



YEARLY STATUS REPORT - 2023-2024

Part A

Data of the Institution

1. Name of the Institution

Mahatma Gandhi Mission Dental
College & Hospital

- Name of the Head of the institution **Dr. Srivalli Natarajan**
- Designation **Dean, Professor & HOD**
- Does the institution function from its own campus? **Yes**
- Phone No. of the Principal **02227434946**
- Alternate phone No. **02227436604**
- Mobile No. (Principal) **9769088803**
- Registered e-mail ID (Principal) **dean@mgmdchnavimumbai.edu.in**
- Alternate Email ID **mgmdch@mgmmumbai.ac.in**
- Address **plot no. 1 & 2, sector -1 (old 18 & 19)**
- City/Town **Kamothe, Navi Mumbai**
- State/UT **Maharashtra**
- Pin Code **410209**

2. Institutional status

- Affiliated / Constitution Colleges **Affiliated**
- Type of Institution **Co-education**
- Location **Semi-Urban**

- Financial Status **Private**
- Name of the Affiliating University **Maharashtra University of Health Sciences, Nashik**
- Name of the IQAC Co-ordinator/Director **Dr. Jigna Pathak**
- Phone No. **02227436604**
- Alternate phone No.(IQAC)
- Mobile No: **9819175805**
- IQAC e-mail ID **mgmdchiqac2024@gmail.com**
- Alternate e-mail address (IQAC)

3.Website address (Web link of the AQAR (Previous Academic Year)

<https://mgmdchnavimumbai.edu.in/AQAR.html>

4.Was the Academic Calendar prepared for that year?

Yes

- if yes, whether it is uploaded in the Institutional website Web link:

https://webweb.ams3.cdn.digitaloceanspaces.com/mgm_dental/Assets/pdfs/Academics/Academic_Calender/2023-24%20Academic%20Calendar.pdf

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	A	3.15	2016	11/07/2016	31/12/2021
Cycle 2	A++	3.70	2023	10/03/2023	10/03/2028

6.Date of Establishment of IQAC

05/01/2015

7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
MGM Dental College and Hospital	Fund for Improvement of S&T Infrastructure (FIST)	Department of Science and Technology (DST)	19/03/2024	66,00,000

8. Whether composition of IQAC as per latest NAAC guidelines **Yes**

- Upload latest notification of formation of IQAC [View File](#)

9.No. of IQAC meetings held during the year **3**

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? **Yes**
- (Please upload, minutes of meetings and action taken report) [View File](#)

10. Whether IQAC received funding from any of the funding agency to support its activities during the year? **No**

- If yes, mention the amount

11. Significant contributions made by IQAC during the current year (maximum five bullets)

- Quality initiatives for promoting digitalization
- Curriculum enrichment through incorporating Gandhian studies for psychosocial development.
- Fostering environment for research and innovation
- Augmentation of counselling center for navigating mentorship program
- Promoting international collaborations for enabling learning and research beyond boundaries

12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).

Plan of Action	Achievements/Outcomes
To procure extramural funds for promotion of research	Received grant from Department of Science and Technology (DST) under Fund for Improvement of S&T Infrastructure (FIST) program
Feedback-based initiation of programs for UG students currently trained for preclinical work to understand clinical relevance of topics	Initiation of Early clinical exposure program
Automation in student attendance and introduction of automatic feedback mechanism of same to parents and mentors	Introduction of Biometric attendance for students
Increasing number of PG programs	Application and conduct of inspection for Post graduate course in Pediatric and preventive dentistry.
Promoting alumni contribution in enriching learning environment	Setup of ICT enabled and fully equipped Skill lab

13. Whether the AQAR was placed before statutory body? Yes

- Name of the statutory body

Part A

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• Location	Semi-Urban
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	Sciences, Nashik				
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• IQAC e-mail ID	mgmdchiqac2024@gmail.com				
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3.Website address (Web link of the AQAR (Previous Academic Year))	https://mgmdchnavimumbai.edu.in/AQAR.html				
4.Was the Academic Calendar prepared for that year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	https://webweb.ams3.cdn.digitaloceanspaces.com/mgm_dental/Assets/pdfs/Academics/Academic_Calendar/2023-24%20Academic%20Calendar.pdf				
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Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
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Increasing number of PG programs	Application and conduct of inspection for Post graduate course in Pediatric and preventive dentistry.
Promoting alumni contribution in enriching learning environment	Setup of ICT enabled and fully equipped Skill lab
13. Whether the AQAR was placed before statutory body?	Yes
<ul style="list-style-type: none"> Name of the statutory body 	
Name	Date of meeting(s)
IQAC	26/12/2024
14. Does the Institution have Management Information System?	Yes
<ul style="list-style-type: none"> If yes, give a brief description and a list of modules currently operational 	
<p>Our institution proudly utilizes the advanced Hospital Information Management System (HIMS) software developed by Suvarna Technosoft, designed to enhance patient care and</p>	

streamline hospital operations. This cutting-edge system supports our dental outpatient department with multiple registration and billing counters, ensuring efficient and seamless services. Key modules of the HIMS include Outpatient Services for managing patient registration, appointment scheduling, consultation tracking, and billing, all through a user-friendly interface with robust access control. The Laboratory Information System leverages barcode technology for error-free sample collection and management, seamlessly integrating with HIMS to provide comprehensive investigation details and reporting histories at nursing stations. The billing modules are meticulously designed to ensure transparent and efficient management of financial transactions, covering outpatient and laboratory services across the hospital. This integrated approach allows for the generation of detailed billing records, reflecting our commitment to accountability and quality care. Mobile payment gateways introduced in hospital allows patients to make payment for dental services, bills, and other healthcare-related expenses through their smartphones. This has revolutionized the healthcare payment process, offering a more efficient, convenient, and secure method of handling payments.

15.Multidisciplinary / interdisciplinary

Our institution thrives on fostering multidisciplinary learning and research, leveraging the synergy created by diverse disciplines coexisting on a single campus. This dynamic environment enables collaborative exploration, equipping students to address complex healthcare challenges effectively. Our meticulously designed curriculum adheres to governing body regulations while embracing an interdisciplinary approach to learning. The integration of NEP 2020 themes, such as community engagement, service, and environmental education, ensures students actively participate in outreach initiatives alongside social workers, dental assistants, nurses, and faculty. These activities address the healthcare needs of underprivileged communities through a cohesive multidisciplinary team. Summer internship in collaboration with MUHS provides an opportunity to get exposed to contemporary topics like genetics, alternative medicine like AYUSH, advanced research in bioinformatics, and Artificial intelligence. Public Health Beyond Boundaries program in collaboration with the Temple University aimed to assess needs of the community, and students were actively involved in activities helping the community to improve overall health hygiene in nearby villages. Vertical and horizontal Integrated teaching across core dental subjects promotes comprehensive,

outcome-based learning, while Clinico-pathological and Interdepartmental meetings provide wider perspective on clinical applications. AYUSH-based projects open doors to innovative interdisciplinary research. Our strong Industry-Academia collaborations further enhance creativity, entrepreneurship, and innovation among students. Through international partnerships, we advance groundbreaking research and provide a global perspective on healthcare solutions. The Comprehensive Clinic offers students a unique platform to apply their transdisciplinary knowledge in real-world treatment planning scenarios. Curriculum on Gandhian studies focuses on integrating Gandhian principles into education and daily life that helps in holistic development. Internships at advanced dental practices expose students to cutting-edge technologies and practices across disciplines, preparing them to excel in a rapidly evolving professional landscape.

16.Academic bank of credits (ABC):

Our institution is committed to fostering a culture of continuous learning and professional growth within the framework of the Academic Bank of Credits (ABC). While standalone credit awards are restricted to universities and autonomous institutions, as an affiliated institute under MUHS, Nashik, we have implemented innovative strategies to align with the principles of ABC. For our faculty, a structured plan emphasizes the accumulation of Continuing Dental Education (CDE) points. Participation in conferences, workshops, and scientific forums is mandatory, linking professional development to registration renewal. This ensures our educators remain at the forefront of advancements in dental science and education. To extend this vision, we propose adopting a similar approach for students. Integrating continuous learning requirements into their academic journey would instill a lifelong commitment to professional development, preparing them to adapt to evolving healthcare challenges. Additionally, all programs conducted by our institution adhere to stringent quality standards set by regulatory authorities, with credits awarded based on predefined parameters. This accreditation process underscores our dedication to academic excellence and integrity. By promoting a mindset of perpetual learning and leveraging accredited programs, our institution strives to equip both faculty and students with the tools to excel and lead in healthcare education.

17.Skill development:

The Comprehensive/Integrated Clinic, in conjunction with the "Dekho aur Sikho" Initiative (Alumni Observership Program),

offers interns the opportunity to build the essential competencies needed to become proficient practitioners. Interns have access to cutting-edge simulation labs focused on microdentistry and basic life support, enabling them to enhance their preclinical skills. The institute has a well-established, tech-driven Skill lab that aims to provide comprehensive training on simulated models that upskills students and faculty for easy replication in basic and advanced clinical procedures. This is achieved through the conduct of Value added courses, various state and national level conferences. The institute is equipped with infrastructure like phantom heads that plays a crucial role in the development of dental professionals, offering an essential hands-on learning experience that prepares them for real-world clinical practice. Communication abilities are nurtured through value-driven soft skills programs and educational exercises. Students' critical thinking and advanced problem-solving skills are sharpened through case-based and problem-based learning approaches, preparing them for real-world healthcare challenges.

18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

Our institution is dedicated to promoting social and oral health awareness, particularly among tribal and rural populations, by utilizing regional languages to ensure that vital messages reach grassroots communities effectively. Our library is a treasure trove of rare books, including works on Gandhian philosophy, available in multiple native Indian languages. This collection reflects our commitment to linguistic diversity and caters to the varied backgrounds of our student body. Recognizing the importance of regional languages in education, we actively assist our parent university, MUHS, in translating the dental curriculum into local languages, making academic resources more accessible. However, we also acknowledge the challenges posed by the widespread use of English as the primary medium of instruction in dental education across India. To bridge this gap, we prioritize multilingual communication for patients. Consent forms and informational materials are provided in regional languages to enhance understanding and ensure effective patient care. Additionally, circulars and directives from MUHS are made available in Marathi, further reinforcing our commitment to regional inclusivity. By integrating regional languages into our programs, resources, and patient communications, we strive to foster inclusivity and improve the reach and impact of healthcare education and services across diverse communities.

19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

Transforming Dental Education at MGM Dental College and Hospital At MGM Dental College and Hospital, we strive to develop future-ready dental professionals through an innovative, competency-driven curriculum. Our program outcomes align with graduate attributes, ensuring students acquire essential skills, subject-specific knowledge, and real-world clinical expertise.

Orientation programs In order to achieve outcome based results, students are exposed to orientation programs at the beginning of preclinical and clinical stage. These programs focus on acquiring clinical skills, communication skills, digital literacy, ethics in dental practice, writing research proposal and conducting research, guidance for higher education, and stress management. These programs focus their goals on developing a clinician who is well-trained in providing comprehensive dental care.

Empowering Faculty for Excellence To maintain academic leadership, our faculty engages in workshops on outcome-based education, staying updated with the latest educational advancements. Daily Assessments and Real-Time Feedback Clinical dentistry presents dynamic challenges. To prepare students, their skills and knowledge are assessed daily with personalized feedback to refine their competencies. E-Learning and Goal-Free Evaluation Faculty-designed e-content with specific objectives supports targeted learning. Additionally, Goal-Free Evaluation, focusing on long-term observation without predefined parameters, fosters a holistic understanding of student growth. MGM Dental College and Hospital is committed to reimagining dental education, empowering students to excel as skilled clinicians, compassionate professionals, and lifelong learners.

20.Distance education/online education:

Our institution is committed to expanding the reach of quality education through innovative digital platforms. By creating online video resources, we ensure remote access to essential learning materials, bridging gaps in traditional classroom education. These videos, hosted on platforms like YouTube, cater to diverse learners, offering flexibility and convenience for self-paced study while enabling broader dissemination of knowledge. In addition, the institution is poised to develop Massive Open Online Courses (MOOCs) and implement Open Distance Learning (ODL) initiatives. These efforts aim to make education accessible to underserved and remote communities, aligning with our vision of inclusivity and lifelong learning. The integration of a Learning Management System (LMS) further enhances this approach by providing a centralized platform for organizing, delivering, and tracking educational content. The LMS enables

seamless interaction between students and faculty, ensuring structured learning experiences complemented by online resources. By leveraging technology, including the potential of MOOCs, ODL, YouTube, and LMS platforms, our institution is transforming education into a more flexible and inclusive experience, reaching learners who may otherwise remain inaccessible. The library is digitalized with rich source of databases like EBSCO host, Clinical Key that allows for remote access to learning content. These initiatives underline our dedication to equipping students with the tools and knowledge needed to thrive in an increasingly digital world.

Extended Profile

1.Student

2.1 581

Total number of students during the year:

File Description	Documents
Data Template	View File

2.2 119

Number of outgoing / final year students during the year:

File Description	Documents
Data Template	View File

2.3 118

Number of first year students admitted during the year

File Description	Documents
Data Template	View File

2.Institution

4.1 957.09

Total expenditure, excluding salary, during the year (INR in Lakhs):

File Description	Documents
Data Template	View File

3. Teacher

5.1

81

Number of full-time teachers during the year:

File Description	Documents
Data Template	View File

5.2

81

Number of sanctioned posts for the year:

File Description	Documents
Data Template	View File

Part B**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.

MGM DCH adheres to the DCI curriculum through its affiliation with MUHS, and maintains regulatory compliance while adapting to educational trends like NEP. The curriculum is planned by statutory committees which ensure planning, enrichment, optimal delivery and perfect execution in the following ways:

Planning: An annual academic calendar schedules lectures, practicals, seminars, journal clubs, and value-added courses. Clinical training is supported by standard operating procedures and patient demonstrations for hands-on experience.

Delivery: The curriculum is taught via lectures, ICT tools, and varied resources. Students are encouraged to attend conferences, CDE programs, and industry visits, with research projects fostering critical thinking.

Evaluation: Regular audits ensure timely curriculum delivery,

supported by monthly departmental reports. Clinical and preclinical work is closely supervised and documented. Reports on add-on courses are reviewed and published online. Feedback from stakeholders is summarized and relevant suggestions are sent to governing bodies through the IQAC.

File Description	Documents
Minutes of the meeting of the college curriculum committee	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criterial/Merged%20Curriculum%20Committee%20MOM%20Aug23%20March%2024%20Final.pdf
Any other relevant information.	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criterial/any%20other%20relevant%20info%20index%201.1.1%20for%2023-24.pdf

1.1.2 - Number of fulltime teachers participating in BoS /Academic Council of Universities during the year. (Restrict data to BoS /Academic Council only)

12

File Description	Documents
Details of participation of teachers in various bodies(Data Template)	View File
Scanned copies of the letters supporting the participation of teachers	View File
Any other relevant information	View File

1.2 - Academic Flexibility

1.2.1 - Number of inter-disciplinary / inter-departmental courses /training across all the Programmes offered by the College during the year

1.2.1.1 - Number of courses offered across all programmes during the year

53

File Description	Documents
List of Interdisciplinary /interdepartmental courses /training across all the programmes offered by the College during the year	View File
Minutes of relevant Academic Council/BoS meetings	View File
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	View File

1.2.2 - Number of students enrolled in subject-related Certificate/ Diploma / Add-on courses as against the total number of students during the year

493

File Description	Documents
Details of the students enrolled in subject-related	View File
Certificate/Diploma/Add-on courses	View File
Any other relevant information	View File

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

MGMDCH prioritizes student empowerment with a focus on moral, social, and ethical values.

Gender Sensitization: The institution promotes gender awareness through workshops, training sessions, and educational programs, including guest lectures on women's empowerment, self-defense workshops, yoga sessions, and movie screenings.

Environment and Sustainability: MGMDCH maintains a green campus by reducing waste, conserving water, and banning single-use plastic. The NSS unit organizes cleanliness drives supporting the 'Swachh Bharat Abhiyan.'

Human Values: Gandhian values, focusing on ethical living and social justice, are taught through courses on 'Gandhian Thought.' Meditation sessions enhance self-awareness, and visits to old age homes promote compassion. The Animal Welfare Club provides daily water and food to animals.

Health Determinants and Right to Health: Dental care is provided through field visits, mobile dental services, and awareness camps. Collaborative efforts offer free treatment for children with special health needs. Oral health programs provide free check-ups for underprivileged communities.

Professional Ethics: The institution emphasizes ethical practice through orientation programs, courses on 'Medical Jurisprudence,' and skill-building workshops to develop ethical and competent professionals.

File Description	Documents
List of courses with their descriptions	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criterial/List%20of%20courses%20with%20cross%20cutting%20issues.pdf
Any other relevant information	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criterial/List%20of%20courses%20with%20descriptions.pdf

1.3.2 - Number of value-added courses offered during the year that impart transferable and life skills

12

File Description	Documents
Number of value-added courses offered during the year that impart transferable and life sk	View File
List of-value added courses (Data template)	View File
Any other relevant information	View File

1.3.3 - Number of students enrolled in the value-added courses during the year

492

File Description	Documents
List of students enrolled in value-added courses (Data template)	View File
Any other relevant information	View File

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

524

File Description	Documents
Any other relevant information	View File
List of programmes and number of students undertaking field visits/internships/research projects/industry visits/community postings (Data template)	View File
Total number of students in the Institution	View File

1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining structured feedback on curricula/syllabi from various stakeholders Students Teachers Employers Alumni Professionals

A. All 4 of the above

File Description	Documents
Stakeholder feedback reports as stated in the minutes of meetings of the College Council /IQAC/ Curriculum Committee	View File
URL for feedback report	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criterial/Stakeholder%20feedback%20report%20on%20curriculum%20%202022-23.pdf
Data template	View File
Any other relevant information	View File

<p>1.4.2 - Feedback on curricula and syllabi obtained from stakeholders is processed in terms of: Options (Opt any one that is applicable): Feedback collected, analyzed and action taken on feedback besides such documents made available on the institutional website Feedback collected, analyzed and action has been taken Feedback collected unanalyzed Feedback collected E. Feedback not collected</p>	<p>A. All of the Above</p>
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File Description	Documents
<p>URL for stakeholder feedback report</p>	<p>https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criterial/Stakeholder%20feedback%20report%20on%20curriculum%20%202022-23.pdf</p>
<p>Action taken report of the Institution on the feedback report as stated in the minutes of meetings of the College Council/IQAC</p>	<p>View File</p>
<p>Any other relevant information</p>	<p>View File</p>

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.

2.1.1.1 - Number of seats filled against seats reserved for various categories as per applicable reservation policy during the year

29

Empty table content

File Description	Documents
Copy of letter issued by State Govt. or and Central Government (which-ever applicable) Indicating there served categories to be considered as per the GO rule (translated in English)	View File
Final admission list published by the HEI	View File
Admission extract submitted to the state OBC, SC and ST cell every year.	View File
Annual Report/ BOM report/ Admission report duly certified by the Head of the Institution	View File
Information as per data template	View File
Any other relevant information	View File

2.1.2 - Number of seats filled in for the various programmes as against the approved intake

File Description	Documents
Relevant 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 File
Any other relevant information	View File
Data template	View File

2.1.3 - Number of Students enrolled demonstrates a national spread and includes students from other states

2.1.3.1 - Number of students from other states; during the year

1

File Description	Documents
Total number of students enrolled in th	View File
E-copies of admission letters of the students enrolled from other states	View File
Institutional data in prescribed format (Data template)	View File
Any other relevant information	View File

2.2 - Catering to Student Diversity

2.2.1 - The Institution assesses the learning levels of the students, after admission and organizes special Programmes for advanced learners and slow performers The Institution: Follows measurable criteria to identify slow performers Follows measurable criteria to identify advanced learners Organizes special programmes for slow performers Follows protocol to measure student achievement

A. All of the Above

File Description	Documents
Any other relevant information	View File
Data Template	View File
Details of special programmes for slow performers and advanced Learners	View File
Student participation details and outcome records	View File
Criteria to identify slow performers and advanced learners and assessment methodology	View File

2.2.2 - Student - Fulltime teacher ratio (data for the academic year)

Number of Students	Number of Full Time Teachers
581	81

File Description	Documents
List of students enrolled in the preceding academic year	View File
List of full time teachers in the preceding academic year in the college	View File
Institutional data in prescribed format (data templates)	View File
Any other relevant information	No File Uploaded

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)

The institution nurtures students' innate talents and aptitudes through a wide range of activities, promoting holistic and professional development.

- Extramural Activities
- Students participate in national and international scientific events, honing research, public speaking, and collaborative skills.
- The affiliation with Temple University enables initiatives like Public Health Without Borders, where students engage in global health projects, gaining cross-cultural experience and addressing pressing public health issues.
- Selected students intern at IDA HQ, enhancing their industry knowledge.
- The Earn and Learn Initiative by MUHS supports financially challenged students while fostering responsibility.
- Participation in Hackathons encourages innovative problem-solving. Extension camps and awareness programs address regional and community challenges.
-
- Beyond Institute Activities
- The Institutional Innovation Council fosters innovation and entrepreneurship.
- Cultural events like "MAGNUM" and clubs such as Kalam Literary Club, Artville, and Musical Strings inspire creativity.
- The Eklavya Sports Club and Green Dentistry initiatives promote physical fitness and environmental sustainability.
- Observances like International Yoga Day and Oral Hygiene Day ensure well-rounded student growth.

File Description	Documents
Appropriate documentary evidence	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria2/Appropriate%20documentary%20evidence.pdf
Any other relevant information	Nil

2.3 - Teaching- Learning Process

2.3.1 - Student-centric methods are used for enhancing learning experiences by: Experiential learning Integrated/inter disciplinary learning Participatory learning Problem solving methodologies Self-directed learning Patient-Centric and Evidence-Based Learning Learning in the Humanities Project-based learning Role play

1. **Experiential Learning:** Early clinical exposure, timely scheduled in clinical settings bridge the knowledge and skills imparted in basic sciences. Field trips and industrial visits nurture experiential learning.
2. **Integrated/Interdisciplinary Learning:**, Tumour board for comprehensive patient care and postings at Tata Memorial Centre provides students the acumen for clinical diagnosis and treatment planning..
3. **Participatory Learning:** Students are engaged actively in learning process through Tobacco cessation centre and summer internship programme along with group projects, discussions.
4. **Patient-Centric and Evidence-Based Learning:** Postings comprehensive clinic and peripheral postings in medical hospital ensures patient centric learning. Evidence based learning is strengthened through systematic literature review and meta-analysis workshops.
5. **Learning in the Humanities:** Students involvement in Gandhian Studies, periodic yoga and dental camps at satellite centres like Ajivali contribute to humanitarian pursuits.
6. **Problem Solving:** Case based and Problem-based learning helps analyze real world scenarios like tumor board to encourage lateral thinking.
7. **Self-Directed Learning:** Particular interest-based learning is facilitated through digital library using various QR codes and LMS.
8. **Project-Based Learning:** Students learn by actively engaging in practical and personally meaningful projects.
9. **Role Play:** Students convey social messages through skits, targeting domains like interpersonal communication skills, knowledge, and the affective domain.

File Description	Documents
Learning environment facilities with geo tagged photographs	View File
Any other relevant information	View File

2.3.2 - Institution facilitates the use of Clinical Skills Laboratory / Simulation Based Learning The Institution: Has Basic Clinical Skills / Simulation Training Models and Trainers for skills in the relevant disciplines. Has advanced simulators for simulation-based training Has structured programs for training and assessment of students in Clinical Skills Lab / Simulation based learning. Conducts training programs for the faculty in the use of clinical skills lab and simulation methods of teaching-learning

A. All of the Above

File Description	Documents
List of clinical skills models	View File
Geo tagged photographs of clinical skills lab and simulation centre	View File
List of training programmes conducted in the facilities during the year	View File
Any other relevant information	View File

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

ICT tools play a crucial role in enhancing teaching and learning, fostering student engagement and promoting self-directed learning, with instructors acting as facilitators. The institute utilizes a variety of ICT tools across different categories:

- Informative tools: Internet, e-library, institutional LMS, SWAYAM, and MOOC platforms.
- Situating tools: Virtual planning software, digital photography software, multimedia, CD-ROMs.
- Constructive tools: PowerPoint, Microsoft Word, Excel, and e-content development tools.
- Communicating tools: Email and institutional website.

- Collaborative tools: Smart classrooms equipped with Smartboards, smart panels, LCD projectors, collar mics, overhead cameras, Internet, and CCTV.
- Media lab: Used for recording video lectures and demonstrations.
- E-library: Managed with KOHA software, offering resources like EBSCO, MEDNOW, SAGE, ClinicalKey, and the National Digital Library.
- LMS: Microsoft Teams facilitates access to lectures, presentations, and faculty-developed content.
- Online platforms: SWAYAM NPTEL and MOOC support online training, with faculty encouraged to create e-content, including clinical videos.
- Research: Under the DST FIST project, the institute offers CAD/CAM facilities for imaging, 3D rendering, and customized surgical solutions using additive technology.

File Description	Documents
Details of ICT-enabled tools used for teaching and learning	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria2/1.%20Details%20of%20ICT-enabled%20tools%20used%20for%20teaching%20and%20learning.pdf
List of teachers using ICT-enabled tools (including LMS)	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria2/2.%20List%20of%20teachers%20using%20ICT-enabled%20tools%20(including%20LMS).pdf
Webpage describing the “LMS/ Academic Management System”	https://mgmdchnavimumbai.edu.in/assets/pdfs/LMS_Information_Brochure.pdf
Any other relevant information	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria2/2.3.3%20Any%20other%20Information%20-%20List%20and%20Report%20of%20Programmes%20conducted%20for%20training%20in%20e-learning%20tools.pdf

2.3.4 - Student :Mentor Ratio (preceding academic year)

Number of Mentors	Number of Students
81	581

File Description	Documents
Details of fulltime teachers/other recognized mentors and students	View File
Any other relevant information	View File

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

The institute fosters students' creativity, critical thinking, and problem-solving skills through the implementation of the "NOVEL initiative" (Newer Operational Variations in Educational Learning).

1. Creativity:

The institution focusses on impact of innovation and creativity on student performance, success and outcomes through presentations,,thematic presentations on day celebration, skits like strap of life etc. Table clinics empower students to implement creative ideas into simulation models.

2. Analytical and Clinical Skills:

Daily learning involves NOVEL methods like Flipped Classroom, Jigsaw, Pecha Kuccha, Brainstorming, Buzz Activity, Pear Deck and Anamnesis promoting self-directed learning. Journal Clubs sensitize students to evidence-based practice, while reflective learning prepares them for real-life situations. Simulation-based learning in skills and media lab sharpens psychomotor skills and oratory skills. Students are encouraged to apply for ICMR grants in STS projects. IDA residency internship promotes clinical skills.

3. Innovation:

Institute encourages student to ideate and explore Innovative concepts through summer internship programmes, hackathon, impact lectures by speakers from renowned institutions like IIT-Betic and Pillai COE. Multidisciplinary campus and interdisciplinary projects foster innovative thinking. Field visits and industry academia collaboration supplement theoretical knowledge and translate ideas into practice.

File Description	Documents
Appropriate documentary evidence	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria2/2.3.5%20Appropriate%20documentary%20evidence.pdf
Any other relevant information	Nil

2.4 - Teacher Profile and Quality

2.4.1 - Number of fulltime teachers against sanctioned posts during the year

81

File Description	Documents
Any other relevant information	View File
List of fulltime teachers and sanctioned posts for year certified by the Head of the Institution (Data template)	View File
Sanction letters indicating number of posts (including Management sanctioned posts) by competent authority (in English/ translated in English)	View File

2.4.2 - 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 during the year

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 in Health Sciences (like MD/ MS/ MDS etc.) for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils. During the year data to be entered

15

File Description	Documents
List of fulltime teachers with Ph.D/D.Sc./D.Lit./DM/MCh/DNB in super specialities / other PG degrees 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 and the number of fulltime teachers for the year	View File
Copies of Guide-ship letters or authorization of research guide provided by the university	View File
Any other relevant information	View File

2.4.3 - Total Teaching experience of fulltime teachers in number of years (data for the academic year)

853.49

File Description	Documents
List of teachers including their designation, qualifications, department and number of years of teaching experience (Data Template)	View File
Any other relevant information	View File

2.4.4 - Number of teachers trained for development and delivery of e-content / e-courses during the year

81

File Description	Documents
Reports of the e-training programmes	View File
e-contents / e-courses developed	View File
Year –wise list of full time teachers trained during the year	View File
Certificate of completion of training for development of and delivery of econtents / e-courses / Video lectures / demonstrations	View File
Web-link to the contents delivered by the faculty hosted in the HEI's website	View File
Any other relevant information	No File Uploaded

2.4.5 - Number 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 year

30

File Description	Documents
Institutional data in the prescribed format/ Data template	View File
e-copies of award letters (scanned or softcopy)	View File
Any other relevant information	No File Uploaded

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

- The academic calendar is drafted including all important dates aligning with DCI prescribed timelines and MUHS mandates.
- It outlines all important deadlines, including Continuous Internal Evaluation (CIE) for UG and PG programs, circulated to stakeholders and posted on the website.
- The master timetable, shaped by the committee, considers

teaching hours and CIE.

- Unit plans are made as per the teaching hours for timely completion of syllabus while also highlighting the lesson plan for each subtopic.
- Internal assessments occur thrice annually, meeting MUHS guidelines with an additional exam provision.
- Institutional Central Examination System (ICES) ensures robust transparent, timely CIE as per academic calendar and conducts internal audit for the same.
- For each CIE the question paper blueprint is made to ensure fair marks distribution and Mixed-Method MCQ sets to prevent misconduct .
- Answer papers are corrected within 10 days and results are displayed on notice board once self assessed by student.
- Six monthly progress report of PG students is sent to MUHS and Course work exams for PhD students is conducted as per MUHS guidelines.

File Description	Documents
Academic calendar	https://webweb.ams3.cdn.digitaloceanspaces.com/mgm_dental/Assets/pdfs/Academics/Academic_Calendar/2023-24%20Academic%20Calendar.pdf
Dates of conduct of internal assessment examinations	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria2/2.%200Dates%20of%20conduct%20of%20internal%20assessment%20examination.pdf
Any other relevant information	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria2/2.5.1%202.%20Any%20other%20additional%20information.pdf

2.5.2 - Mechanism to deal with examination-related grievances is transparent, time-bound and efficient. Provide a description on Grievance redressal mechanism with reference to continuous internal evaluation, matters relating to University examination for submission of appeals, providing access to answer scripts, provision of re-totaling and provision for reassessment within 100 - 200 words

At University level:

- As per university guidelines there are provisions of photocopy of answer scripts and retotalling within prescribed period of 7 days after declaration of results.
- The concerned candidate can raise the grievance to the university along with a copy of the answer book by specifying discrepancy to the university within 7 days with prescribed fees.

At the institute level:

- Once the CIE are conducted the mark sheets are displayed on notice board within 10 days and same records are maintained by the departments.
- Grievances regarding retotalling and re-assessment are addressed through in-charge faculty, progressing to head of department if unresolved within a week of display of marksheets.
- Answer scripts are discussed with the students in-person to address their concerns at the primary level.
- If any discrepancy is observed in totalling errors of marks or any attempted answer is not assessed, the concerned candidate can raise the grievance to the in charge faculty or head of department.
- Students can also approach their mentor for unresolved grievances.
- Biannual auditing of CIE records by the examination committee review the process and make it more streamlined.
- Students can appeal directly to the dean for CIE-related concerns.

File Description	Documents
Details of University examinations / Continuous Internal Evaluations (CIE) conducted during the last year	View File
Number of grievances regarding University examinations/ Internal Evaluation	View File
Any other relevant information	View File

2.5.3 - Reforms in the process and procedure in the conduct of evaluation/examination; including the automation of the examination system. Describe the reforms implemented in internal

evaluation/ examinations with reference to the following within 100 - 200 words Examination procedures Processes integrating IT Continuous internal assessment system Competency-based assessment Workplace-based assessment Self assessment OSCE/OSPE

- MUHS conducts annual university exams and institution conducts three continuous internal assessment exams for each academic year based on MUHS guidelines. External examiner appointed by MUHS conducts an audit of internal assessment marks during university exams.
- Reforms have been introduced for fair and transparent examination and evaluation practices.
- Institutional Central examination system ensures robust & transparent conduct of CIE.
- For each CIE, blueprint and model answer papers are made and discussed with students for a uniform distribution and marking system.
- Introduction of a digital evaluation centre (DEC) allows swift and efficient evaluation process to ensure quick delivery of results.
- Competency and Workplace Based Assessment: Implementation of DOPS, Mini-CEX, Problem based, Case based assessments, Observation of Teaching focuses on assessing students critical, analytical thinking and problem-solving skills.
- A humanitarian evaluation, 360-degree assessment involves gathering feedback from various perspectives, including peers, faculty, and self, fostering a holistic approach to assessing students' skills and competencies.
- Objective-based evaluation by means of OSCE/OSPE assess clinical competence through planned and structured way with attention weighed to objectivity of evaluation.
- It ensures focused assessment aligned with specific learning objectives, gauging advanced knowledge and skills.

File Description	Documents
Information on examination reforms	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria2/1.Link%20for%20information%20on%20examination%20reforms.pdf
Any other relevant information	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria2/2.Link%20for%20any%20other%20relevant%20information.pdf

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: Timely administration of CIE On time assessment and feedback Makeup assignments /tests Remedial teaching/ support

A. All of the Above

File Description	Documents
List of opportunities provided for the students for midcourse improvement of performance in the examinations	View File
Information as per Data template	View File
Policy document of midcourse improvement of performance of students	View File
Re-test and Answer sheets	View File
Any other relevant information	View File

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

A dental graduate must showcase skills, including research, analysis, problem-solving, strategic planning, effective

communication, teamwork, and leadership, to navigate the complexities of modern dental practice.

Programme Outcomes: BDS (DCI 2007) Dental graduates must acquire comprehensive knowledge, skills, and attitudes during their training.

- Apply foundational disciplines to diverse healthcare needs, offering preventive, diagnostic, and therapeutic measures.
- Effectively examine, diagnose, and manage common dental issues, controlling pain and anxiety.
- Demonstrate skills to prevent complications, adhering to legal and ethical policies.
- Enhance community awareness, proposing solutions for oral health problems. Foster critical thinking through continuing education for upto-date, evidence-based patient care.

Programme Outcomes: MDS (DCI 2017with amendments)

- Show proficiency in the pertinent basic sciences for the specialty.
- Explain the aetiology, pathophysiology, and management principles of disease.
- Gather a comprehensive clinical history, conduct patient examinations, perform necessary diagnostic procedures, order relevant tests, and interpret results for a sound diagnosis.
- Develop competence in specialty-specific procedures. Adhere to ethical principles throughout practice.
- Provide unbiased patient care and enhance communication skills.

Graduate attributes

- Humane Professional
- Fundamental Improviser
- Life Long Learner
- Creative Researcher
- Contentious and Diligent worker
- Digitally Literate
- Socially and Morally Upright
- Globally Proficient
- Effective Communicator

File Description	Documents
Relevant documents pertaining to learning outcomes and graduate attributes	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria2/2.6.1%20Link%20for%20relevant%20documents%20pertaining%20to%20learning%20outcomes.pdf
Methods of the assessment of learning outcomes and graduate attributes	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria2/2.%20Methods%20of%20the%20assessment%20of%20learning%20outcomes.pdf
Upload Course Outcomes for all courses (exemplars from Glossary)	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria2/3.%20Link%20for%20upload%20Course%20Outcomes%20for%20all%20courses.pdf
Any other relevant information	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria2/Any%20Other%20Revised BDS Course Regulation 2007.pdf

2.6.2 - Incremental performance in Pass percentage of final year students in the year

File Description	Documents
List of Programmes and the number of students passed and appeared in the final year examination for the year	View File
Link for the annual report of examination results as placed before BoM/ Syndicate/ Governing Council for the year.	View File
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 File
Trend analysis for the last year in graphical form	View File
Data template	View File
Any other relevant information	No File Uploaded

2.6.3 - The teaching learning and assessment processes of the Institution are aligned with the stated learning outcomes. Provide details on how teaching learning and assessment processes are mapped to achieve the generic and program-specific learning outcomes (for each program) within 100 – 200 words

The learning outcomes comprise of three dimensions: Knowledge & Understanding, Skills, and Attitude. In adherence to the BDS Course Regulations 2007 and MDS Course Regulations 2017 (DCI) with amendments, the program outcomes (PO) are formulated. These POs cover cognitive, psychomotor, and affective domains, ensuring the development of competent professionals.

- Each program consists of multiple courses, each delineating its Course Outcomes (CO) according to Bloom's Taxonomy. These COs are then systematically aligned with the relevant program outcomes. A weighted average is computed for each PO to gauge overall attainment.
- Following MUHS guidelines, students undergo three internal assessment examinations (CIE) and a year-end university examination, encompassing theory and practical components. Theory exams feature objective and descriptive questions, while practical assessments evaluate knowledge, attitude, clinical and communication skills.

- Preplanned syllabi for internal examinations ensure coverage of all course outcomes. Each course establishes metrics for individual CO calculations, determining attainment levels based on historical performance. Internal assessment marks contribute 20% to the overall CO achievement metric, with year-end university exams comprising the remaining 80%.
- Post-course completion, meticulous data analysis evaluates CO attainment against learning outcomes. Committees scrutinize the analysis, recommending improvements. This structured approach ensures continual refinement and enhancing educational effectiveness.

File Description	Documents
Programme-specific learning outcomes	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria2/2.6.3%20BDS%20Programme%20Learning%20Outcome.pdf
Any other relevant information	Nil

2.6.4 - Presence and periodicity of parent-teachers meetings, remedial measures undertaken and outcome analysis. Describe structured mechanism for parent-teachers meetings, follow-up action taken and outcome analysis within 100 - 200 words

The Parents Teachers Association(PTA) conducts biannual well-structured meetings, as per the academic calendar. These meetings function to act as communication sessions between the dean , mentors , students , psychologist and parents. It ensures timely dissemination of information regarding students' progress, internal assessment marks, attendance status as per biometrics, and the remedial measures taken.

Robust mechanism of referral of student to mentor/ psychologist and proactive measures such as remedial classes, help students improving their academic performance and timely clinical quota completion thus delivering a positive outcome. The feedback loop, analysing parents input in subsequent meetings, ensures continuous enhancement of the supportive academic environment

The PTA's comprehensive strategy demonstrates its effectiveness in addressing the diverse needs of students, fostering collaboration between stakeholders, and contributing to the overall success of

the students in their academic journey. The sustained efforts of faculty and parents jointly have seen improvement in achieving programme outcomes.

File Description	Documents
Proceedings of parent –teachers meetings held during the year	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria2/1.%20Proceedings%20for%20PTA%20meetings.pdf
Follow up reports on the action taken and outcome analysis.	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria2/2.%20Link%20for%20follow%20up%20reports%20on%20the%20action%20taken%20and%20outcome%20analysis.pdf
Any other relevant information	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria2/3.%20Any other relevant information SOP for PT A.pdf

2.7 - Student Satisfaction Survey

2.7.1 - Online student satisfaction survey regarding teaching learning process

250

File Description	Documents
Any other relevant information	View File

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Resource Mobilization for Research

3.1.1 - Number of teachers recognized as PG/ Ph.D research guides by the respective University during the year

32

File Description	Documents
Copies of Guide-ship letters or authorization of research guide provide by the university	View File
Information as per Data template	View File
Any other relevant information	View File
List of full time teachers recognized as PG/ Ph.D guides during the year.	View File
List of full time teacher during the year.	View File

3.1.2 - Number of teachers awarded national /international fellowships / financial support for advanced studies/collaborative research and participation in conferences during the year

21

File Description	Documents
Fellowship award letter / grant letter from the funding agency	View File
List of teachers and their national/international fellowship details (Data templates)	View File
E-copies of the award letters of the teachers	View File
Any other relevant information	View File

3.1.3 - Number of research projects/clinical trials funded by government, industries and non-governmental agencies during the year

Number of Research Projects	Amount / Funds Received
18	71.225

File Description	Documents
List of research projects and funding details during the year (Data template)	View File
List of research projects and funding details during the year (Data template)	View File
Link for funding agencies websites	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria3/3.%20Link%20for%20%20funding%20agencies%20Website.pdf
Any other relevant information	View File

3.2 - Innovation Ecosystem

3.2.1 - The Institution has created an ecosystem for innovations including Incubation Centre and other initiatives for creation and transfer of knowledge. Describe the available Incubation Centre and evidence of its functioning (activities) within 100 - 200 words

A. Ecosystem for Innovation:

• Activities of Institution Innovation Council :

MGMDCH IIC engages faculty and students in innovation and entrepreneurship related activities prescribed by MIC in time bound fashion. Problem identification and ideation through varied Theme based national programs like Energy Conservation Day and Pollution Control Day, with various activities including debate and essay competition. Various Industry academia interaction like Incubation center visit to premium centers like IIT Mumbai and Pillai Engineering College helped to gain to access real world challenges and to identify and address the emerging challenges. Conducting a collaborative theme and problem based Hackathon on Green Dentistry, IIC has provided opportunity to students and faculty to showcase their innovative solutions.

• Frame work for Research promotion: Though 39 extramural linkages with eminent institutes like IIT Mumbai, CTARS, Chennai along with national and international MOUs, students and faculty have been promoted to conduct research projects in Biomechanics, digitalized dentistry and material sciences.

B. Incubation center and Innovation made: The Institute has

collaboration with the incubation center of parent trust, a premium center with a vision of nurturing the innovative minds.

In 2023-24, the institute has encourage and protect the creation and inventions of the faculty by filing copyrights.

File Description	Documents
Details of the facilities and innovations made	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria3/3.2.1%20Details%20of%20the%20facilities%20and%20innovations%20made_compressed.pdf
Any other relevant information	Nil

3.2.2 - 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 year

29

File Description	Documents
List of workshops/seminars during the year(Data template)	View File
Reports of the events	View File
Any other relevant information	View File

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

A. All of the Above

File Description	Documents
Institutional Code of Ethics document	View File
Minutes of meetings of the committees with reference to the code of ethics	View File
Any other relevant information	View File

3.3.2 - Number of Ph.D/ DM/ M Ch/ PG Degree in the respective disciplines received per recognized PG teachers* of the Institution during the year

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 year

17

File Description	Documents
Any other relevant information	View File
List of Ph.D.s /DM/MCh/PG degrees in the respective disciplines received during the year	View File
List of teachers recognized as guides during the year	View File
Information as per Data template	View File
Letter of PG guide recognition from competent authority	View File

3.3.3 - 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 year

3.3.3.1 - Number of research papers published per teacher in the Journals notified on UGC website/Scopus/ Web of Science/ PubMed during the year

43

File Description	Documents
Number of research papers published per teacher in the Journals notified on UGC website/Scopus/ Web of Science/ PubMed during t	View File
Web-link provided by institution in the template which redirects to the journal webpage published in UGC notified list	View File
Information as per Data template	View File
Any other relevant information	View File

3.3.4 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings indexed in UGCCARE list on the UGC website/ Scopus/ Web of Science/ PubMed/ during the year

4

File Description	Documents
List of books and chapters in edited volumes/books published with ISBN and ISSN number and papers in national/ international conference proceedings during the year	View File
Information as per Data template	View File
Any other relevant information	View File

3.4 - Extension Activities

3.4.1 - Number of extension and outreach activities carried out in collaboration with National and International agencies, Industry, the community, Government and NonGovernment organized bodies through NSS/NCC during the year

193

File Description	Documents
List of extension and outreach activities during the year (Data Template)	View File
List of students in NSS/NCC involved in the extension and outreach activities during the year	View File
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 File
Any other relevant information	No File Uploaded

3.4.2 - Number of students participating in extension and outreach activities during the year

562

File Description	Documents
Reports of the events organized	View File
List of extension and outreach activities conducted with industry, community etc for the last year (Data template)	View File
List of students who participated in extension activities during the year	View File
Geotagged photographs of extension activities	View File

3.4.3 - Number of awards and recognitions received for extension and outreach activities from Government / other recognised bodies during the year. Describe the nature and basis of awards /recognitions received for extension and outreach activities of the Institutions from Government /other recognised bodies during the year within 100 - 200 words

Response: The Institute has conducted 193 extension and outreach activities in association with various Government and Nongovernment agencies like Indian Dental Association, Rotary clubs, Lions clubs, charitable trusts and schools etc. Tenacious effort of the Institute to cater the community has been acknowledged and awarded Sh. Prabhu Diyal-Jamna Devi Memorial

Award by International College of Dentists for remarkable community services. The other noteworthy extension activities carried out by the institute which are appreciated by the beneficiaries are as follows :

- Oral cancer screening camps conducted under MOCC program in collaboration with IDA.
- Awareness and assessment of oral health status of school children with Rotary and Lions club
- Periodic Cleft camps for unprivileged children in association with Rashtriya Bal Swasthya Karyakram
- Oral Health awareness and treatment camps in local community in association with various trusts: Regular awareness and treatment camps on oral and general health status in Govt and private schools, Institutes and religious trusts/Sansthan.
- Appreciation for collaborative development and implementation of educational activities and material with in Ajivali PHC, Shantivan Boarding School and Turmale village by Temple University. Appreciation and recognitions recieved over the year are 63 in number.

File Description	Documents
List of awards for extension activities in the year	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria3/1.%2003.4.3%20List_of_%20awardsappreciation%20letters_for_extension_activities_during_the_year.pdf
e-copies of the award letters	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria3/2.%2003.4.3%20E%20copies_of_award%20letters_compressed.pdf
Any other relevant information	Nil

3.4.4 - Institutional social responsibility activities in the neighbourhood community in terms of education, environmental issues like Swachh Bharath, health and hygiene awareness and socio-economic development issues carried out by the students and staff during the year. Describe the impact of extension activities in sensitizing students to social issues and holistic development

within 100 - 200 words

Response:

Through periodic extension and outreach activities, a sense of obligation, accountability, and human values are inculcated in students and faculty as they contribute toward the institution's vision.

i. Education: Maximum participation of faculty and students have been ensured in educating local community not only about importance of oral health and social education periodically but also programs like Organ donation awareness, Mera Mati Mera Desh, Unity in diversity, Voters awareness campaign and Value and vision of University for students have been conducted to induce social responsibilities in all stake holders.

ii. Environmental Issues: Periodic Swachata Hi Sewa, Swachh Bharat Abhiyan and tree plantation drive have been carried out.

iii. Health and Hygiene awareness: In association with NSS team, public health dentistry department has ensured maximum reach out to the local community through extensive participation of students and faculty through awareness camps on oral health education, precancer and oral cancer, anti-tobacco campaign and importance of general health etc.

iv. Socio-economic development issues: Periodic awareness and treatment cleft camps, blood donation camp, residential camp, awareness and treatment camps in Unnat Bharat Abhiyaan (UBA) adopted villages have been conducted to serve deprived section of community.

File Description	Documents
Details of Institutional social responsibility activities in the neighbourhood community during the year	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria3/3.4.4%20Details%20of%20Institutional%20social%20responsibility%20activities.pdf
Any other relevant information	Nil

3.5 - Collaboration

3.5.1 - Number of Collaborative activities for research, faculty exchange, student exchange/

Industry-internship etc. per year for the year

38

File Description	Documents
Certified copies of collaboration documents and exchange visits	View File
Any other relevant information	No File Uploaded
List of collaborative activities for research, faculty/student exchange etc. (Data template)	View File
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	View File

3.5.2 - Total number of Functional MoUs 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. during the year

19

File Description	Documents
List of functional MoUs for the year (Data Template)	View File
E-copies of the MoU's with institution/ industry/corporate house, Indicating the start date and completion date	View File
List of partnering Institutions/ Industries /research labs with contact details	View File
Any other relevant information	View File

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. Describe the adequacy of facilities for teaching-learning viz., classrooms, ICT-enabled classrooms, seminar halls, facilities for clinical learning, learning in the

community, Teleconferences, AYUSH-related learning cum therapy centre, well-equipped laboratories, skills labs etc. as stipulated by the appropriate Regulatory bodies within 100 - 200words

The institution is well-equipped with state-of-the-art facilities to foster academic teaching-learning as per regulatory requirements. It has 7 smart classrooms integrated with LCD projectors and AV aids, enabling modern, ICT-supported teaching. The APJ Abdul Kalam auditorium and Rabindranath Tagore Central Library, with a capacity of over 350+ students, supports large-scale academic and co-curricular activities. The teleconference room with an 86-inch LED touchscreen, 9 departmental libraries and museums further enrich learning resources.

For dental education, the institution boasts 21 dental laboratories, including a micro-dentistry skills laboratory, a paediatric pre-simulator laboratory, and preclinical laboratories with mannequins. Additionally, 311 electrically operated dental chairs ensure hands-on clinical training. Community-based learning is emphasized through dedicated health centres and a mobile dental van.

Medical education is supported by an 810-bedded medical hospital, 9 laboratories, 4 museums, a skills laboratory for BLS training, a central research laboratory, and a computer-assisted laboratory. Holistic learning is encouraged at the Gandhi Centre for all-encompassing development. The AYUSH-related learning centre features a herbal garden, promoting integrative therapy studies. These comprehensive facilities provide an excellent foundation for academic and practical learning across diverse disciplines.

File Description	Documents
List of available teaching-learning facilities such as Class rooms, Laboratories, ICT enabled facilities including Teleconference facilities etc., mentioned above	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria4/4.1.1.%20List%20of%20available%20teaching%20learning.pdf
Geo tagged photographs	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria4/4.1.1.%20Geotagged%20Photographs.pdf
Any other relevant information	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria4/4.1.1.%20Link%20page.pdf

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. Describe the adequacy of facilities for sports, games and cultural activities including specification about area/size, year of establishment and user rate within 100 - 200 words

The institution is well-equipped with ample facilities to meet the physical, recreational, and cultural needs of students and staff. Separate dedicated boys' and girls' common rooms provide spaces for relaxation. For indoor activities, facilities for table tennis, chess, and carrom are available, promoting mental agility and recreational engagement. Outdoor sports amenities include a basketball court, a cricket ground, a football field, and courts for volleyball and throwball, encouraging physical fitness and teamwork.

Cultural and academic events are hosted in the Dr. A.P.J Kalam Auditorium, an air conditioned, state-of-the-art facility with a seating capacity of 350, equipped with advanced ICT systems. An outdoor stage supports open-air performances and hosts the annual festival, "Magnum". The public address system in the foyer area ensures seamless communication for large gatherings.

Fitness enthusiasts benefit from a high-tech gym with a dedicated personal trainer, while the Yogvatika offers a serene space for yoga practices. Active participation in student clubs, the Rhythm School of Music, and the Gandhi Centre further enriches the cultural fabric of the institution. These facilities, meticulously maintained and accessible, foster a vibrant environment that

supports overall development, promoting physical well-being and creative expression among the institution's community.

Name of the sports facility Year of establishment Size/Area (sq. m) User rate /day Sports ground 2003 8490.56 170 Basketball Court 2018 420 28 Volleyball Court 2018 162 30 Gymnasium 2006 100 100 Yog Vatika 2018 203.5 60 Indoor sports 2006 420 120

File Description	Documents
List of available sports and cultural facilities	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria4/4.1.2%20List%20of%20available%20sports%20and%200cultural%20facilities.pdf
Geo tagged photographs	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria4/4.1.2%20geotagged%20photographs.pdf
Any other relevant information	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria4/4.1.2%20Any%20other%20relevant%20information.pdf

4.1.3 - Availability and adequacy of general campus facilities and overall ambience: Describe the availability and adequacy of campus facilities such as hostels, medical facilities, toilets, canteen, post office, bank, roads and signage, greenery, alternate sources of energy, STP, water purification plant, etc. (within 100 - 200 words)

The campus offers a comprehensive range of well-maintained facilities to ensure an enriching experience. Separate boys' and girls' hostels feature 84 rooms, reading spaces, and a resident warden. For faculty, there are dedicated quarters and Creche from 8 am to 5:30 pm accommodating 15-20 children with the assistance of a caretaker and teacher. Girls' washrooms are equipped with sanitary napkin vending machines for added convenience.

To cater to diverse culinary preferences we have, Central canteen, Poshan Cafeteria, Cafe Coffee Day and Ashirwad Canteen. Facilities for disabled individuals, such as specialized toilets, ramps, help desk, and audio-visual aids, ensure inclusivity.

Medical needs are met with an 810-bedded super-specialty hospital, 24/7 pharmacy, and emergency clinic. Campus infrastructure is enhanced with an IDBI Bank ATM, Generator backup for electricity, 10 buses, 12 vehicles including a SUV for outreach activities, 2 ambulances, and 1 mobile dental van. The 1000+ trees, solar panels, rainwater harvesting system and water purification underscore sustainability.

The campus boasts robust security measures, having 58 trained personnel with 115 cameras in dental college, 17 in hostels, and 420 across the campus. An electronic digital display board showcases campus activities. Display walls in college reflect Gandhian values, social issues and speciality work.

File Description	Documents
Photographs/ Geo tagging of Campus facilities	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria4/4.1.3%20Geotagged%20photographs.pdf
Any other relevant information	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria4/4.1.3%20Link%20page.pdf

4.1.4 - Number of expenditure incurred, excluding salary, for infrastructure development and augmentation during the year

192.26

File Description	Documents
Audited utilization statements (highlight relevant items)	View File
Details of budget allocation, excluding salary during the year (Data template)	View File
Any other relevant information	View File

4.2 - Clinical, Equipment and Laboratory Learning Resources

4.2.1 - Teaching Hospital, equipment, clinical teaching-learning and laboratory facilities as stipulated by the respective Regulatory Bodies. Describe the adequacy of the Teaching Hospital, equipment, clinical teachinglearning and laboratory facilities as stipulated by the respective Regulatory Bodies within 100 - 200 words

The teaching hospital is a modern facility designed to meet and exceed regulatory standards, ensuring excellence in dental education and clinical training. Located in a G+7 building, it features 9 specialized dental departments with 311 fully automated dental chairs to support diverse clinical procedures. Specialized centres, including the central implant clinic, tobacco cessation centre, conscious sedation centre, cleft lip and palate centre, and comprehensive dental clinic, providing advanced training opportunities. The outpatient clinics cater to an annual patient volume of 3,15,604. The adjoining medical college accredited with NAAC A++, NABH and NABL significantly enriches teaching and learning.

State-of-the-art technology, such as CBCT scanners, dental lasers, and defibrillators, enhances clinical learning, while seminar rooms, OPD areas, and department libraries offer an ideal academic environment. A dedicated counselling centre led by a certified counsellor supports students' mental well-being.

The hospital boasts exceptional laboratory facilities, including a micro-dentistry skills lab with simulators, a ceramic casting lab, a central research lab, an animal house, and a herbal garden. As a recognized Ph.D. centre, the institution emphasizes advancing dental research and education, creating a comprehensive and enriching environment for students.

File Description	Documents
The facilities as per the stipulations of the respective Regulatory Bodies with Geo tagging	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria4/4.2.1%20Link%20page.pdf
The list of facilities available for patient care, teaching-learning and research	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria4/4.2.1%20The%20list%20of%20facilities%20available%20for%20patient%20care,%20teaching%20learning%20and%20research.pdf
Any other relevant information	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria4/4.2.1%20Link%20for%20any%20other%20relevent%20information.pdf

4.2.2 - Number of patients per year treated as outpatients and inpatients in the teaching

hospital for the year**4.2.2.1 - Number of patients treated as outpatients in the teaching hospital during the year****315604**

File Description	Documents
Any other relevant information	View File
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 File
Outpatient and inpatient statistics for the year	View File
Link to hospital records/ Hospital Management Information System	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria4/4.2.2%20Link%20page.pdf

4.2.3 - Number of students exposed to learning resource such as Laboratories, Animal House & Herbal Garden (in house OR hired) during the year**4.2.3.1 - Number of UG students exposed to learning resource such as Laboratories, Animal House & Herbal Garden (in house OR hired) during the year****414**

File Description	Documents
Detailed report of activities and list of students benefitted due to exposure to learning resource	View File
Details of the Laboratories, Animal House & Herbal Garden	View File
Number of UG, PG students exposed to Laboratories, Animal House & Herbal Garden (in house OR hired) per year based on time-table and attendance	View File
Any other relevant information	View File

4.2.4 - Availability of infrastructure for community based learning. Institution has:**A. All of the Above**

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

File Description	Documents
Description of community-based Teaching Learning activities (Data Template)	View File
Details of Rural and Urban Health Centers involved in Teaching Learning activities and student participation in such activities	View File
Government Order on allotment/assignment of PHC to the institution	View File
Any other relevant information	View File

4.3 - Library as a Learning Resource

4.3.1 - Library is automated using Integrated Library Management System (ILMS). Describe the Management System of the Library within 100 - 200 words

The Rabindranath Tagore Central Library employs KOHA (version 18.05.04.000) as its Integrated Library Management System (ILMS), offering a fully automated and efficient system for managing library operations. KOHA was implemented to optimize processes such as cataloguing, circulation, and acquisitions, significantly reducing manual work. The system was initiated in November 2019 and fully automated by 2020, providing centralized management and enhanced accessibility.

KOHA's data storage in a MySQL database (ver. 14.14 Distrib: 5.7.24) empowers librarians with the flexibility to generate reports via a guided wizard or customized SQL queries. A notable feature, Offline Circulation, allows uninterrupted check-ins and check-outs during system downtimes. Real-time reports on circulation statistics, resource usage, and patron behaviour enable data-driven decisions.

With its web-based OPAC, KOHA provides patrons worldwide access to library resources. Features include account management, circulation tracking, and the ability to submit reviews or suggest new acquisitions. Compatibility with barcode, QR code, RFID, and similar technologies ensures seamless operations.

The system also prioritizes security through regular updates and protects library data from unauthorized access. KOHA's multi-lingual support, community assistance, and robust interoperability enhance user experience and operational efficiency, making it a cutting-edge solution for modern library management.

File Description	Documents
Geo tagged photographs of library facilities	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria4/4.3.1%20Geotagged%20Photographs%20of%20Library%20Facilities.pdf
Any other relevant information	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria4/4.3.1%20Link%20page.pdf

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

The Rabindranath Tagore Central Library, located on the 6th and 7th floors of MGM Dental College & Hospital, offers a serene and well-equipped space for undergraduate and postgraduate students to study and explore diverse learning resources. The library boasts an impressive collection of 4,644 textbooks spanning 828 titles, 1,944 reference volumes, 17 rare books, and 361 manuscripts, ensuring a rich repository for academic enrichment.

The library subscribes to 54 journals, comprising 37 international and 17 national journals, further enhancing its collection. Digital resources include the EBSCO HOST (DOSS) Database, MUHS Knimbus Digital Library, 347 CDs/DVDs, and 458 PowerPoint presentations extensively used by UG students. Additionally, QR codes provide easy access to university question papers and back volumes.

Two state-of-the-art e-libraries empower students and faculty to utilize e-resources effectively. Recreational reading is

encouraged through 157 books donated by the Ratna Nidhi Charitable Trust and 101 Mahatma Gandhi Book Collection. The library's development and enrichment are supported by a well-planned annual budget, ensuring the inclusion of diverse resources for academic and recreational purposes.

File Description	Documents
Data on acquisition of books / journals /Manuscripts /ancient books etc., in the library	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria4/4.3.2%20Data%20for%20Acquisition%20in%20the%20Library.pdf
Geotagged photographs of library ambiance	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria4/4.3.2.Link%20for%20Geo%20tagged%20photos%20of%20relevent%20library%20sections.pdf
Any other relevant information	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria4/4.3.2%20Any%20other%20relevent%20information.pdf

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

A. All of the Above

File Description	Documents
Details of subscriptions like e-journals, e-Shodh Sindhu, Shodh ganga Membership etc. (Data template)	View File
E-copy of subscription letter/member ship letter or related document with the mention of year to be submitted	View File
Any other relevant information	View File

4.3.4 - Annual expenditure for the purchase of books and journals including e- journals during the year (INR in Lakhs)

78.54

File Description	Documents
Audited Statement highlighting the expenditure for purchase of books and journal / library resources	View File
Details of annual expenditure for the purchase of books and journals including e-journals during the year (Data template)	View File
Any other relevant information	View File

4.3.5 - In-person and remote access usage of library and the learner sessions/library usage programmes organized for the teachers and students (data for the academic year) Describe in-person and remote access usage of library and the learner sessions/library usage programmes organized for the teachers and students data for the preceding academic year within 100 - 200 words

The Library ensures seamless in-person and remote access for faculty, undergraduate, and postgraduate students, fostering academic growth and research excellence. During the academic year, the library recorded an impressive 62,579 in-person visits, reflecting its significant engagement and popularity among users.

At the beginning of the academic year, library orientation sessions are conducted for BDS and MDS students, introducing them to library sections, physical and digital resources, and key procedures. Students are trained on the KOHA-Integrated Library Management System and OPAC, gaining knowledge of book issuance, returns, and resource navigation.

For MDS students, EBSCO HOST (DOSS) Database training sessions are held in their first year, focusing on essential database tools and keyword-based article searches. The EBSCO HOST Database is accessible remotely and via institutional IP, ensuring convenience. Additionally, ClinicalKey, a valuable resource for physicians, provides evidence-based information to support informed decision-making and professional development.

Library access is tracked using In & Out software, which utilizes bar-coded library ID cards to monitor entry and exit. These measures ensure efficient usage of resources while highlighting the library's dedication to academic and clinical success through customized learning sessions and state-of-the-art tools.

File Description	Documents
Details of library usage by teachers and students	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria4/4.3.5%20Link%20For%20Details%20of%20Library%20usage%20by%20teachers%20&%20Student.pdf
Details of library usage by teachers and students	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria4/4.3.5%20Details%20of%20learner%20sessions%20library%20user%20programmes%20organized.pdf
Any other relevant information	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria4/4.3.5_Any_other_relevant_information.pdf

4.3.6 - E-content resources used by teachers: MOOCs platforms SWAYAM Institutional LMS e-PG-Pathshala Any other

C. Any 3 of the Above

File Description	Documents
Links to documents of e-contents used	View File
Data template	View File
Any other relevant information	View File

4.4 - IT Infrastructure

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

19

File Description	Documents
Number of classrooms and seminar halls and demonstration rooms linked with internet /Wi-Fi-enabled ICT facilities (Data Template)	View File
Geo-tagged photos of the facilities	View File
Any other relevant information	View File

4.4.2 - Institution frequently updates its IT facilities and computer availability for students including Wi-Fi . Describe computer availability for students and IT facilities including Wi-Fi with the date(s) and nature of updation within 100 - 200 words

Institutional IT infrastructure supports both academic and administrative functions. The Wi-Fi infrastructure operates on a 1 Gbps leased line via National Knowledge Network, ensuring fast and reliable internet access across campus. The network is fortified by 23 routers and 127 LAN connections. Our classrooms and seminar halls have 21 LCD projectors with modern AV systems. Interactive learning is supported by 6 smart panels and a smart board. An 86-inch touch screen LCD is installed for teleconferencing.

The institution has updated computer facilities, with 118 computers equipped with QuickHeal Seqrte Endpoint security, ensuring safe access to digital resources. Additionally, 34 Laser and Deskjet printers are available for high quality printing. 115 CCTV cameras in dental college, 17 in hostel and 420 across campus provide surveillance for security. Automation is emphasized using 25 biometric machines for student attendance, with monthly reports sent to parents for consolidated attendance tracking.

Digital tools like Zoom and Microsoft Teams are integrated for online webinars and virtual classrooms, enhancing the academic experience. The institution's website, developed by SkyQ Infotech, is supported by two servers, Lenovo SR 550 and Dell T440, ensuring reliable connectivity for all services. The cutting-edge media lab also offers students a robust platform for learning.

File Description	Documents
Documents related to updation of IT and Wi-Fi facilities	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria4/4.4.2%20Documents%20related%20to%20updation%20of%20IT%20and%20Wi-Fi%20facilities.pdf
Any other relevant information	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria4/4.4.2%20Any%20other%20relevant%20information.pdf

4.4.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:	A. ?1GBPS
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File Description	Documents
Details of available bandwidth of internet connection in the Institution(Data Template)	View File
Bills for any one month of the last completed academic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant information	View File

4.5 - Maintenance of Campus Infrastructure

4.5.1 - Expenditure incurred on maintenance of physical and academic support facilities, excluding salary component, during the year (INR in lakhs)

512.23

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File Description	Documents
Audited statements of accounts on maintenance of physical facilities and academic support facilities duly certified by Chartered Accountant / Finance Officer	View File
Details about approved budget and expenditure on physical and academic support facilities (Data templates)	View File
Any other relevant information	View File

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. Describe policy details of systems and procedures for maintaining and utilizing physical and academic support facilities within a maximum of 100 -200 words.

The institution has established efficient systems and procedures to manage and utilize physical and academic support facilities, ensuring their optimal maintenance. The SOP's for maintenance outlines that the departments, responsible for electrical, civil, mechanical, carpentry, and plumbing tasks, records daily work for accountability. The Head of the Institution conducts regular checks to monitor the condition of facilities. The condemnation and purchase committee work in tandem to improve functionality.

Trained assistants support the maintenance department, ensuring specialized care for each facility. The upkeep of the library, laboratories, classrooms, and sports facilities is prioritized, with equipment and infrastructure undergoing scheduled maintenance. In-house staff manage hygiene, maintaining cleanliness across all areas, including green spaces. CCTV cameras are regularly inspected for campus security.

This well-structured system ensures the continuous functioning and utilization of resources, contributing to a conducive learning and working environment for students and staff. By maintaining high standards, the institution ensures all physical and academic facilities are well-maintained, accessible, and conducive to effective teaching and learning.

File Description	Documents
Minutes of the meetings of the Maintenance Committee	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria4/4.5.2%20Minutes%20of%20the%20meetings%20of%20the%20maintenance%20committee.pdf
Log book or other records regarding maintenance works	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria4/4.5.2%20Link%20for%20Log%20book%20or%20other%20records.pdf
Any other relevant information	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria4/4.5.2%20Link%20for%20Any%20Other%20Relevant%20Information%20compressed.pdf

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefited by scholarships/ freships / fee-waivers by Government / Non-Governmental agencies / Institution during the year

581

File Description	Documents
Attested copies of the sanction letters from the sanctioning authorities	View File
List of students who received scholarships/ free ships/fee-waivers	View File
Any other relevant information	View File
Data template	View File

5.1.2 - Capability enhancement and development schemes employed by the Institution for students: Soft skill development Language and communication skill development Yoga and wellness Analytical skill development Human value development Personality and professional

A. All of the Aboe

development Employability skill development	
File Description	Documents
Any other relevant information	View File
Link to Institutional website	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria5/2-%2005.1.2%20Link%20to%20institutional%20website%20docx.pdf
Details of capability enhancement and development schemes(Data Template)	View File
5.1.3 - Number of students provided training and guidance for competitive examinations and career counseling offered by the Institution during the year	
434	
File Description	Documents
List of students benefited by guidance for competitive examinations and career counselling during the year (Data template)	View File
Institutional website. Web-link to particular program/scheme mentioned in the metric	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria5/2-%2005.1.3.%20Copy%20of%20circular,brochure,report%20of%20the%20event,activity%20report,annual%20report%20of%20pre-examination%20coaching%20centres%20compressed.pdf
Copy of circular/ brochure/report of the event/ activity report Annual report of Pre-Examination Coaching centres	View File
list of students attending each of these schemes signed by competent authority	View File
Any other relevant information	View File
5.1.4 - The Institution has an active international student cell to facilitate study in India program etc., Describe the international student cell activities within 100 - 200 words	

The International Student Cell of our institute, established in 2016, is dedicated to providing exceptional support to international students throughout their academic journey, from admission to graduation. Admissions for international students are handled through the NRI quota, in accordance with the guidelines set by the State CET Cell under the Government of Maharashtra.

Key Functions

1. **Fostering Relationships:** o Promotes positive interactions among students and between students and faculty.
2. **Guidance and Support:** o Assists with hostel accommodations, the admission process, required documentation, and VISA extension services.
3. **NRI and Sponsored NRI Assistance:** o Supports NRI students and those under the Sponsored NRI category with admissions and counseling.
4. **Anti-Ragging Measures:** o Ensures a safe campus environment with active monitoring by the anti-ragging committee.
5. **Language Assistance:** o Ensures that language barriers do not impede communication.
6. **Problem Resolution:** o Addresses and resolves academic and personal issues faced by international students.
7. **Grievance Management:** o Conducts regular meetings to address and manage student grievances

File Description	Documents
For international student cell	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria5/2-%2005.1.4%20international%20student%20cell%20composition%20and%20SOP.pdf
Any other relevant information	Nil

5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances / prevention of sexual harassment and prevention of ragging Adoption of guidelines of Regulatory Bodies Presence of the committee and mechanism of receiving student grievances (online/ offline) Periodic meetings of the committee with minutes Record of action taken

A. All of the Above

File Description	Documents
Minutes of the meetings of student Grievance Redressal Committee and Anti-Ragging Committee/Cell	View File
Circular/web-link/ committee report justifying the objective of the metric	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria5/2-%2005.1.5.%20Details%20of%20student%20grievances%20and%20action%20taken.pdf
Details of student grievances and action taken (Data template)	View File
Any other relevant information	View File

5.2 - Student Progression

5.2.1 - Number of students qualifying in state/ national/ international level examinations during the year (eg:NET/SLET/GATE/GMAT/CAT/ GRE/TOEFL/Civil Services/State government examinations)

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

20

File Description	Documents
List of students qualifying in state/ national/ international level examinations during the year (Data template)	View File
Pass Certificates of the examination	View File
Copies of the qualifying letters of the candidate	View File
Any other relevant information	View File

5.2.2 - Number of outgoing students who got placed / self-employed during the year

118

File Description	Documents
Annual reports of Placement Cell	View File
Self-attested list of students placed /self-employed	View File
Details of student placement / self-employment during the year (Data template)	View File
Any other relevant information	View File

5.2.3 - Number of the graduated students of the preceding year, who have progressed to higher education

20

File Description	Documents
Supporting data for students/alumni as per data template	View File
Details of student progression to higher education (Data template)	View File
Any other relevant information	View File

5.3 - Student Participation and Activities

5.3.1 - Number of awards/medals for outstanding performance in sports and/or cultural activities at inter-university / state /national / international events (award for a team event should be counted as one) during the year

18

File Description	Documents
Duly certified e-copies of award letters and certificates	View File
Any other relevant information	View File

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. Describe the Student Council, its activities related to student welfare and student representation in academic & administrative bodies /committees of the Institution within 100 - 200words

The student council operates in alignment with MUHS guidelines,

actively engaging in academic and extracurricular initiatives. Student welfare is overseen by the College Working Committee (CWC) and various student clubs. These clubs, comprising student representatives, function as task forces dedicated to enhancing student activities.

Objectives

1. Bridge the gap between students, staff, and management.
2. Contribute to policy development where applicable.
3. Ensure the efficient planning and execution of events.
4. Collaborate with local governing bodies to support community upliftment through social activities.

Key Activities

1. Organizing scientific seminars and workshops.
2. Planning and executing cultural programs.
3. Coordinating indoor and outdoor sports events.
4. Promoting active student participation in institutional clubs.
5. Facilitating NSS (National Service Scheme) initiatives.
6. Hosting the annual fest, MAGNUM.
7. Contributing to the institute's monthly newsletter, APNI KHABAR.
8. Supporting the admission process and ensuring hospitality during college events.

Student Representation in Academic and Administrative Bodies

- Academic Committees/Cells
 1. Career Counseling
 2. Placement Coordination
 3. Feedback Mechanism
 4. Library Committee
 5. NSS (National Service Scheme)
- Co-Curricular Committees
 1. Student Clubs
- Administrative Committees/Cells
 1. IQAC (Internal Quality Assurance Cell)
 2. Hostel Management
 3. Grievance Redressal
 4. Internal Complaints Committee
 5. Anti-Ragging Committee

File Description	Documents
Reports on the student council activities	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria5/1-%2005.3.2.%20Reports%20on%20the%20student%20council%20activities.pdf
Any other relevant information	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria5/2-%2005.3.2.%20Any%20other%20relevant%20information.pdf

5.3.3 - Number of sports and cultural activities/competitions organised by the Institution during the year

23

File Description	Documents
List of sports and cultural activities / competitions organized during the year (Data Template)	View File
Report of the events with photographs	View File
Any other relevant information	No File Uploaded

5.4 - Alumni Engagement

5.4.1 - The Alumni Association is registered and holds regular meetings to plan its involvement and developmental activities with the support of the college during the year. Describe the contributions of the Alumni Association to the Institution during the year within 100 – 200 words

The college has a registered Alumni Association (REG NO. MAHARASHTRA/295/2022/RAIGAD) that includes all UG and PG alumni since the institution's founding. The association meets twice a year to discuss current trends in dentistry and gather feedback on the college's performance.

Notable Initiatives:

1. The Alumni Association funds the "Dr. Rohini Salvi Memorial Award," which offers Rs. 10,000 annually to the top student in the university exams, highlighting the institution's commitment to excellence.

2. Recently, the Alumni Association opened a skills lab on the 6th floor, offering hands-on training for students and faculty, with live demonstrations in the auditorium to enhance clinical skill development.

Objectives:

- **Maintain an Updated Alumni Database:** Create and update a comprehensive alumni database, fostering connections via a batch-managed WhatsApp group for smooth communication.
- **Offer Professional Development:** Collaborate with alumni to provide guest lectures and career opportunities, supporting continuous growth.
- **Enhance Alumni-Institute Relationships:** Encourage alumni involvement in cultural, social, and academic events to strengthen bonds with the institution.
- **Support Financially:** Promote alumni contributions to support college initiatives.
- **Facilitate Job Placements:** Leverage alumni networks to assist in student placements.
- **Support Social Initiatives:** Provide financial aid to underprivileged students and donate educational resources for academic advancement.

File Description	Documents
Registration of Alumni association	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria5/1-%2005.4.1.%20Registration%20of%20Alumni%20association.pdf
Details of Alumni Association activities	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria5/2-%2005.4.1.%20Details%20of%20alumni%20association%20activities.pdf
Frequency of meetings of Alumni Association with minutes	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria5/3-%2005.4.1.%20Frequency%20of%20meetings%20of%20alumni%20association%20with%20minutes.pdf
Quantum of financial contribution	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria5/4-%2005.4.1.%20Quantum%20of%20financial%20contribution.pdf
Audited statement of accounts of the Alumni Association	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria5/5-%2005.4.1.%20Audited%20statement%20of%20accounts%20of%20the%20Alumni%20Association.pdf
5.4.2 - Provide the areas of contribution by the Alumni Association / chapters during the year Financial /kind Donation of books /Journals/volumes Students placement Student exchanges Institutional endowments	B. Any 4 of the Above

File Description	Documents
List of Alumni contributions made during the year	View File
Extract of Audited statements of highlighting Alumni Association contribution	View File
Certified statement of the contributions by the head of the Institution	View File
Any other relevant information	View File

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. Describe the Vision and Mission of the Institution, nature of governance, perspective plans and stakeholders' participation in the decision-making bodies highlighting the activities leading to Institutional excellence.

Vision: Creating dental health professionals embodied with the light of knowledge and spirit of compassion.

Mission:

- Equipping future dentists with comprehensive skill sets and expertise.
- Raising the standards of dental health education by imparting extra mural education under the mentorship of leading academicians.
- Addressing patient concerns empathetically and adopting patient centric treatment approaches.
- Encouraging research in newer areas of dental science and teaching methodology for the benefit of population at large.
- Enhancing awareness of moral and ethical values among dental health professional with a commitment towards community dental care. Laying foundations for future leaders in the field.

The institute operates through a participatory management model, offering equal opportunities for all employees to fulfil their roles and foster the holistic development of the institution. A structured organogram is in place and regularly updated based on feedback from stakeholders. There are 40 committees, 18 departments, and 9 administrative units working in an organized

system, overseen by higher regulatory bodies like the governing council, management council, MUHS, and DCI. Regular self-assessments are conducted. Our institute was honoured with Shri. Prabhu Diyal Jamna Devi Memorial Award for community service by International College of Dentists (ICD) and Best College Award at World Dental Show 2023 by Indian Dental Association (IDA). We recently received Scientific & Industrial Research Organization (SIRO) recognition and DST FIST 'Level A' grant for setting up research infrastructure and conducting research activities.

File Description	Documents
Vision and Mission documents approved by the College bodies	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria6/Vision%20and%20Mission%20documents%20approved%20by%20the%20College%20bodies%20(1).pdf
Achievements which led to Institutional excellence	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria6/Weblink%206.1.1%20Achievements%20which%20led%20to%20institutional%20excellence.pdf
Any other relevant information	Nil

6.1.2 - Effective leadership is reflected in various Institutional practices such as decentralization and participative management. Describe the organogram of the college management structure and its functioning system highlighting decentralized and participatory management and its outcomes in the Institutional governance within 100 - 200 words

The institution is committed to upholding the national education policy's vision by promoting values and fostering a participatory approach to decision-making for effective leadership. Governed by the Local Governing Council, the college operates under the "QuadriControl mechanism," as outlined in its organogram, which decentralizes responsibilities across departments, committees (such as the Internal Quality Assurance Cell and College Council), office administration, and a specialized Task Force. Led by the Dean, the College Council oversees these meetings. Committees, particularly the IQAC, ensure high standards in academics and administration through decentralized efforts managed by their appointed heads. Institutional Innovation Council (IIC) was formed to foster entrepreneurship mindset in students. Our institution has a full-time counselor who provides assistance to students and faculty with their mental and emotional health. This structure has resulted in notable achievements, such as achieving an NAAC A++

Grade with a CGPA of 3.71, timely submission of the Annual Quality Assurance Report and receiving accolades at various national and international events. The institution's leadership regularly gathers feedback and keeps thorough documentation, enabling effective policy-making and swift resolution of issues.

File Description	Documents
Relevant information /documents	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria6/Relevant%20information%20documents.pdf
Any other relevant information	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/IOAC/Any%20other%20relevant%20information.pdf

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. Provide the write-up within 100 - 200 words

Our organization relies on a well-organized functional hierarchy that serves as the cornerstone of efficient daily operations. This system ensures the equitable assignment of tasks and fosters the introduction of innovative ideas. A decentralized decision-making model, distributed across different levels of the organization, encourages workflow adaptability and emphasizes the importance of each individual employee. The structure comprises statutory committees, guided by government, university, and accreditation body regulations, including the Local Governing Council, College Council, Internal Quality Assurance Cell (IQAC), and other regulatory committees. Non-statutory committees, which address areas such as curriculum, timetables, and examinations, function with defined objectives and follow standard operating procedures (SOPs). Students are actively involved in the decision-making process through their roles in various committees. These committees comply with regulatory standards and institutional quality policies, conducting regular meetings to formulate action plans and, when necessary, forwarding suggestions to relevant authorities. Task forces are strategically deployed to manage events, ensuring seamless execution. Strong documentation and reporting systems maintain accountability throughout. Strategic

plans, developed in line with the institution's vision, the 2020 national education policy, and government policies, are implemented based on stakeholder feedback, promoting self-reliance and reflecting the goals of the "Make in India" initiative. This comprehensive structure fosters transparency, accountability, and flexibility in the pursuit of educational excellence. For a reliable and tamper-proof attendance system, we have adopted biometric attendance for students' daily theory and practical sessions.

File Description	Documents
Minutes of the College Council/ other relevant bodies for deployment/ deliverables of the strategic plan	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/IOAC/College%20Council%20(1).pdf
Any other relevant information	Nil
Organisational structure	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria6/Organisational%20Structure.pdf
Strategic Plan document(s)	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria6/Strategic%20Plan%20document(s).pdf

6.2.2 - Implementation of e-governance in areas of operation Academic Planning and Development Administration Finance and Accounts Student Admission and Support Examination

A. All of the Above

File Description	Documents
Data template	View File
Institutional budget statements allocated for the heads of E_governance implementation	View File
e-Governance architecture document	View File
Screen shots of user interfaces	View File
Policy documents	View File
Any other relevant information	View File

6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has effective welfare measures for teaching and non-teaching staff and avenues for their career development/ progression

The institution, in partnership with the parent trust and sister institutions, is highly dedicated to promoting the welfare and performance of its faculty through a variety of support measures. Health-related programs include the "Aarthic Swasthya Sahayata Yojana," which offers discounted medical treatments and fee waivers, and the "Swastha Parikshan Yojana," which guarantees free annual health exams at MGM Medical College. Additionally, the "Sankramak Rog Nivaaran Yojana" supports a focused Hepatitis-B vaccination campaign. Financial aid includes research incentives, project funding, and assistance with material procurement for research projects. Faculty members also have access to interest-free loans and salary advances. Non-teaching staff are covered under provident fund and gratuity schemes. Leave policies are designed to accommodate vocational training, skill enhancement, and conference participation, along with government-mandated maternity and paternity leave. The institution also provides on-campus housing, transportation, and recreational resources, including a music academy, clubs, a gym, and sports facilities to promote overall well-being.

Performance appraisal includes timely promotions that inspire both teaching and non-teaching staff. Additional provisions, such as access to creche facilities, a uniform dress code, and preferential-rate loans through IDBI Bank, highlight the institution's holistic approach to ensuring faculty satisfaction and well-being. Carefully structured in-house Faculty Development Programs (FDPs) further enhance the academic and intellectual

atmosphere .

File Description	Documents
Policy document on the welfare measures	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria6/Policy%20document%20on%20the%20Welfare%20Measures.pdf
List of beneficiaries of welfare measures	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria6/List%20of%20Beneficiaries%20of%20Welfare%20Measures.pdf
Any other relevant document	Nil

6.3.2 - Number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

17

File Description	Documents
Details of teachers provided with financial support to attend conferences, workshops etc. during the year (Data Template)	View File
Policy document on providing financial support to teachers	View File
List of teachers provided membership fee for professional bodies	View File
Receipts to be submitted	View File
Any other relevant information	View File

6.3.3 - Number of professional development / administrative training programmes organized by the University for teaching and non-teaching/technical staff during the year (Continuing education programmes, entrepreneurship development programmes, Professional skill development programmes, Training programmes for administrative staff etc.,)

20

File Description	Documents
List of professional development / administrative training programmes organized by the Institution during the year and the lists of participants who attended them (Data template)	View File
Reports of Academic Staff College or similar centers Verification of schedules of training programs	View File
Copy of circular/ brochure/ report of training program self conducted program may also be considered	View File
Any other relevant information	View File

6.3.4 - Number of teachers undergoing Faculty Development Programmes (FDP) including online programmes during the year (Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)

81

File Description	Documents
Days limits of program/course as prescribed by UGC/ AICTE or Preferably Minimum one day programme conducted by recognised body/academic institution	No File Uploaded
Any other relevant information	No File Uploaded
Details of teachers who have attended FDPs during the year (Data template)	View File
E-copy of the certificate of the program attended by teacher	View File

6.3.5 - Institution has Performance Appraisal System for teaching and non- teaching staff. Describe the functioning of the Performance Appraisal System for teaching and nonteaching staff within 100 - 200 words

The Performance Appraisal policy at MGDCH employs a well-organized, comprehensive approach to annually evaluate teaching

and non-teaching staff. With standardized formats and a three-step process, the policy ensures thorough evaluations that promote accountability and continuous improvement. Teaching staff are reviewed based on teaching assignments, research efforts, and contributions to the learning environment, while non-teaching staff are assessed on their technical expertise, interpersonal skills, and leadership abilities. The process includes a self-evaluation stage, followed by assessments from both the Department Head and Institute Head, adding an objective perspective. Performance-linked incentives, research support, and awards are provided to motivate employees towards excellence. The policy also encourages employee involvement in decision-making, administrative roles, and recruitment reviews, fostering collaboration and empowerment. By strengthening teaching and learning strategies through feedback, the system supports ongoing professional development. Balancing rewards with constructive feedback, the Performance Appraisal policy recognizes high performers while promoting continuous skill enhancement. Aligned with top HR practices, it nurtures a culture of excellence, accountability, and lifelong learning at MGDCH.

File Description	Documents
Performance Appraisal System	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria6/1%206.3.5%20Performance%20Appraisal%20System.pdf
Any other relevant information	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria6/2%206.3.5%20Any%20other%20relevant%20information%20Policy%20documents%20for%20Performance%20Appraisal.pdf

6.4 - Financial Management and Resource Mobilization

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

The institution implements a strategic fund mobilization system to maximize resources across education, administration, social outreach, and extension programs. Funding is sourced from student fees, scholarships, clinical services, consultancy, partnerships, government and non-government support, hostel fees, and bank interest. Student fees serve as the main source of income, directed towards academic and administrative functions.

Scholarships, such as those provided by TATA, offer financial support to students, while income from clinical and lab services enhances patient care facilities. Consultancy services raise funds by offering treatments for ex-servicemen, cleft lip/palate patients, and through radiographic and histopathological evaluations. Grants from bodies like BRNS, Operation Smile, ECHS, and NSS aid research projects and industry collaborations. Hostel and mess fees sustain the infrastructure, while bank interest and government funding, such as under "Unnat Bharat Abhiyaan," support social initiatives in adopted villages. A detailed annual budget guides resource distribution, covering expenses for salaries, academics, administration, infrastructure, and procurement, with oversight committees ensuring transparent operations. This multifaceted funding strategy supports the institution's wide-ranging activities.

File Description	Documents
Resource mobilization policy document duly approved by College Council/other administrative bodies	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria6/1%206.4.1%20Resource%20Mobilization%20Policy.pdf
Procedures for optimal resource utilization	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria6/2%206.4.1%20Procedures%20for%20Optimal%20Resource%20Utilization.pdf
Any other relevant information	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria6/3%206.4.1%20Any%20other%20relevant%20information%20SOP%20of%20Resource%20Utilization.compressed.pdf

6.4.2 - Institution conducts internal and external financial audits regularly. Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling any audit objections within 100 -200 words

The accounts section within the administrative office manages the institute's financial affairs under the leadership of the dean and management team. Daily financial reports are provided to the dean, who updates the management accordingly. Major expenditures, such as those for equipment, maintenance, and salaries, are carefully reviewed by the central finance department, with the findings presented to the college council to ensure full oversight and

financial transparency.

The central HR and finance departments oversee recruitment and salary determinations to uphold established guidelines. Regular financial audits ensure accuracy and efficiency, with the Financial Officer conducting periodic reviews of purchases and inventory. Internal audits, performed by the Chartered Accountant firm M/s. V.S. Rasal & Associates, Aurangabad, contribute to accurate and timely financial documentation. External audits, handled by M/s Ashok Patil & Associates, Aurangabad, validate the accuracy of financial records, ensuring adherence to accounting standards and the budget set at the start of the year, ensuring transparency in all financial operations.

File Description	Documents
Documents pertaining to internal and external audits for the last year	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria6/1%206.4.2%20Documents%20pertaining%20to%20internal%20and%20external%20audit_compressed.pdf
Any other relevant information	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria6/2%206.4.2%20Any%20other%20information%20Annual%20Budget.pdf

6.4.3 - Total Grants received from government/non-government bodies, individuals, philanthropists during the year (INR in Lakhs)

Funds/grants received from government bodies (INR in Lakhs)	Funds/grants received from nongovernment bodies (INR in Lakhs)
591.39	8.6

File Description	Documents
Audited statements of accounts for the year	View File
Copy of letter indicating the grants/ funds received by respective agency as stated in metric	View File
Provide the budget extract of audited statement towards Grants received from Government / non-government bodies, individuals, philanthropist duly certified by chartered accountant/ Finance Officer	View File
Information as per Data template	View File
Any other relevant information	View File

6.5 - Internal Quality Assurance System

6.5.1 - Institution has a streamlined Internal Quality Assurance Mechanism. Describe the Internal Quality Assurance Mechanism in the Institution and the activities of IQAC within 100 - 200 words

The MGDCH has developed a Tetrad structure to streamline the functioning of the IQAC, which includes:

- Departmental Criteria Incharges
- Criteria Heads
- IQAC Coordinator
- IQAC Members, led by the Chairperson

The IQAC implements various initiatives and activities across several domains:

1. **Curriculum Enrichment:** IQAC supports curriculum development by organizing 12 VACs, 12 add-on courses, and addition of Ghandhian studies.
2. **Faculty Development Programs:** The IQAC organizes workshops, seminars, and field visits to enhance academic quality and promote the well-being of faculty members which is achieved through 12 such programs conducted for the faculty.
3. **Administrative Support:** Refresher courses are organized for administrative staff to ensure consistent, high-quality performance.

4. Orientation programs: IQAC conducts orientation programs for faculty and students to familiarize them with the institute's work ethics and campus culture. Faculty are oriented towards research, innovation, psychological aspects of mentorship program and quality in administration.
5. Audits and Feedback: IQAC conducts quality audits and gathers feedback to assess and improve its initiatives.
6. Digitalization: the institute has adopted digitalization through biometric attendance, data management through hospital information management software, learning management system, e-content development and e-library resources.

File Description	Documents
The structure and mechanism for Internal Quality Assurance	https://webweb.ams3.cdn.digitaloceanspaces.com/mgm_dental/20-12-23/6.5.1%20SOP.pdf
Minutes of the IQAC meetings	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/IOAC/MOM%20and%20AT R.pdf
Any other relevant information	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/IOAC/IOAC%20composition.pdf

6.5.2 - Number of teachers attending programs/ workshops/ seminars specific to quality improvement in the year (Please exclude participations in Faculty Development Programmes (FDP) mentioned in metric 6.3.4)

File Description	Documents
Details of programmes/ workshops/ seminars specific to quality improvement attended by teachers during the year	View File
List of teachers who attended programmes/ workshops/ seminars specific to quality improvement during the year	View File
Certificate of completion/participation in programs/ workshops/ seminars specific to quality improvement	View File
Information as per Data template	View File
Any other relevant information	No File Uploaded

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

A. All of the Above

File Description	Documents
Information as per Data template	View File
Annual report of the College	View File
Minutes of the IQAC meetings	View File
Copies of AQAR	https://mgmdchnavimumbai.edu.in/AQAR.html
Report of the feedback from the stakeholders duly attested by the Board of Management	View File
Report of the workshops, seminars and orientation program	View File
Copies of the documents for accreditation	View File
Any other relevant information	View File

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 year

8

File Description	Documents
List of gender equity sensitization programmes organized by the Institution (Data template)	View File
Copy of circular/brochure/ Report of the program	View File
Extract of Annual report	View File
Geo tagged photographs of the events	View File

7.1.2 - Measures initiated by the Institution for the promotion of gender equity during the year. Describe gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus within 100 - 200 words

Gender Equity and Sensitization in Curricular and Co-curricular Activities- Mgm dental college is committed to safety and security of all females and to ensure that various steps are taken . This year special attention was given on counselling of students

- Celebration of International women's day
- Movies on Gender Sensitivity are broadcasted periodically.
- Equal opportunity is given to female students for participation in various scientific deliberations and sports activities.
- Presence of female faculty observer during the conduct of viva voce is mandatory as per MUHS.

Facilities for Women on campus-

- Entire campus is under 24/7 surveillance with CCTV cameras. Central monitor with CCTV feeds is also available.
- Security personnel including male and female security staff are working round a clock.
- Separate common rooms, Rest rooms, recreational facilities
- The institution has well lit corridors, toilets and common areas as a safety measure.
- Internal Complaints Committee, Anti ragging committee & students grievance redressal committee
- Separate hostels for girls and boys
- Female security warden
- All the committees have female faculty representatives
- Student counselling facility is present by trained personnel.
- Public address system is present .
- In house Day Care for kids (crèche) facility is present
- 6 Months maternity leave and 15 days paternity leave
- Library with books and magazines for women empowerment.
- Sanitary pad vending machine

File Description	Documents
Annual gender sensitization action plan	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria7/annual%20gender%20sensitization%20action%20plan%20(1)183.pdf
Specific facilities provided for women in terms of a. Safety and security b. Counselling c. Common Rooms d. Day care centre for young children	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria7/Specific%20facilities%20provided%20for%20women184.pdf
Any other relevant information	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria7/7.1.2%20Any%20other%20relevant%20information.pdf

7.1.3 - The Institution has facilities for alternate sources of energy and energy conservation devices 1 Solar energy Wheeling to the Grid Sensor based energy conservation Biogas plant Use of LED bulbs/ power efficient equipment	B. Any 3 or 4 of the Above
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File Description	Documents
Geotagged Photos	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria7/3.%20Geotagged%20photos.pdf
Installation receipts	View File
Facilities for alternate sources of energy and energy conservation measures	View File
Any other relevant information	View File

7.1.4 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 100 - 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management
Mgm dental college takes utmost care in disposing waste generated through various sources . various MOUS are signed for proper

disbursement of waste generated .

Solid waste management

Management of Solid waste is as per Solid Waste Management Rules, 2016. Biodegradable waste is sent to the compost plant. The non-biodegradable waste is collected by the local Municipal Corporation.

Liquid waste management

Liquid waste generated is treated in Sewage Treatment Plants with output of 2 lac litres/day .

Bio-Medical Waste management

Bio-medical waste is managed as per the Bio-medical Waste Management Rules, 2016. MGM Dental College and Hospital is registered with Mumbai Waste Management Limited for disposal of biomedical waste .

E-waste management

E waste is managed as per the E-Waste Management Rules, 2016. E-Waste (computer accessories, servers, printers, batteries, ACs, refrigerators, telephones, EPABX, Xerox machines, etc.) is isolated as per Institutional orders and is disposed of by Envirocare Recycling Limited with whom an MOU has been signed.

Waste re-cycling system:

Liquid waste is managed in Sewage Treatment Plant and the water is treated to be reused for gardening and toilet flush. Biodegradable waste is processed for composting and the compost produced is used for garden use.

Hazardous chemicals and radioactive waste management

They are disposed of in an environmentally thorough method as per the standard operating procedure.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria7/MOU%20with%20government%20agencies%20new.pdf
Geotagged photographs of the facilities	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria7/2.%20Geotag%20photos%20-%20Copy.pdf
Any other relevant information	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria7/3.%20Any%20other%20relevant%20information.pdf

7.1.5 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus	A. Any 4 or all of the above
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File Description	Documents
Geotagged photos / videos of the facilities	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria7/3.%20Geotagged%20Photos.pdf
Installation or maintenance reports of Water conservation facilities available in the Institution	View File
Any other relevant information	View File

7.1.6 - Green campus initiatives of the Institution include: Restricted entry of automobiles Battery-powered vehicles Pedestrian-friendly pathways Ban on use of plastics Landscaping with trees and plants	A. All of the Above
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File Description	Documents
Geotagged photos / videos of the facilities if available	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria7/geotagged%20pics%20-%20new.pdf
Geotagged photo Code of conduct or visitor instruction displayed in the institution	View File
Any other relevant information	View File
Reports to be uploaded (Data Template)	View File

7.1.7 - The Institution has Divyangjan friendly, barrier-free environment Built environment with ramps/lifts for easy access to classrooms. Divyangjan friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for Divyangjan to access NAAC for Quality and Excellence in Higher Education AQAR format for Health Sciences Universities Page 68 website, screen-reading software, mechanized equipment Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading

A. All of the Above

File Description	Documents
Geo tagged photos of the facilities as per the claim of the institution	View File
Any other relevant information	View File
Data template	View File
Relevant documents	View File

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).

Equality, Diversity and Inclusion" (EDI)where, we inculcate in students, a sense of tolerance and harmony towards every diversity.

- Uniform is compulsory for all students which overcomes the socioeconomic barriers
- Communal harmony is celebrated and depicted by "Chitralkha" wall in the foyer that displays hand drawn pictures by students on the theme of communal harmony. Celebration of national festivals like Navratri, Christmas, Diwali etc are undertaken. Gandhi daur is celebrated every year for whole week .
- "Sarwadharma prayer" renders patriotic songs in the morning to evoke a sense of oneness.
- Ragging is strictly prohibited so that there is no violation of human rights
- In order to instill social values, the institution runs satellite centers and conducts camps in rural areas.
- Blood Donation drive is conducted annually.
- Internal democracy is maintained where student are elected for college working committee and muhs student council through election
- Linguistic barriers - celebration of marathi rajbasha diwas and conducting programs on communication skills

Initiatives for an inclusive environment include:

- MAGNUM, the Annual college fest
- Anti-ragging cell and internal complaint committee
- Regular healthcare camps
- Donation drives

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria7/7.1.8.pdf
Any other relevant information/documents	Nil

7.1.9 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organized professional ethics programmes for students,

A. All of the Above

teachers, administrators and other staff during the year Annual awareness programmes on Code of Conduct were organized during the year

File Description	Documents
Information about the committee composition, number of programmes organized etc., in support of the claims	View File
Web link of the code of conduct	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria7/Code%20of%20Conduct%20Handbook197.pdf
Details of the monitoring committee of the code of conduct	View File
Details of Programs on professional ethics and awareness programs	View File
Any other relevant information	View File
Institutional data in Prescribed format (Data Template)	View File

7.1.10 - The Institution celebrates/ organizes national and international commemorative days, events and festivals. Describe the efforts of the Institution in celebrating /organizing National and International commemorative days and events and festivals within 100 - 200 words

MGM family believes in philosophy of Unity in Diversity and thus celebrates all festivals and days of national and international importance with equal zest and enthusiasm keeping in mind the cultural colossus.

Commemorative Day Celebration:

- Republic Day (26th January)
- Independence Day (15th August)
- Birth anniversary of Mahatma Gandhi (2nd October)
- Chhatrapati Shivaji Maharaj Jayanti (19th February)

National Day Celebrations

- MUHS foundation day (10th June)
- NSS foundation day (24th September)

- Blood donation day (13th October)
- National unity day (31st October)
- Children's day (14thNovember)
- National energy conservation day (14thDecember)
- National Doctors Day (1st July)
- National Sports Day (29th August)
- National Unity Day (30th October)
- NSS Day (24th September)
- National Cancer Awareness Day (7th November)
- Constitution Day (26th November)
- National Pollution Control Day (2nd December)
- National Energy Conservation Day (14nd December)
- National Science Day (28th February)
- Maharashtra Day/ Labour Day (1st May)

International Day Celebrations:

- International Women's Day (8thMarch)
- World oral health day (20thmarch)
- WorldNoTobacco Day(31stMay)
- International yoga day (21stJune)
- World music day (28thjune)
- Oral hygiene day (1st august)
- International day of peace (21st September)
- Menstrual hygiene day celebration(28 May)
- World Environment Day (5th June
- World diabetes day (14th November)
- World's AIDS Day (1st December)
- World Cancer Day (4th February)
- World Health Day (4th April)
- World Earth Day (4th April)

National Festivals:

Religious festivals like Diwali, Eid, Christmas, Ganesh Chaturthi, Holi,Dusshera, Navratri are celebrated where students and staff from different faiths and religions unite.

7.2 - Best Practices

7.2.1 - Describe two Institutional Best Practices as per the NAAC format provided in the Manual (Respond within 100 - 200 words)

Best Practice 1: Fostering an environment for research and Innovation

Concept: The Institution nurtures a research and innovation

environment by cultivating a culture and infrastructure that supports creativity and collaboration.

Practice :

1. Fostering a Culture of Innovation:

- Identification of grassroot level problems: extension activities (358)
- Collaboration: 19 and linkages: 53
- Field visits (10)
- Industry academia programs (24)
- Hackathons/ table clinics (ideas generated: 24)
- Value added program for UG

2. Access to Resources

- Forums for interdisciplinary interaction
- State-of-the-art facilities, laboratories, and equipment
- Mentorship of research and innovation
- Enriched library resources

Evidence of Success:

1. Publication (78), publication grant (9) and ICMR award (02)
2. 21 funded projects (DST fund under FIST scheme 66 lakhs)
3. Recognition as SIRO center
4. Scientific awards (52)

Problems encountered

- Time constraint
- Need for a dedicated department

Resources required

1. Labs with advanced research equipment's
2. Softwares and man power for data processing
3. MOUs for networking with research community

BEST PRACTICE 2: Digital Learning Resource Creation

Objectives:

- Hybrid, Self-directed learning

- Creation of Educational Videos
- Teaching proper recording methods

Context:

- Interactive learning environment.
- Promoting independence and innovation in their learning processes.
-

Practice:

- ICT Enabled Skill Lab Setup with Alumni Association
- ICT-enabled dental clinic for live patient demonstrations
- Faculty development program
- Collaborations

Evidence of Success

- 54 trained PGs in dental Photography
- 2 Value Added Course for UGs
- Pixel Photography Club
- 71 Educational Videos of Staff
- 23 Patient Education videos
- 67K+ Views in YouTube
- Photography Contest
- 2 Live Stream of FDP

Problem Encountered:

- Academic inflexibility
- Student inhibition to access resources.
- Staff availability is limited due to time

Resources Required:

- Learning Management System
- Skills Lab,
- MediaLab
- Advanced software

File Description	Documents
Best practices page in the Institutional website	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/pdf/Best%20Practice%201%20and%202%202023-24.pdf
Any other relevant information	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/IOAC/Best%20Practice%201%20and%202.pdf

7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution during the year in one area distinctive to its priority and thrust within 100 - 200 words

Community engagement and social responsibility: A road map to Viksit Bharat 2047

MGM Dental College & Hospital integrates community engagement into dental education to address uneven access to dental care in India. Through rural centers, dedicated tobacco cessation center, partnerships with NGOs, private companies, industries, sensitization of Asha Workers and collaborations with academic institutions like Temple University, we promote oral health, tobacco cessation, women empowerment, menstrual and hand hygiene and environmentally sustainable practices aligning with the broader national movement of Viksit Bharat.

We have provided significant cleft care, with over 1,200 surgeries conducted, and supported geriatric patients through denture camps. During the COVID-19 pandemic, faculty and interns contributed care in hospital wards. Environmental responsibility is emphasized through e-waste recycling and tree plantation drives, with over 5,000 trees planted in the last seven years. The institution's 780 outreach activities have benefited 180,000+ individuals. Students also engage in field visits and residential camps, fostering a sense of social responsibility. Along with Indian Dental Association, Rotary clubs Smart and Alpha Dental Project, Maharashtra Oral Cancer control program & Suvidha Project for slum dwellers, 50,000+ people have benefitted.

Evidence of Success

- 375 awards and honors, including
- Famdent Award for Excellence in Public Health Dentistry

- **Sh. Prabhu Dayal Jamna Devi Memorial Award for Community and Humanitarian Services.**

File Description	Documents
Appropriate web page in the institutional website	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/pdf/Institutional%20distinctiveness%202023-24.pdf
Any other relevant information	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/IQAC/Institutional%20distinctiveness%20links.pdf

DENTAL PART

8.1 - Dental Indicator

8.1.1 - NEET percentile scores of students enrolled for the MBBS programme for the preceding academic year

Number of students enrolled for the MBBS programme during the preceding academic year	Range of NEET percentile scores Mean NEET percentile score SDNEET percentile score	Mean NEET percentile score	SDNEET percentile score
100	57.97-95.57	89.46	7.95

File Description	Documents
List of students enrolled for the BDS programme for the preceding academic year	View File
NEET percentile scores of students enrolled for the BDS programme during the preceding academic year.	View File
Any other relevant information	View File

8.1.2 - The Institution ensures adequate training for students in pre-clinical skills. Describe the steps taken to improve pre-clinical skills along with details of facilities available for students such as pre-clinical skill labs

The institution prioritizes a strong foundation in pre-clinical skills for its students. Adequate training in preclinical aspect

is crucial for building the competencies needed in clinical settings. This provides an essential training ground for dental students to develop their skills in a controlled environment before treating patients. Inclusion of hands-on practice, simulations, and assessments ensures that students are well-prepared for patient care.

Among the many infrastructural additions, the dental college skills lab is a state-of-the-art facility designed for hands-on learning and live demonstrations. It features recording and live-streaming facilities that, allow real-time broadcast of procedures for educational purposes. To enhance the learning experience for students and professionals relay of live patient demonstrations is done by direct observation. A new preclinical lab equipped with dental mannequins, dental chairs, and instrument is available to mimic a pediatric clinical setting. An exclusive anatomy skills lab, specialized educational facility designed to teach and enhance students' knowledge and practical skills related to human anatomy, has come up with state of art facility.

These elements together build a robust pre-clinical curriculum and a structured environment to help students build confidence and competence, ensuring they are prepared for the complexities of patient care in a clinical setting.

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

8.1.3 - Institution follows infection control protocols during clinical teaching during preceding academic year Central Sterile Supplies Department (CSSD) (records) Provides Personal Protective Equipment (PPE) while working in the clinic Patient safety manual Periodic disinfection of all clinical areas (Register) Immunization of all the care-givers (Registers maintained) Needle stick injury record

A. All of the Above

File Description	Documents
Central Sterile Supplies Department (CSSD) Register (Random Verification by DVV)	View File
Disinfection register (Random Verification by DVV)	View File
Immunization Register of preceding academic year	View File
Relevant records / documents for all 6 parameters	View File
Institutional Data in Prescribed Format (Data Template)	View File

8.1.4 - Orientation / Foundation courses practiced in the institution for students entering the college / clinics / internship. Describe in less than 100-200 words about Orientation for fresh students White coat ceremony Workshops on patient care (community skills, infection control, biomedical waste management, professional ethics) Internship orientation Any other

Orientation and foundation courses are crucial for students entering dental programs, as they help them transition smoothly into their studies and clinical practice. It provides overview of the dental program, including courses, clinical training, and key milestones, interaction sessions with faculty members, including mentors and clinical instructors. Overview of grading policies, attendance requirements, and academic integrity is also highlighted. Basics of communication skills and ethical considerations are covered in the orientation. Guided campus tours by our Interns to familiarize students with the campus layout and facilities are an integral part of the program.

These orientation and foundation courses not only equip students with essential knowledge but also help foster a sense of community and support as they embark on their dental education. These courses typically cover a broad range of topics, from foundational knowledge to advanced clinical skills. Our institution conducts the following programmes First year BDS Orientation Program, Third year BDS -White Coat Ceremony, First year MDS Orientation Program, Student Internship Orientation Program, other Foundation courses like Basic Life Support and Photography. Gandhian Studies as a value-added course has been introduced to help students gain insights into the principles and philosophy of Mahatma Gandhi.

File Description	Documents
Orientation circulars	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria8/1)%20Program%20Circulars.pdf
Programme report	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria8/2)%20Program%20Reports%20(1).pdf

8.1.5 - The students are trained for using High End Equipment for Diagnostic and therapeutic purposes in the Institution. Cone Beam Computed Tomogram (CBCT) CAD/CAM facility Imaging and morphometric softwares Endodontic microscope Dental LASER Unit Extended application of light based microscopy (phase contrast microscopy/polarized microscopy/fluorescent microscopy) Immunohistochemical (IHC) set up	B. Any 5 or 6 of the Above
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File Description	Documents
Invoice of Purchase	View File
Usage registers	View File
Geotagged photos of the facilities, and list of studentstrained in the opted facilities	View File
Institutional Data in Prescribed Format (Data Template)	View File

8.1.6 - Institution provides student training in specialized clinics and facilities for care and treatment such as: Comprehensive / integrated clinic Implant clinic Geriatric clinic Special health care needs clinic Tobacco cessation clinic Esthetic clinic	A. All of the Above
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File Description	Documents
Certificate from the principal/competent authority	View File
Geotagged photos of the facilities, and list of students trained in the opted facilities	View File
Any other relevant information	View File
Institutional Data in Prescribed Format (Data Template)	View File

8.1.7 - Number 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 the year

7

File Description	Documents
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 year	View File
Attest ed e-copies of certificates of postgraduate Degrees, Diplomas or Fellowships	View File
Any other relevant information	View File
Institutional Data in Prescribed Format (Data Template)	View File

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.

The institution has adopted methods to measure clinical competencies of undergraduate students as prescribed by the Dental Council of India.

The introduction of objective methods to measure and certify clinical competencies for BDS students and interns is an important step in enhancing the quality of dental education.

The primary objective method used for Interns in our institute is Objective Structured Clinical Examinations (OSCEs) that involves a series of stations where students demonstrate specific skills or competencies.

Early Clinical exposure provides students with the opportunity to observe and interact with patients, healthcare professionals, and various clinical settings early in their training, often before they have completed the more in-depth academic coursework or clinical rotations. Interns gain practical experience by being involved in real-time dental cases and patient interactions, enhancing their theoretical knowledge from dental school with practical skills. A value-added course on implantology for interns could be structured to enhance their clinical and theoretical knowledge in dental implantology. Interns by equipping them with the knowledge and hands-on experience necessary to manage sedation during various medical procedures.

Implementation of these CSAM objective assessment methods aligns with best practices in dental education, ultimately leading to more competent and confident dental professionals.

File Description	Documents
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 year	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria8/1)%20Report%20on%20list%20and%20steps%20taken%20by%20the%20college.pdf
Geotagged photographs of the objective methods used like OSCE/OSPE	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria8/2)%20Geotag%20Photos.pdf
List of competencies	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria8/3)%20List%20of%20competencies.pdf
Any other relevant information	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria8/4)%20Any%20Other%20Relevant%20Information.pdf

8.1.9 - Number of first year students, provided with prophylactic immunization against

communicable diseases like Hepatitis-B during their clinical work during the year.

Number of students admitted in the first year of the teaching programmes during the year	Number of First year students administered immunization /prophylaxis
118	118

File Description	Documents
Policies documents regarding preventive immunization of students, teachers and hospital staff likely to be exposed to communicable diseases during their clinical work	View File
List of students, teachers and hospital staff, who received such immunization during the preceding academic year	View File
Any other relevant information.	View File
Institutional Data in Prescribed Format (Data Template)	View File

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.

Graduate attributes in a dental college refer to the skills, knowledge, attitudes, and values that students are expected to develop throughout their dental education. These attributes prepare dental graduates to become competent, ethical, and professional practitioners who can effectively address the oral health needs of the population. Using an e-survey, a feedback was obtained from the stakeholder to evaluate the outcome of the various programs conducted in the institute.

The attributes of our institution are

Humane Professionals, Fundamental Improviser, Life-long learner, Creative Researcher, Contentious and Diligent worker, Digitally Literate, Socially and Morally Upright, Globally proficient, Effective communication skills

Early clinical exposure was introduced for first and second BDS students. ICMR and STS Programs were introduced to encourage creativity in research. To ensure global proficiency, students are allotted to Sedation posting once a week.

These graduate attributes are designed to ensure that dental graduates are well-prepared to provide high-quality, patient-centered care while being ethical, compassionate, and effective in their professional roles. They also emphasize the importance of ongoing learning, adaptability, and leadership in the field of dentistry.

File Description	Documents
Dental graduate attributes as described in the website of the College.	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria8/1)%20Dental%20graduate%20attributes.pdf
Any other relevant information.	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria8/2)Any%20other.pdf

8.1.11 - Per capita expenditure on Dental materials and other consumables used for student training during the year. [Amount in INR (Lakhs)]

238.61

File Description	Documents
Audited statements of accounts.	View File
Any other relevant information	View File
Institutional Data in Prescribed Format (Data Template)	View File

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.

A Faculty Development Program (FDP) in Health Sciences is a specialized training initiative aimed at enhancing the teaching, research, and professional skills of faculty members within the healthcare education sector. These programs are designed to improve the quality of instruction by providing educators with advanced tools and methodologies, fostering innovative teaching techniques, and ensuring that they stay current with the latest developments in the field of health sciences. The programs focus on equipping faculty with the knowledge and resources to adopt modern teaching strategies, such as simulation-based learning and the integration of new digital tools into the curriculum.

By enhancing faculty competence in the use of educational technologies, these programs help educators deliver more effective and engaging lessons. Additionally, faculty development programs aim to improve student learning outcomes by promoting active, student-centered teaching methods that encourage critical thinking and problem-solving. They also cultivate a culture of continuous professional development within academic institutions. Ultimately, these programs contribute to creating a dynamic, enriching learning environment for both faculty and students.

By fostering the development of a skilled and knowledgeable healthcare workforce, these initiatives play a critical role in shaping the future of healthcare education.

File Description	Documents
List of seminars/conferences/workshops on emerging trends in Dental Educational Technology organized by the DEU year-wise during the year.	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria8/1.%20List%20of%20Seminars.pdf
List of teachers who participated in the seminars/conferences/workshops on emerging trends in Medical Educational technology organized by the DEU of the College during the year	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria8/2%20.List%20of%20Teachers.pdf
Any other relevant information	https://webweb.ams3.cdn.digitaloceanspaces.com/MGM/MGMDCH/Assets/NAAC/criteria8/3.%20Any%20Other%20relevant%20document.pdf