

· Various programs like Blood Donation Camps, Health Checkup Camps, Awareness No tobacco day, and Dental Checkup Camps were organized to sensitize people on health issues.

Impact & Sensitization:

- The National Service Scheme (NSS) unit constantly works for imbibing the values like building national character and a sense of social service in the volunteers.
- Every department of the Institute constantly motivates its students to take up various activities relating to extension and social responsibilities, thus helping in developing sensitivities towards community issues, and inculcating values and commitment to society and country.
- Exposure to extension and outreach activities sensitizes the students towards social issues like gender discrimination, girl child education, child abuse, victims of violence, cleanliness, tree plantation, and environment, self-development, health education, etc. The activities conducted led to imbibing social and environmental accountability.

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](#)

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: 5.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
6	4	7	7	2

File Description	Document
Institutional data in prescribed format	[View Document](#)
Documentary evidence/agreement in support of collaboration	[View Document](#)
Certified copies of collaboration documents and exchange visits	[View Document](#)

3.5.2

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

Response: 25

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: 25

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

Introduction

The institute has adequate infrastructure conducive to academic and co-curricular activities.

Teaching and Learning:

Classrooms:

- The college has **4 Smartlecture halls** with 100 seating capacity.
- All the classrooms are equipped with multi-media facilities like LCD Screen/projector, and LAN. An interactive touchscreen panel with OPS (**TrueviewSmart board**) 86" is also available in the main lecture hall.
- Basic medical subjects conduct lectures in their respective lecture halls situated on the same campus. ICT facility with smart boards is available in all these lecture halls.

Seminar rooms:

- The college has fully equipped seminar **rooms** with a seating capacity of 20-25.
- All these rooms are equipped with the latest audio-visual aids like LCD projectors, whiteboards, Smart screen/TV, and Internet/LAN for conducting seminars, journal clubs, case discussions, etc.
- The oral Pathology hall is a large facility that accommodates 100 students and is utilized for presentations and seminars on the same subject.

Laboratories:

The institution has 4 UG preclinical labs and 6 PG preclinic:

1. Prosthodontics preclinical lab
2. Conservative Preclinical lab
3. Ortho-pedo Preclinical lab
4. DADH Lab

Other Laboratory facilities include:

- **ceramic lab, plaster lab,** and **casting labs**
- **The hematology and histopathology lab is** equipped with the latest microscopes and hematocrit for routine blood investigations and biopsy tests.

Library

- The library is equipped with all the latest books and journals and a reading section is attached to the same.
- A Digital Library is also provided where students can have access to all the E-resources.
- Every department has an individual library with relevant subject books, journals, and question banks which are referred to by faculty and students.

Facilities for Clinical Learning:

- There are **9 undergraduate & 6 postgraduate clinics for** the clinical training of the students.
- 9 dental museums, one in each department are used by students for the identification and acquisition of knowledge and skills.

Skill Labs:

- **An implant room** is available to carry out the implant procedure.
- **The microscope room in** the Department of Conservative Dentistry & Endodontics is equipped with a modern dental operating microscope.
- **Geriatric Clinics and Special health care needs clinics** are also equipped with the necessary equipment.

Facilities for community outreach:

There are two satellite centers attached to the college.

1. Khadgaon road &
2. Rameshwar to provide primary dental care to underserved areas. Special cases get referred to the OPD of the college.
3. The third satellite center at MIDC is in progress and will be soon in function.

The college **has two mobile dental vans** which are fully equipped to provide dental treatments in nearby rural areas.

Medical College Teaching:

- Students get trained in general medicine and general surgery through the attached 700 bedded YCMR hospital.
- The medical college has an Anatomy dissection hall with storage for cadavers and demonstrations.

Other labs where students perform preclinicals are:

- Biochemistry Lab
- General Pathology Lab
- Pharmacology Lab
- Physiology and Microbiology Lab
- AYUSH center is available where students get trained in Ayurvedic procedures.

Computing Equipment:

The college has more than 70 computers, 8 LCD projectors, high-speed Wifi, and LAN connectivity with interactive tools like TCS software.

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

The institution has adequate facilities for physical fitness, with a view to developing the all-around personality of the students. The institute gives equal importance to curricular as well as extra-curricular activities.

OUTDOOR SPORTS:

- A spacious **sports ground** with an area of 69000 sq.ft.is utilized for a number of outdoor games like cricket, football, volleyball, kabaddi, throwball, etc.
- The college encourages students to participate in various inter-college sports tournaments. The students have played in **MUHS zonal** state competitions.

AUDITORIUM:

- The college has a spacious auditorium named '**Netaji Subhash Chandra Bose Auditorium'**, established in the year 2015 with an area of 11250 sq. ft. and a seating capacity of 1000 persons.
- The auditorium has **dressing rooms** for gents and ladies which are utilized during cultural activities.

Celebrations:

- Different festivals like **Ganesh Chaturthi, Navratri, and International dance day**. are also celebrated in the auditorium.
- The **Annual social gathering is** held every year in the auditorium. **Freshers (welcoming**

ceremony) is conducted every year in the auditorium to welcome 1st year Undergraduate and Postgraduate students.

GYMNASIUM:

- **Health is wealth**, keeping this thing in mind the college pays attention to the health and fitness of the students and staff members, for this purpose, a **gymnasium** is also set up.
- It has an area of 810 sq. ft. and is equipped with a treadmill, dumbbells, plates, and other modern equipment required for building physical health.
- Students and staff utilize the gym for strength training workouts and cardio workouts.

YOGA

- Institute encourages **Yoga practice** for students and staff.
- There is a provision to practice yoga in the indoor sports room, for which yoga mats are made available by the institute.
- A provision for TV is also made in the yoga room to learn from online yoga training. Students utilize the yoga room in the morning and evening hours.

INDOOR SPORTS:

- Indoor Sports Room is utilized for conducting annual indoor sports like **Table tennis, Carrom, Chess, etc.**
- The faculty and students use the indoor sports room during their leisure time.

DOME:

- A **colossal dome** with an area of 12500 sq. ft. at the entrance of the building symbolizes harmony and peace.
- It also has paintings that relate to all religions and conveys that the institution believes in UNITY IN DIVERSITY.
- Various idols of God are placed on the college premises for people searching for spiritual calm for healing.
- The dome is utilized for various extracurricular activities.

LAWN:

- The entire campus is made environment-friendly with lots of lush green lawns and trees. This gives a green and clean ambiance to the campus. These lawns are also utilized for the purpose of celebrating cultural and recreational activities.

Details of the infrastructure facilities:

Infrastructure	Area in sq. ft.	Year of Establishment	User Rate
Auditorium	11250	2015	3000
Sports ground-	69000	2006	2500
Gymnasium	810	2006	50

Lush green Lawns	34994	2006	2000
Dome	12500	2006	1500
Indoor Sports Room • Carrom Board • Table Tennis • Chess Board • Sports Equipment • Yoga Mats	600	2022	30

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:

The campus is situated on National Highway 144,4.5 km from the bus stand close to the city in a lush green area with a peaceful and eco-friendly environment. The campus has spacious buildings for various academic courses along with all other resources and facilities for students, patients & staff. Institute offers hostel facilities within the campus separately for boys and girls.

- **Girls' hostel has 42 rooms** with an attached mess facility that serves hygienic and delicious food with a varied menu. A TV is also provided in the mess for entertainment during lunch hours. Common toilets and bathrooms are provided which are cleaned on a regular basis.
- **The boys' hostel has 25 rooms** with common toilets and bathrooms. Both the hostels have 24-hour security. Parking is provided in front of the hostel for 2-wheelers.
- Separate **quarters for postgraduate students and staff** are provided on the same campus.

Medical facilities: The college has an attached medical hospital YCMR with 700 beds facility.

Pharmacies: A Pharmacy store "Arogya Amrut" is located near the entrance of the institute which is easily accessible to all. The central store is located in the dome area of the institute.

Common Toilets:

- There are 04 (02 on the first floor,02 on the ground floor) common toilets for gents and 02 for ladies (01 on the first floor and 01 on the ground floor) in the dental college.

- 02 bathrooms for gents(01 on the 1st floor,01 on the ground floor) and 01 bathroom for ladies(on the ground floor) which are utilized by the patients and non-teaching staff.

Apart from this, all the departments have their individual restrooms.

Cafeteria: Amrapali Canteen & Amrapali Fruit Stall are located close to the college building. The canteen has a beautiful ambiance and serves a variety of delicacies.

Book Store: An in-campus **"Vishwa Book Stall"** is also available for students to buy books, instruments, etc**.**

Bank: The Institution has an attached bank "**Bank of India**" in the same building.

Roads & Signage: The different buildings of the institute are well connected to each other with good tar roads and signboards for easy access and to avoid accidents.

Solar Plant: The institution uses a 500kwp Solar Plant as a renewable source of energy. All the buildings on the campus utilize solar energy for their functioning.

Sewage Treatment Plant:

- An effluent water treatment plant that gives purified water of 900-1000 TDS @ 14000 lt. has been set up on campus.
- The plant was established in the month of March 2012
- All the wastewater from the hospital, laboratories, medical college, dental college, quarters, hostel, and laundry is collected in the central septic tank which is installed just near the ETP, and from there, it is processed further.

Water Purification Plant: a water purification plant has been installed which provides RO-filtered water to the staff, students, and patients on the campus.

Laundry: Laundry caters to the housekeeping needs of the college, hospital, and hostel students.

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: 8.74

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

2021-22	2020-21	2019-20	2018-19	2017-18
20.40	23.79	18.88	9.87	52.97

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

4.2 Clinical, Equipment and Laboratory Learning Resources

4.2.1

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

Response:

The dental college building is a 2-floor structure with a colossal dome in the center of the building and a medical wing attached to it.

The infrastructure of the college provides adequate facilities for the training of undergraduate & postgraduate students as formulated by DCI and approved by MUHS. The college has 9 dental departments with clinical teaching-learning facilities which include highly equipped laboratories, classrooms, seminar rooms, a well-stocked library, etc.

Each specialty department has a separate UG Clinical area and a PG Clinical area. There is an ample number of patients in each department as per the DCI norms. Each department is equipped with all the latest equipment, instruments, and materials needed to perform all basic and advanced dental procedures.

- The oral surgery department has a minor operation theatre to perform minor oral surgeries.
- **a separate implant room** is available to carry out implant placements.
- The conservative dentistry and pedodontics departments are complimented with digital radiography units to minimize radiation exposure to patients and clinicians. The conservative dentistry department also has an exclusive **Microsurgery room** which is equipped with a dental

operating microscope to provide the most advanced treatment to the patients. Dental loupes, apex locators, mechanized rotary equipment, thermo-plasticized obturation devices, etc. are provided to postgraduate students. A zoom bleaching unit and a laser unit are also provided to cater aesthetic needs of patients.

- The Department of oral medicine & Radiology is equipped with **OPG and CBCT** to provide full mouth diagnosis.
- The Orthodontics department has fixed orthodontic kits, implants, pressure molding units, Biostarmachine, and Nemoceph software for patient treatment planning are available which provide the best esthetic solution to malaligned teeth. A separate photography studio is set up to record the best of the cases.

- The pedodontics department has a minor operation theatre to carry out surgical procedures and audio-visual equipment to provide child behavior management.
- The Department of Prosthodontics has a ceramic laboratory equipped with equipment like a dewaxing unit, curing unit, dental casting machine, wax burnout furnace, preheating furnace, etc. for casting procedures.
- Department of Periodontics has a surgical room with peristomes, bone trephines & grafting kits, bone expanders, and soft tissue lasers to carry out flap surgeries.
- Advanced equipment also includes a nitrous oxide sedation unit and implant surgical kit along with a physio dispenser.
- To emphasize focus on research activities, the college has the most advanced research microscopes available in the research room.
- A **hematology and histopathology lab** is set up to carry out blood investigations and biopsy tests.

Laboratory facilities:

Laboratories	Area
Preclinical prosthodontics lab.	2000 sq. ft.
Preclinical conservative lab.	1327 sq. ft. 783(seminar)
Preclinical Ortho-pedo lab.	2000 sq. ft.

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](#)

4.2.2

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

Response: 487296.2

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
503734	482562	325322	487220	477692

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
30679	29483	21478	41266	37045

File Description	Document
Year-wise outpatient and inpatient statistics for the last 5 years	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Extract of patient details duly attested by the Head of the institution	[View Document](#)
Details of the teaching hospitals (attached hospital or shared hospitals after due approval by the Regulatory Council / University) where the students receive their clinical training	[View Document](#)
Link to hospital records / Hospital Management Information System	[View Document](#)

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: 463.8

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
418	415	462	414	343

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
54	54	54	54	51

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

4.2.4

Availability of infrastructure for community based learning

Institution has:

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

Response: A. All of the above

File Description	Document	
Institutional prescribed format	[View Document](#)	
Geotagged photos of health centres	[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:

NAME OF THE SOFTWARE: SLIM-21 and TCS-ION

1. **SLIM-21 Software:** The Central Library using Slim21 software from the year 2014 to 2022. The SLIM-21 software version is 3.4.0. The library provides OPAC (Online Public Access Catalogue) facility to its clients such that users can search the library collection remotely. It is an integrated, multiuser, user-friendly, cost-efficient multitasking Library management software the books & Journals are bar-coded and updated on the same software for usage by students and staff.

FEATURES OF SLIM-21:

1. **Acquisition** –Data network of all document applications i.e., Request, Receive, PO, Bill and Budget Head Etc.
2. **Cataloging:**
   - Catalog entries of new library collections are added.
   - Get accession register data.
   - Author title current location-wise report in principal reports.
   - Item types and Counts (Filtered) report in the cataloging section.
   - Items Accessioned year-wise report cataloging section.

Circulation Management:

1. The issue, Return, and other circulation information
2. Print borrower ID cards, barcodes, and spine labels
3. Maintain lending policy information (User wise books)
4. Circulation-related letters (Recall notice, Overdue Etc.)
5. Circulation-related reports i.e., loans accession number-wise, loans borrower-wise, overdue loans, etc.
6. Daily transactions count

Serial Management:

1. Journals list
2. Subscription order
3. Journals binding orders
4. Budget head
5. Reminder letters
6. Obtaining various types of reports in serial management such as journal catalog, missing journal issues, subscription renewals, and a number of issues received.

TCS-ION Software:

Currently, TCS-ION Library Management Software is being used in the central library. This Software is web-based Library Software with Web OPAC, Email & SMS Alert, etc. (Online Public Access Catalogue- OPAC) and Single Window, where complete information about the users along with circulation status, fine status, contact details, reading & circulation history, etc.

FEATURES OF TCS-ION: Single database is used for books, book banks, thesis, reports, non-book materials, and back volumes.

Modules of ILMS:

1. **Acquisition and Management of the entire Library collection.**
2. **Members: -**
   1. Add Members
   2. Block Member
3. **Circulations: -**
   1. Membership management with Photographs.
   2. Generation of Bar-coded Membership Cards.
   3. Circulation transactions viz. issue, return, re-issue with Bar code & manual.
   4. Generation of No Dues Certificate, Overdue & Other Reminders.
   5. Related statistical & detailed reports
4. **Stock Management: -**
   1. Print Barcode
   2. Verify stock
   3. Transfer holding
   4. Replace holding
5. **Subscription: -**
   1. Journal's Renewal and new subscription.
   2. The librarian can track journal dispatch and receive information
   3. The Librarian would be able to raise purchase requisition journals
6. **Suggestions: -** Such as "Request for Additional Copy of Item", "Report Book/Item that requires binding" etc.
7. **Binding: -** This module mainly deals with binding of damaged books and sending loose issues of journals to binders for binding.

Nature and Extent of Automation – Fully automated

Year of Commencement –   A. Slim 21 from 2014

                                                    B. TCS-ION – From 2022

Completion of Automation: - A. Slim21 is automation from 2015

                                                    B. TCS-ION automation is in the process

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:

Response: The primary purpose of MIDSR Dental College library is to provide resources and services to various Dental & Medical fields and to meet the needs of both the staff and the students for education & information. In order to meet the objective of providing the right information at the right time, in the right way to the user, our library gives free access to many Books, Journals, Thesis, LD, digital form book materials (CDs & DVDs), E-books, E-journals (through Wi-Fi), etc.

Textbooks: -The Central Library is updated annually for books and journals based on the curriculum and annual budget. The book covers all dental specialties and basic medical sciences. Currently, there are 5135 Textbooks and 300 E-Books.

Reference Volumes: -The Library has almost 539 reference books of 496 titles preserved. The books with focused & detailed content, extensive evidence-based data, bibliographies, dental clinical atlases, and healthcare handbooks have been designated as reference books and maintained in the Reference Book Section.

Journals: -Total of 45 Journals which include: - 15 national and 30 international journals are available in the Central Library for all the specialties.

Rare Books: -The collection of rare books is based on the early printing, its limited issue, historical importance the special character of the edition or binding, or its historical interest. The Rare Books are protected from humidity and preserved on a separate bookshelf in the library. There are 12 rare books available in the library.

Manuscripts: -Total of 149 Manuscripts comprising of 81 theses and 68 Library dissertations of postgraduate students from all the departments are available in the library.

Digitalized traditional manuscripts: - Manuscript digitization is the process in which rare and old manuscripts are converted to digital file formats so they can be shared online by users from all parts of the world. There are 2 digitalized manuscripts available in the library.

Digital Library: The Digital Library has well-equipped and provides online access to educational material for staff & students. Internet facility is available for surfing online access to E-Journals & E-Books, and many other dental databases. The **DVL-Dvirtual Library** has 699 journals, 150 E-books, and 304 videos.

Another knowledge resource: -Library has a subscription to seven daily newspapers: Lokmat, Times of India, Ekmat, Sakal, Lokmat Times, The Indian Express, and Loksatta for students and staff to know day-to-day updates. The library also has 27 other knowledge books and novels.

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](#)

4.3.3

Does the Institution have an e-Library with membership / registration for the following:

1. e – journals / e-books consortia

2. E-Shodh Sindhu

3. Shodhganga

 4. SWAYAM

5. Discipline-specific Databases

Response: A. All of the above

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

4.3.4

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

Response: 24.32

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
27.52	10.07	26.92	30.08	27.01

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](#)
Institutional data in prescribed format	[View Document](#)
Audit statement highlighting the expenditure for purchase of books and journal library resources	[View Document](#)

4.3.5

In-person and remote access usage of library and the learner sessions/library usage programmes organized for the teachers and students

Response:

In-Person and Remote Access Usage of Library by Teachers and Students: MIDSR Dental College has a spacious Library with a 4500 Square Feet area. The library timing is from 9:00 am to 9:00 pm on Monday to Friday and on Saturday timing is 9:00 am to 5:00 pm. The library provides quiet study areas accommodating 140 students at a time and is Wi-Fi enabled. The library follows an Open Access System for everyone. Every user who enters the library must enter the name and time in the register kept at the entrance. This must be followed during entry and exit. There is a separate area for Books in the Library. There is also a separate UG, PG, and staff reading room where students and staff can read library books and their own books. There is also a separate section for journals, references, manuscripts, rare books, and other knowledge resources in the library. During the last academic year, 2065 teaching staff, 2630 postgraduate students, and 5128 undergraduate students visited the Central Library reading hall and there were 82 teaching staff, 11215 UG & PG students issued books from the Central Library. PG students are encouraged by their PG guides to using library services for studies, thesis, library dissertations, and research activities.

Students and teachers use the library to upgrade their knowledge to conduct research for thesis, scientific papers, and other projects. The institute has a subscription to the DVL-virtual Library Consortium and registration for Swayam and free databases. All Digital journal/book collections consisting of numerous journals and textbooks on varied dental subjects can be accessed remotely by staff, UG, and PG students with given user login and password. The institution subscribes to the annual online package of e-journals by AVGAS Information System, "DVL-Dvirtual library." The issue and return record are automated and reports can be generated through the software.

The learner sessions / Library usage programs organized for the teachers and students:

Every year orientation program is conducted for UG, PG students, and newly joined teachers during which Library cum I- Cards are distributed. They are given all the necessary directions for the use of the Library & its resources by the Librarian.

For effective and efficient utilization of the central library, the Library Learner programs like the Vachan

Prerna Diwas celebration and workshop on the DVL-Dvirtual consortium are done every year. The Vachan Prerna Diwas, in line with preserving the memory of Dr. A.P.J. Abdul Kalam''s birth anniversary. For overall reading culture and reading inspiration for teachers and students.

A workshop on the DVL-Dvirtual consortium is organized for all teachers and students of MIDSR Dental College every year to orient them on the subscription and usage of E-resources databases, and E-consortium. The E-guide on using these resources for D-Books and E-journals of dental and related medical specialties is also explained. The usage of OPAC is also explained. This exercise enables the teachers and students to utilize the resources available in the library to enhance classroom teaching, in the preparation of conference papers, and in the publication of research papers.

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

4.3.6

E-content resources used by teachers:

1. NMEICT / NPTEL

2. other MOOCs platforms

3.SWAYAM

4. Institutional LMS

5. e-PG-Pathshala

Response: Any Four of the above

File Description	Document
Institutional data in prescribed format	View Document
Give links e_content repository used by the teachers	View Document

4.4 IT Infrastructure

4.4.1

Percentage of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi-

enabled ICT facilities (data for the preceding academic year)

Response: 100

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

Response: 13

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

Response: 13

File Description	Document
Institutional data in prescribed format	[View Document](#)
Geo-tagged photos	[View Document](#)

4.4.2

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

Response:

- The main lecture hall has an **86" interactive touchscreen panel** with OPS (Trueview Smartboard). Other lecture halls have **Panaboard**, overhead projectors, and LAN facilities.
- **Digital library**: Faculty and students can access e-journals, e-books, and resources from different databases through the computers and an **audio-visual aid room** is also provided to attend teleconferences.
- There are **smart TVs** available in every seminar room for conducting seminars for postgraduate and undergraduate students. Separate computers are provided for clerical work. The computers are connected by LAN and overhead projectors.
- **Wifi** is available in the central library, dental office, and NAAC office having a bandwidth of 1Gbps. All the systems like the TCS ion, the OPG, and CBCT are connected through Local Area Network (LAN).
- **TCS ion software** is used for online lectures, presentations, online meetings, interdepartmental discussions, etc.
- The institute has **A centralized IT/ server room** that connects the entire college through LAN. Cloud software is also purchased every year for managing data on the institute's website.
- The office is automated with computers, printers cum scanners, and Wi-Fi. The networked computers help upload and circulate e-circulars to all the departments and speed up documenting student data, official documentation, and sending e-mails with efficacy.
- The patient data record is maintained using Pappyjoe Hospital Management software in each department.

IT and Wi-Fi facilities

Sr. No	YEAR ITEM NAME	2017	2018	2019	2020	2021	2022	2023
1	Numbers of Computer	53	53	53	53	53	53	77
2	Internet Connectivity available	53	53	53	53	53	53	77
3	Computer (All In One)	-	-	-	-	-	-	1
4	Wifi Connection	-	1	-	2	-	3	4
5	Internet Speed Available (In Mbps)	50	50	50	50	50	50	01 Gbps
6	Security Available (Antivirus Protection)	53	53	53	53	53	53	77
7	Printer	9	11	11	11	11	13	17
8	Scanner	4	4	4	5	5	5	5
9	Color Printer	-	1	1	1	2	2	3
10	Xerox Machine	2	2	2	2	2	2	3
11	CCTV Camera	16	29	37	38	41	46	51
12	SSD Hard Disc	-	-	-	9	10	14	20
13	Wifi Router	-	-	-	3	3	3	3
14	Scanner with Transparency	1	1	1	1	1	1	1
15	Over Head Projector	1	1	1	1	1	1	1
16	LCD Projector	12	14	16	17	17	17	18
17	Scanner with Printer	1	1	1	1	1	1	1
18	Hard Disc	4	6	14	17	18	18	18
19	Web	-	-	-	10	10	10	10

	Camera							
20	Micro Phone Headset	-	-	1	1	1	1	1
21	Offline Clinic Man agement Software	-	-	1	1	1	1	1
22	Sound (Speaker)	-	-	-	8	8	8	8
23	Headset with Mike	-	-	-	8	8	9	9
24	T.V.Set Smart	-	2	4	4	5	10	15
25	Smart Board LED Panel	-	-	-	-	-	-	2

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: ?1 GBPS

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

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: 23.16

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
44.91	76.47	53.37	79.08	75.22

File Description	Document
Provide extract of expenditure incurred on maintenance o f physical facilities and academic support facilities duly certified by Chartered Accountant and the Head of the institution	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

4.5.2

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

Response:

The college has a dedicated Purchase and Maintenance Committee for discussing, and monitoring the maintenance of the college building, clinical area, classrooms, laboratories, library, sports facilities, hostels, utilities, equipment, etc. The committee has a skilled manpower of qualified technicians (dental chair service and equipment maintenance) for electric work, plumbing, carpentry work, painting, etc.

If there is any repair/damage of instruments, buildings, or another basic facility, one of the staff from that particular department has to submit an application to the maintenance committee through the proper channel (HOD, / equipment in-charge). The application is then placed in an administrative meeting for discussion and the application is forwarded to the maintenance department. Enough manpower is given to all engineering departments to complete the work with perfection and to complete it on the stipulated time.

Sanitation: Cleaning personnel cleans the washrooms once a day using disinfectants and detergents. These activities are monitored by the supervisor in every department and the administrative officer by maintaining a register.

Laboratory Maintenance: Regular maintenance and periodical inspections ensure safe electrical equipment in the laboratories. Skilled lab assistants and electricians inspect the instruments regularly for

the effective functioning of the equipment. Faculty and Staff in charge of the maintenance of every department check if the equipment of the laboratory and department are well-maintained and well-protected. Computer lab equipment such as computers, printers, and projectors are constantly monitored by the lab technicians who take immediate steps to replace the non-working gadgets. Periodic updation and antivirus spyware scans are run regularly to protect them from malware.

Library Maintenance:

The library is maintained by a librarian and three assistant librarians. A library committee is assigned which regulates the process of the library with regular updation of books, journals, etc. Library maintenance is computerized and automated with updation. Librarian collects the requirement for the list of books, journals, and other resources from all HODs during the commencement of each academic year. Regular cleaning of the library floors, and racks and maintaining the quality of the books with needed binding are in place. Pest control of library books and records is done every year by the maintenance department. Proper inspection and verification of stock takes place at the end of every year. Worn-out and damaged books and furniture are identified and replaced regularly based on the needs.

Sports Facility Maintenance :

A permanent volleyball court is provided. A separate indoor games facility for playing table tennis, caroms, and chess, is provided and is being used by the students regularly. The gym and other equipment servicing are taken up as and when required under the supervision of the sports committee. The playgrounds are always kept ready for students' utilization.

The security guards work in shifts for ensuring security and safety. The whole campus is under surveillance by the installation of CCTV cameras at various vantage points for protection. The electrical and IT departments look after various equipment such as Generators, Reprographic facilities, CCTV Facilities, and AV systems.

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: 52.91

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
267	272	256	242	168

File Description	Document
List of students who received scholarships/ freeships /fee-waivers	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Attested copies of the sanction letters from the sanctioning authorities	[View Document](#)

5.1.2

Capability enhancement and development schemes employed by the Institution for students:

1. Soft skill development

2. Language and communication skill development

3. Yoga and wellness

4. Analytical skill development

5. Human value development

6. Personality and professional development

7. Employability skill development

Response: A. All of the above

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

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: 18.92

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
107	95	99	27	96

File Description	Document
Year-wise list of students attending each of these schemes signed by competent authority	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Copy of circular/ brochure/report of the event/ activity report Annual report of Pre-Examination Coaching centers	[View Document](#)
Link for 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 India programs etc.., Response: Globalization refers to educational, economic, cultural, and political inter-relationships that are driven by human migration, international trade, and exchange of policies across national borders. Studies in dental care are rapidly expanding around the globe to include internships, externships, Obsereverships, novel teaching-learning programs, and innovative research. Keeping global perspective

in mind academic courses are designed accordingly for international students. The institute has an active International Student Cell and it is looked after by Alumni Committee, which expedites and promotes outbound externships/observership and also modulates inbound students to India for externships/observership.

The role of the International Student Cell (ISC) towards institutional Alumni students encloses -

1. Promote internationalization at MIDSR Dental College, Latur by acting as a central coordinator and facilitator of all internationally related initiatives and activities.

2. Encouraging Global Tie Ups and Collaborations for Externships, Exchange, and Research.

3. Arranging necessary documents like reference/referral letters/transcripts from the institute to the students who are willing to study abroad or for the students who qualify for exams to study abroad.

4. Providing Career Guidance and Academic Support to students who wish to study in Foreign Universities in Association with Alumni Committee.

The role of the International Student Cell (ISC) towards traveling students encloses -

1. Arranging Logistic and Academic Support for the traveling students.

2. Provide regional language learning facilities and orient them to regional culture and tradition.

3. Provide undergraduate and postgraduate degrees and research programs offered at our institute for the betterment of international students.

Many passed-out undergraduate and postgraduate students from our institute work abroad at renowned universities. Two of our undergraduates are pursuing a Master's in Public Health at Deakin University Melbourne. Recently one of our students has started to study Health Care Management in Canada at Fanshawe College, London, Ontario. The Alumni Committee of MIDSR Dental College, Latur, nurture international tutoring within campus and endeavor to encourage international understanding and global awareness.

File Description	Document
Any additional information	[View Document](#)
Link for international student cell	[View Document](#)

5.1.5

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

  1. **Adoption of guidelines of Regulatory bodies**

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

Response: All of the above

File Description	Document
Minutes of the meetings of student Grievance Redressal Committee and Anti-Ragging Committee/Cell	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Circular/web-link/ committee report justifying the objective of the metric	[View Document](#)

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: 23.41

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
20	5	21	18	5

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
107	95	99	27	96

File Description	Document
Scanned copy of pass Certificates of the examination	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

5.2.2

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

Response: 60.12

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
90	60	74	19	73

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Annual reports of Placement Cell	[View Document](#)

5.2.3

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

Response: 8.8

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

Response: 11

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

5.3 Student Participation and Activities

5.3.1

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

Response: 4

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

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

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:

The establishment of a student council plays an integral and important role in the student community. Student council provides a representative structure through which students can debate issues of concern and undertake initiatives of benefit to the college and the community. It is important that they be given the opportunity to express their views on issues of concern to them in the college. It is equally important

that they are listened to and encouraged to take an active part in promoting the aims and objectives of the college. General objectives could include enhancement of communication between students, management, and staff, to promote an environment conducive to educational and personal development, and also to promote friendship and respect among students. The functions of the student council are: Promoting good communication within the college, Supporting the educational development and progress of students, assisting with induction programs, Mentorship programs for students, contributing to the development of college policy, assisting in college sporting and cultural activities assisting the NSS activities in college. The student council conducts various activities such as cultural and sports activities which include cultural day, Freshers, Ganesh Utsav celebration, and sports such as cricket, badminton, box cricket etc. Orientation program for both undergraduates and postgraduates, parents' teacher meetings, and also NSS program In which students participate in yoga day, AIDS day, World oral health, day tree plantation, no tobacco day, swatch Mukh camp, swatch bharat abhiyan, organ donation camp. All the mentioned programs or events are conducted every year. Student representatives from every batch both UG and PG are included as members in various other committees/bodies of the college.

File Description	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: 10.4

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
9	10	4	11	18

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](#)

5.4 Alumni Engagement

5.4.1

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

Response:

Response: The alumni association in the name of MITIANS medicos MIDSR dental college, Latur past students/alumni association was formed and registered on 9/5/2016 with reg no.F-21515. A joint account (A/C no 064420110000107) was formed in the name of Dr.Suresh Kamble, principal & Dr. Praveen Dhorepatil, Alumni MIDSR Dental College, Latur on 20/07/16 in BOI, Kasargaon branch, Latur. In 2006 MIDSR sprouted with the first batch of 100 students. MIDSR grew gradually with every coming. The alumni committee Organizes Annual Alumni Meet Regional Alumni Meet, Induction Sessions during the Orientation Program for first-year UG & PG students, Maintains and updates the MIDSR alumni website, Maintains, and updates the alumni database, Updates various events organized in MIDSR on Social Media to reach out to Alumni, Maintains MIDSR alumni Whatsapp & Facebook account. The alumni committee also looks after the International Student cell.

Working of Committee

1. Enrollment of alumni with the association: all the degree holders are registered with the alumni association at the time of course completion. The Clerk of alumni association collects the basic information with the prescribed registration fees, to enroll as alumni. The Clerk provides the receipt of the amount paid.
2. Meetings: The meeting is conducted with all the members at least two times a year. The chairmen of the committee take a brief account of the previous meeting and ask the respective members about progress. The convener elaborates on the discussion topics for the meeting. The minutes of the meeting are maintained by the convener of the committee and/or the Clerk of the committee.
3. Activities: Alumni meet. Felicitation of toppers of every batch. Felicitation of any executive, exclusive achievements. Upgradation/sharing some extra knowledge Organization of social activities for social welfare.
4. Finance distribution: A joint account (A/C no 064420110000107) was formed in the name of, the principal &, Alumni of MIDSR Dental College, Latur on 20/07/16 in BOI, Kasargaon branch, Latur. The entire registration fee is collected in the account. The yearly audit is maintained. The committee chairmen send an application with the quotation required for the event to the principal. After sanctioning, the amount will be withdrawn from the account in the presence of both the account holders and hands it over to the chairman of the committee. Expenditure is maintained by the Clerk of the committee.
5. Communication with the alumni Convener will be responsible to collect and maintain all the contact details of alumni. Whatsapp groups and Facebook pages are created under the name of the alumni association. The Whatsapp group of alumni has updated yearly with new alumni. Alumni can contact any member of the committee on the personal no or through the group.
6. Problem-solving or helping Alumni can contact the association for any help. Once the alumni have approached. The chairmen and convener will discuss the topic and do the needful arrangements as early as possible.

File Description	Document
Link for details of Alumni Association activities	[View Document](#)
Link for audited statement of accounts of the Alumni Association	[View Document](#)
Lin for quantum of financial contribution	[View Document](#)

5.4.2

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

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

Response: 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](#)

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**

    MIDSR aims to achieve an academically vibrant environment & innovative practices in dental education and research, inculcating social, moral, and spiritual values in the dental profession.

- **MISSION:-**

    Our mission is to provide excellence in dental education and foster a culture of creativity, research, and continuous learning among our faculty and students. Promote social responsibility, moral principles, and respect for diversity in the dental profession. We strive to improve oral health and the overall well-being of society.

    1. Provide the globally relevant infrastructure and facilities to train the dentists of tomorrow.
    2. To provide dental students with comprehensive skill sets and Knowledge.
    3. To Shape the students as responsible practitioners, academicians, researchers, and responsible citizens of future India
    4. Nurture the faculty to evolve as self-reliant toward personal & professional development.
    5. Adopting patient-centered treatment approaches and addressing patient concerns empathically.
    6. Recognize our achievements by earning high grades in NAAC & other national Accreditations.

    PRIMARY OBJECTIVES:-

    1. **Education:** Educate the students through the implementation of a globally relevant curriculum and train the faculty to become competent in providing Ethical teaching and learning experience for students.
    2. **Research:** Provide a platform for students and staff to nurture their analytical and creative skills toward generating exciting research which will directly benefit society.
    3. **Student engagement:** Ensure a supportive experience for students via self-directed and participatory learning opportunities to harness and showcase their personal achievements in curricular and co-curricular aspects.
    4. **Outreach:** Build a network of opportunities for learning and training students by off-campus faculty and facilities as well as increase the branding of MIDSR locally, regionally, and across the country.

    SECONDARY OBJECTIVES:-

    1.   **Campus and Facilities:** Develop a versatile infrastructure to support the curricular and

extracurricular activities and to provide an innovative environment for rapid progress towards institutional excellence.

2. **Service and Quality:** Increase the Dental health care services provided to the community and become self-sufficient towards achieving overall stability while progressing towards excellence.

NATURE OF GOVERNANCE, STAKE HOLDER'S PARTICIPATION

The administration of MIDSR is decentralized and participatory. The MIDSR committees ensure functional independence in order to accomplish excellence in research, education, and high-quality healthcare.

- The Executive Director, Principal, Vice Principal, HODs, teaching faculty, and administrative officer are all involved in monetary preparation, organizational functioning, and development.
- Stakeholders are free to interact with the Executive Director and Principal, Vice principal of the institute whenever required.
- Twenty committees in total have been constituted within the institution to help with decision-making for institutional improvement.
- The academic council will be taking feedback from students, staff, interns, alumni, professionals, and parents on the academic curriculum or syllabus and feedback on teacher evaluation from students.
- Feedback forms will be collected, and analyzed, relevant points will be discussed in academic council meetings and the same will be implemented.
- Our institute's Student Council is dedicated to fostering a positive learning environment by making the proper representations to the Principal; it has the duty of resolving the issues of the students.

In this way, the Principal and every stakeholder contribute to implementing the college's plans and policies.

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

6.1.2

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

Response:

The MIDSR dental college makes an effort to accomplish the goal of the national education policy by establishing values and a participatory decision-making process, both of which are necessary for effective leadership.

All activities at the MIDSR Dental College are carried out under the inspiring and energetic direction of the MAEER'S Pune and Local Management Committee.

The Organogram enables the college community's members to continuously improve their organizations, engage in decision-making at various levels, and define their vision.

The Institute Organogram structure involves:

- **Executive Directors**- Executive Directors are Representative of the trust.
- **Principal**: The principal is the head of the Institute who is responsible for the smooth working of the institution.
- **Vice-Principal:** The vice-principal subordinates the principal in his functions and is in charge in the absence of the Principal

The institute is categorized into three staff:

1. Administrative Staff.

2. Dental Department-Teaching Faculty.

3. Para Dental Staff.

1. Administrative Staff:

- The administrative staff comprises the Chief Administrative officer, Administrative officer, and Office superintendent.
- Other than these are clerical staff, Library staff, Storekeepers, Network admin, maintenance department staff, Security department staff, and other assistant staff.
- This administrative staff takes part in the decision-making process related to the administrative work of the institutes.

2. Dental Department Teaching Faculty:

- There are nine different dental departments in the institution.
- Prosthodontic department, Conservative Dentistry, Periodontics, Oral Surgery, Orthodontic department, Pedodontics, Oral Pathology, Oral Medicine, and Public Health Dentistry are the dental departments of the institute.
- All the departments are headed by the Head of the Department, who in turn is reported to by his/ her subordinates.
- All the heads of department report to the Principal, the head of the Institution.
- The staff structure of each department comprises the Head of the Department, Professors, Readers, Lecturers, and Tutors.

3. Para Dental Staff:

- Para Dental Staff includes Dental Technician, Dental Hygienist, Chair Technician, X-Ray Technician, Pharmacist, and Nursing Staff.

Committees:

Committees are formed with student and faculty representation, with defined functional Objectives and SOPs. Each Committee has Chairman, Convener, Member, Clerk, UG Student Member, and PG Student Member for the proper functioning of the committee.

There are a total of twenty committees

These committees are-

1. IQAC
2. Local Management Committee
3. Academic Council Committee
4. Ethical Committee
5. Women's Welfare and Grievances Committee
6. Student Council Committee
7. Research Committee
8. Dental Education Unit
9. Library Committee
10. Hostel Committee
11. Cultural and Sports Committee
12. Administration Committee
13. Welfare and Grievances Redressal Committee
14. Alumni Committee
15. Intellectual Property Rights (IPR) Cell
16. Anti Ragging Committee
17. NSS Committee
18. Purchase Committee (incl. all types of Purchase, Store, Maintenance, etc.)
19. Cleanliness & Environment Committee
20. Reserve & Minority Welfare Committee

The outcome of the decentralized and participative management of MIDSR Dental College

Decentralization and participative management are the factors that determine the smooth and efficient functioning of our institution.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Organizational structure

A structured functional system in MIDSR has created meaningful, remarkable strategic plans and policies to achieve the vision and mission of the college.

- The principal is the head of the institution, he makes decisions and implements the decisions regarding administrative, academic, and financial matters.
- All head of the department meets the principal regularly to carry out academic and other administrative work.
- Several committees are formed to work decentralized and also for the participatory management for the proper functioning of the institutional work. All committees have clearly defined goals and standard operating procedures. (SOP). The committee meetings are conducted periodically to improve the functioning of the organizational structure. These committees are-

1. **Local Management:** This Committee evaluates the progress of the college and provides guidance for constant improvement in ensuring higher standards of education in the college.

2. **Academic Council:** This Committee ensures effective curriculum planning, delivery, and evaluation through a well-defined process.

3. **Ethical:** Ethical Committee will review and approve all types of research proposals involving human participants with a view to safeguarding the dignity, rights, safety, and well-being of all actual and potential research participants.

4. **Women's Welfare and Grievance Committee**: It helps to promote a healthy working environment for all female staff and students.

5. **Student Council:** Council provides a representative structure through which students can debate issues of concern and undertake initiatives of benefit to the college and the community.

6. **Research:** Create a conducive environment for the promotion of research and innovation activities in the Institute.

7. **Dental Education Unit:** It develops the knowledge and skills related to dentistry by organizing different scientific programs.

8. **Library Committee:** Provides highest quality reading materials & services.

9. **Hostel:** Supplies all utility services facilities, food essential commodities, sports and events, and a hygienic environment for residing in the hostel.

10. **Cultural & Sports**: This committee promotes and arranges extracurricular activities to bring out the talents of students in the performing arts and sports.

11. **Administration**: To monitor the working of all committees & departments of the institute.

12. **Welfare & Grievances Redressal**: To provide a safe, fair, and harmonious learning and work environment.

13. **Alumni**: It helps to support the parent organization's goals, and to strengthen the ties between alumni, the community, and the parent institute.

14. **Intellectual Property Rights Cell**: It inspires faculty, students, and researchers to participate in research and advancement activities.

15. **Anti-Ragging**: Prevents ragging in the College and also takes proper action against those who are indulging in it.

16. **NSS**: It helps in the development of the personality of students through community service.

17. **Purchase**: The committee elaborates on the procedure for purchasing and Maintenance of consumables.

18. **Cleanliness & Environment**: Aims of the promotion of safety, health, and environment.
19. **Reserve & Minority Welfare**: Provides guidance to students and their parents for availing scholarships.

20. **IQAC:** The responsibility of IQAC is to initiate, plan and supervise various activities that are necessary to increase the quality of the education imparted in our institution.

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

6.2.2

Implementation of e-governance in areas of operation

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Maharashtra Institute of Dental Sciences and Research (MIDSR) is a leading dental college in the Region. It is committed to providing a safe, fair, and harmonious learning and work environment for its employees. MIDSR has a strong focus on employee welfare and has implemented a number of policies and programs to support its employees.

One of the most important aspects of MIDSR's employee welfare program is its commitment to providing a safe and healthy work environment. MIDSR has a comprehensive safety program in place that includes regular safety training, inspections, and audits. The college also has a strong focus on occupational health and provides employees with access to a variety of health and wellness resources.

In addition to its commitment to safety and health, MIDSR also provides a number of other benefits to its employees, including:

- Competitive salaries and benefits
- Opportunities for professional development
- A supportive and inclusive work environment
- A strong sense of community

MIDSR's commitment to employee welfare has helped to create a positive and productive work environment. Employees are motivated and engaged, and they are proud to be part of the MIDSR team. This positive work environment has contributed to MIDSR's success, and it has helped the college to achieve its goals.

Here are some specific examples of MIDSR's commitment to employee welfare:

- The college has a comprehensive safety program in place that includes regular safety training, inspections, and audits.
- MIDSR provides employees with access to a variety of health and wellness resources, including a gym, a cafeteria, and a health clinic.
- The college has a strong focus on diversity and inclusion, and it is committed to creating a workplace where all employees feel welcome and respected.
- MIDSR provides employees with opportunities for professional development, including reimbursements and access to training programs.
- The college has a strong sense of community, and it hosts a variety of events and activities for employees and their families.

MIDSR's commitment to employee welfare has helped to create a positive and productive work environment. Employees are motivated and engaged, and they are proud to be part of the MIDSR team. This positive work environment has contributed to MIDSR's success, and it has helped the college to achieve its goals.

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

6.3.2

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

Response: 89.81

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
106	96	72	75	80

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](#)
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: 24.2

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
18	34	37	16	16

File Description	Document
Institutional data in prescribed format	[View Document](#)
Detailed program report for each program should be made available Reports of the Human Resource Development Centres (UGC ASC or other relevant centres)	[View Document](#)
Copy of circular/ brochure/report of training program self conducted program may also be considered	[View Document](#)
Any additional information	[View Document](#)

6.3.4

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

Response: 97.94

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
96	106	84	97	83

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](#)

6.3.5

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

Response:

Appraisal system

The Appraisal system is intended to define, measure, and acknowledge each individual's contribution as well as assist the College in setting attainable goals for all of its employees. Appraisal process that put employees to improve their performance and professional development. At Maharashtra Institute of Dental Sciences and Research (Dental College) appraisal process of teaching and non-teaching staff is done on a yearly basis. It is carried out in a stepwise manner.

1.   Self-appraisal - Appraisal Forms are mailed to all departments for teaching and non-teaching staff at the end of the year they should be filled by every staff within the stipulated time along with necessary supporting documents. Then it should be submitted to the Head of the Department for verification.

2.   Verification- This process is done at the departmental level by the Head of the respective department. The head of the department should verify the forms of all teaching and non-teaching staff. The head of the department should verify the information filled with supporting documents. Afterward, all forms should be submitted to the Principal's office.

3.   Certification–Appraisal Forms submitted to the Principal's office should be certified by the principal of the college. He should certify the forms of all teaching and non-teaching staff as per department. Even office, college store, and electricity department staff should submit their forms to the principal office for certification.

4.   Administrative committee evaluation- All certified appraisal forms were evaluated by the administrative committee in their meeting. In case of any query regarding a particular form, concerned staff would be called during the evaluation process.

5.   Assessment of achievement of benchmark- The administrative committee defines a separate set of 'Benchmarks of Achievement' for teaching and non-teaching staff. All of the forms would be evaluated, and the committee would compile a schedule of meetings for both teaching and non-teaching staff.

6.   Salary appraisal plan- Based on the guidelines from the trust this plan is prepared for all teaching and nonteaching Faculty.

7.   Final approval- the plan of appraisal would be put forth in front of the Executive Director of the college. Related information would be provided and discussed with the Executive director.

8.   Implementation of the appraisal: Increment implemented after receiving the Executive Director's approval. This process is considered for each faculty at the time increments and promotion.

Performance Indicators for Teaching Faculty

- Attendance
- Student Feedback
- Academic Responsibilities

- Examination duties
- Clinical Competency
- National / International Conference/Award/Speaker
- Publication/ Book Published
- Research grants/ Copyrights/Patents
- Contribution to management and governing bodies

Performance Indicators for Non-Teaching Faculty

- Attendance
- Knowledge about the profile carried
- Time Management (Regularity, submission, etc.)
- Communication Skills- Written/ Oral
- Delegation of work
- IT skills (Specify MS Office and others required)
- Meeting deadlines & commitments
- Work under pressure

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

Other Upload Files	
1	[View Document](#)
2	[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:

MIDSR Dental college-Resource mobilization policy

The Institute has a well-drafted mechanism to ensure judicious planning for the mobilization of recourses for organizational sustainability.

- Each year the departmental budget is drafted by the Head of Department of all departments and the Head of the Sections. The heads prepare this budget after discussing it with the entire department/section members. The budgetary requirements of each department are prepared in accordance with the development and maintenance goals of each department.

- The Principal Office receives this prepared departmental budget for additional review. The Principal and the Accounts Officer discuss each department's or section's needs and consolidate them into an institutional proposed budget.
- This consolidated budget is discussed with the MIDSR dental college executive director, the necessary changes are made, and it is then forwarded to the MAEERS Trust Pune.
- This consolidated budget is discussed in trust budget meetings and the trust allocates the annual budget for MIDSR Dental College to various heads of expenditure for that financial year.
- The MIDSR Dental College generates revenue from tuition fees, hospital bills, and laboratory services.
- Funds are used for staff salaries, equipment and instruments, the library (books, journals, and a digital library), e-governance, development, and maintenance purposes.
- A pre-designed recruitment policy, which is supervised by the HR department, is used to mobilize the manpower.

MIDSR Dental college-Resource mobilization

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:

In 2006, the MAEER Trust established the MIDSR Dental College under its patronage. Each year, a statutory auditor is selected and approved by the Trust to conduct an audit of all institutions covered by the MAEER in accordance with statutory provisions. The Trustees formally approve the balance sheet and audit report before submission to all relevant authorities.

The audit Procedure is as follows

- Being a part of MAEER's Pune, MIDSR Dental College has to undergo internal and external audits yearly like all the other colleges operating under the trust.

1. Chief Accounts and Finance Officer Coordinate with the appointed firm for annual or biannual audits and confirms the dates and Audit teams for the same which is later conveyed to the relevant institute via mail. The same procedure is followed for both external and internal audits.

2. At the arrival of the Audit team, a formal introduction with the Principal is done.

3. All the required documents for audit like P. Tax, cash receipt, voucher, Receipt book, challan file, scholarship record, salary details, any previous compliance reports, all the bank account details of related institute account, bank balance Certificate reconciliation, GST, income tax, EPF, P-Tax challan annual details files for all are kept ready.

4. Similarly, Computer data like cash books, bank books, and ledgers are up to date and maintained. Kept ready

5. All registers of stores and material registers are also verified and any purchase followed by the established protocol is verified.

6. Library records, acquisition registers, books, and General stock are also verified.

7. All the information required for the audit is to be provided to the auditing agency in the format provided by them for example all deposited vouchers and received funds from MAEER as well as fees collected from students are verified.

8. Balance fees, excess collected fees, and increased fees are all verified for which any complaint or Query one resolved then and there.

9. After all audit procedures, the auditor gives a format overview to the principal of any suggestions overly.

10. If the Queries cannot be solved at the institute level then the Chartered Accountant agency coordinates with trust and they discuss resolved the queries and sends the same to the institute.

11. Queries/compliance if any are received further are also resolved and documentary evidence is provided.

12. After fulfillment of all Queries, the final balance sheet is prepared by coordination of the Chief Accounts and Finance Officer and the appointed External Chartered Accountant agency.

13. Finally, Executive Director and Chartered Accountant Sign the audit report.

14. After all the above-mentioned procedures, the final audited report can be used for the institution at work.

15. The development of an institution is greatly influenced by the careful and wise use of financial resources. Since the institute's inception, a strong internal and external audit system has positively impacted its growth and development

Flowchart of audit Procedure in MIDSR dental college

File Description	Document
Any additional information	[View 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: 6

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	3	2	1

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

6.5 Internal Quality Assurance System

6.5.1

Instituion has a streamlined Internal Quality Assurance Mechanism

Response:

IQAC

- The IQAC is meant for planning, guiding, and monitoring the Quality Assurance (QA) and Quality Enhancement (QE) activities of the colleges.
- To IQAC develop a system to improve the academic and administrative performance of the institution. For this purpose, different committees are formed in the institute.
- IQAC collaborates with all committees and works parallel which was described in detail in criteria 6.2.1.
- It also encourages measures for institutional functioning toward quality enhancement.

Mechanisms and Actives of IQAC

- IQAC plans for designing a calendar of events for the college. It periodically conducts quality-related workshops in the college.

- IQAC designs the feedback formats on various parameters applicable to all stakeholders.

- The IQAC has regularly convened meetings. IQAC has collected feedback in appropriate forms from different stakeholder categories, analyzed the same, and used it for qualitative improvement; it has organized Academic and Administrative Audits and has initiated follow-up action as per the suggestions and recommendations of the eminent evaluators.

- IQAC Optimizes and integrates modern methods of teaching and learning. IQAC recommends teachers use ICT-enabled teaching effectively in classroom teaching and also regularly monitors the quality check at the institutional level. An academic audit is conducted every year.

- IQAC takes the initiative to organize conferences, seminars, CDE programs, workshops, and other scientific activities program required for the benefit of the staff and students and also documents the research publication of faculties and enhances the research activities in the institution. IQAC plans documentation of the various programs /activities leading to quality improvement.

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

6.5.2

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

Response: 29.73

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
37	39	60	1	4

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

6.5.3

The Institution adopts several Quality Assurance initiatives

The Institution has implemented the following QA initiatives :

1. Regular meeting of Internal Quality Assurance Cell (IQAC)

2. Feedback from stakeholder collected, analysed and report submitted to college management for improvements

3. Organization of workshops, seminars, orientation on quality initiatives for teachers and administrative staff.

4. Preparation of documents for accreditation bodies (NAAC, NBA, ISO, NIRF etc.,)

Response: A. All of the above

File Description	Document
Report of the workshops, seminars and orientation program	[View Document](#)
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](#)
AQAR submitted to NAAC and other applicable certification from accreditation bodies	[View Document](#)
Any additional information	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response: 18

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
5	2	2	5	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](#)

7.1.2

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

Response:

Gender sensitivity is an inherent value in the cultural ethos of the institute and its neighboring community, as is evidenced by the following facilities:

1. **Safety and Security**
   1. Well-trained security guards are stationed across the security checkpoints at all entries and exits during the day and night throughout the campus.
   2. extensive surveillance network with 24x7 monitored control rooms.
   3. Administrative/discipline committee members, including student members, keep an eye on the campus for maintaining discipline and security.
   4. Strict implementation of anti-ragging, anti-smoking, and alcohol inhibition policies on campus
   5. Awareness campaigns on women's safety and gender sensitivity are conducted through

rallies and camps by NSS student volunteers.
6. Separate hostels for men and women with dedicated wardens
7. The Institute is the preferred destination of parents for the education of their female wards, as evidenced by the stakeholder feedback.

2. **Counseling**
   1. Formal and informal avenues for counseling male and female students and staff for academic and other issues or problems.
   2. Grievance Readdress Committees for Staff and Students
   3. On campus and in rural areas of Latur district, gender sensitization campaigns are conducted during camps that include the following aspects:
      1. Women's rights
      2. Human rights
      3. Gender justice
      4. Gender equality
      5. Gender sensitization workshops
      6. Campaigns against female feticide
      7. Medical counseling, moral counseling, career counseling, village counseling, and vocational counseling are available through medical camps.

3. **Common Rooms:** Girls' common rooms have been allocated, which also facilitate short meetings and discussions.

4. **Daycare center for young children:**

Institutions provide supervision and care of infants and young children during the daytime, particularly so that their parents can hold jobs. The institute has "Kaushlyapalnaghar," a daycare center located inside the campus, in order to support female staff. The female staff is appointed to run and maintain this center in a clean and proper manner.

A women's welfare and grievance committee was also established in the institute to promote a healthy working environment for all the female staff and students. The committee follows the Vishakha guidelines for preventing sexual harassment at work.

Various competitions were regularly conducted on the occasion of International Women's Day on college campuses for creating awareness about women's empowerment among students and staff, and also courses on gender sensitization to cover all aspects of gender sensitization following the guidelines of the National Women's Commission. Our institute provides a healthy environment and safe work for all the people working here.

File Description	Document
Any additional information	[View Document](#)
Specific facilities provided for women in terms of a. Safety and security b. Counselling c. Common Rooms d. Day care centre for young children	[View Document](#)
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](#)

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:

The Maharashtra Institute of Dental Sciences and Research (Dental College) is attached to its parent institute Maharashtra Institute of Medical Sciences and Research. All the type of biomedical waste and general waste which is generated in the institute is transported to the central waste management facility of the campus. The biomedical waste is collected in color-coded bags and then it is transported to the biomedical waste management facility available on the campus as per the recommendations by Maharashtra Pollution Control Board. In the facility, the waste is segregated at the point of generation and then disposed of as per the guidelines. The laboratory and highly infectious waste is pretreated before disposal and is collected in a yellow bag. The intra-mural transportation is done by an attendant before 9 am. The biomedical waste is stored in an incinerator room and disposed of by Akshay Industries as per the MOU. The liquid waste is then treated in an effluent treatment plant and released in common sewage. The air and water quality is checked at regular intervals.

The e-waste generated in the institute is collected at the Store and then it is transferred to the IT Department of the institute for further management. In the IT Department, the electronic waste collected is tested and if it is found to be of no use then it is transferred to our parent institute MIT Engineering College, Pune. The entire organization has tied up with "*Shree Recyclers"* for the management of e-waste this is how the e-waste of the Maharashtra Institute of Dental Sciences and Research (Dental College) is managed.

The mercury spillage kit is also available in the Department of Conservative Dentistry and Endodontics. The hazardous waste which is generated is collected as per the instructions of the Pollution Board and handed over to Akshay Industries as per MOU. In the state of Maharashtra, we have four sites where the Mercury waste is managed. The Mercury waste which is generated from all the departments is stored at the Department of Conservative Dentistry and Endodontics and from this department the leakproof containers of Mercury are collected by Akshay Industries.

In dental procedures, there are very least chances of any kind of radioactive waste product as any of such products are not used during the dental treatment.

From 1st January 2021 onwards, a Memorandum of Understanding (MOU) was formed between the Maharashtra Institute of Dental Sciences and Research (Dental College) and Akshay Industries for the purpose of disposing of waste like radiographic lead foil, Mercury, Metal, and fixer solutions used in radiology. These different materials are segregated as dictated by BMW draft guidelines 2016 by GOI from premises. The segregated waste is collected every year/quarterly from the college. The ambient air, water, and source emission testing is done on a regular basis.

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](#)

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](#)

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: C. Any three of the above

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

7.1.8

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

Response:

The institution believes in the equality of all cultures and traditions, as is evident from the fact that students belonging to different castes, religions, and regions are studying without any discrimination. The institution has taken every possible step to provide an inclusive environment towards cultural, regional,

communal, and socioeconomic diversities. We believe in unity in diversity, which is why our students respect different religions, languages, and cultures.

Our institute celebrates different festivals and invites all the staff and students to organize and participate actively so that they get introduced to one another's cultures to have amicable relations and maintain religious, social, and communal harmony. Efforts are taken in each possible direction to ensure tolerance and harmony towards a culture with the participation of the teaching, non-teaching, and student staff.

The diversity in India is unique. Our country presents endless varieties of different traditions and cultural patterns. It is the land of many languages; only in India do people profess all the major religions of the world.

The honorable founder of the institute, Dr. V. D. Karad sir, has a great vision for the betterment of society and works effortlessly for communal harmony and world peace. The initiation of the same was marked in his birthplace, the village of Rui, located within the Latur district of Maharashtra.

With the initiative from Hon. Dr. V. D. Karad, Founder of MAEER, the Hindus and Muslims came together to rebuild the destroyed mosque and temple, and through that act, celebrate diversity and the 'Bharatiya' way to living and letting live!

Taking a cue from this occasion, Prof. Dr. Vishwanath Karad ensured the construction of the "Vishwadharmi Shriram-Rahim Manavta Setu' to celebrate bridging the divide between Hindus and Muslims. Exposing students to such activities ensures the development of a secular and socialist mindset and a true professional spirit among them.

The institute has always taken into mind the weaker section of the community and arranged several free dental check-ups and treatment camps, and the camp patients are treated either free of charge or at a concessional rate. It has also taken efforts in the direction of reaching the unreached even from the nearby districts by conducting dental camps for the special population.

Diverse cultures not only make societies more strong and more creative but also help humans better cope with change. Cultural pluralism promotes mutual cooperation and mutual respect among people of different religions, regions, languages, and ethnicities, which are crucial for establishing peace and facilitating development across an institution and a nation. Hence, our institution always puts efforts into providing an inclusive environment by celebrating different festivals and conducting ethnic days, and through our institution, the government also sponsors different scholarship schemes for socioeconomically backward students to ensure balanced development and growth. The practice of cultural inclusiveness is conducive to deepening mutual understanding and trust, as well as stimulating cultural exchanges among people of different countries, which in turn can strengthen global peace and security.

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](#)

7.1.9

Code of conduct handbook exists for students, teachers and academic and administrative staff including the Dean / Principal /Officials and support staff.

1. The Code of conduct is displayed on the website

2. There is a committee to monitor adherence to the code of conduct

3. Institution organizes professional ethics programmes for students, teachers and   the academic and administrative staff

4. Annual awareness programmes on the code of conduct are organized

Response: C. Any two of the above

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

7.1.10

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

Response:

The celebration of the commemorative festivals starts at the beginning of each year in the form of Makar-Sankranti, the festival which was observed according to the solar cycle. The festival is celebrated by the exchange of multi-colored Halwa also known as Til-Gul or with the exchange of Til Laddoos among the staff and the students. The people greet each other with the words " Accept this Til-Gul (sweet) and utter sweet words.

Every year the Ganesh Festival is celebrated on the entire campus and each institute used to get an equal chance of Ganesh Prayer in the form of dedicated days for Puja. The campus also organizes cultural programs and different competitions on the occasion of the Ganesh festival. On the day of Ganesh Visarjan, the Prasad is distributed from the Institute to all the students, staff, patients, and to their relatives.

The Dussehra festival which has its own importance in the country and which is celebrated in the different parts of the country for various reasons is also observed in the institute by performing Puja of all the instruments and equipment available in the department.

On the occasion of the Diwali Festival, the management organizes "Sneh-Bhojan" (Dinner) for all the teaching and non-teaching staff of the campus.

In addition to all the above-mentioned festivals, the institute has given liberty to the female staff in the form of time off for certain festivals such as Makar Sankranti, Vat Savitri, GauriPujan, Nagpanchami, and Rakshabandhan. The institute celebrates all the festivals with enthusiasm and involvement of all the staff and students.

Every year on the 22nd Jan Department of Prosthodontics celebrates 'World Prosthodontics Day', On the 26th Jan Maharashtra Institute of dental science and Education celebrates Republic Day, on the 4th Feb Public Health Dentistry celebrates 'World Cancer Day', On the 8th of March we celebrate 'International Women's Day', On 20th March dept of oral medicine and radiology celebrates 'World Oral Health Day', On 6th March department of pedodontics celebrates 'National Dentist Day'.

MIDSR dental college celebrates various commemorative days every year, such as 'National Oral Pathology Day' on 25th Feb. 'World Water Day' on 22nd March. 'World Environment Day' on 5th June, 'Maharashtra Day' on 1st May, 'World Orthodontic Health Day' celebrated on 15th May, 'National Oral Medicine & Radiology Day' on 24th April, 'World No Tobacco Day' on 31st May, 'MUHS Foundation Day' on 10th June, 'International Yoga Day' on 21st June, 'International Library Day' on 12th August, 'Oral Hygiene Day' on 1st August, 'National Organ Donation Day' on 13th August, 'Teachers Day' on 5th September, 'Marathwada Muktisangram Din' on 17th September, 'National Unity Day' on 31st October, 'Dussehra' Celebration on 15th October, 'National Pedodontist Day/ Children's Day' on14th November, 'World Radiology Day' on 8th November, 'National AIDS Day' on 1st December. 'Conservation and Endodontic Day' on 5th March, 'National Periodontist Day' on 23rd Feb, 'Oral Maxillofacial Surgery Day' on 13th Feb, 'Independence Day' celebration on 15th August, and celebration of 'World Health Day' on 7th April.

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

7.2 Best Practices

7.2.1

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

Response:

Best Practices

1. **Aarogya Suraksha Yojna (Health Cards)**
2. **Inter-Departmental Speciality Clinic (IDSC)**

1. **Title of the practice:**

Aarogya Suraksha Yojna (Health Cards)

1. **Objectives:**
    1. To adopt and provide healthcare facilities to the weaker sections of the community at an affordable cost or free of cost
    2. To encourage the people of rural areas to avail the health care facilities.
2. **The context:**

The concept of starting **Arogya Suraksha Yojna(Health Protection Scheme)** was the philosophical idea of our Hon. Executive Director Mr. RameshappaKarad sir, He believed that he has moral obligations towards the society in which he was raised and should do something for the same. The motto behind starting the scheme was to ensure wellness & complete health including the oral health of the entire families residing in rural areas of Latur District.

The implementation of the scheme was a major challenge in terms of community participation and the financial budget of the institute as the scheme is self-financed and bound to the pledge of providing most of the treatments either free of cost or at affordable rates.

1. The Practice:

Under the Arogyasuraksha Yojna around 50000 families were adopted by the institute to look after the wellness and complete health of the family. The institute covered almost 194 villages from the districts and the health cards were distributed to families who are economically weaker, and reside mainly in the rural areas/slum areas. The institute also purchased two buses for the daily transportation of the patients. The huge no. of adoption, transportation facilities, and daily follow-ups helped in the rise of OPD by an average of 100 patients daily. This practice benefitted the students directly in terms of patient exposure to various cases and also the overall development of clinical and communication skills. It also helped in promoting the oral health of the patients and in screening of the diseases in its early stages which in turn helped to provide preventive care to the patients.

The limitation of the practice is all the facilities are available at affordable rates for the duration of three

years only.

2. Evidence of Success:

Because of the health care facilities, families who have neglected oral health problems started giving importance to oral health problems, now these families can get all the treatments free of cost.

3. Problem Encountered and Resources Required

The implementation of the practice was itself a challenge to the institute as it has to ensure the coverage of all the patients who fall under the socioeconomically weaker strata. Another issue that was encountered is the management of the patients if reported in large numbers to the institute at a time as the dental procedures are time-consuming, so the time frame was the important factor while treating the patients.

4. Notes(Optional):

The adoption of this practice can be called the need of an hour as there is a lack of well-developed government oral health care facilities in most the parts of country. The practice of adopting the villages will not only benefit the society but it will be helpful to increase the amount of exposure to the students and also in developing their clinical skills. It will help in the overall growth of the institute.

Inter-Departmental Speciality Clinic (IDSC)

1. **Title of the practice:**

Inter-Departmental Speciality Clinic (IDSC)

1. **Objectives:**
   1. To provide a single roof to the patients for all kinds of treatment
   2. To develop the interdepartmental skills of the students
2. **The context:**

The idea behind the establishment of the interdepartmental specialty clinic basically originated by considering the need of developing overall clinical skills and an interdisciplinary approach to dealing the cases in a comprehensive manner. In some instances, it is not easy to treat the patients underlying illness/condition by considering the treatment options of a single discipline but we need to formulate a multidisciplinary approach to construct a biologically sound and conservative treatment plan. Considering the above-mentioned points the need was felt to develop a special department for students and the steps towards the development of, an **"Inter-Departmental Speciality Clinic"** were taken.

1. The Practice:

The Department of IDSC has acted as an integral part of the institute due to its uniqueness of providing **"Comprehensive Care"** under a single roof and also termed a **"One Stop Solution to the Illness"**. The approach of having the doctors-student ratio almost 1:2 in the department laid to the personal training of the interns and helped them to develop their skills. The IDSC department also has day-wise postings of the experienced staff from each department which helps in timely guidance and opinion while treating

the cases. It has also helped in providing a single roof to all types of procedures to the patients. The patients availed all the types of treatment from a single doctor which helped them in the communication.

2. Evidence of Success:

So far the department has treated more than 4000 patients and also laid to a revenue of 9 lakhs in a year

3. Problem Encountered and Resources Required

The IDSC department acts as an extra unit in the institute for the treatment of the patients, the main problem encountered is the division of the patients into the department, as all the OPD work is done in the department of oral medicine, and the patient is referred from there to the various departments. Another problem that was encountered is the postings of full-time dedicated specialized staff to the IDSC department due to the busy schedule of the academics and the practicals.

4. Notes(Optional):

Every dental institute in India can implement the practice of the "Interdepartmental Speciality Clinic" to promote the skills of the students and also to make it feasible for the patients. The institutes can train the students in the development of advanced skills which are beyond the curriculum of the students or which is not part of the student's basic training.

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:

Education is a noble Initiative that empowers and equips all learners to be noble, to be bold, and to be positive difference-makers in the world. Real Education not only expands the intellect but also strengthens the mind and ultimately helps in forming one's character

Our vision is also to provide a Value-Based Universal Education System. The motto of "Science and spirituality" go hand in hand for the holistic development of the students and country in a larger sense.

Healthcare providers are in a unique position to help people who are in need. Healthcare providers have many responsibilities that go beyond just treating patients. When we treat others with kindness and compassion, they are more likely to feel like they can trust us and open up about their problems.

But this is possible only when the process of education is interconnected with a set of values. Until real transformation is not possible; the sole purpose of education will remain incomplete. Since the institute has been started it is sincerely working to bring about transformation in students and staff through various scientific and spiritual activities. World Peace Prayer or Vishwashanti prayer is one of the distinctive, and significant daily activities of our institute. Vishwashanti prayer is played at 9.00 am every morning on the whole campus as well as at the inauguration of every academic program and every function on the campus.

Even the architecture of our Institute had been planned in the shape of a Dome by keeping in mind the philosophical concept of "Sarv Dharm Sam Bhav" laid by the Hindu Monk Swami Vivekanand. Inside the Dome, at the entrance, we will be able to see the portrayal of Saint Dnyaneshwar, Saint Tukaram, and the famous scientist Albert Einstein in a single frame, which conveys the message about the science and spirituality both act as the two sides of a single coin.

Our Institute also encourages students to attend various programs related to the development of spirituality, religious life, faith, traditions, values, customs, and philosophies of life within the context of higher education. One more tradition which is regularly followed in our intuition since its establishment is the Dress code for all the staff and students of our institute which enforces, uniformity, decorum, and a serious, professional atmosphere.

The Institute also encourages students to attend and participate in various programs related to the development of Professional social skills that facilitate interpersonal interaction between individuals. and many other activities were organized so that students should come into contact with real human problems and challenges.

The Institute works on the concept of Our pioneer Dr. V D Karad Sir, that "Degrees alone, makes not an educated man, it's the men of character, who can change this world", our institute endeavors to develop the "Winning Personalities" of students by making them 'Physically Strong, Mentally Alert, Intellectually Sharp and Spiritually Elevated' and transform them in "Complete Human Beings", as the student community is groomed with most innovative "**Value Based Universal Education System".**

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: 78.92

8.1.1.1 Institutional mean NEET percentile score

Response: 78.91752993

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

8.1.2

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

Response:

Dental health care services are a combination of Art and Science. The DCI curriculum is structured to extensively train the students in pre-clinical skills. Every subject and course includes a set of preclinical exercises on models and simulators to sensitize the students in their respective skill sets before performing procedures on the patients. Exclusive Preclinical and paraclinical subjects like Dental materials, Preclinical Prosthodontics, Preclinical Operative, Dental Anatomy, and Dental Histology are integrated into further clinical subjects like Prosthodontics, and Conservative & Endodontics, other clinical subjects have a set of preclinical skills exercised in quota. The training and regular assessment for these skills take place in specially designated labs in every department as follows:

Preclinical Skill Laboratory Details	Sr. No	Skill Lab	Subject	Available Infrastructure	Training Provided
	1	Dental Anatomy and Histology	DADH and Oral Pathology	Tables for small group training, projector and	Replication of the Anatomy of basic shapes

				TV for large group activities, and microscopes for identification	and every tooth by precision wax Carving. Identification of Microscopic presentation of oral tissues in physiology and pathology.
2	Pre-clinical Prosthodontics	PDM and Prosthodontics	Plaster models, basic typodont simulators, workstations with LPG burners, water, and lab equipment for fabrication of dentures on models.	Knowledge of materials used in the department and performing a set of procedures on models and simulators under supervision and independ
3	Pre-clinical Operative	DM and Conservative Dentistry	Plaster models, basic typodont simulators, and advanced oral simulators with typodonts and dental operatory attachments	ently. The practice of handling hand-held and rotary cutting instruments. Handling of commonly used clinical material, including their manipulation and disposal.
4	Ortho-Pedo Lab	Orthodontics and Pedodontics	Hall and Tables for Small groups training with projector for	Knowledge and Identification of various clinical

				large group activities	conditions and practice material handling and fabrication of appliance components and various appliances on models.
5	Preclinical PG Labs	Orthodontics, Pedodontics, Oral Surgery, Prosthodontics, Conservative and Endodontics, Periodontics.	These labs are set up in the clinics of PG sections of respective departments. Models, basic and advanced Simulators, typodonts, clinical and lab operatories, and equipment, required to complete the preclinical quota are provided in these areas	Perform the clinical procedures on patient simulators, typodonts, and models. Exhibit precision in the manipulation of materials.
6	Departmental Museums	All Departments in Respective course	Every department has a separate museum that displays models for training the students with knowledge and skill regarding the respective model. They are accompanied	Knowledge and identification of various models of patients, appliances, materials, equipment instruments, anatomic replicas, and parts.

				by charts displaying the information and common question asked regarding the same.	
	7	Basic Sciences Labs in the attached Teaching Medical College	Anatomy, Physiology, Biochemistry, Pathology, Microbiology, Pharmacology	These labs are provided with facilities, infrastructure, equipment, instruments, and materials as per the requirement of the course curriculum and guidelines of the regulating bodies	Cadaver dissections, identification of human body parts, histologic and microscopic identification of tissues in health and disease, conduction of bio-chemical lab procedures and formulation of dentifrices,

File Description	Document
Geo tagged Photographs of the pre clinical laboratories	[View Document](#)

8.1.3

Institution follows infection control protocols during clinical teaching

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

Response: A. All of the above

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

8.1.4

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

Response:

Students starting a new course may feel a mix of excitement and anxiety. It is the responsibility of the institute to help them adjust to their new environment and program. Every year, the institute holds an orientation program for new students in collaboration with the anti-ragging committee. This program familiarizes students with the college environment, the course curriculum, and the various branches of dentistry. It also welcomes students to the noble profession of dentistry and introduces them to the faculty and staff. Students are also sensitized to ragging, which includes mental or physical harassment, and how to report it to the anti-ragging committee or the complaint box in the front office.

The institute also celebrates Fresher's Day, which includes cultural activities, and Mr./Ms. Fresher competitions. This helps to build bonds between students, seniors, and staff, and it also encourages students to express their creativity and extracurricular skills. In their third year, students are sensitized by the Principal and HODs to communication skills, behavior management, patient/relative communication, ethical clinic practices, and infection control protocols, including personal and patient safety measures. Every department teaches students how to properly manage biomedical waste during their clinical postings.

During or at the start of their internship, all students are reminded of professional ethics and practice management, including community service skills, through various camps and postings in rural centers and surrounding villages. The Specialized IDSC clinic also helps students prepare for private clinical practice. At the end of their internship, the students themselves organize the convocation ceremony under the supervision of the institute and staff. This helps students develop teamwork and collaboration skills. The staff and students cherish the students' efforts and achievements, and the Principal makes them take the Hippocratic Oath to practice after completing the course. This program includes various cultural activities to make the event memorable. Timely activities on basic life support, sterilization, disinfection, and biomedical waste management are also conducted.

Recently, the institute has started various add-on and value-added courses for students on environmental issues, biomedical waste management, professional ethics, and practice management. Active participation in these courses helps students develop as well-prepared dentists. The institute also conducts specific department-related programs and days to sensitize students to the history and practices of each subject and to keep polishing their extracurricular creative skills

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

8.1.5

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

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

Response: A. Any 5 of the above

File Description	Document
Usage registers	[View Document](#)
Invoice of Purchase	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Geotagged Photographs	[View Document](#)

8.1.6

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

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

Response: A. Any 5 of the above

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

8.1.7

Average percentage of full-time teachers who have acquired additional postgraduate Degrees/Diplomas/Fellowships beyond the eligibility requirements from recognized centers/universities in India or abroad. (Eg: AB, FRCS, MRCP, FAMS, FAIMER & IFME Fellowships, Ph D in Dental Education etc.) during last five years

Response: 3.68

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
12	4	1	1	1

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 curriculum followed by the institution is designed by the Dental Council of India (DCI) and

recognized by the Maharashtra University of Health Sciences (MUHS) Nashik. Students are introduced to different departments after joining the course. An orientation program is arranged for every new batch to familiarize them with the college environment and the course details. Once students acquire preclinical skills, they are allowed to enter the clinics. After entering the clinics, the staff guides and helps them to achieve clinical competencies and also sensitizes them to the principles and ethics of the profession.

The students have to perform and complete a number of cases, specialty-wise, as recommended by the DCI under the supervision of the staff of the particular faculty. The faculty assigned to the specialty demonstrates each step that the student has to follow while performing on the patient in the clinics. After allocating a case to the student, the student has to take a detailed case history and present the case in front of the faculty, on which the faculty member asks relevant questions on diagnosis and treatment planning. Every student undergoes a chairside evaluation before starting a case. Students are monitored and guided for every step during the procedure, and the faculty member conducts a one-on-one assessment until that particular procedure is up to the mark. Formative assessment of clinical competencies is done through chairside viva and practical examination.

Before appearing for the university exam, students have to complete the patient's quota as per DCI norms and MUHS Nashik. Periodic evaluation of clinical knowledge and its application is done through three internal examinations. After all this, the student is certified by the staff and head of the department for completing the number of cases as per DCI norms and for acquiring clinical competencies. Lastly, the student has to appear for the university examination in which he/she has to perform exercises given by the examiner on the patient and face viva and assessment of practical knowledge is done by the examiner.

When the student enters the internship, he/she has to perform OPD along with the students and do the diagnosis and has to finish the number of cases allotted to them with easy to advance difficulty level with the help of the staff. When he/she finishes the cases of all specialties as per DCI, he/she gets certified with an internship completion certificate.

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: 87.26

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
100	98	95	115	105

8.1.9.2 Number of first year Students addmitted in last five years

2021-22	2020-21	2019-20	2018-19	2017-18
118	118	118	118	116

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](#)

Other Upload Files	
1	[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 college has adopted a method to define and implement dental graduate attributes, and a system of evaluation for attainment of such attributes. Upon graduation, a dental practitioner must be able to:

- Give utmost importance to patient safety.
- Exhibit caring behavior towards patients and respect professional boundaries between doctors, patients, patients' families, and the community.

- Focus on the patient's best interests and provide patient-centered care.
- Respect the patient's dignity and rights of choice.
- Recognize the importance of continuing dental education and development.
- Be efficient and effective in the utilization of resources.

These qualities are observed by faculty when students are diagnosing and planning treatment. When students master all of these skills after repetition and guidance, a certificate for completion is provided, which is signed by the faculty, the head of the department, and the principal.

The college evaluates the attainment of attributes in the following ways:

- After completion of preclinical work, students are allowed to enter clinics. Under the guidance of staff and the help of seniors, students are allowed to perform easy and small procedures. Once they master it, they are allowed to take difficult procedures.
- Students have to perform and complete a number of cases, specialty-wise, as recommended by the DCI under the supervision of a staff of the particular faculty.
- After allocating a case to the student, chairside evaluation is done before starting up the case. Students are monitored and guided for every step during the procedure, and the faculty member conducts a one-on-one assessment until that particular procedure is up to the mark.
- Formative assessment of clinical competencies is done through chairside viva and practical examination.
- Before appearing for the university exam, students have to complete the patient's quota as per DCI norms.
- Periodic evaluation of clinical knowledge and its application is done through three internal examinations.
- After all this, the student is certified by the staff and head of the department for completing the number of cases as per DCI norms and for acquiring clinical competencies.
- Lastly, the student has to appear for the university examination in which he/she has to perform exercises given by the examiner on the patient and face viva and assessment of practical knowledge is done by the examiner.
- When the student enters the internship, he/she has to perform OPD along with juniors and do the diagnosis along with students. They have to finish the number of cases allotted to them with easy to advance difficulty level with the help of the staff. When he/she finishes the cases of all specialties as per DCI, he/she gets certified with an internship completion certificate.

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

8.1.11

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

Response: 0.07

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
28	13	39	40	36

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

8.1.12

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

Response:

The institute has established a Dental Education Unit (DEU) to promote the effective implementation of new trends in dental education and to help staff become more effective and efficient. The DEU encourages faculty to adopt new teaching and assessment methods and has arranged many interdisciplinary workshops for faculty and postgraduate students, workshops on medical emergencies, and workshops related to specialties. Faculty development programs not only increase knowledge and skills related to the field but also help in assimilating knowledge of what is happening broadly in the healthcare sector. The seminars arranged cover a wide range of new discoveries from medical emergencies to new trends in dental education. Many programs come with CDE credits. Participants are trained in basic as well as advanced dental and medical sciences, scientific literature, research and appraisal research methodology, biostatistics, evidence-based practice, computer application, presentation skills, and professional ethics. Training is also provided in multispecialty and multisystem management of patients.

The institute has high-end equipment, such as CBCT, ceramic fabrication system, implant unit, laser equipment, research microscope, endodontic microscope, and digital imaging system. The DEU has already arranged many seminars and workshops with hands-on experience to train faculty and postgraduate students for the effective use of these advanced technologies.

The institute has trained staff in the usage of information technology and encourages staff to take online lectures and demonstrations with the help of Microsoft Teams, Google Classrooms, and TCS ION.

The institute uses information technology for the following purposes:

- To overcome access issues, such as during lockdowns
- To help with teleconferencing

- To acquire chair-side information for critical diagnosis
- To gather knowledge and data for research and publications
- To help in the administration of knowledge and assessment of student perception and maintenance of data

In essence, simple technology helps in overcoming many barriers to learning. The DEU has conducted two e-content development programs in which faculty members are trained in Massive Open Online Courses (MOOCs).

Year	Title of Program	No. of Teacher Attended
2018	Microteaching	83
2019	E-Content Development	49
2019	Teaching learning methods and Aids	97
2020	E-Content Development	40
2020	Interactive Teaching & Communication Skills	45
2020	Training teachers-The need for Tomorrow	84
2021	Microsoft Team Training Session	20
2021	Mechanics of paper setting	111
2022	Training session for digital learning platform (TCS)	163
2022	OSCE & OSPE	96

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

Other Upload Files	
1	[View Document](#)

5. CONCLUSION

Additional Information :

Measures were taken toward the prevention of the spread of covid-19 and the management of unforeseen events

MIDSR Dental College followed all the regulations of Central, State, and local government bodies as well as statutory regulatory authorities towards the modification of working patterns and workplace etiquette towards prevention of covid-19 spread. Students were kept engaged by online lecture classes using Zoom, Google Meets, or Microsoft Teams, and the same attendance was considered to prevent academic loss of students. Online demonstration and evaluation exams were also conducted. Soft copies of subject-related books and study materials were provided to the students. The mentoring program was shifted to Microsoft Teams because in difficult times students need the most support. Value addition programs, Extramural activities, and competitions, as well as yoga programs, were organized to ensure the welfare of the students on online platforms. Our alumni also supported us in keeping the students engaged and motivated via various online sessions.

All staff was sensitized and trained regarding disease prevention. Staff infected or in close contact with covid-19 were provided with leave for isolation and Quarantine. Regular spraying of all facilities with surface disinfectant and sealing of the department of the section after direct exposure was done. Personal protective equipment and sanitizers were provided to all the departments and sections. Thermal screening of all people entering the campus was done. A single route of entry in the whole campus to monitor the turnaround of the crowd was followed. All the regular activities were observed with social distancing and the use of masks was compulsory. Major functioning was shifted to online patient management was done via software, administrative work was done via mail and what's-App, and all meetings were shifted online. During unlock specific SOP for rejoining the institute for students from other cities and local areas were followed by the institute.

This challenge that the world faced has evolved everyone and the same applies to MIDSR. Our susceptibility to change has grown to be more prepared for the changing scenario of the world and made us confident to face challenges with teamwork and good governance.

Concluding Remarks :

Maharashtra Institute of Dental Sciences and Research (Dental College) under the shadow of MAEERs has always proven to overcome most of the challenges faced by the organization. The work culture and the virtues that the Organization upholds and instills in the students are of real value and quality that enable them to be distinctive and proud MITANS As quality accreditation and assurance are only steps on the path to excellence Maharashtra Institute of dental sciences and research (Dental College) the management, staff, and students are always proactive towards quality enhancement. In the fast-changing scenario of the global education system making ourselves most susceptible to change is the only way to survive and excel towards adopting global standards, innovating newer relevant ways to enhance the teaching, learning, and evaluation as well as value addition in the dentists of tomorrow while facing the challenges the world has to give. Even in the tough times of covid-19 pandemic and the largest lockdown in world history MIDSR Dental College staff, faculty, and residents have rapidly evolved to survive and manage such a situation, trained themselves and others towards a such situation, and provide services to the community.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification

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
	
	   2.1.1.1. Number of students admitted from the reserved categories as per GOI or State Government norms year-wise during last five years
	
	Answer before DVV Verification:
	
	<table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>28</td><td>48</td><td>52</td><td>30</td><td>29</td></tr></table>
	Answer After DVV Verification :
	
	<table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>24</td><td>21</td><td>23</td><td>23</td><td>22</td></tr></table>
	   2.1.1.2. Number of seats earmarked for reserved categories as per GOI or State Govt. norms year-wise during the last five years
	
	Answer before DVV Verification:
	
	<table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>30</td><td>54</td><td>54</td><td>30</td><td>30</td></tr></table>
	Answer After DVV Verification :
	
	<table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>31</td><td>31</td><td>31</td><td>24</td><td>24</td></tr></table>
	Remark : Value updated as per HEI response

2.4.3	Average teaching experience of fulltime teachers in number of years (preceding academic year) 2.4.3.1. Total teaching experience of fulltime teachers in number of years (cumulative experience) Answer before DVV Verification : 692.10 years Answer after DVV Verification: 683.37 years Remark : Value has been updated considering teacher with experience of more than one year
3.5.2	Total number of Functional MoUs/linkages with Institutions/ Industries in India and abroad for academic, clinical training / internship, on-the job training, project work, student / faculty exchange,

	collaborative research programmes etc. for last five years
	
	3.5.2.1. Number of functional MoUs/linkages with Institutions/ industries in India and abroad for academic, clinical training / internship, on-the job training, project work, student / faculty exchange, collaborative research programmes etc. for the last five years
	      Answer before DVV Verification : 25
	      Answer after DVV Verification: 25

4.3.6	E-content resources used by teachers:
	
	1. NMEICT / NPTEL
	
	2. other MOOCs platforms
	
	3.SWAYAM
	
	4. Institutional LMS
	
	5. e-PG-Pathshala
	
	      Answer before DVV Verification : Any Four of the above
	      Answer After DVV Verification: Any Four of the above

5.1.1	Average percentage of students benefited by scholarships /freeships / fee-waivers by Government / Non-Governmental agencies / Institution during the last five years
	
	   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)
	      Answer before DVV Verification:<table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>267</td><td>272</td><td>256</td><td>239</td><td>168</td></tr></table>
	      Answer After DVV Verification :<table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>267</td><td>272</td><td>256</td><td>242</td><td>168</td></tr></table>
	   Remark : Value updated as per attachment

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

Answer before DVV Verification:

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

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

5.2.3.1. Number of last batch of graduated students who have progressed to higher education
Answer before DVV Verification : 11
Answer after DVV Verification: 11

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
12	12	6	14	29

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
9	10	4	11	18

Remark : Values updated excluding celebrations and similar other programs that are not relevant to the intent of the metric and considering event, not activities

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6.4.3 — Funds / Grants received from government/non-government bodies, individuals, philanthropists during

the last five years (not covered in Criterion III)

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

6.5.3	The Institution adopts several Quality Assurance initiatives
	The Institution has implemented the following QA initiatives :
	1. Regular meeting of Internal Quality Assurance Cell (IQAC)
	2. Feedback from stakeholder collected, analysed and report submitted to college management for improvements
	3. Organization of workshops, seminars, orientation on quality initiatives for teachers and administrative staff.
	4. Preparation of documents for accreditation bodies (NAAC, NBA, ISO, NIRF etc.,)
	Answer before DVV Verification : A. All of the above
	Answer After DVV Verification: A. All of the above
7.1.3	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
	Answer before DVV Verification : C. Any three of the above
	Answer After DVV Verification: C. Any three of the above
7.1.5	Water conservation facilities available in the Institution:

	1. Rain water harvesting 2. Borewell /Open well recharge 3. Construction of tanks and bunds 4. Waste water recycling 5. Maintenance of water bodies and distribution system in the campus Answer before DVV Verification : All of the above Answer After DVV Verification: All of the above
7.1.6	Green campus initiatives of the Institution include 1. Restricted entry of automobiles 2. Battery-powered vehicles 3. Pedestrian-friendly pathways 4. Ban on use of plastics 5. Landscaping with trees and plants Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above
7.1.7	The Institution has disabled-friendly, barrier-free environment 1. Built environment with ramps/lifts for easy access to classrooms 2. 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 Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any three of the above
7.1.9	Code of conduct handbook exists for students, teachers and academic and administrative staff including the Dean / Principal /Officials and support staff. 1. The Code of conduct is displayed on the website 2. There is a committee to monitor adherence to the code of conduct 3. Institution organizes professional ethics programmes for students, teachers and the academic and administrative staff 4. Annual awareness programmes on the code of conduct are organized

	Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any two of the above
8.1.6	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 Answer before DVV Verification : A. Any 5 of the above Answer After DVV Verification: A. Any 5 of the above
8.1.7	Average percentage of full-time teachers who have acquired additional postgraduate Degrees/Diplomas/Fellowships beyond the eligibility requirements from recognized centers/universities in India or abroad. (Eg: AB, FRCS, MRCP, FAMS, FAIMER & IFME Fellowships, Ph D in Dental Education etc.) during last five years 8.1.7.1. Number of fulltime teachers with additional PG Degrees /Diplomas /Fellowships/Master Trainer certificate Answer before DVV Verification: _(see table below)_ Answer After DVV Verification : _(see table below)_
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: _(see table below)_ Answer After DVV Verification : _(see table below)_ 8.1.9.2. Number of first year Students addmitted in last five years Answer before DVV Verification:

8.1.7.1 Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
12	4	1	1	0

8.1.7.1 Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
12	4	1	1	1

8.1.9.1 Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
100	98	95	115	105

8.1.9.1 Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
100	98	95	115	105

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

2.Extended Profile Deviations

ID	Extended Questions
1.1	Number of students year-wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
472	469	462	468	394

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
471	469	462	468	393