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SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

VANANCHAL DENTAL COLLEGE AND HOSPITAL

**VILL - FARATHIYA, P.O- GARHWA, P.S.- GARHWA, DISTT- GARHWA, STATE
- JHARKHAND PIN- 822114
822114**

www.vdchgarhwa.com

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION
COUNCIL**

BANGALORE

December 2020

Executive Summary

Introduction:

Vananchal Dental College and Hospital is proud of Jharkhand and is going to be Necklace of Jharkhand in the field of educational hub for the poor and neglected people of the state, as the chairman coming from the poor family his vision is towards poor people and make treatment available to the poor at low cost . Vananchal Dental College and Hospital (VDCH), located in Farathiya-Hoor, Garhwa District, Jharkhand (822114) is affiliated to Nilamber Pitamber University, Medini nagar, Jharkhand and is recognised by the Dental Council of India, New Delhi. The institution was initiated by Sri Dinesh Prasad Singh in the year 2007 under Vananchal Educational and Welfare Trust, Farathiya-Hoor, Garhwa District, Jharkhand (822114) which manages an integrated campus spread through 100 acres of land in the rural stretch. The college offers undergraduate (BDS) and postgraduate (MDS) courses in the various disciplines of Dentistry.

Vananchal Dental College and Hospital (VDCH) has a total built-up area of 224991.6 sq.ft with state of the art facilities, comprehensive clinics for undergraduate training and 8 speciality clinics for the postgraduate training. The college is furnished with all advanced equipments and stringent infection control protocols are adopted while training the undergraduate and postgraduate students to excel in their field.

VDCH practices innovative teaching-learning methods such as Small Group Teaching (SGT), Clinical Shadowing, Project-based Teaching, Problem-Based Learning (PBL), Case-Based Learning (CBL) methods and e-learning facility with centralized repository of learning resources.

Our innovative pedagogic framework improves student learning by creating an integrated/interdisciplinary curriculum. This helps the student to understand the connections and integration of the sub-disciplines within a subject area, thus, allowing the learner to explore.

Vananchal Dental College has a dedicated Community Outreach Department that engages students in various grass root initiatives to provide deep exposure on rural dentistry. However, all the frameworks, innovations and interventions are well-structured to fall in the lines of institutional Vision and Mission. The average passing index of the college in previous years has been recorded to be around 81.8% with few students securing the top positions in university examinations.

Vision:

To establish an Institute of Dental Education and Research of global standards and to serve the people in the region with dental healthcare at an affordable cost with special focus on the rural sects of the local population. The college ensures that every strategic intervention and operational roadmap is strictly aligned to the defined Vision of the institution.

In Academic space, the college has introduced patient-centric care as a driving principle for initiating continuous training programs/continuing dental education (CDEs) to nurture both students and the faculty. Patient Counselling Process and Patient Feedback Mechanism is designed monitored and periodically reviewed by each Department and drive our course corrections.

The administration ensures that hospital premises are under strict monitoring of clinical and infection control protocols. Outcome-oriented research activities encourage scholars to address issues that are of societal relevance. Strong mentors advise the budding learners and innovators to take up problems that enable the local residents and other stakeholders towards increasing accessibility of the oral health care. Outcomes of all academic, research, innovation and outreach segments are directed towards addressing and solving the burning issues in the broader ecosystem. Thus, our overall services are designed principally towards achieving our Vision of 'Oral Healthcare for the Rural'.

We uplift our facility, faculty, students and provide an opportunity for other stakeholders (peer institutions, Alumni, Innovators etc.) to be a part of the Vision through strategic Collaborations. With transparency, trust and teamwork as core values, the management and the faculty of Vananchal Dental College have built a diligent set of mission guidelines.

Mission:

Vananchal Dental College and Hospital (VDCH) will be the premier academic dental institution promoting excellence in dental education, research, oral health care and community service to improve the overall health of the population. We will provide outstanding service to students, patients, faculty, the non-teaching staff members, alumni and other stakeholders in the form of local health care professionals within our facilities and our community.

We will shape the future of the profession through scholarship, creating and disseminating new knowledge, developing and using innovative technologies and educational methodologies and by promoting critical thinking and lifelong learning. We will do so in an ethical, supportive environment, consistent with our core values of trust, responsibility, respect, fairness, compassion, excellence, service and effective communication in synergy with the strategic plan of the

Vananchal Group of Institutions under Vananchal Educational and Welfare Trust, Farathiya-Hoor, Garhwa. Also, with the help of sister institutes in the form of para-medical and nursing faculties, we assure highly qualified technicians coming out to serve the society as well as our institution

Vananchal Educational and Welfare trust (VEWT) has proposed to establish Medical College(MBBS & BAMS), Pharmacy College, and International school and Big central library for research work and Incubation centre. The proposals have been submitted to the concern authorities and NOC had already been obtained. The building and other infrastructure are under construction process.

SWOC

Institutional Strength :

Vananchal Dental College and Hospital (VDCH), located at Farathiya-Hoor, in Garhwa District, Jharkhand State is the first of its kind of institutes, as prior to this, no technical institution was there in the adjoining areas. The vision of our chairman has largely been to promote healthcare and educational aspects of the local people to help them get employment opportunities and helping the administration to end the Naxalite activities in the area.

Energetic full-time faculty, high-end state of the art infrastructure, comprehensive clinical training, extensive outreach activities, highly competent and fitting into the contemporary education system, extra-curricular programs, evidence-based clinical and para-clinical research and practice and lively alumni guidance and interaction enables us to maintain the esteem and consistency.

The changeover from specialty student postings to comprehensive clinical training and services has brought about a broader treatment approach and understanding of the students for the subject. The widespread establishment of two satellite centers (as on date), regular dental health awareness camps, oral healthcare camps and active involvement of students in such activities outspread the reach of our services.

The satellite clinics, also, provide an excellent opportunity for our alumni both as an employment scheme and likewise an option for work experience enhancement before setting up their private practice. Dynamic participation of students in the vivid cultural and scientific activities held in our institution refreshes and renews our spirit in our academic schedule.

Apart from curricular post-graduate students' dissertations and short-studies, even the undergraduate students are encouraged to take up small projects for research activity and reviews to make paper and poster presentations at various students' conventions and conferences held across the country.

Orientation programs for UG and PG students aid in aligning the students to become the best in their future endeavours. Career guidance by professionals to our interns and postgraduate students highlighting all the alternate paths that can be pursued to broaden our professional spirit or, deviate to any other proficient job direct them to widen our alumni scope.

Institutional Weakness :

Vananchal Dental College, located in Farathiya Village near to Garhwa town (7 Kms), comes under rural area. The connectivity with major towns within and the other states via rail and road routes is, thus, one of the hindrances for the spread of the institutional valour. The nearest domestic airport is 225 Kms away in Ranchi, Patna and Varanasi.

Also, this place has largely remained under the control of Naxalites for a long time which has hindered its overall development in due course of time. At first, the government, also, opposed to give permission to establish the Dental College in this area, though, later, with the persistent efforts of our Chairman and the local people's request, permission was granted by the government for starting this venture. Presently, the area is free from any effect from the Naxals including the adjoining areas.

These setbacks of being in a remote location and with restricted transport facilities are potential disadvantages to the institution which make us unable to attract students from far-off places within and from the other states of the country to get admission in the institution. As a private dental institution, the college follows the rules and regulations laid down by the Dental Council of India, New Delhi regarding the course curriculum and its up gradation.

Institutional Opportunity :

The institute's geographical location of being a major pilgrimage city amidst numerous villages provides us with an excellent opportunity to spread oral healthcare awareness through unique initiatives. Our progressive attitude towards dental education enables us to get a good number of admissions to date in spite of being in a rural set-up.

The region in and around the Garhwa District in Jharkhand is a known fluoride belt zone (in five Grama Panchayat) wherein we have started initiative to work for the healthcare needs of the local residents with the help of a committee composed of Govt. officials as well as of Principal District judge, Sessions Court Garhwa. The programme is being carried in the guidelines of Hon'ble High Court of Jharkhand.

Vananchal Dental College and Hospital (VDCH) being the only Dental College in the 300 Kms zone in the area. We are able to serve the oral healthcare needs, not only of the people of Jharkhand but of the adjoining states of Bihar, Uttar Pradesh, Madhya Pradesh and Chhattisgarh as well. The College is also catering to the needs of guiding dental students to meet the expected dentist population ratio by giving dental education to the students of the said states.

Our student and faculty achievements, standardized treatment outcomes and well-maintained campus atmosphere speak of the visibility of our institute. We intend to increase this visibility further using social and print media

Our best practice of outreach via the established satellite clinics not only enables us to reach the remote areas but, also, collect and utilize the data obtained from them. This data potentially includes the available resources and current dental disease status which makes us aware for the need and enables us to conduct focused research and give a prospective solution towards the existing health issues in the contemporary times.

Our profession involves clinical and laboratory aspects running hand in hand to provide the best treatment output. Though we have the best-established clinical environment, starting a professional dental laboratory set-up can empower us further.

Institutional Challenge :

According to the National Educational Policy Draft, 2019, the dental profession is plagued by overcapacity which probes a challenge to maintain consistent admission percentages in our institute and facilitate employment opportunities to the students, thereby, maintaining professional sustainability. Due to the geographical location of the college, patient's inflow is mostly from the surrounding rural villages which makes it difficult for us to impregnate the concept that "*dental diseases are expensive to treat, however, simple to prevent*" into the mindsets of the neighbouring population in the local area. Their unwillingness to change the general opinion on our profession poses the challenge to treat them at par with that of the urban and metropolitan dental service providers.

Similar attitudes reflect from the disciples enrolling into our institute who take up dentistry by chance rather than by choice. Adding to this further, is the middle-class belief that 'they invest more and gain less' in an already saturated profession. So, we face a challenge to enlighten the students about all the career options available currently and also, make them confident about grabbing every opportunity possible in the future.

Criteria wise Summary

Curricular Aspects :

The institute ensures effective curriculum planning, delivery and evaluation. The annual academic calendar is made every year before the commencement of the academic session. Monthly lesson plans are designed by individual departments, we regularly conduct interdepartmental/add on courses.

The curriculum extensively covers information on primary health care, national health programs. Our students are involved in 1. Health education of rural population 2. Collection of baseline health information. Women's health is gaining importance in the areas such as nutrition, reproductive health, consequences of violence, ageing, lifestyle-related Conditions and the occupational environment. Ethics and human values form an important dimension of the profession. Around 74% of our students had taken field visits during the preceding academic year. The postgraduate curriculum is also planned specialty wise which includes seminar presentations Bi/Tri weekly, journal club discussion, and case presentations. Multi-disciplinary / Interdisciplinary clinical case discussions are held as and when required to discuss and submit the treatment plan.

The internal examination committee of the institute formulates the internal exams timetable and monitors the evaluation of theory and practical/clinical examinations for both undergraduate and postgraduate students. During the IQAC meetings, the progress of the curriculum delivery is

monitored and if warranted additional lecture and practical/clinical hours are granted. Feedback on the syllabus progression is obtained from students and required measures are implemented for timely completion. As a unique initiative of our institute, we annually send around 10 interns to various reputed dental clinics in southern or northern states. This externship program facilitates the students to experience the difference inpatient care at an institutional level and private clinical set up (Real time industry experience). The institution mandatorily implements the Basic life support (BLS) training for all students.

Teaching-learning and Evaluation :

Due consideration is given to equity and rule of reservation is followed during the admission process for every academic year, subsequently, 78.3% of seats were filled for the various programmes offered by the institute. The institute also has student admissions from the neighbouring states and from other states of India. The institution also assesses the learning levels of students and conducts orientation programmes for advanced learners and low performers. The Student: Teacher ratio at Vananchal Dental College is nearly 1:5. The college has wide options to play various sports to improve their strength training. These activities afford positive impact on student's emotional, intellectual, social, and interpersonal development.

Small group teaching is an innovative way of learning practiced in the institution. The most admirable part of teaching methodologies at our institution is **activity-based learning** and drawing students towards **student centric learning**. Clinical shadowing of I and II BDS students helps in the integration of basic and clinical sciences.

The teachers along with the students use Laptops and various education tools during classes as well as in practical/clinical sessions with the help of the Wi- Fi facility. Students are given small projects and are encouraged to design and perform public awareness programs. They also design posters and models for educating the public which they use in the door to door

Campaigning of dental health awareness. Four internal assessment examinations are scheduled according to the university and planned at the convenience of the academic calendar. Continued dental education programs to upgrade the knowledge and professional skills are conducted through ACE- VDCH. The parent-teacher meetings are organized twice in the academic year. The students who score less than 40% are categorized as slow learners and remedial classes are conducted accordingly.

Research, Innovations and Extension :

Vananchal Dental College is located amidst multidisciplinary environment with Homeopathic, Degree, Nursing, Paramedical, Education colleges around.

The initiative is designed to build an ecosystem of innovation and problem solving by addressing local needs. As an institution we leverage on our connections with Government, NGOs (not-for-profit organizations) and Social enterprises VDCH promotes research culture by providing the required infrastructure and grants to students and faculty. The institution has a stated code of Ethics for research implementation. Teaching faculty has nearly 200 scientific publications in

various national and international journals to their credit. Among them, more than 70% are indexed in Pubmed, Scopus and UGC. There are also significant contributions by our faculty to standard textbooks. We have three functional MoU's with reputed organisations and institutions

Apart from delivering oral health services, Vananchal Dental College has been organising regular extension and outreach activities every year since its inception in 2007. As recognition of these outreach activities, we received **Dr D.N. Kapoor award, Best Community Service Award** by **IAOMR** thrice consecutively. Our institute received 175/2000 rank in **Swachhta rankings 2017** of higher educational institutions by **the Ministry of HRD, Govt. of India**.

Infrastructure and Learning Resources :

The College provides the state of art infrastructure that will give the students ample learning opportunity. All the learning halls are ICT tools with LCD projectors, whiteboards.

We facilitate comprehensive dental treatment for effective patient care. We follow a method of promoting community oriented dental education; the institution has fully equipped mobile Dental van to provide screening and treatment needs. *Oral health alliance- smiles of every day* is an initiative from the institute rendering awareness on oral health at the doorstep thereby catering the needs of the under-served patients. The institute has its privilege of establishing 02 satellite dental clinics in and around the geographical rural location. The campus houses varied facilities such as Medical Centre with 50-beds and 24x7 residential doctors and staff nurses, an ambulance with 24x7 services, and clinical psychologist. Spacious hostels separately for girls and boys, with Cafeterias and food stalls offering a varied menu. The other facilities on the campus to mention are Bank. The in-house campus facilities include solar power panels. The clinical training facilities are continuously updated to ensure that students are provided with state-of-the-art facilities. The Central Library of our college is a Strong self-learning resource with an exhaustive collection of National and International Journals, E-journal subscriptions that can be accessed through EBSCO. The institution has civil, electrical, plumbing, computer and dental equipment maintenance and sports facilities sections with skilled personnel.

Student Support and Progression :

Our Institute engages faculty, staff and students to work in a collaborative environment to create a rich engaged learning teaching and improved behavioural experiences. It also contributes to a significant increase in student learning retention and graduation rates. Vananchal Educational Resource for NEET Aspirants which offers a unique opportunity for all passed out final BDS students to pursue in-term coaching for MDS-NEET during Internship period with no additional registration fee. Coaching encompasses objective exams in NEET pattern during weekends on prescheduled subject syllabi and includes explanatory classes on demand from enrolled students. During the last five years, 51% of students have qualified in various competitive examinations. In this way every student is either self-employed or placed in some professional organization.

The student council of Vananchal dental college is active and it is collectively responsible for activities like management of Hostels, academic concerns of students, organizing the cultural and sports activities on campus and many more. It serves to encourage the student in learning about leadership.

The Alumni Association of Vananchal Dental College, Farathiya, Garhwa District is proposed to be registered under the Societies Registration Act with 100 members till date. The alumni meet will be held every alternative year and structured Committee comprising President, Secretary, Treasurer and Executive committee members will be elected. Alumni association conducts short-term hands-on workshop in various advanced academic sessions like Rotary Endodontics, Dental Implantology for Alumni members to excel in their clinical practices.

Governance, Leadership and Management :

The institute has a clearly stated vision and mission. The institution provides quality dental care to unaffordable with minimal or no charge. We also reach the community by establishing satellite clinics and conducting routine dental camps to the needful in various rural and urban centres. The decisions taken by the Governing Body are implemented in a decentralized administrative setup. The Managing trustee of Vannchal Dental College communicates the requirement / goal and monitors the progress. The Principal ensures the implementation by designating the work to the HOD'S and concerned committees.

IQAC monitors the internal quality through the comprehensive feedback mechanism for continuous improvement of the curriculum, teaching-learning process by the external academic peers – external examiners help to know the strength and weaknesses of the system evaluation, research, and financial management and student support services. The college obtains feedback from the students on teaching, infrastructural facilities, learning resources and student support services, from parents, academic peers and alumni.

Every faculty member is involved in various academic, administrative and other non-statutory committees. Regular training programmes are provided to the faculty to take up responsibilities. The electronic management systems are being introduced in academic, clinical and administration, to be governed through. The employees of the institute are offered financial support, health care, and family support as per TRUST policies. The faculty are encouraged to participate in academic meets and offered financial support.

The sustenance in quality is ensured through effective professional development and training programmes. The fund mobilization and utilization are through a well-documented annual budget preparation, external auditing and scrutinized by internal certified audits.

We, at Vananchal dental college not only take pride in following the core values and culture of the organization by ourselves but also aligning all the stakeholders like students, the teaching and non-teaching staff, administrative personnel in the ever-changing dynamics for sustenance and future growth of the institution in search of excellence to meet our vision.

Institutional Values and Best Practices :

Women represent an expanding pool of possible applicants for dental colleges in India. Dental student enrolment at Vananchal Dental College is now having 58.05% female students and faculty comprises of 25% women. By gender mainstreaming, the integration of a gender perspective into every stage of organisational, programme and policy processes – design, implementation, monitoring and evaluation – with a view to promoting equality between women and men.

There have been no incidents of sexual harassment in the institute since its inception. There are separate common rooms for both genders and even mess facilities are separate for women. There is ample security for all the hostels and caretakers are available 24 x 7. The whole campus is under CCTV surveillance 24x 7.

All the students are oriented on ethical aspects towards the patients, colleagues and to the community. All the religious and cultural festivals are celebrated equally and encourage total participation from the students and employees of different regions, religions and languages. The institute has in-charge for student affairs to promote education about cultural and religious diversity and provide guidelines to faculty about religious accommodations for students.

Majority of the Dentists tend to practice in urban and sub-urban areas ignoring poor rural population. Vananchal dental college has established until now two satellite dental clinics in Garhwa district. These clinics generate employment opportunities for the alumni and job opportunity to the rural unemployed youth.

Small group teaching enables the students to learn through the activities performed and will be instantly evaluated if their learning is adequate and competent. One on one interaction and rapport will be maintained with teacher and student thus enabling student-centric learning

Comprehensive care model of dental delivery is representative of dentistry practiced in private practice. One student is responsible for the total oral care of all his/her patients. Under the comprehensive dental care system, clinical training in all the different disciplines is undertaken in one integrated clinic. Students are trained for a holistic patient perspective, and to develop clinical maturity

Dental Part :

The institute implements the curriculum prescribed by Dental Council of India. The institute has created additional infrastructure facilities other than specified by the council. Orientation programmes in the first year towards the scope of the dental profession and teaching-learning practices in professional education are taken up.

Preclinical training in the first and second year of dental education is done to promote the development of competency and expertise before students work on patients. Orientation programme for students progressing to the clinical training on ethics, infection control and sterilization, patient care and communication is conducted annually.

Vananchal dental college has a good influx of outpatients which provides the opportunity for effective clinical training to students. Students are made to work using high-end equipment and advanced dental materials. Students are also trained for rendering specialized treatments such as Implantology and use of magnification in dentistry. The institute ensures that all the students are immunized before being permitted to treat the patients.

The institute has an Academy of Continuing Dental Education (CDE). The academy organizes CDE programmes for students and they are facilitated with subject expertise by external resource persons. Students are also encouraged to present their research and special cases treated on this platform.

The administration ensures the maintenance of dental equipment by employing manpower and supply and dental materials by allocating substantial funds for effective clinical training and offering quality patient care. The most admirable part of the institute is that every teaching faculty works on a full-time basis. Eminent and renowned teachers are employed as visiting faculty. The institute focuses on Proactive efforts to upgrade the knowledge and skills of teaching faculty by implementing faculty development programmes.

Profile

BASIC INFORMATION

Name and Address of the College	
Name	VANANCHAL DENTAL COLLEGE AND HOSPITAL
Address	Vill - Farathiya, P.O- Garhwa, P.S.- Garhwa, Distt- Garhwa, State - Jharkhand Pin- 822114
City	Garhwa
State	Jharkhand
Pin	822114
Website	www.vdchgarhwa.com (http://www.vdchgarhwa.com)

Contacts for Communication

Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Siddharth Pralhad Mosby	06561-254525	9006170266	06561-299001	vdch_garhwa@rediffmail.cc
IQAC / CIQA coordinator	D.ravisankar	06561-254571	9642861336	06561-254535	ravi.bvrice@gmail.com

Status of the Institution

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

Type of Institution

By Gender	Co-education
By Shift	Regular

Recognized Minority institution

If it is a recognized minority institution	No
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Establishment Details

Date of establishment of the college

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

State	University name	Document
	Nilambar	

Jharkhand	Initiated - Pitamber University	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/iiqa/univ)
Details of UGC recognition		
Under Section		Date
2f of UGC		
12B of UGC		
Details of recognition / approval by statutory / regulatory bodies other than UGC (MCI,		
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	
DCI	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/iiqa/sradocuments/1011)	

Recognitions

Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the college recognized for its outstanding performance by national or international agencies such as DSIR, DBT, ICMR, UGC-SAP, AYUSH, WHO, UNESCO etc.?	No

Location and Area of Campus

Campus Type	Address	Location *	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Vill - Farathiya, P.O- Garhwa, P.S.- Garhwa, Distt- Garhwa, State - Jharkhand Pin- 822114	Rural	7.41	20910

ACADEMIC INFORMATION**Details of Programs Offered by the College (Give Data for Current Academic year)**

Program Level	Name of Program/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BDes,Aataomy Physiology And Biochemistry Pathology And Microbiology Dental Anatomy Pharmacology	48	I.Sc NEET qualified	English	100	40
PG	MDS,Department Of Oral Medicine Radiology	36	BDS NEET qualified	English	3	1
PG	MDS,Deptt Of Oral Pathology And Microbiology	36	BDS NEET Qualified	English	3	1
PG	MDS,Deptt Of Prosthodontics Crown And Bridge	36	BDS NEET Qualified	English	2	0
PG	MDS,Dept Of Pedodontics And Preventive Dentistry	36	BDS NEET Qualifeid	English	2	1
PG	MDS,Dept Of Orthodontics And Dentofacial Orthopedics	36	BDS NEET Qualified	English	2	2
PG	MDes,Dept Of Conservative Dentistry And Endodontics	36	BDS NEET Qualified	English	2	1
PG	MDS,Deptt Of Periodontic And Implantology	36	BDS NEET Qualified	English	2	0

Position Details of Faculty & Staff in the College

Teaching Faculty

	Professor				Associate Professor				Assistant	
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female
Sanctioned by the UGC /University State Government	0				0					
Recruited	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0					
Sanctioned by the Management/Society or Other Authorized Bodies	27				49					
Recruited	10	0	0	10	23	5	0	28	24	7
Yet to Recruit	17				21					
	Lecturer				Tutor / Clinical Instructor				Senior Re	
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female
Sanctioned by the UGC /University State Government	0				0					
Recruited	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0					
Sanctioned by the Management/Society or Other Authorized Bodies	38				0					
Recruited	24	14	0	38	0	0	0	0	0	0
Yet to Recruit	0				0					

Non-Teaching Staff

	Male	Female	Others
Sanctioned by the UGC /University State Government			
Recruited	0	0	0
Yet to Recruit			
Sanctioned by the Management/Society or Other Authorized Bodies			
Recruited	18	30	0

Recruited	40	00	0
Yet to Recruit			

Technical Staff

	Male	Female	Others
Sanctioned by the UGC /University State Government			
Recruited	0	0	0
Yet to Recruit			
Sanctioned by the Management/Society or Other Authorized Bodies			
Recruited	48	17	0
Yet to Recruit			

Qualification Details of the Teaching Staff**Permanent Teachers**

Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	10	0	0	23	5	0	21	5	0	64

Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	24	14	0	0	0	0	0	0	0	38

Temporary Teachers

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

Part Time Teachers

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

Details of Visting/Guest Faculties

Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total

	0	0	0	0
Number of Emeritus Professor engaged with the college?	Male	Female	Others	Total
	0	0	0	0
Number of Adjunct Professor engaged with the college?	Male	Female	Others	Total
	0	0	0	0

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

Program		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
PG	Male	10	1	0	0	11
	Female	2	3	0	0	5
	Others	0	0	0	0	0
UG	Male	8	6	0	0	14
	Female	11	13	0	0	24
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	4	3	1	3
	Female	3	2	1	4
	Others	0	0	0	0
ST	Male	1	0	0	0
	Female	0	0	3	6
	Others	0	0	0	0
OBC	Male	13	3	6	23
	Female	4	7	5	31
	Others	0	0	0	0
General	Male	12	9	14	16
	Female	17	10	9	16
	Others	0	0	0	0

Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		54	34	39	99

General Facilities

Campus Type: Vill - Farathiya, P.O- Garhwa, P.S.- Garhwa, Distt- Garhwa, State - Jharkhand Pin- 822114

Facility	Status
• Auditorium/seminar complex with infrastructural facilities	Yes
• Sports facilities	
* Outdoor	Yes
* Indoor	Yes
• Residential facilities for faculty and non-teaching staff	Yes
• Cafeteria	Yes
• Health Centre	
* First aid facility	Yes
* Outpatient facility	Yes
* Inpatient facility	No
* Ambulance facility	Yes
* Emergency care facility	Yes
• Health centre staff	
* Qualified Doctor (Full time)	91
* Qualified Doctor (Part time)	0
* Qualified Nurse (Full time)	30
* Qualified Nurse (Part time)	0
• Facilities like banking, post office, book shops, etc.	Yes
• Transport facilities to cater to the needs of the students and staff	Yes
• Facilities for persons with disabilities	Yes

• Animal house	Yes
• Power house	Yes
• Fire safety measures	Yes
• Waste management facility, particularly bio-hazardous waste	Yes
• Potable water and water treatment	Yes
• Renewable / Alternative sources of energy	Yes
• Any other facility	<p>1. Green meadows campus- Pollution free environment. 2.Full Wi-fi Campus, 3.R.O. purification machine is established for teachers and staffs. 4.College involved in social services in rural villages like - community marriage of poor people, Blanket Distribution to the needy people in winter season, Water point established in the needy place in summer season. 5.College also planning for deemed University in the name of Babu Dinesh Singh University. 6. Trust will establish international school.</p>

Hostel Details		
Hostel Type	No Of Hostels	No Of Inmates
* Boys' hostel	1	50
* Girls's hostel	1	52
* Overseas students hostel	0	0
* Hostel for interns	1	37
* PG Hostel	1	11

QIF**1. Curricular Aspects****1.1 Curricular Planning and Implementation**

1.1.1 The Institution ensures effective curriculum planning, delivery and evaluation through a well defined process as prescribed by the respective regulatory councils and the affiliating University.

Answer:**Response:**

The institute ensures curriculum planning, delivery and evaluation prescribed by the regulatory bodies. The annual academic calendar is made every year before the commencement of the academic session. The Theory and Clinical curriculum are delivered through structured timetables. Monthly lesson plans are designed by individual departments after discussing with the concerned faculty members and these lesson plans are displayed in the notice boards of respective learning halls. Laboratory schedules for the preclinical work are designed for the complete academic year in sequence following the exercises as per the curriculum described by Dental Council of India. Clinical manuals speciality wise is designed for use to monitor the work (treatments rendered) progress of each student independently.

The postgraduate curriculum is also planned speciality wise which includes seminar presentations Bi-weekly, journal club discussion, and case presentations. Multi-disciplinary / Interdisciplinary clinical case discussions are held as and when required to discuss and submit the treatment plan.

Basic Sciences classes for 1st-year postgraduate students are being conducted by senior faculty. Research Methodology and clinical course treatment classes for 1st-year postgraduate students are conducted to encourage research attitude and to make it easier for the selection of dissertation topics as well as to design minor research projects. Postgraduate students from the department of Oral Medicine & Radiology & Oral Pathology are posted in attached Civil Hospital.

Undergraduate and Postgraduate Students are encouraged to attend Conferences and Workshops and present scientific papers, posters and table clinics. Postgraduate students are encouraged to publish research papers in journals of repute; e-library facility is provided in the central library for the students. The Internal Assessment committee of the institute formulates the internal assessment timetable and monitors the evaluation of theory and practical/clinical examinations for both undergraduate and

postgraduate students. During the quarterly IQAC meetings, the progress of the curriculum delivery is monitored and if warranted additional lecture and practical/clinical hours are granted.

File Description	Document
Link for any other relevant information	View Document (http://vdchgarhwa.com/downloads/nacc/1.1.1%20Curriculum%20prc)
Link for Minutes of the meeting of the college curriculum committee	View Document (http://vdchgarhwa.com/downloads/nacc/1.1.1%20Curriculum%20prc)

Other Upload Files

1	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/1.1.1_1608%)
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1.1.2 Percentage of fulltime teachers participating in BoS /Academic Council of Universities during the last five years. (Restrict data to BoS /Academic Council only)

Answer: 0.86

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

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	1	1	00

File Description	Document
Provide scanned copy of nomination letter such BoS and Academic Council From University/ Autonomous college	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/)
Institutional data in prescribed format	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/)
Any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/)

1.2 Academic Flexibility

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

Answer: 60

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

Answer: 12

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

Answer: 20

File Description	Document
Minutes of relevant Academic Council/BoS meetings	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/10
List of Interdisciplinary /interdepartmental courses /training across all the the programmes offered by the University during the last 5 years	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/10
Institutional data in prescribed format	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/10
Institutional data in prescribed format	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/10

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

Answer: 18.32

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

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
39	35	46	50	50

File Description	Document
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Institutional data in prescribed format	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/Ss)
Details of the students enrolled in subject-related Certificate/Diploma/Add-on courses	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/Ss)
Link for additional information	View Document (http://vdchgarhwa.com/downloads/nacc/3.%20List%20o)

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

Answer:

Response: Health is influenced by multiple factors that lie both within the individual and externally. Genetic factors and environmental factors interact, and the result may be health-promoting or otherwise. Determinants of health like biological determinants, behavioural and socio-cultural conditions, environmental factors, socioeconomic conditions, health services, ageing of population graduates and gender covered in the curriculum through lectures. The curriculum extensively covers information on primary health care, national health programs, national and international health agencies as part of the “right to health” or “health for all”. Our institution and government of Jharkhand are involved in 1. Health education of rural population 2. Collection of baseline health information in and around of Garhwa.

Women’s health is gaining importance in the areas such as nutrition, reproductive health, and health consequences of violence, ageing, lifestyle-related conditions and the occupational environment. Public health dentistry curriculum encompasses topics of air, water and noise pollution, environment protection acts and solid waste disposal. Students are informed about the environment sustainability by organising trips to water purification, water treatment and sewage disposal facilities. Ethics and human values for man are an important dimension of the profession. The code of ethics prescribed by regulatory bodies as well as professional associations act as a guiding light in distinguishing between right and wrong, observing one’s duties and maintaining good interpersonal relationships.

File Description	Document
Link for list of courses with their descriptions	View Document (http://vdchgarhwa.com/downloads/nacc/1.3.1%20BMDS%20COURSE%20DESCRIPTIONS%20AND%20REGULATION)
Link for any other relevant information	View Document (http://vdchgarhwa.com/downloads/nacc/1.3.1%20BMDS%20COURSE%20DESCRIPTIONS%20AND%20REGULATION)

Other Upload Files

1	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/1.3.1_16082)
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1.3.2 Number of value-added courses offered during the last five years that impart transferable and life skills.

Answer: 3

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

Answer: 03

File Description	Document
List of-value added courses	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/1)
Institutional data in prescribed format	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/1)

Brochure or any other document related to value-added course/s	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/1)
Any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/1)
Links for additional information	View Document (http://vdchgarhwa.com/downloads/nacc/3.%20List%20of%20certific)

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

Answer: 10.67

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

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
39	50	46	50	50

File Description	Document
Institutional data in prescribed format	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/1)
Attendance copy of the students enrolled for the course	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/1)

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

Answer: 3.6

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

Answer: 9

File Description	Document
Scanned copy of filed visit report with list of students duly attested by the Head of the institution to be provided	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/1)
Institutional data in prescribed format	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/1)
Community posting certificate should be duly certified by the Head of the institution	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/1)
Links to scanned copy of completion certificate of field visits/Clinical / industry internships/research projects/industry visits/community postings from the organization where internship was completed	View Document (http://vdchgarhwa.com/downloads/nacc/1.3%20Internship%20completion%20certificates%20-1.3.4.pdf)
Link for additional information	View Document (http://vdchgarhwa.com/downloads/nacc/1.3%20Internship%20completion%20certificates%20-1.3.4.pdf)

1.4 Feedback System

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

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

Answer: E. Any 1 of the above

File Description	Document
Stakeholder feedback reports as stated in the minutes of meetings of the College Council /IQAC/ Curriculum Committee	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/1)
Sample filled in Structured Feedback to be provided by the institution for each category claimed in SSR	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/1)
Institutional data in prescribed format	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/1)

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

Answer: E. Feedback not collected

File Description	Document
Stakeholder feedback report	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/
Institutional data in prescribed format	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/
Action taken report of the Institution on feedback report as minuted by the Governing Council, Syndicate, Board of Management	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/

2.Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Due consideration is given to equity and inclusiveness by providing reservation of seats to all categories during the admission process.

Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Answer: 47.44

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

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
20	15	16	25	26

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

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
43	43	43	43	43

File Description	Document
Institutional data in prescribed format	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/2)
Final admission list published by the HEI	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/2)

Copy of letter issued by state govt. or and Central Government (which-ever applicable) Indicating the reserved categories to be considered as per the GO rule (translated in English)	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/2)
Annual Report/ BOM report/ Admission report duly certified by the Head of the Institution	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/2)
Admission extract submitted to the state OBC, SC and ST cell every year.	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/2)

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

Answer: 58.97

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

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
54	34	39	99	110

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

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
116	116	116	116	110

File Description	Document
The details certified by the Head of the Institution clearly mentioning the programs that are not covered under CET and the number of applications received for the same	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/2)
Institutional data in prescribed format	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/2)

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

Answer: 2.59

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

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
7	0	0	0	0

File Description	Document
List of students enrolled from other states year-wise during the last 5 years	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/1)
Institutional data in prescribed format	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/1)
E-copies of admission letters of the students enrolled from other states	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/1)
Copy of the domicile certificate as part of the from other states and countries and/or Previous degree/Matriculation / HSC certificate from other state or country	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/1)
Any other relevant information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/1)

2.2 Catering to Student Diversity

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

The Institution:

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

Answer: C. Any two of the above

File Description	Document
Institutional data in prescribed format	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/
Criteria to identify slow performers and advanced learners and assessment methodology	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/
Consolidated report of special programs for advanced learners and slow learners duly attested by the Head of the Institution	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/

2.2.2 Student - Full- time teacher ratio (data of preceding academic year)**Answer:** 1.78

File Description	Document
List of students enrolled in the preceding academic year	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/z
List of full time teachers in the preceding academic year in the University	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/z
Institutional data in prescribed format (data Templates)	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/z

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)**Answer:**

Response: Our institution focuses on academics; students have the opportunity to participate in a number of extramural activities and are encouraged to play both indoor and outdoor sports. The college has wide options to play various sports like Cricket, Football, Chess, Volleyball, badminton, Table tennis and facilities to improve their strength training. A number of individual sports are traditionally practiced by our students like Track athletics, Tennikoit, Discus throw, Javelin throw.

The social highlight of the year is undoubtedly the annual cultural meet which is well supported and participated in traditional festivals like **SARASWATHI POOJA, CHAT POOJA** by both staff and students alike involving the whole college. The culmination of this event is a formal function which is always remembered for all the right reasons and is a true celebration of being a student and the associated responsibility. Apart from these, our college provides for students Yoga and meditation classes. Also, innate talents like singing, mimicry were identified among students and were encouraged to perform in college events like fresher's day and fare well day.

Our institution's principal goal of extracurricular activities on the college campus is to provide an atmosphere to the student for a total personality development. These activities afford positive impact on student's emotional, intellectual, social, and interpersonal development. By working together with other individuals, students learn to negotiate, communicate, manage conflict, and lead others.

File Description	Document
Link for any other relevant information	View Document (http://vdchgarhwa.com/downloads/nacc/2.2.3%20-Extra%20Mural%20Activities%20PDF%20FILE.pdf)
Link for Appropriate documentary evidence	View Document (http://vdchgarhwa.com/downloads/nacc/2.2.3%20-Extra%20Mural%20Activities%20PDF%20FILE.pdf)

2.3 Teaching- Learning Process

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

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

Answer:

2.3.1 Students – centric methods are used for enhancing learning experiences by

- Experiential learning
- Integrated /interdisciplinary learning
- Participatory learning
- Problem solving methodologies
- Patient – centric and Evidence – Based learning
- Project based learning

Response: There is always a great deal of scope when it comes to teaching-learning methodologies. Vanachal Dental College was a pioneer then and leader now in this aspect of academics.

Small group teaching is an innovative way of learning practised in the institution wherein the larger groups of students are divided into smaller groups which impart an effective process of learning. The most admirable part of teaching methodologies at our institution is activity-based learning. Students perform or do a hands-on minds-on experience with little or no help from the teacher. This is a form of **experiential learning** where learning is through action, learning is by doing and learning is through experience.

Our innovative teaching methods are improving student learning by creating an **integrated/Inter disciplinary** curriculum which helps the student to understand the connections between subjects. Clinical shadowing, of I and II BDS students, helps in the integration of basic and clinical sciences. The integration of the sub-disciplines within a subject area allows the learner to explore information about topics without the constraints imposed by traditional subject barriers.

We use innovative methods of learning (rather than teaching) such as **problem-based learning/case-based learning** (PBL/CBL). PBL/CBL begins with a problem, not with knowledge. Knowledge is gained by way of the solution to the problem. Analysis of problems/cases is used as the primary instrument for the acquisition and application of knowledge. Independent lifelong learning skills are acquired by students as the PBL system places activity and responsibility directly on to them. This makes PBL **student-centred and self- directed**. Case-based learning forms the critical foundation of the **patient-centric learning** process. These effective educational strategies are **evidence-based learning** methods. This kind of learning system is very much useful in a comprehensive set-up of dental care for which Vananchal Dental College & Hospital is bound to the same.

To enhance student's knowledge as well as critical thinking, creativity, and communication skills, students are assigned projects. This **project-based learning** unleashes contagious, creative energy among students and teachers. As mentioned elsewhere, to reach the minds of the newer generation students the college has implemented the digital learning/teaching method in the 2017 year. Faculty development has become a priority to keep in pace with and respond to emerging student's

needs. The institution is making efforts to upgrade the knowledge, skills of teaching faculty and students by implementing the Faculty and student development programs and enriching the teaching skills at our institution.

File Description	Document
Link for any other relevant information	View Document (http://vdchgarhwa.com/downloads/nacc/2.3.1%20Learning%20Envii)
Link for learning environment facilities with geotagging	View Document (http://vdchgarhwa.com/downloads/nacc/2.3.1%20Learning%20Envii)

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

The Institution:

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

Answer: B. Any three of the above

File Description	Document
Report on training programmes in Clinical skill lab/simulator Centre	View Document (https://assessmentonline.naac.gov.in/storage/app)

Proof of patient simulators for simulation-based training	View Document (https://assessmentonline.naac.gov.in/storage/app
Proof of Establishment of Clinical Skill Laboratories	View Document (https://assessmentonline.naac.gov.in/storage/app
Institutional data in prescribed format	View Document (https://assessmentonline.naac.gov.in/storage/app
Geotagged Photos of the Clinical Skills Laboratory	View Document (https://assessmentonline.naac.gov.in/storage/app
Details of training programs conducted and details of participants.	View Document (https://assessmentonline.naac.gov.in/storage/app
Link for additional information	View Document (http://vdchgarhwa.com/downloads/nacc/2.3.2%20A%20%20List%

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

Answer:

Response:

The class rooms are equipped with LCD projectors

The central library equipped with e-library facility and department library, free educational videos.

The faculty is promoted to prepare Power Point Presentations for their lecturers. This includes provision of audio visual aids in class rooms for effectively delivery of lecturers. The lecture halls are equipped with Internet facility for webinars and help in e-learning.

The institution has subscribed to NPU and EBSCO data bases that are freely available in E- library section in the Central library for ready reference to the staff as well as students.

Our institution is facilitated by online availability of free books, free journals and free videos. The department have put posters and models made by students for reference.

The institution has installed Dolphin imaging system software for orthodontics diagnosis and treatment planning in the dept. of orthodontics.

LCD projectors are allotted to all post graduate departments

As per our annual academic plan, each topic will be sectioned into the content plan, session plan, lecture keynotes, PDF hand-outs, images, videos and best internet sources for specific topics and MCQ for various entrance examination on specific topics are prepared and will be uploaded to the server, so that students can have a look into them even before the theory classes and can have the best idea and knowledge on that particular topic.

Apart from that teachers edify available on YouTube and direct students to the use of various websites to obtain information about a given topic. Special sessions are regularly held by the experts to train the teachers in the use of these apps available on androids and PCs.

Multiple choice questions, fill in the blanks, match the following, identify the lessons etc. are regularly been given to students using hard copy and soft copy format. Regular monitoring and instant feedback are obtained. It is a completely technology-driven process with many advantages for effective teaching and learning to undergraduate students.

File Description	Document
File for list of teachers using ICT-enabled tools (including LMS)	View Document (https://assessmentonline.naac.gov.in/storage/app/t

File for details of ICT-enabled tools used for teaching and learning	View Document (https://assessmentonline.naac.gov.in/storage/app/t
Link for webpage describing the “LMS/ Academic Management System”	View Document (http://vdchgarhwa.com/downloads/nacc/2.3.3%20Library%20Mana
Link for any other relevant information	View Document (http://vdchgarhwa.com/downloads/nacc/2.3.3%20Library%20Mana

2.3.4 Student :Mentor Ratio (preceding academic year)

Answer: 20.83

2.3.4.1 Total number of mentors in the preceding academic year

Answer: 12

File Description	Document
Log Book of mentor	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/z
Institutional data in prescribed format	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/z

Copy of circular pertaining the details of mentor and their allotted mentees	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/2)
Approved Mentor list as announced by the HEI Allotment order of mentor to mentee	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/2)
Any other relevant information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/2)

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

Answer:

The teaching-learning process nurtures creativity, analytical skills and innovation among students. Various steps have been taken to make the teaching-learning more learner-centred than teacher controlled. Lecture classes have been extended from 45 to 60 minutes with the major part devoted to creative activities by the learner. Students are given small projects and are encouraged to design and perform public awareness programs to spread themes such as anti-tobacco day, world's AIDS day, Oral Hygiene day, World Cancer day, , Swachha Bharat Abhiyan, Road side Play (Nukkar Natak), village adoption, motivation classes for rural health awareness programmes, etc. Further separate cells have been provided in the college for smoking cessation, patient counselling where students learn motivation skills. They also design posters and models for educating the public which they use in the door to door campaigning of dental health awareness.

File Description	Document
Link for any other relevant information	View Document (http://vdchgarhwa.com/downloads/nacc/2.3.2%20A%20%20List%2
Link for appropriate documentary evidence	View Document (http://vdchgarhwa.com/downloads/nacc/2.3.2%20A%20%20List%2

2.4 Teacher Profile and Quality

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

Answer: 80.94

File Description	Document
Sanction letters indicating number of posts (including Management sanctioned posts) by competent authority (in English/translated in English)	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101
Institutional data in prescribed format	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101
Any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101

2.4.2 Average percentage of fulltime teachers with Ph.D./D.Sc./ D.Lit./DM/M Ch/DNB in super specialities /other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences (like MD/ MS/ MDS etc.,) for recognition as Ph.D guides as

per the eligibility criteria stipulated by the Regulatory Councils /Affiliating Universities.

Answer: 7.36

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

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
8	3	9	9	5

File Description	Document
Institutional data in prescribed format	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/ ;
Copies of Guideship letters or authorization of research guide provide by the the university	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/ ;
Any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/ ;

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

Answer: 5.53

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

Answer: 509

File Description	Document
Institutional data in prescribed format	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/)
Consolidated Experience certificate duly certified by the Head of the insitution	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/)

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

Answer: 1.09

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

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
2	0	3	0	0

File Description	Document
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Institutional data in prescribed format	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/10119)
Certificate of completion of training for development of and delivery of e-contents / e-courses / video lectures / demonstrations	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/10119)
Web-link to the contents delivered by the faculty hosted in the HEI's website	View Document (http://vdchgarhwa.com/downloads/nacc/2.4.%20%20Content%20Training%20Programme%20PDF.pdf)
Link for additional information	View Document (http://vdchgarhwa.com/downloads/nacc/2.4.%20%20Content%20Training%20Programme%20PDF.pdf)

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

Answer: 0

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

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198)
e-Copies of award letters (scanned or soft copy) for achievements	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198)
Awards claimed without certificates will not be considered	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198)

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

Answer:

Response: Our College have the committee to elevate internal assessment examination for our students. In this process continuous assessment is an important component in academics which encourages the students to work systematically throughout the year. Hence maintaining the transparency in conducting examinations will enhance the morale of the students.

Measures to be taken to ensure transparency and robust internal assessment:

The four internal assessment examinations are scheduled according to the university and planned at the convenience of the academic calendar.

Every department prepares a set of two question papers out of which one paper is selected by the convener of the internal examination committee to avoid any bias.

The convener of the internal examination committee collects the question papers of the respective departments and maintains the confidentiality by personally taking the Xerox copies of the question papers.

A single copy of all the question papers for all the academic years is preserved in a file and maintained by the convener of IEC.

All the examinations are conducted in a hall which is under strict surveillance by the faculty members as well as security.

The sealed envelope containing question papers is opened in front of the examination committee just before the commencement of the examination.

Regular internal assessment examinations are conducted periodically and the evaluation is done as per the predetermined schedule by the IEC.

Institution strictly adheres to the academic calendar for the smooth functioning of internal examinations. Every academic year includes four internal assessment examinations without interrupting the regular schedules for both regular and supplementary batches.

I, II, III, IV internal assessments are conducted for 100 marks and the duration of the examination is of 3hrs.

Internal assessment marks for a candidate in a subject are calculated as the average of marks obtained in the internal exams.

Internal examinations have theory, practical and viva-voce wherein practical examination includes case-based learning.

For a student to be eligible to appear for the university examination, he/she should secure at least 50% of the maximum marks in the internal assessment for both theory and Practical/clinical in all the subjects/papers separately.

The question papers should contain different types of questions like an essay, short essay and short answers. The nature of the questions should be aimed to evaluate students of different standards ranging from average to excellent.

The questions are designed to cover the broad area of the content of the course.

In every month concerned subjects' teachers conduct MCQ type's questions after completion of each and every topic.

File Description	Document
Link for dates of conduct of internal assessment examinations	View Document (http://vdchgarhwa.com/downloads/nacc/2.5.1%20%20Internal%20Assesment%20Examinations.pdf)

Link for any other relevant information	View Document (http://vdchgarhwa.com/downloads/nacc/2.5.1%20%20Internal%20Assesment%20Examinations.pdf)
Link for academic calendar	View Document (http://vdchgarhwa.com/downloads/nacc/2.5.1%20A%20Academic%20Calendar%20PDF.pdf)

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

Answer:

Response:

At the college level internal examination committee and Scrutinization team helps in solving the grievance of student and to ensure careful valuation of the scripts by the teachers. The answer scripts are evaluated within week from the date of the last examination. The answer scripts are made available to the students after evaluation, for their feedback. The information regarding the performance of the students (internal assessment marks) are displayed on the departmental notice boards, further, the data regarding the performance of students are sent to their parents /guardians.

File Description	Document
File for number of grievances regarding University examinations/Internal Evaluation	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/)
File for details of University examinations / Continuous Internal Evaluations (CIE) conducted during the last five years	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/)

File for any other relevant information

View Document

(<https://assessmentonline.naac.gov.in/storage/app/hei/SSR/>

2.5.3 Reforms in the process and procedure in the conduct of evaluation/examination; including Continuous Internal Assessment to improve the examination system.

Answer:

As detailed earlier four internal assessment examinations are scheduled according to the university calendar and planned at the convenience of the academic calendar. Members of IEC decided to modify the question papers of I and II internal assessments by adding 10 MCQs for 5 marks for the purpose of NEET preparation.

Every department has to prepare a set of two question papers and are mailed to college examination section mail, out of which one paper is selected by the convener of the internal assessment committee to avoid bias.

The controller of the internal examination committee collects the question papers of the respective department to maintain confidentiality by personally taking the photocopies. The in-charges of the internal assessment monitoring committee takes care of the photocopied internal assessment question papers and those papers are handed over to the HODs/In-charges in a sealed envelope one day before the examination.

All the examinations are conducted in the examination hall which is under strict surveillance by the faculty members as well as by the closed-circuit cameras and signal jammers. The evaluated answer scripts shall be sent to the internal assessment monitoring committee for scrutiny within a week.

The controller of IEC checks the evaluated answer scripts for transparency. After final scrutiny, all the answer scripts are returned to the respective departments. After the scrutiny mark sheets, percentage of theory and practical attendance, copy of absentees and failures with reasons are mailed to the same e-mail id within one week.

The action plan is taken by the mentor for slow learners and failed students should fill the reasons for their failure in exams as mentioned in the feedback forms.

File Description

Document

Link for Information on examination reforms	View Document (http://vdchgarhwa.com/downloads/nacc/2.5.3.Examination-reforms-vdch%20PDF.pdf)
Link for any other relevant information	View Document (http://vdchgarhwa.com/downloads/nacc/2.5.3.Examination-reforms-vdch%20PDF.pdf)

Other Upload Files

1	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/2.5.3_16084)
2	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/2.5.3_16084)
3	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/2.5.3_16084)

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

Opportunities provided to students for midcourse improvement of performance through:

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

Answer: B. Any 3 of the above

File Description	Document
Re-test and Answer sheets	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/)
Policy document of the options claimed by the institution duly signed by the Head of the Institution	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/)

Policy document of midcourse improvement of performance of students	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/)
List of opportunities provided for the students for midcourse improvement of performance in the examinations	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/)
Institutional data in prescribed format	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/)

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

Answer:

Response: The institution effectively communicates the stated learning outcomes (generic and programme-specific) to all the faculty and students. The learning outcomes are stated by the Dental Council of India and the same are followed by NILAMBER AND PITAMBER UNIVERSITY, MEDINI NAGAR, PALAMU (affiliated university). The website of the institution provides a link to the stated outcomes which enables access to the teachers and students.

The outcomes are clearly defined for each subject in under graduation and each speciality in Post-graduation. The concepts taught in basic sciences are integrated with clinical subjects, lays down the scientific foundation for

the learner in making him/her a better doctor and an added benefit to the society.

File Description	Document
Link for upload Course Outcomes for all courses (exemplars from Glossary)	View Document (http://vdchgarhwa.com/downloads/nacc/2.6.1%20and%202.6.3%20MDS%20%20course%20%20out%20come%202.6%20(2).pdf)
Link for relevant documents pertaining to learning outcomes and graduate attributes	View Document (http://vdchgarhwa.com/downloads/nacc/2.6.1%20and%202.6.3%20MDS%20%20course%20%20out%20come%202.6%20(2).pdf)
Link for methods of the assessment of learning outcomes and graduate attributes	View Document (http://vdchgarhwa.com/downloads/nacc/2.6.1%20B%20Dental%20Graduate%20attributes%20PDF.pdf)
Link for any other relevant information	View Document (http://vdchgarhwa.com/downloads/nacc/2.6.1%20and%202.6.3%20MDS%20%20Learning%20out%20come%202.6%20(1).pdf)

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

Answer: 100

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

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
82	92	81	98	75

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

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
82	92	81	98	75

File Description	Document
Trend analysis for the last five years in graphical form	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/ ;

Reports from Controller of Exam (COE) office/ Registrar evaluation mentioning the relevant details and the result analysis performed by the institution duly attested by the Head of the Institution	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/ ;
List of Programmes and the number of students passed and appeared in the final year examination each year for the last five years	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/ ;
Institutional data in prescribed format	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/ ;
Any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/ ;
Links for additional information	View Document (http://vdchgarhwa.com/downloads/nacc/6.2.1%20College%20CounPlanning-%20Minutes%20PDF.pdf)

Link for the annual report of examination results as placed before BoM/ Syndicate/ Governing Council for the last five years

View Document

(<http://vdchgarhwa.com/downloads/nacc/6.2.1%20College%20CounPlanning-%20Minutes%20PDF.pdf>)

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

Answer:

Dentistry rests on an educational foundation yet must thrive in the competitive milieu of a rapidly changing world that demands continuous quality improvement through both personal and professional growth. Innovative changes that are necessary for the education of general dentists to ensure that graduates enter the profession fully competent to meet the oral health needs of the public. New educational methodologies are replacing the teacher-driven pedagogical styles of discipline-based systems. The students are motivated to think and indulge in the self-study rather than playing a passive role. The major part of the learning time is devoted to demonstrations, small group discussions, seminars, and clinical work.

The course is designed and integrated in such a way to permit smooth progression from pre-clinical to clinical phase. The teaching schedules, lesson plans and lectures are pre planned and made available to students. Small group teaching, group discussions and interactive sessions are implemented in teaching learning process. Provision is made in a daily schedule for adequate time for reading. Library facilities with academic resources and ambient seating are provided. Audio visual aids, computer-assisted learning aids, Medline and internet facilities are provided to assist in self-learning in clinical training each student is involved in comprehensive oral health care with a holistic approach to enable them to plan and treat patients as a whole, instead of separate treatments provided in each speciality.

A class of dental students is not homogeneous. Within a class, there will be a mix of students, with some more advanced and some slower in their mastery of curricular components. Remedial programs are undertaken for slow learners at specific intervals. Education programs are conducted to sensitize students on the significance of infection and cross-contamination.

.The movement towards competency-based education in dentistry challenges traditional testing techniques because careful measurements of knowledge, attitude, psychomotor, and communication skills are required. Continuous assessment is an important component in a competency-based dental curriculum. The educational process is a continuum for at least four years, multiple examinations are required. During the year, a minimum of four internal assessment examinations is conducted for assessment of diagnostic, interpretation, treatment planning and clinical skills. Assessment methods such as multiple-choice, short-answer essay, structured clinical examinations, small group discussions, student self-assessment and feedback are conducted regularly. Monthly monitoring of learning and assessment are done by Curriculum committee and IQAC.

File Description	Document
Link for any other relevant information	View Document (http://vdchgarhwa.com/downloads/nacc/2.6.1%20and%202.6.3%20MDS%20%20Learning%20out%20come%202.6%20(1).pdf)
Link for programme-specific learning outcomes	View Document (http://vdchgarhwa.com/downloads/nacc/2.6.1%20and%202.6.3%20MDS%20%20Learning%20out%20come%202.6%20(1).pdf)

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

Answer:

1. The parent teacher's committee has been formed for every academic year and meetings are organized once in the academic year for both the regular and supplementary batch. Feedbacks are received from the parent through Parent-teacher meet and at the department for implementation of the necessary action.
2. The slow learners are picked out after the internal examination marks were released. The students who scored less than 50% were categorized as slow learners. The parents of the slow learners are called to discuss the remedial measures in order to facilitate the student's progress. The students are given freedom to express their problems and issues personally which include language issues,

emotionally and academically. Once the student's problems are understood, they are handled with empathy.

3. Feedback from parents: The parents are satisfied with the facilities provided to their wards and are sufficient and to the satisfaction level.
4. Outcome: The above practices were positively reflected in the university results where the slow learners excelled.
5. The following measures are adopted to improve the performance of slow learners

6. Extra classes

Extra classes are conducted if there is a difficulty in understanding the content. To facilitate understanding among the vernacular medium students extra classes are conducted.

7. Counselling Sessions

Counselling Sessions are organized for student teachers facing personal problems, with the help of a professional counsellor appointed by the college.

8. Mentoring faculty are identified and assigned as mentors for all

File Description	Document
Link for proceedings of parent – teachers meetings held during the last 5 years	View Document (http://vdchgarhwa.com/downloads/nacc/2.6.4-A-%20Parent%20teacher%20meet%20%20last%20five%20years%20f
Link for follow up reports on the action taken and outcome analysis.	View Document (http://vdchgarhwa.com/downloads/nacc/2.6.4-B-%20Action%20Taken%20report%20PDF.pdf)
Link for any other relevant information	View Document (http://vdchgarhwa.com/downloads/nacc/2.6.4-B-%20Action%20Taken%20report%20PDF.pdf)

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Answer: 3.4

3. Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Percentage of teachers recognized as PG/ Ph.D research guides by the respective University

Answer: 9.7

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

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
09	09	09	09	09

File Description	Document
List of full time teacher during the last five years	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/ ;

Institutional data in prescribed format	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/ ;
Copies of Guideship letters or authorization of research guide provide by the university	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/ ;
Any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/ ;

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

Answer: 0

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

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
00	00	00	00	00

File Description	Document
Institutional data in prescribed format	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/ ;

Fellowship award letter / grant letter from the funding agency	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/3)
Any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/3)

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

Answer: 0

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

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
00	00	00	00	00

File Description	Document
Institutional data in prescribed format	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/3)

E-copies of the grant award letters for research projects sponsored by Government, industries and non-government sources such as industries, corporate houses etc	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/
Any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/

Other Upload Files

1	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/3.1.3_16086
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3.2 Innovation Ecosystem

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

Answer:

Response:

Vananchal Dental College & Hospital is located amidst multidisciplinary environment with Homeopathy, Nursing, Education, and Paramedical colleges around. The Incubation centre is conceptualized to ignite the entrepreneurial abilities of our students. The initiative is designed to build an ecosystem of innovation and problem solving by addressing local needs. As an institution we leverage on our connections with Government, NGOs (not-for-profit organizations) and Social enterprises;

Our institution driven by mission 'Oral Health Care for Rural', as a culture, the students are encouraged to observe and identify problems and come up with possible innovations to empower dental ecosystem. The Incubator provides them mentoring through ideation till prototype development; we focus on fostering appropriate technology solutions that include low-cost dental equipment, materials etc.

Our faculty members engaged in different colleges and local hospitals and share their knowledge to students like primary health care, dental hygiene, basic life support programmes.

Our health team to visit the rural villages of Garhwa every 15 days and examine the people and conduct the diagnostic tests free of cost, prescribe the medicines as per their pathological conditions and give treatment.

Our students are visiting surrounding villages of our college and motivate the villagers for their health care. Our health awareness team demonstrate the videos and posters in the centre of the villages, to create good health environment in village, and also clean the surroundings of villages and doing plantation programme.

File Description	Document
Link for details of the facilities and innovations made	View Document (http://vdchgarhwa.com/downloads/nacc/3.2.1%20%20Faciliteis%20%20%20vdch%203.2.1.pdf)
Link for any other relevant information	View Document (http://vdchgarhwa.com/downloads/nacc/3.2.1%20%20Faciliteis%20%20%20vdch%203.2.1.pdf)

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

Answer: 0

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

last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Report of the workshops/seminars with photos	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/)
Institutional data in prescribed format	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/)
Any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/)

3.3 Research Publications and Awards

3.3.1 The Institution ensures implementation of its stated Code of Ethics for research.

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

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

Answer: D. Any 1 of the above

File Description	Document
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Share the code of ethics of research clearly stating the claims of the institution duly signed by the Head of the Institution	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/3)
Institutional data in prescribed form	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/3)
Any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/3)

3.3.2 Average number of Ph.D/ DM/ M Ch/ PG Degree in the respective disciplines received per recognized PG teacher of the Institution during the last five years.

Answer: 1

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

Answer: 09

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

Answer: 09

File Description	Document
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PhD/ DM/ M Ch/ PG Degree Award letters of students (with guide's name mentioned)	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/3.3.3%20Average%20number%20of%20papers%20published%20per%20teacher%20in%20the%20Journals%20notified%20on%20UGC%20-CARE%20list%20in%20the%20UGC%20website/Scopus/ Web of Science/ PubMed during the last five years)
Institutional data in prescribed format	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/3.3.3%20Average%20number%20of%20papers%20published%20per%20teacher%20in%20the%20Journals%20notified%20on%20UGC%20-CARE%20list%20in%20the%20UGC%20website/Scopus/ Web of Science/ PubMed during the last five years)
Any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/3.3.3%20Average%20number%20of%20papers%20published%20per%20teacher%20in%20the%20Journals%20notified%20on%20UGC%20-CARE%20list%20in%20the%20UGC%20website/Scopus/ Web of Science/ PubMed during the last five years)

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

Answer: 0.58

File Description	Document
Institutional data in prescribed forma	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/3.3.3%20Average%20number%20of%20papers%20published%20per%20teacher%20in%20the%20Journals%20notified%20on%20UGC%20-CARE%20list%20in%20the%20UGC%20website/Scopus/ Web of Science/ PubMed during the last five years)

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

Answer: 0

File Description	Document
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Institutional data in prescribed format	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/3)
Any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/3)

3.4 Extension Activities

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

Answer: 36

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

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
04	07	08	08	09

File Description	Document
Photographs or any supporting document in relevance	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/10119)

List of students in NSS/NCC/Red Cross/YRC involved in the extension and outreach activities year-wise during the last five years	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/10119)
Institutional data in prescribed format	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/10119)
Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/10119)
Any additional informatio	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/10119)

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

Answer: 61.4

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

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
90	180	120	150	210

File Description	Document
Institutional data in prescribed form	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/ ;
Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated and amount generated Photographs or any supporting document in relevance	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/ ;
Any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/ ;
Link for additional information	View Document (http://vdchgarhwa.com/downloads/nacc/3.4.3VEWT_Socail_Service

3.4.3 Number of awards and recognitions received for extension and outreach activities from Government / other recognised bodies during the last five years

Answer:

The trust is doing social service activities which have been recognized by eminent political leaders and they have sent their appreciation letters to the Trust.

Merit Scholarships

Trust is spending every year an amount towards the distribution of scholarships for meritorious students of various colleges of campus and Prerana Parmarth Ashram, Allahabad in the name of the founder

Adopting villages

The TRUST had adopted the villages and School in and around of Garhwa.

Free Housing facility for faculty members

The TRUST always comes forward to provide better housing facilities for the teaching and non-teaching staff and free electricity for all residential blocks of faculty members and also providing free transportation.

.Processed Drinking Water Distribution

In our campus of Vananchal Dental College has established full-scale two RO Plants with a capacity to purify 1000 litres water / hr, and installed 12 small RO machines in different places of campus. Plants which processes and supply the drinking water through tankers every day in the neighbouring villages.

Health Camps

A Community Dentistry Vehicle of Vananchal Dental College and Hospital conducts regular dental camps in Garhwa district of Jharkhand. Vananchal Dental College has been rendering super speciality dental services at minimum cost to the society.

Developing Public Parks and Community Development

The Welfare trust has been always in the forefront in the donation of funds for developing public parks and community halls and also in rendering necessary help to the needy during natural calamities.

Social Consciousness

Trust is mainly a social organisation working for the welfare of the down trodden people of the society. Besides starting a Dental College in this remote located area, the TRUST also looked into the immediate need of the families too poor to think of the solemnising the marriages of their wards / children. So the trust people contacted them, and encouraged them to arrange the pairs while assured to make all arrangements of a Marriage Ceremony and bear the expenses too. From those days to till date the trust

is organising the marriage of the 101 pairs, belonging to the poorest families. The pairs married in these events are provided almost all household items so that they can start their own independent life except a house. In total they are provided 151 different types of useful items, costing around Rs.51,000/-.

The trust organises Medical Camps in the nearby and in the remote areas too for the benefit of the poor inhabitants. When the winter season starts the trust, VEWT donates sweaters and blankets to around 5000 people every year.

The TRUST has been awarded with PRATIBHA SAMMAN AWARD by Prabhat Khabar A reputed Hindi Daily of Jharkhand State.

The TRUST has also been awarded ATAL RANKING OF INSTITUTIONS INNOVATIONS ACHIEVEMENT-2019 award by Ministry of Human Resources, Govt. of India.

File Description	Document
Link for e-copies of the award letters	View Document (http://vdchgarhwa.com/downloads/nacc/3.4.3VEWT_Socail_Service:
Link for any other relevant information	View Document (http://vdchgarhwa.com/downloads/nacc/3.4.3VEWT_Socail_Service:
Link for list of awards for extension activities in the last 5 year	View Document (http://vdchgarhwa.com/downloads/nacc/3.4.3VEWT_Socail_Service:

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

Answer:**Response:**

Befitting the tradition and aspiration of the Vananchal Educational & Welfare Trust, the founder Chairman, Mr. Dinesh Prasad Singh has undertaken and executed various social activities under the banner of the TRUST.

Merit Scholarships

Trust is spending every year an amount towards the distribution of scholarships for meritorious students of various colleges of campus and Prerana Parmarth Ashram, Allahabad in the name of the founder

Adopting villages

The TRUST had adopted the villages and School in and around of Garhwa.

Free Housing facility for faculty members

The TRUST always comes forward to provide better housing facilities for the teaching and non-teaching staff and free electricity for all residential blocks of faculty members and also providing free transportation.

.Processed Drinking Water Distribution

In our campus of Vananchal Dental College has established full-scale two RO Plants with a capacity to purify 1000 litres water / hr, and installed 12 small RO machines in different places of campus. Plants which processes and supply the drinking water through tankers every day in the neighbouring villages.

Health Camps

A Community Dentistry Vehicle of Vananchal Dental College and Hospital conducts regular dental camps in Garhwa district of Jharkhand. Vananchal Dental College has been rendering super speciality dental services at minimum cost to the society.

Developing Public Parks and Community Development

The Welfare trust has been always in the forefront in the donation of funds for developing public parks and community halls and also in rendering necessary help to the needy during natural calamities.

Social Consciousness

Trust is mainly a social organisation working for the welfare of the down trodden people of the society. In continuation to other social activities the trust is organising the marriage of the 101 pairs, belonging to the poorest families. The pairs married in these events are provided almost all household items so that they can start their own independent life except a house. In total they are provided 151 different types of useful items, costing around Rs.51,000/-.

The trust organises Medical Camps in the nearby and in the remote areas too for the benefit of the poor inhabitants. When the winter season starts the trust, VEWT donates sweaters and blankets to around 5000 people every

year.

After the celebration of DEEPAVALI festival in almost all over India, this particular region starts the preparation for the CHHATH festival, a special four day long prayer offered to God SUN. In order to make these poor people capable of celebrate / observe CHHATH pooja around 1500 persons are provided complete CHHATH POOJAN SAMAGRI (all materials required to celebrate this worship). The items include from matchbox to the new clothing for the worshiper along with various types of seasonal fruits.

Our VEWT gives support to ROTI-BANK- for poor people.

File Description	Document
Any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/10119)
Link for details of Institutional social responsibility activities in the neighbourhood community during the last 5 years	View Document (http://vdchgarhwa.com/downloads/nacc/3.4.3VEWT_Socail_Serv)
Link for any other relevant information	View Document (http://vdchgarhwa.com/downloads/nacc/3.4.4%20Coropora%20)

3.5 Collaboration

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

Answer: 0.2

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

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
1	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/1)
Documentary evidence/agreement in support of collaboration	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/1)
Certified copies of collaboration documents and exchange visits	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/1)
Any other Information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/1)

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

Answer: 1

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

Answer: 01

File Description	Document
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Institutional data in prescribed format	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/3)
E-copies of the MoU's with institution/ industry/ corporate house, Indicating the start date and completion date	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/3)
Any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/3)

4.Infrastructure and Learning Resources

4.1 Physical Facilities

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

Answer:

Response: The College provides the state of art infrastructure that will give the students ample learning opportunity as it is critically related to the vision of our college and hence the facilities provided are beyond the requirements of Dental Council of India and NILAMBER PITAMBER University.

Classrooms:

All the classrooms are ICT enabled and designed to facilitate *small group teaching* Mini Mac servers and smart class rooms so that students can access the course lectures by intranet facility within the learning space.

Seminar Halls:

Well-equipped spacious seminar halls for each speciality, with latest audio-visual aids like LCD projectors, whiteboards, internet connectivity and air conditioners for conducting seminars and workshops thus provide the best quality of learning experience.

Facilities for Clinical Learning:

Clinical training facilities at VDCH are continually updated to ensure the most modern facilities are delivered. Comprehensive dental care facilitates problem-based as well as case-based learning in addition to effective patient care.

Digital dental radiography with both intraoral and extra oral techniques like *IOPA, OPG (manual and digital) RVG* , facilitates student learning from single to three dimensions, 250 monocular and binoculars, research and stereo microscope, Advanced equipment for student learning like *Lasers, advanced implant surgical equipment*, Endomotor, pressure mapping and digital occlusal record system. *Conscious sedation unit*, Cryosurgery, *Stryker Core Console Kit* Jaw tracker 3D, Bio JVA Joint Vibration Analysis, *Research and stereo microscope* with image analysis software are available in the College Hospital. Installation of CBCT is under consideration.

The Hospital is Equipped with *Tele-dentistry* - through which diagnosis and treatment guidelines are offered. BLS (Basic Life support) training is providing to our students with a trained faculty Dr. Sushma K.N. The Central Sterile Supply Department ensures a quality assured an environment in the clinics along with emphasizing the clinical importance of sterilization by hands-on experience to students.

Learning in the Community:

College offers a range of positive learning experiences for students while providing required dental services for the underserved. The college has fully equipped mobile *dental van* with dental chair and other accessories to provide screening and treatment needs. Dental Outreach Programs by way of *smiles of every day*. Started 03 satellite clinics in Garhwa District.

Laboratories:

College has labs equipped with patient simulators in Prosthodontic and Conservative dentistry departments help the undergraduate students have hands-on experience of various dental procedures prior to their clinical postings. Advanced histopathology and clinical labs permit the utmost patient care. Facilities of General Pathological tests like Cell Counter, Biochemistry Analyser, Laminar flow Machine are also available in the Hospital for the benefit of students as well as of patients. Besides these Cancer Detecting lab / cancer Cell testing Equipment like Penta Head Microscope system is also functional in our Hospital.

Computing equipment:

In each and every department as well as in the library Wi-Fi-enabled Computer Systems have been made available. The library has been fortified with the internet facility and online journals too. For the benefit of

the students Photocopier and scanners have also been made available in the library.

File Description	Document
Link for list of available teaching-learning facilities such as Classrooms, Laboratories, ICT enabled facilities including Teleconference facilities etc., mentioned above.	View Document (http://vdchgarhwa.com/downloads/nacc/4.1.1.List-of-Facilities-in-teaching-and-Learning-Process.pdf)
Link for geotagged photographs	View Document (http://vdchgarhwa.com/naac.php)
Link for any other relevant information	View Document (http://vdchgarhwa.com/naac.php)

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

Answer:

Response: The Institution emphasizes on physical activities to provide both fitness and mental relaxation. The college has wide options to play various sports like Cricket, Basketball, Volleyball, Badminton, Table tennis to improve their strength training. A running track was constructed for track events like running. The training was given for field events like long jump, High jump, Javelin throw, shot put, discus throw and sports meet was conducted once in a year.

The annual cultural meet was well supported and participated by both staff and students involving the whole college. Various on-stage and off-stage events were conducted annually.

The college has well equipped infra-structure for various games and sports

S. No	Sports	Average m participan
1	Badminton (Boys)- Mix	50
2	Badminton (Girls)- Mix	50

3	Cricket (Boys)	15
4	Cricket (Girls)	15
4	Table Tennis (Boys) -Mix	50
5	Table Tennis (Girls)- Mix	50
6	Volley ball (Boys)	09
7	Volley ball (Girls)	12
8	Kho Kho (Girls)	11
	Kabaddi (Boys)	10
9	Foot Balls	15
10	Disc throw (Boys and Girls) Javelin throw- Boys, shot put- Boys and girls	50
11	Running (100mt, 200mt, 400mts) Relay, Mix relay	50
11	Open auditorium	250
12	Closed auditorium	250
13	Long jump (single , triple- boys), High jump – Girls and boys	50
14	Table tennis (Girls, Boys, Mix)	20
14	Crams boards	50
15	Chess boards	30

File Description	Document
Link for geotagged photographs	View Document (http://vdchgarhwa.com/naac.php)
Link for list of available sports and cultural facilities	View Document (http://vdchgarhwa.com/downloads/nacc/4.1.2.List-of-Sport-and-Cultural-Facilities.pdf)

Link for any other relevant information

View Document
(<http://vdchgarhwa.com/downloads/nacc/4.1.2.List-of-Sport-and-Cultural-Facilities.pdf>)

4.1.3 Availability and adequacy of general campus facilities and overall ambience

Answer:

Response:

The institute provides the high-class infrastructure that caters to the needs of students, faculty and patients to offer the finest patient care and technological resources. To highlight a few:

Medical facility

In our Institute, we have two Medical Centres with 50-beds and 24x7 residential doctors and staff nurses. We have a woman counsellor and clinical psychologist and lady gynaecologist on call. Medical Centre has all Medical facility like General ward, Ambulance with 24x7 driver, first aid kit and necessary equipment for any emergency purpose. In emergencies the patients are transferred to Sadar Hospital, Garhwa.

Hostel

The campus houses well ventilated spacious hostels for girls and boys separately. The salient features of the hostel include self-contained toilet cum bath with hot water facility, study table with a cabinet to store books, wardrobes and cots, mineral water for drinking and 24 hours high security with security guards and CCTV surveillance. Laundry and saloon services are available. The hostel mess provides good quality, hygienic well-balanced food.

Cafeterias

Cafeterias and food stalls in the campus offers varied menu and comfortable surroundings enabling students to experience a sense of "home" while in the campus. The canteen provides snacks, beverages and lunch at affordable rates. Nescafe shop, fruit juice stall, are also located in the campus. Daily meals and breakfast facility are also made available at the campus.

Communication Facility: (a) Telephone exchange- BSNL (b) Government Post office (c) Jio Wi-Fi system.

Banking

State Bank of India VEWT Dental College Campus Branch.

Hair cutting saloons & Beauty parlour

We have Hair cutting saloons for boys and Beauty parlour for girls.

Renewable energy

We have installed solar power panels in our campus as a source of renewable energy.

The trust campus (in which College is situated) has 200 solar street lights and two solar pump sets of 5 H.P. capacity each, connected with underground borewell.

RO Drinking Water Plant

There is a water treatment plant in the campus with two RO water plants with a capacity of purifying 1000 litres/h. Besides these twelve small RO machines, where the water is treated by Reverse Osmosis (RO) plant before supply for drinking purpose, have also been installed. All the clinics have also been connected with R.O.Plant.

Sanitation facility

Toilets have been provided in each floor in different blocks of institute's academic campus with sign boards, indicating Ladies/ Gents, to make it easy for the patients. Highest standard of maintenance of the toilets is carried out by outsourced staff on daily basis.

Roads, indicators and parking services

We have ample parking with good cement brick road lanes and sign boards all over the campus.

Greenery

The campus has a scenic landscape with well-maintained parks, gardens and ponds.

File Description	Document
Link for any other relevant information	View Document (http://vdchgarhwa.com/naac.php)
Link for photographs/ Geotagging of Campus facilities	View Document (http://vdchgarhwa.com/naac.php)

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

Answer: 1.16

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

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
4.56	3.23	2.96	2.54	2.43

File Description	Document
Provide the consolidated expenditure towards infrastructure development and augmentation during last five years duly certified by Chartered Accountant and Head of the institution.	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198 .)
Institutional data in prescribed format	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198 .)
Audited utilization statements (highlight relevant items)	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198 .)
Any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198 .)

4.2 Clinical, Equipment and Laboratory Learning Resources

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

Answer:

The infrastructural facilities available for training undergraduate and postgraduate students are in accordance with the regulations formulated by the DCI. The clinical training facilities are continuously updated to ensure that students are provided with state of the art facilities. The College is keen to provide an excellent academic environment for about 500 students with more than 100 highly competent teaching faculties. The infrastructure contains teaching and learning facilities that include general and specialized laboratories, lecture theatres, small group teaching chambers and a well-stocked library.

Each speciality has an outpatient dental clinical facility equipped with electronic dental chairs connected to a centralized suction unit. 250 electronic chairs are installed in the major integrated clinical areas, 04 dental chairs are installed in the 02 satellite clinics which cater to the needs of the surrounding rural population and 2 dental chairs are installed in the mobile dental van for the outreach community services intended to improve accessibility to quality dental healthcare. The dental hospital has an attachment of Government Hospital (SADAR HOSPITAL, GARHWA) for inpatient services has a fully equipped operation theatre to perform major and minor surgeries, 5 bedded ICU with ventilator support and a 120 bedded general ward with separate male and female wings.

As an effort to improve on student learning and better teaching methods we have Information and Communication Technology (ICT) enabled smaller classrooms for small group teaching and also 4 lecture galleries for the larger groups.

To improve the research activities, we have the most advanced research microscope, stereoscope and Immuno-histochemistry facilities, and clinical laboratory services for the patients at nominal costs to carryout haematological investigations as an aid in diagnosis. Acrylic and ceramic Laboratories with the cutting-edge equipment are the hallmarks of the institution.

All clinics are complemented with digital radiographic facilities like Radio Visio Graphs (RVG's) and Phosphor Storage Plates (PSP's) to minimize the radiation exposure to both the patients and clinicians.

The array of advanced equipment include 15 dental operating microscopes to perform advanced surgical and restorative procedures, 3 soft tissue laser units and advanced air abrasion units, nitrous oxide sedation unit, T scanner and jaw trackers for advanced Prosthodontic treatments and 2 implant surgical kits along with physio-dispenser, resonance frequency analyzer, piezo electric surgical devices for advanced surgical implantology. As a part of providing simulation training to the undergraduate and

postgraduate students we have equipped an exclusive lab with 30 phantom heads. 2 adult and Pediatric mannequins are made available for training in basic life skills.

File Description	Document
Link for the list of facilities available for patient care, teaching-learning and research	View Document (http://vdchgarhwa.com/downloads/nacc/4.2.1%20%20PATIENT%20
Link for the facilities as per the stipulations of the respective Regulatory Bodies with Geotagging	View Document (http://vdchgarhwa.com/naac.php)
Link for any other relevant information	View Document (http://vdchgarhwa.com/naac.php)

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

Answer: 303116

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

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
167896	200813	187962	192208	198327

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

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
117489	107321	116421	115420	111723

File Description	Document
Year-wise outpatient and inpatient statistics for the last 5 years	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/)
Institutional data in prescribed format	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/)
Extract of patient details duly attested by the Head of the institution	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/)

Details of the teaching hospitals (attached hospital or shared hospitals after due approval by the Regulatory Council / University) where the students receive their clinical training	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/)
Any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/)

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

Answer: 67.4

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

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
38	32	23	83	100

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

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
12	12	14	13	10

File Description	Document
Institutional data in prescribed format	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/)
Details of the Laboratories, Animal House and Herbal Garden	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/)
Detailed report of activities and list of students benefitted due to exposure to learning resource	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/)

4.2.4 Availability of infrastructure for community based learning

Institution has:

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

Answer: C. Any two of the above

File Description	Document
Institutional prescribed format	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/
Government Order on allotment/assignment of PHC to the institution	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/
Geotagged photos of health centres	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/
Documents of resident facility	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/
Any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/

4.3 Library as a Learning Resource

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

Answer:

Response: An Integrated Library Management System or ILMS for short is an Electronic program that helps Librarians and users to circulate, catalogue and track the items, manage patron activity, movement as well as to interact with databases from other Institutions. An ILMS is meant to increase the output and efficiency of a library and improve access to resources for its patrons, by automating the process that would otherwise have been done manually.

OPAC - The online public access catalogue. This is the interface through which your patrons can search for books and other items, access their accounts, place holds, and track their circulation history.

Reports – the ability to run various reports on items movement as well as staff and patron activities.

Name and features of the ILMS software – Registration- accession numbers, issues, renewals, returns.

Name and extent of automation (fully or partially) - **partially automated.**

Year of commencement and completion of automation – Started in May 2020 Likely to be completed by July 2021.

File Description	Document
Link for geotagged photographs of library facilities	View Document (http://vdchgarhwa.com/downloads/nacc/4.3.1.FACILITIES-IN-LIBRARY.pdf)
Link for any other relevant information	View Document (http://vdchgarhwa.com/downloads/nacc/4.3.1.FACILITIES-IN-LIBRARY.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

Answer:

Rare books are a source of basic knowledge as they evolved historically into current concepts. They may be limited edition copies with restricted availability but have significant scientific knowledge. As a protocol rare books are recommended by Head of Departments in the library committee meeting. These recommendations are sent to the management for approval. Once approved librarian will try to find from relevant publishers whether any copies are available for purchase. In scenarios when publishers do not have edition, we try to contact other educational institutions and procure either a soft or hard copy based on feasibility. Rare books will be for reference only because of its difficulty for procurement.

We have a specific digital library for the collection of books that are having limited or no availability in India. We also encourage each department to have a specific digital library for books including rare volumes. There is a constant effort from library committee and management to procure these rare volumes of books, journals and manuscripts both in digital and hard copies.

We are attaching an annexure of rare books in our library. (These are considered based on their limited or lack of availability for purchase in India) attached under uploads

File Description	Document
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Link for geotagged photographs of library ambience	View Document (http://vdchgarhwa.com/downloads/nacc/4.3.2.Journal-&-Book-list-Annexure.pdf)
Link for data on acquisition of books / journals / Manuscripts / ancient books etc., in the library.	View Document (http://vdchgarhwa.com/downloads/nacc/4.3.2.Journal-&-Book-list-Annexure.pdf)
Link for any other relevant information	View Document (http://vdchgarhwa.com/downloads/nacc/4.3.2.Journal-&-Book-list-Annexure.pdf)

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

- 1. e – journals / e-books consortia**
- 2. E-Shodh Sindhu**
- 3. Shodhganga**
- 4. SWAYAM**
- 5. Discipline-specific Databases**

Answer: E. Any one of the above

File Description	Document
Institutional data in prescribed sormat	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198)
E-copy of subscription letter/member ship letter or related document with the mention of year	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198)
Any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198)

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

Answer: 2.23

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

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
5.30	2	0	1.36	2.49

File Description	Document
Provide consolidated extract of expenditure for purchase of books and journals during the last five years duly attested by Chartered Accountant and Head of the institution	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/)
Proceedings of library Committee meeting for allocation of fund and utilization of fund for purchase of books and journals	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/)

Institutional data in prescribed format	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/
Audit statement highlighting the expenditure for purchase of books and journal library resources	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/
Any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/

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

Answer:

Central library for Vananchal Dental College is the main resource for learning. The library is spread in the vast building providing accommodation to hundreds of students at once. We, at VDCH insist the students to inculcate the habit of spending quality and productive hours in the library to upgrade themselves to newer trends in dentistry and moreover a calm and peaceful study environment is present for the students to go on over the exam preparation. A dedicated team is employed to work throughout the day for the benefit of the students. A library committee has been established which undertakes the responsibility of updating the research journals and textbooks annually as per the requirements of students.

We are committed to meet and uphold the essence of oral health research and publication work bound to ethics. To achieve this, the quality journals are given preference and are being subscribed to the college central library. As a part of upliftment, the heads of the respective departments are instructed to guide the postgraduate students to spend the productive time in the library during their leisure hours. Along with this in the benefit of undergraduate students, so many books authored by renowned academicians were given preference and were upgraded for the year 2018 when compared to the past academic year.

The central library is partially digitalized transforming itself into a digital library with access to many numbers of reputed journals, databases and e-books. The Central Library of our college is a strong self-learning resource with 500 titles and 2500 copies of books. It has an exhaustive collection of National and International Journals on various specialities in dentistry and around 500 E-journal subscriptions that can be accessed through EBSCO with broadband Internet. A separate audio-visual hall and discussion room are available for the students to encourage group interactions.

File Description	Document
Link for details of library usage by teachers and students	View Document (http://vdchgarhwa.com/downloads/nacc/4.3.5.Library-Utilization-of-Faculty-and-Students.pdf)
Link for any other relevant information	View Document (http://vdchgarhwa.com/downloads/nacc/4.3.5.Library-Utilization-of-Faculty-and-Students.pdf)
Link for details of learner sessions / Library user programmes organized	View Document (http://vdchgarhwa.com/downloads/nacc/4.3.5.Library-Utilization-of-Faculty-and-Students.pdf)

4.3.6 E-content resources used by teachers:

1. NMEICT / NPTEL

2. other MOOCs platforms

3.SWAYAM

4. Institutional LMS

5. e-PG-Pathshala

Answer: Any One of the above

File Description	Document
Institutional data in prescribed format	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/)

4.4 IT Infrastructure

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

Answer: 14.29

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

Answer: 01

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

Answer: 07

File Description	Document
Institutional data in prescribed format	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/)
Geo-tagged photos	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/)
Consolidated list duly certified by the Head of the institution	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/)
Any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/)
Links to additional information	View Document (http://vdchgarhwa.com/naac.php)

Other Upload Files

1	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/4.4.1_16086)
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4.4.2 Institution frequently updates its IT facilities and computer availability for students including Wi-Fi

Answer:

Response: Vananchal Dental College is well equipped and connected with Computers/IT to enhance the student learning process. The institution provides round the clock Internet facility throughout the campus including hostels through high-speed Wi-Fi in limited areas. All the Computers and audio-visual systems in Academic Block are supported by UPS.

In recent years, the institution updated students with laptops along with high-speed internet (Wi-Fi) connection to enhance the student learning process. The faculty prepares the teaching material using computers/laptops provided in their department and uses them for delivering their lectures. These lectures, study material, assignments and tutorials are loaded in google class rooms, Edmodo's and other resources (Gmail accounts – what's app class groups) to make available for the students. All Lecture theatres, classrooms and, Ed tutorial rooms are equipped with a Desktop Computer connected to LAN or Wi-Fi network.

In addition to this, faculty and students can also access e-journals, e-books and resources from the NLIST- INFLIBNET database and through the internet facilities available on the campus. The quality of the teaching-learning process is enhanced through the utilization of online resources by faculty and students. Access to various online resources is being made available to all students and faculty of the institution. The online classes are run through various web browsers such as Cisco WebEx, Google meet and Zoom by our faculty members.

The Institution deploys and upgrades the IT infrastructure and associated facilities whenever required. The server room officials in the institution ask for requirements from Heads of Departments and considering the corresponding budgetary allocations, the financial provisions for the same are made. After getting the financial approval, quotations are invited followed by their scrutiny based on the configurations, cost, service etc. The order for procurement is finalized and approved. Routine maintenance of computers, peripherals, network devices, servers, etc. is carried out by I.T. staff.

File Description	Document
Link for documents related to updation of IT and Wi-Fi facilities	View Document (http://vdchgarhwa.com/downloads/nacc/4.4.2A-IT-AND-W-FI-FACILITIES.pdf)
Link for any other relevant information	View Document (http://vdchgarhwa.com/downloads/nacc/4.4.2B-Geotagged-class-rooms.pdf)

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

Answer: <50 MBPS

File Description	Document
Institutional data in prescribed format	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/)
Details of available bandwidth of internet connection in the Institution	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/)
Bills for any one month of the last completed academic year indicating internet connection plan, speed and bandwidth	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/)
Any other relevant information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/)

4.5 Maintenance of Campus Infrastructure

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

Answer: 4.36

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

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
12.59	15.47	9.16	11.95	8.74

File Description	Document
Provide extract of expenditure incurred on maintenance of physical facilities and academic support facilities duly certified by Chartered Accountant and the Head of the institution	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/)
Institutional data in prescribed format	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/)

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.

Answer:

Response:

The institution has civil, electrical, plumbing, computer and dental equipment maintenance and support facilities sections with trained personnel. The administrative officer looks after these activities of all the sections and inputs from the various departments are directed to the respective maintenance sections. Such requests are redressed within a reasonable time based on the urgencies of the activity.

Academic Facilities

Classroom: Information and Communication Technology (ICT) facilities in all classrooms, seminar halls are periodically checked and maintained by the technical team. **Library:** Facilities in the library such as computer section, photocopying and printing service, furniture's and ICT facilities in the audio-visual room are all maintained periodically by the maintenance section under the supervision of a librarian.

Clinical facilities

All the preventive and corrective maintenance of dental chair units and equipment are done by trained dental equipment technicians. The major dental equipment such as imaging equipment, compressors, generators, the central suction motor is all under Annual and comprehensive maintenance contract.

Laboratories

Phantom head equipment and other equipment and instruments in the pre-clinical laboratories are well maintained with periodic preventive and corrective services. A periodic check is done by the members of the Maintenance Committee too.

Sports

Indoor and outdoor sports facilities are provided and the maintenance of such facilities is closely monitored by Physical Education personnel.

File Description	Document
Link for minutes of the meetings of the Maintenance Committee	View Document (http://vdchgarhwa.com/downloads/nacc/4.5.2%20%20Maintain%20vdch%204.5.2.pdf)
Link for log book or other records regarding maintenance works	View Document (http://vdchgarhwa.com/downloads/nacc/4.5.2%20%20Maintain%20vdch%204.5.2.pdf)
Link for any other relevant information	View Document (http://vdchgarhwa.com/downloads/nacc/4.5.2%20%20Maintain%20vdch%204.5.2.pdf)

5.Student Support and Progression

5.1 Student Support

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

Answer: 0

5.1.1.1 Number of students benefited by scholarships /free ships / fee-waivers by Government / Non-Governmental agencies / Institution during the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
---------	---------	---------	---------	---------

0

0

0

0

0

File Description	Document
List of students who received scholarships/ freeships /fee-waivers	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/)
Institutional data in prescribed format	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/)
Consolidated document in favour of free-ships and number of beneficiaries duly attested by the Head of the institution	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/)
Attested copies of the sanction letters from the sanctioning authorities	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/)
Any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/)

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

1. Soft skill development

2. Language and communication skill development

3. Yoga and wellness**4. Analytical skill development****5. Human value development****6. Personality and professional development****7. Employability skill development****Answer:** A. All of the above

File Description	Document
Institutional data in prescribed format	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198)
Detailed report of the Capacity enhancement programs and other skill development schemes	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198)
Any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198)
Link to Institutional website	View Document (http://www.vdchgarhwa.com)

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

Answer: 0

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

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Year-wise list of students attending each of these schemes signed by competent authority	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/5)
Institutional data in prescribed format	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/5)
Link for institutional website. Web link to particular program or scheme mentioned in the metric	View Document (http://vdchgarhwa.com/downloads/nacc/3-%20List%20of%20student%20Benefited%20-5.1.3%20PDF.pdf)
Link for additional information	View Document (http://vdchgarhwa.com/downloads/nacc/3-%20List%20of%20student%20Benefited%20-5.1.3%20PDF.pdf)

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

Answer:

Vananchal Educational & Welfare Trust runs this college. The main objective of this TRUST is to educate the young people of this area as well as of the country in such field which do not require any job, but can become

self sufficient and offer jobs to others besides providing a help to the society in maintaining good health and hygiene. The college is situated in a remote rural NAXAL infested area. Though its location do not hinders anyone coming from any part of the country but may it be the reason that even after the seven years of its establishment the college has got no INTERNATIONAL STUDENT. Although the college do have students from all the parts of the country right from the North-east to Jammu and Kashmir, and from New Delhi to south end of the country. Due to this fact the college has got no any unit like "INTRNATIONAL STUDENT COUNCIL"

File Description	Document
Any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/5)
Link for international student cell	View Document (http://vdchgarhwa.com)
Link for Any other relevant information	View Document (http://vdchgarhwa.com)

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

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

Answer: Any 2 of the above

File Description	Document
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Minutes of the meetings of student Grievance Redressal Committee and Anti-Ragging Committee/Cell	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/10119)
Institutional data in prescribed format	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/10119)
Circular/web-link/ committee report justifying the objective of the metric	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/10119)
Any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/10119)

5.2 Student Progression

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

Answer: 0.82

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

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
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2	1	0	0	0
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5.2.1.2 Number of students appearing in state/ national/ international level examinations (eg:GATE/AICTE/GMAT/CAT/NEET/GRE/ TOEFL/ PLAB/ USMLE/AYUSH/Civil Services/Defence/UPSC/ State government examinations / AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.) **during the last five years**

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
69	84	81	98	65

File Description	Document
Scanned copy of pass Certificates of the examination	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/5)
Institutional data in prescribed format	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/5)
Any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/5)

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

Answer: 0.2

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

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
1	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/5)
In case of self-employed professional services registration with MCI and documents for registered clinical Practitioner should be provided	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/5)
Any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/5)
Annual reports of Placement Cell	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/5)

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

Answer: 1.01

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

Answer: 1

File Description	Document
Supporting data for students/alumni as per data template	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/10119)
Institutional data in prescribed format	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/10119)
Any proof of admission to higher education	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/10119)
Any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/10119)

5.3 Student Participation and Activities

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

Answer: 0

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

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
00	00	00	0	00

File Description	Document
Institutional data in prescribed format	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/5)

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

Answer:

Response: The Institute with the main motto of making the students learn skills that were an extension of their formal education formed the Student Council. Students are given as many opportunities as possible as to practically implement what they learn and aspire to be. One such opportunity is the management of all student-related activities on the campus.

They operate as class representative based mainly comprising of General Body and Executive Committee. The General body includes all enrolled students of undergraduate and postgraduate courses. The Executive members consist of President, Secretary, Sports representative and Cultural representative. Each representative is assigned a duty. The President presides all the meetings and establish agendas. Secretary files and processes all incoming correspondences. The treasurer maintains a financial record of all income and expenditures of the Council and submit the records at the last Council meeting of the year. The secretary is responsible for composing and sending out correspondence on behalf of the Council.

Sports representative plans and organizes all the activities related to indoor and outdoor games and maintains a financial record of sports kit. Cultural representative plan and organizes all cultural activities and encourages students to participate in the events.

Every year college conducts Saraswati Pooja, Swami Vivekanand Jayanti, Youth festivals, Fresher's day, Chhath Pooja etc.

Every year college conducts group marriages for 101 poor pairs in and around Garhwa of all communities in the college campus by giving all the essential items and financial support so that they can start their family life without any one's help. The total items provided by the TRUST to one pair (Bride and Bride groom) costs around Rs. 50,000/-. This facility supports the newlywed couple in helping them for their self-employment reduces their burden on the joint family.

The student Council is collectively responsible for activities like management of Hostels, academic concerns of students, organizing the cultural and sports activities on campus and many more. It mainly helps the students, in share ideas, interests and concerns with teachers and principals. It serves to encourage the student in learning about leadership. The Council has been restructured from time to time to handle new demands.

File Description	Document
Any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/5)
Link for reports on the student council activities	View Document (http://vdchgarhwa.com/downloads/nacc/5.3.2_StudentCouncilActivities.pdf)
Link for any other relevant information	View Document (http://vdchgarhwa.com/downloads/nacc/5.3.2_StudentCouncilActivities.pdf)

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

Answer: 2

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

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
2	2	2	2	2

File Description	Document
Report of the events with photographs or Copy of circular/ brochure indicating such kind of activities	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/t)
Institutional data in prescribed format	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/t)
Any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/t)

Other Upload Files

1	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/5.3.3_1608t)
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5.4 Alumni Engagement

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

Answer:

The Alumni Association of Vananchal Dental College, Farathiaya, Garhwa district is unregistered. The alumnus is structured with a President, Secretary, Treasurer and Executive committee members. Knowledge is power; thus, our college has been enriching the alumni through various academic knowledge resources.

The association calls the meeting of the members once in a year. The prominent alumni share their experiences with their counterparts along with the existing students. This benefits the existing and even old students in planning for their future professional life. Through this meet the students come to know about the newer innovations done in each field of dentistry.

There are 10 alumni working as faculty in this college itself. With their support, various advanced academic sessions like Rotary Endodontics, Dental Implantology, were conducted for Alumni members with the support of the institution. Such meets improve their knowledge and skills, and to meet the current demands of oral health needs and to excel in clinical practices.

A basic Implantology workshop has been held yearly once to help the student in hands on experience. Total of 75 members participated in this course and the resource person for the session was Dr. Vijayendra Pandey (M.D.S), Dr Vishwa Deepak Singh (M.D.S). Lecture sessions followed by Hands-on was conducted on the Extracted tooth. Implantology has become an indispensable part of mainstream dentistry, helping dentists to improve the quality of life of large patient populations. Lack of recognized academic standards and training pathways have generated obstacles for the majority of the busy dentist practitioners who want to offer implant treatment in their practices.

Laser in Dentistry workshops has been held yearly once to help the student in hands on experience. Total of 70 members participated in this course and the resource person for the session was Dr. Amit Mishra (M.D.S) from the Department of Prosthodontic and Implantology. Lecture sessions on Basics of Implantology followed by Hands-on was conducted on Dummy Mandible.

Some of the alumni have donated things like Books, R.Os, Sports material, Learning Materials etc.

File Description	Document
Any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/5)

Link for frequency of meetings of Alumni Association with minutes	View Document (http://vdchgarhwa.com/downloads/nacc/5.4.1%20%20A.%20%20Al)
Link for details of Alumni Association activities	View Document (http://vdchgarhwa.com/downloads/nacc/5.4.1%20%20Minutes%20%)
Link for audited statement of accounts of the Alumni Association	View Document (http://vdchgarhwa.com/downloads/nacc/5.4.1%20%20Minutes%20%)
Link for Additional Information	View Document (http://vdchgarhwa.com/downloads/nacc/5.4.1%20%20A.%20%20Al)
Lin for quantum of financial contribution	View Document (http://vdchgarhwa.com/downloads/nacc/5.4.1%20%20A.%20%20Al)

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

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

Answer: E. Any one of the above

File Description	Document
Institutional data in prescribed format	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/)

Certified statement of the contributions by the head of the Institution	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/)
Any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/)

6. Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The Institution has clearly stated vision and mission which are reflected in its academic and administrative governance.

Answer:

Vananchal Dental College & Hospital is striving towards achieving the vision

‘Oral Health Care for Rural people’

To achieve this vision, we are continuously synergizing value-based education by attracting talented and qualified professionals in the dental field, excellence in teaching and training by the academic offerings to students by student mentoring at 1:0.15 ratio through various externship programs held in Garhwa and Jharkhand, Infrastructure, affordable patient-centred care and need-based research.

The institution provides quality dental care to unaffordable with minimal or no charges. We also reach the community by establishing satellite clinics and conducting routine dental camps to the needful in various rural and urban centres.

The Internal Quality Assurance cell – IQAC monitors the internal quality through the comprehensive feedback mechanism for continuous improvement of the curriculum, teaching-learning process by the external academic peers – external examiners help to know the strength and weaknesses of the system evaluation, research, financial management and student support services. The college obtains the feedback from the

students on teaching, infrastructural facilities, learning resources and student support services, feedback from the parents, academic peers, alumni, employers and community.

The Governing Board, including the Chairman, Managing Trustee, Principal and HOD'S, retired Public servants (retd. IAS) and University Nominee, formulates the rules and regulations for the faculty, staff and students. The institution maintains effective internal coordination and monitoring mechanism by including various departments like teaching and supporting staffs and committees formed by the college for curricular, co-curricular and extra-curricular activities.

The College grooms leadership among the faculty members by giving them opportunities to work as heads of various committees in IQAC, academic, curricular and co-curricular activities. Governing body designs and executes Short-term and Long- term plans integrating departmental plans, SWOC analysis and other suggestions from the stakeholders.

Every faculty member is involved in various academic, administrative and other non-statutory committees. Regular training programmes are provided to the faculty to take up responsibilities. We at VDCH not only take pride in following the core values and culture of the organisation by our self but also aligning all the stakeholders like students, the teaching and non-teaching staff, administrative personnel in the ever-changing dynamics for sustenance and future growth of the institution in search of excellence to meet our vision.

In order to achieve these objectives, the institute has categorised the goals / sphere of the activities in following broad categories:

- *Patient-centred care and patient safety*
- *Base Hospital*
- *Satellite Clinics*
- *Outreach Programmes (Camps)*
- *Competency-based training*
- *E – Teaching & Learning*
- *Academic Committee of Examination – VDCH*
- *Research and Publication, Website & Alumni*

1. Patient-centred care and patient safety

- Treatment protocols under Faculty Supervision
- Patient appointments, Instruments' Sterilization and Disinfection
- The time frame for Patient Counselling and Treatment Procedure
- Treatment charges, Patient Feedback (Through SMS services)
- Satellite Clinics & Outreach Programme

2. Competency-based training –

- Active Teaching
- Time-bound work output
- Learning outputs and Objectives
- Assessment & Evaluation
- E- Teaching & Learning

- Publications (for P.G. Students)

3. Alignment, Sustainability and Values (HR)

- Vision and Mission
- Values & Culture
- Empowerment
- Discipline
- Accountability

4. Research Core Group (For P.Gs.)

5. Alumni Association

6. Website Development

7. VDCH – Events

File Description	Document
Any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198)
Link for achievements which led to Institutional excellence	View Document (http://vdchgarhwa.com/downloads/nacc/6.1.1%20Vlssion%20&%2)
Link for Vision and Mission documents approved by the College bodies	View Document (http://vdchgarhwa.com/downloads/nacc/6.1.1%20Vlssion%20&%2)
Link for additional information	View Document (http://vdchgarhwa.com/downloads/nacc/6.1.1%20Vlssion%20&%2)

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

Answer:

The institute is constituted by Vananchal Education & Welfare Trust under the Chairmanship of Shri Dinesh Prasad Singh. The other constituent members of the trust include Managing trustee and Principal.

The institute has a Governing Body headed by the Chairman and it recommends processes and systems to be implemented for the institute to excel in the field of dental education.

The Principal is the Head of the Institute and the Managing Trustee of the TRUST looks after the overall administration of the Dental College.

The Principal is assisted by Professors and Associate Professors. Various committees are constituted in order to implement the decisions of the Governing Body. The institute has well strategic plan for the next five years.

The decisions taken by the Governing Body are implemented in a decentralized administrative setup. The Principal of the college communicates the objectives decided by the Governing Body to all the H.O.Ds and Hospital Superintendent. Who in response prepare the plans to implement these goals. The requirements by the college and hospital are communicated to the Chairman / Managing Trustee and procured as per the set procedures.

The heads of the departments who constitute the IQAC of the institute discusses the progress of the implementation department wise and the administration helps to overcome the hurdles during the implementation. Further, the head of the departments organize department-level meetings and involve the faculty in each aspect of the functioning of the department and seek their inputs regarding the infrastructural and human resource requirements. Broadly the governance is categorized into General Administration, Hospital Administration and Community Services, Academics and Student Support.

File Description	Document
Any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/6)
Link for relevant information / documents	View Document (http://vdchgarhwa.com/downloads/nacc/6.1.2.Institu-decentralization-and-participative-management.pdf)
Link for additional information	View Document (http://vdchgarhwa.com/downloads/nacc/6.1.2.Institu-decentralization-and-participative-management.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

Answer:

Response:

Organizational work Categorization & Strategic Plan

1. Patient-centred care and patient safety –

Treatment protocols by Faculty Supervision

Patient appointments, Sterilization and Disinfection

Patient Counselling and fixation of the time frame for each procedure

Treatment charges Patient Feedback

Base Hospital

Satellite Clinics

Outreach Programs

2. Competency-based training –

Active Teaching

Time-bound work output

Learning outputs and Objectives

Assessment & Evaluation

E – Teaching & Learning

Academic Committees for Examination – VDCH

3. Alignment, Sustainability and Values (HR) –

Vision and Mission

Values & Culture

Empowerment

Discipline

Accountability

4. Research Core Group

Patient-centred care

Goal:

Treat 550 patients in O.P.D per day at Vananchal Dental College & Hospital and 10 -15 patients per day at Satellite centres.

Objectives:

Increase awareness on Oral Health and advocate Health Promotion and Disease **Prevention:**

Provide Oral Health Services in urban/suburban/rural and tribal communities.

Competency-Based Training

Quality assurance – Teaching and Learning Process:

Sharing and updating the students about the newer trends and concepts in dentistry by conducting workshops and CDE programs. Identifying the reticent students and providing them with enough opportunities by providing value added skills such as Communication skills & Empathy skills through the faculty and student. Providing support by way of student learning experience from distinguished faculties and alumni students of VDCH in making the institution a centre of excellence.

File Description	Document
Any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198)
Link for strategic Plan document(s)	View Document (http://vdchgarhwa.com/downloads/nacc/6.2.1%20College%20CouPlanning-%20Minutes%20PDF.pdf)
Link for organisational structure	View Document (http://vdchgarhwa.com/downloads/nacc/6.1.2%20)

Link for minutes of the College Council/ other relevant bodies for deployment/ deliverables of the strategic plan	View Document (http://vdchgarhwa.com/downloads/nacc/6.2.1%20College%20CouPlanning-%20Minutes%20PDF.pdf)
Link for additional information	View Document (http://vdchgarhwa.com/downloads/nacc/6.2.1%20College%20CouPlanning-%20Minutes%20PDF.pdf)

6.2.2 Implementation of e-governance in areas of operation

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

Answer: E. Any one of the above

File Description	Document
Screen shots of user interfaces of each module Annual e-governance report approved by Governing Council/ Board of Management/ Syndicate Policy document	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198)
Policy documents	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198)

Institutional data in prescribed format	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198)
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6.3 Faculty Empowerment Strategies

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

Answer:

Our management consistently makes its efforts to take welfare measures for the staff members. Providing good transport facility for all the employees and students coming from Outside the campus (Palamu, Garhwa). Our Chairman and Managing Trustee frequently interacts with both teaching and non-teaching staff of the college to inculcate the values of the organization. The staff are also updated about the functioning of the institutes and presented with the current trends and future challenges. The management offers concession in tuition fees for children of the staff that are pursuing their education in campus colleges. The management provides provident fund for staff. The management also extends financial assistance by providing personal loans through college undertaking and payment of advance salary for higher education and health purposes. Our management provides free accommodation and electricity in the campus. It also provides free vehicular transport to all staff.

File Description	Document
Any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/h)
Link for policy document on the welfare measures	View Document (http://vdchgarhwa.com/downloads/nacc/6.3.1%20V)

Link for list of beneficiaries of welfare measures	View Document (http://vdchgarhwa.com/downloads/nacc/6.3.1%20List%20of%20sta
Link for additional information	View Document (http://vdchgarhwa.com/downloads/nacc/6.3.1%20List%20of%20sta

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

Answer: 0

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

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Relevant Budget extract/ expenditure statement	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/6
Institutional data in prescribed format	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/6

6.3.3 Average number of professional development / administrative training programmes organized by the Institution for teaching and non- teaching staff during the last five years

(Continuing education programmes, entrepreneurship development programmes, Professional skill development programmes, Training programmes for administrative staff etc.,)

Answer: 1.2

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

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
01	01	02	01	01

File Description	Document
Reports of Academic Staff College or similar centers Verification of schedules of training programs	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/10119)
Institutional data in prescribed format	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/10119)

Detailed program report for each program should be made available Reports of the Human Resource Development Centres (UGC ASC or other relevant centres)	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/10119)
Copy of circular/ brochure/report of training program self conducted program may also be considered	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/10119)

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

Answer: 3.9

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

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
3	0	7	3	5

File Description	Document
Institutional data in prescribed format	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/6)
E-copy of the certificate of the program attended by teacher	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/6)
Link of AQARs for the last five years	View Document (http://vdchgarhwa.com)

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

Answer:

Yes, the institute has a performance appraisal system/work done process. Before seeking for promotion or special increment the Teaching and Non-Teaching staffs have to submit their performance appraisal. The performance appraisal details include the achievements from the beginning of their professional carrier in general and their progress between the existing cadre and proposed cadre in particular. As a matter of principle, the achievements include awards for paper/poster/ table clinic presentations, guest lectures, research publications, book publications, contribution to textbooks, research projects, teaching-learning methodology, administrative responsibilities, additional academic achievements like fellowships, diplomas, PhDs.

The individual is also to provide information regarding his/her initiatives / innovative measures in teaching and clinical training. At the personal level, he/she is to appraise their strengths and weaknesses. The staff also need to explain their future plans in terms of goals and their strategy for their achievements.

All these forms are collected by the Principal's office and reviewed by a team of Principal and Management representative. Important points, may be strengths or weaknesses, are noted and briefed to the higher management. If the situation warrants, after a discussion with the TRUSTEES and other stakeholder necessary steps are taken.

File Description	Document
Any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/h
Link for performance Appraisal System	View Document (http://vdchgarhwa.com/downloads/nacc/6.3.5%20Performance%20
Link for any other relevant information	View Document (http://vdchgarhwa.com/downloads/nacc/6.3.5%20Performance%20

Other Upload Files

1	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/6.3.5_1609
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6.4 Financial Management and Resource Mobilization

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

Answer:

Response:

Resource allocation involves the planning of all the resources required for accomplishing vision and mission of the institution. The running cost for providing quality education and patient care is increasing over a period of time and with a limited budget the scope towards wastage and misuse is minimal or nil.

We are trying to customize automation software for registering all transactions in the form of online payment, Demand Draft and cheque. At present we have only External Audit system which is done by a qualified Chartered Accountant. Besides periodic evaluations they also check balance sheets of financial statements prepared by our accounts section.

Institutional income generation is from two sources i.e., students' tuition fees and patient care, our revenue is generated from above sources. This income generated is judiciously recorded and presented to the budgetary committee for allocation of funds to various activities and departments. Majority of the fund i.e., 60% is allocated for faculty and supporting staff salaries. This also includes costs incurred in organizing various faculty development programs and welfare schemes. Around 4% of the total expenditure is spent on building, 1.5% of the budget is used for upgrading the infrastructure facilities to match the latest trends in technology, ambience and comfort. Consumables play a pivotal role in providing quality care to our patients. The management earmarks around 0.5% of the total expenditure for books etc. An allocation of 6.5 % of the total expenditure is for the procurement of standard items for patient care, consumables also include lab agents and reagents for performing practical exercises and experiments in laboratories in basic sciences and preclinical. For annual maintenance an amount near about 2% is spend on contracts for major equipment and infrastructure facilities. 2% of the budget is for paying for electricity, internet, ICT tools, etc. Library and its services are provided with 1% for the subscription of scientific journals and new editions and volumes of reference books. 0.5% of the budget is allocated to sports and recreation as we believe in a principal of sound mind lives in a sound body. Besides this the college also incurs expenses for the 101 Pairs Group Marriages, Organising Medical camps, Blood donation Camps, Chhath Poojan Samagri vitaran (among 1500 people), Kambal Vitaran ((among 1500 people), rendering services for Roti Bank, providing water tanks to the nearby villagers and so on.

Income generation:

1. Tuition Fee
2. Patient Services revenue.

Outflow:

1. Salaries & Welfare of Employees
2. Consumables for Patient care
3. Infrastructure Development and Maintenance
4. Library Books & Scientific Journals
5. Sports and Recreation
6. Electricity, Internet bills
7. Social Services
8. Miscellaneous

File Description	Document
Any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198)
Link for procedures for optimal resource utilization	View Document (http://vdchgarhwa.com/downloads/nacc/6.4.1-Documents%20&%20Procedure%20for%20RESOURCES%20MOB)
Link for any other relevant information	View Document (http://vdchgarhwa.com/downloads/nacc/6.4.1-Documents%20&%20Procedure%20for%20RESOURCES%20MOB)
Link for resource mobilization policy document duly approved by College Council/other administrative bodies	View Document (http://vdchgarhwa.com/downloads/nacc/6.4.1-Documents%20&%20Procedure%20for%20RESOURCES%20MOB)

Other Upload Files

1	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/6.4.1_16090)
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6.4.2 Institution conducts internal and external financial audits regularly

Answer:

Response:

The institution has qualified and experienced chartered accountants and auditors. The audit committee will be presented with our -annual audit report and its exhibits. This committee will scrutinize the data presented and will make a report, which will be forwarded to consultants for legal opinions and taxations. The institution is filing the income tax every year religiously and responsibly. The last audit happened in the month of March 2019.

File Description	Document
Any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/6)
Link for documents pertaining to internal and external audits year-wise for the last five years	View Document (http://vdchgarhwa.com/downloads/nacc/audit_report)
Link for any other relevant information	View Document (http://vdchgarhwa.com/downloads/nacc/audit_report)

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

Answer: 0

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

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
00	00	00	00	00

File Description	Document
Provide the budget extract of audited statement towards Grants received from nongovernment bodies, individuals, philanthropist duly certified by Chartered Accountant and the head of the institution	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/10116)
Institutional data in prescribed format	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/10116)
Copy of letter indicating the grants/funds received by respective agency as stated in metric	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/10116)

6.5 Internal Quality Assurance System

6.5.1 Institution has a streamlined Internal Quality Assurance Mechanism

Answer:

Response:

MECHANISM AND ACTIVITIES OF IQAC OF THE INSTITUTION

The IQAC of the institution constitutes the Principal, Associate professor and Head of the departments, and the conveners of the various committees. IQAC meetings are held on a quarterly basis (7th working day of the month). The progress of various activities of respective committees

are discussed. Under the academic activities the teaching learning progress, academic schedules, student research, publications, result analysis and achievements are monitored. The patient-centred care with regard to treatments, appointments of patients, infection control and sterilization, OPD statistics are analysed. Student support activities in sports, games and cultural are presented to the committee. Community outreach programs and functioning of satellite clinics are reviewed. The functioning of the library utilization and requirements are presented to the committee.

The Hospital Superintendent who is the convener of the committee presents the follow-up actions of the grievance redressal and faculty support. The maintenance and functioning of various equipment are reviewed. The inventory of the central and departmental stores and the recurring expenditures are presented.

Faculty achievements, on-going research activities and publications are reviewed. Action taken reports of the preceding IQAC meeting are presented and recommendations for the forthcoming month are suggested. Analysis of feedback from the stakeholders (Students, Patients, Parents, Suppliers, Faculties and Alumni) is discussed and necessary actions are initiated if warranted. The progress of activities related to the existing MOUs is analysed.

Various activities like value added courses, faculty development programs, skill enhancement workshops, seminars and quality initiatives are reviewed.

Composition of I.Q.A.C.

Vananchal Dental College & Hospital

SL.NO	DESCRIPTION	NAME OF THE MEMBER	DESIGNATION
1.	CHAIRPERSON	Dr. S. P. Mosby	Principal
2.	Faculty	Dr. Tanya	Lecturer, Department of Conservative Dentistry & Endodontics
		Dr. N. R. Diwakar	Professor, Department of Medicine & Radiology
		Dr. A. K. Sinha	Reader, Department of P Health Dentistry
		Dr. Punit Bhardwaj	Reader, Department of Pedodontics

		Dr. Sushma K. N	Reader, Orthodontics
		Dr. Vijayendra Pandey	Professor, Periodontics
		Dr. Akhilesh Chandra	Reader, Dept of Oral Pathology
		Dr. Abhishek Singh Nayyar	Reader, Dept of OMR
3.	Management Representative	Mr. Mahendra Kumar Shrivastava	O.S.D. – Administration
4.	Administrative Officers	Mr. Mukesh Kumar Singh	A.O. - Vananchal Dental College
		Mr. Arvind Dubey	Manager Finance
		Mr. Ravi Shrivastava	Manager Stores
5.	Local Society	Dr. Arvind Kumar Singh	M.Sc., Ph. D (Zoology)
6.	ALUMNI	Dr. Anup Kumar Singh	General Dental Surgeon State Govt. Job.
7.	Student	Miss Nikita	III BDS Student
8.	Employer	Dr. Shamsher Singh	SADAR Hospital
9.	Coordinator/Director of the IQAC	Dr. D. Ravisankar	IQAC Cell

File Description	Document
Any additional informaton	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/6)

Link for the structure and mechanism for Internal Quality Assurance	View Document (http://vdchgarhwa.com/downloads/nacc/6.5.1%20IQAC%20Mechan
Link for minutes of the IQAC meetings	View Document (http://vdchgarhwa.com/downloads/nacc/6.5.1%20%
Link for any other relevant information	View Document (http://vdchgarhwa.com/downloads/nacc/6.5.1%20%

Other Upload Files

1	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/6.5.1_16088
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6.5.2 Average percentage of teachers attending programs/workshops/seminars specific to quality improvement in the last 5 years

Answer: 0.65

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

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
3	0	0	0	0

File Description	Document
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List of teachers who attended programmes/workshops/seminars specific to quality improvement year-wise during the last five years	View Document (https://assessmentonline.naac.gov.in/storage/...)
Institutional data in prescribed format	View Document (https://assessmentonline.naac.gov.in/storage/...)
Details of programmes/workshops/seminars specific to quality improvement attended by teachers year-wise during the last five years	View Document (https://assessmentonline.naac.gov.in/storage/...)
Certificate of completion/participation in programs/ workshops/seminars specific to quality improvement	View Document (https://assessmentonline.naac.gov.in/storage/...)
Any additional information	View Document (https://assessmentonline.naac.gov.in/storage/...)

6.5.3 The Institution adopts several Quality Assurance initiatives

The Institution has implemented the following QA initiatives :

- 1. Regular meeting of Internal Quality Assurance Cell (IQAC)**
- 2. Feedback from stakeholder collected, analysed and report submitted to college management for improvements**
- 3. Organization of workshops, seminars, orientation on quality initiatives for teachers and administrative staff.**
- 4. Preparation of documents for accreditation bodies (NAAC, NBA, ISO, NIRF etc.,)**

Answer: D. Any one of the above

File Description	Document
Report of the workshops, seminars and orientation program	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/)

Report of the feedback from the stakeholders duly attested by the Board of Management	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/)
Minutes of the meetings of IQAC	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/)
Institutional data in prescribed format	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/)

7. Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Answer: 5

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

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
01	01	01	01	01

File Description	Document
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Report gender equity sensitization programmes	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101)
Institutional data in prescribed format	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101)
Geotagged photographs of the events	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101)
Extract of Annual report	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101)
Copy of circular/brochure/ Report of the program	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101)

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

Answer:

Response:

Worldwide, we are seeing an upward trend in women dentists. They also represent an expanding pool of possible applicants for dental colleges in India. Presently, the number of women in dentistry is increasing significantly. Dental student enrolment at Vananchal Dental College is now around 60 % female students and faculty comprise of 20% women. The college transforms India's "patriarchal norms."

The structure of the dental college provides unique opportunities for women to exercise a high degree of autonomy and flexibility and at the same time, enjoy the status awards associated with being a healthcare provider. Empowering women by appointing women faculty 20 % thereby increasing their participation and improving their shares in resources, employment and income relative to men, which is necessary and sufficient for lasting changes in their economic and social position. By gender mainstreaming, the integration of a gender perspective into every stage of organisational, programme and policy processes – design, implementation, monitoring and evaluation – with a view to promoting equality between women and men. Prevention of Sexual Harassment Cell at the institute is constituted based on the guidelines formed by the Supreme Court of India. There have been no incidents of sexual harassment in the institute since its inception. There are common rooms separately for both genders and even mess facilities

are separated for women. There is ample security for all the hostels and caretakers have been provided 24x 7. The whole campus is under CCTV surveillance 24x 7.

The govt of Jharkhand has given 13 members team JAP picket team in the college campus. College also have agreement with SIS (Private security agency) for the security of the College campus.

There are a woman counsellor and lady Gynaecologist living in our campus to take care of the girl students' health problems within a short span of time and give treatment immediately.

This reveals the strong will of the College Management to protect and let grow the strength of the females associated with the college. The management of the college realises the role of strengthened women in a society, hence at every level a girl student or women worker is provided full opportunity to develop her personality, brush up her educational standards and increase the teaching ability as the case may be.

File Description	Document
Any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/h
Specific facilities provided for women in terms of a. Safety and security b. Counselling c. Common Rooms d. Day care centre for young children	View Document (http://vdchgarhwa.com/downloads/nacc/7.1.2%20Annual%20Gende
Link for any other relevant information	View Document (http://vdchgarhwa.com/downloads/nacc/7.1.2%20Annual%20Gende

Annual gender sensitization action plan	View Document (http://vdchgarhwa.com/downloads/nacc/7.1.2%20Annual%20Gende)
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7.1.3 The Institution has facilities for alternate sources of energy and energy conservation devices

- 1. Solar energy**
- 2. Wheeling to the Grid**
- 3. Sensor based energy conservation**
- 4. Biogas plant**
- 5. Use of LED bulbs/ power efficient equipment**

Answer: D. Any two of the above

File Description	Document
Institutional data in prescribed format	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/)
Installation receipts	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/)
Geo tagged photos	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/)
Facilities for alternate sources of energy and energy conservation measures	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/)
Any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/)

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

- **Solid waste management**

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

Answer:

Response:

1. **Solid waste** in the health care facility is segregated and disposed into appropriate dry, wet and recyclable dustbins setup at various accessible areas. The waste is collected on a daily basis and transported to a treatment area away from the campus. Biodegradable solid waste is subjected to composting and used as manure.

2. **Liquid waste** generated in the clinics is collected using a centralised suction system and after mercury separation is transported through pipes and pump stations to sewage treatment plants set up within the campus.

3. **Biomedical waste** management is done in accordance with the rules specified in the gazette released by Ministry of Environmental, Forest and Climate change, 16th March 2018. The waste is segregated into appropriate colour coded non-chlorinated bags with barcoding ie, yellow for human anatomical waste and soiled cotton and Lenin, red for recyclables such as gloves, mouth masks and black for municipal waste. Sharps are disposed into white translucent puncture-proof container and glass items and implants are disposed into a white cardboard box with a blue label. The waste collected is transported to the treatment facility by the state pollution board authority on a daily basis.

4. **e-waste:** As such, as the college is a health care facility, the amount of e-waste generated is negligible. For e-waste management, the college adopts extended produce responsibility, which makes the manufacturer of the product responsible for the entire life cycle of the product and especially for the take back, recycling and final disposal.

5. **Hazardous chemicals** generated in the purpose of cleaning and disinfection of the clinical areas is subjected to treatment in the sewage water treatment plant within the campus. The health care facility has completely eliminated the usage of amalgam for restorations and is further heading forward to switch to automatic Blood pressure monitoring devices to eliminate the usage of mercury in any form.

There is no production of radioactive waste in the health care facility as such due to the usage of digital radiography for investigation purpose.

File Description	Document
Any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/10)
Link for relevant documents like agreements/MoUs with Government and other approved agencies	View Document (http://vdchgarhwa.com/downloads/nacc/7.1.4%20waste%20m)
Link for geotagged photographs of the facilities	View Document (http://vdchgarhwa.com/naac.php)
Link for any other relevant information	View Document (http://vdchgarhwa.com/naac.php)

7.1.5 Water conservation facilities available in the Institution:

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

Answer: Any Two of the above

File Description	Document
Institutional data in prescribed format	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/)

Installation or maintenance reports of Water conservation facilities available in the Institution	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/)
Geo tagged photos of the facilities as the claim of the institution	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/)
Geo tagged photo Code of conduct or visitor instruction displayed in the institution	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/)
Any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/)

7.1.6 Green campus initiatives of the Institution include

- 1. Restricted entry of automobiles**
- 2. Battery-powered vehicles**
- 3. Pedestrian-friendly pathways**
- 4. Ban on use of plastics**
- 5. Landscaping with trees and plants**

Answer: D. Any two of the above

File Description	Document
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Institutional data in prescribed format	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/7)
Geotagged photos / videos of the facilities if available	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/7)
Geotagged photo Code of conduct or visitor instruction displayed in the institution	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/7)
Any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/7)

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

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

Answer: E. any one of the above

File Description	Document
Institutional data in prescribed format	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/7)

Geo tagged photos of the facilities as per the claim of the institution	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/7)
Any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/7)

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

Answer:

Response:

The institute routinely engages in conducting a number of initiatives and activities focused on creating a more inclusive environment towards cultural, regional, linguistic, socio-economic and other diversities. To create and maintain an inclusive and respectful workplace for all students and employees regardless of diversity belief or non-belief, at the start of each academic year, different orientation programs are organized. We establish policies that outline student and faculty conduct that clearly state discriminatory and harassing behaviour are not encouraged in the campus. Then we communicate these standards to students, clearly defining that what actions are and are not appropriate. At the same time, we evaluate admissions and administrative guidelines with a focus on identifying and removing any unintentionally discriminatory policies. By making cultural awareness a priority from the top down, we are easily established an environment of inclusion and tolerance throughout the institute. All the students are also oriented on ethical aspects towards his patients, colleagues and to the community.

All the religious and cultural festivals are celebrated equally and encourage total participation from the students and employees of different regions, religions and languages. The institute also schedules special events or even set aside entire weeks to promote cultural diversity in the campus. The Principal himself take care for student affairs to promote education about cultural and religious diversity and provide guidelines to faculty about religious accommodations for students. As part of community services of the institute, students are encouraged to take an active role in programs like smile of every day , The institute has adopted Farathiya, Hoor, Sigsigi, and Sidhe villages where social service volunteers of the institute remain in

constant touch with the community and provide services that improve their living and working conditions. Students identify the needs and problems of the community and try to help them solved. They also help women or minority-owned vendors to help them improve their livelihood.

File Description	Document
Any additional information	View Document (https://assessmentonline.naac.gov.in/stor
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document (http://vdchgarhwa.com/downloads/nacc/7.1.8%20%20%2
Link for any other relevant information/documents	View Document (http://vdchgarhwa.com/downloads/nacc/7.1.8%20%20%2

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

- 1. The Code of conduct is displayed on the website**
- 2. There is a committee to monitor adherence to the code of conduct**
- 3. Institution organizes professional ethics programmes for students, teachers and the academic and administrative staff**
- 4. Annual awareness programmes on the code of conduct are organized**

Answer: E. None of the above

File Description	Document
Institutional data in prescribed format	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/

Information about the committee composition number of programmes organized etc in support of the claims	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/)
Details of Programs on professional ethics and awareness programs	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/)
Any other relevant information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/)
Web link of the code of conduct	View Document (http://vdchgarhwa.com/downloads/nacc/7.1.9%20%20VDCH%20C)
Link for additional information	View Document (http://vdchgarhwa.com/downloads/nacc/7.1.9%20%20VDCH%20C)

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

Answer:

Response:

World Oral Health Day

Vananchal Dental College & Hospital organizes various oral health awareness programs every year on March 20th on the occasion of world oral health day. On the day different teams of the students are sent to the nearby villages along with the selected faculty members and try to make the villagers aware about maintenance of the oral health with the available facilities.

World Health Day

The College also celebrates World Health Day by organizing various programs based on the theme given by WHO every year. We conduct health awareness by using Rally, Posters, Nukkar Natak and other activities. By these activities, our faculties and students advice the rural villagers to get rid of smoking and taking alcoholic drinks etc. Our doctors examine the poor people and give the treatment and medicine. In our team we have a qualified gynaecologist too who give the suggestion regarding balance diet for the pregnant women and poor people.

International Nurses Day

International Nurses Day is celebrated around the world on May 12, birth anniversary of Florence Nightingale, to mark the contributions nurses make to society.

Vanachal Educational and Welfare Trust, grandly celebrate International Nurses Day on May 12th every year.

All the nurses pledge their noble profession, under leadership of Principal of Vanachal College of Nursing. On this occasion, the chief guest and hospital superintend address the theme of the nursing day of the year and also stresses on the importance of having specialist nurses.

World “No Tobacco Day”

The College observes “World No Tobacco Day” every year by educating O.P.D.patients on May 31st regarding ill effects of tobacco through various programs. Personalized tobacco cessation counselling is given to the tobacco users.

World Yoga Day

On the occasion of World Yoga Day on June 21st the benefit of yoga to our human body and its growing importance in contemporary life situations is explained. Our yoga instructors give the instruction regarding practicing important Yoga in life, like Surya Namaskar, Health fitness exercises for faculty and students.

World Hygiene Day

On the occasion of personal hygiene day on May 5th the College organizes various awareness programs in the rural villages surrounding the college regarding hygiene. Maintain good hygiene by cleaning the surrounding areas of the campus.

World Diabetes Day

Health talks on various aspects of diabetes are given by the students of this college on November 14th every year.

World AIDS Day

A sensitization programme for III and IV BDS students on treating Retro positive patients and Universal precautions is organized every year on 1st December. Various programs are conducted by the students to bring awareness among the public.

National Honourable Days

Every year 15th August – Independence Day & 26th January – Republic Day, Gandhi Jayanti October-2, Swami Vivekanda Jayanti, Subhash Chandra Bose Jayanti are celebrated in the College with flag hosting through highlighting the spirit of patriotism among new generation.

Festivals

Our students **celebrate all the festivals** and perform all the rituals with great enthusiasm and zeal.

File Description	Document
Any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/7)

Other Upload Files

1	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/7.1.10_1608)
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7.2 Best Practices

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

Answer:

1. Title of the Practice Welfare of the key stakeholders (students) -**Best Practice**

Objectives of the Practice

- To provide the students a safe, secure, pleasant and conducive living environment.
- To provide an environment which promotes professional growth and skills
- To provide mentoring to slow learners and equal development of all students.
- To provide students with personal care and attention in each department.
- To encourage participation of the students in various committees for decision making and management.
- To obtain regular feedback from students on all institutional activities so as to implement required changes.

The Practice

In this section we focus on following points:

1. **Safety and Security of Students**
2. **Mentor-Mentee Program**
3. **Women Grievance Cell and Anti-Ragging Committee**
4. **Hostel and Mess Committee**
5. **Sports Facilities**
6. **Feedback**
7. **Sterilization**
8. **Health Care Facilities**

II. Comprehensive Dental Care Teaching Clinics - A Best Practice

1. Title: Comprehensive Dental Care Teaching Clinics - A Best Practice

1. Underlying principles and Objectives of the practice:

Undergraduate education in dentistry is intended primarily to prepare the future dentist to practice all branches of clinical dentistry. Clinical training has been compartmentalized in **separate clinics with students rotating through these clinics**.

Under the comprehensive dental care system, clinical training in all the different disciplines is undertaken in **one integrated clinic**. Students are trained for a **holistic patient perspective, and to develop clinical maturity**.

The **objectives** of establishing these clinics are:

- To provide patient-centred multidisciplinary and highly coordinated dental care under one roof.
- To promote one clinician-one patient philosophy to ensure continuity of care

The practice:

The comprehensive care model of dental delivery is representative of dentistry practised in private practice.

One student is responsible for the total oral care of all his/her patients. Hence, comprehensive clinical care system could be a better alternative delivery system than the traditional compartmentalized care, as it improves overall efficiency. Better clinic utilization, reduces the time taken to complete the treatments, reducing the number of visits to the dentist and cost of the treatment. Constraints faced during the initial days were redressed by incorporating various processes. Streaming of outpatients to these clinics starts from the main registration counter. Student allocation to these clinics, stratification of treatment procedures based on the complexity to suit a type of student (III BDS, IV BDS and Interns), monitoring of continuity of care and monitoring of follow-up of protocols is done by the specialised faculties.

File Description	Document
Any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/7)
Link for best practices page in the Institutional web site	View Document (http://vdchgarhwa.com/downloads/nacc/7.2.1.Best-)
Link for any other relevant information	View Document (http://vdchgarhwa.com/downloads/nacc/7.2.1.Best-)

7.3 Institutional Distinctiveness

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

Answer:

Response:

Oral health services in India are affected by problems of availability, accessibility, affordability, acceptability and accommodation of services. Majority of the Dentists tend to practice in urban and suburban areas ignoring poor rural population with greater treatment needs. These people need to travel far distances to get their dental needs addressed. Keeping these in mind Vananchal dental college has established up till now two satellite dental clinics in the districts of Garhwa.

These clinics also help provide exposure to the rural dental practice for the students, generate employment opportunities for the alumni and job opportunity to the rural unemployed youth as supporting staff. Each satellite clinic is fully equipped and caters to the dental needs of over 400-500 people per day.

Every satellite clinic is equipped with 2 dental chairs, a qualified dental surgeon, a dental nurse and an attender. Basic primary and emergency dental care will be provided at these centres on all working days.

On-site specialized dental care will be provided by a visiting specialist on a weekly basis. Patients requiring comprehensive multi-disciplinary care are referred to our tertiary care centre where all provisions to render such care exist.

In order to create oral health awareness among the public, we interact and work in collaboration with village-level health workers like Anganwadi workers and Multi-purpose health workers (MPHWs). These health care workers are trained to identify common oral diseases in a given population and also to inform about the services provided at our centres. Both undergraduate and postgraduate students are deployed to work in association with these village-level workers to appraise the rural inhabitants regarding oral diseases and their prevention. Periodic meetings are held at all levels to resolve any issues encountered.

Taking advantage of digital technology, all the satellite clinics are equipped with internet, digital radiography and digital photography facilities. This ensures better connectivity of these centres with the tertiary care centre and allows the exchange of opinions with specialists. To update the knowledge of working dentists and enhance their skills, continuing dental education programs are conducted regularly.

All these initiatives enhance the provision of high-quality dental health care and help to improve the oral health related quality of life of the rural population we serve. This massive community reach program has become extremely popular and the number of patients utilizing the services in these clinics is steadily going up.

File Description	Document
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Link for appropriate web page in the institutional website	View Document (http://vdchgarhwa.com/downloads/nacc/7.3.1.Satelite-Clinics.pdf)
Link for any other relevant information	View Document (http://vdchgarhwa.com/downloads/nacc/7.3.1.Satelite-Clinics.pdf)

8.Dental Part

8.1 Dental Indicator

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

Answer: 66.94

8.1.1.1 Institutional mean NEET percentile score

Answer: 66.94

File Description	Document
NEET percentile scores of students enrolled for the MBBS programme during the preceding academic year	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/8)

List of students enrolled for the BDS programme for the preceding academic year	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/8.1.1_16089)
Institutional data in prescribed format	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/8.1.1_16089)

Other Upload Files

1	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/8.1.1_16089)
2	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/8.1.1_16089)

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

Answer:

Response: Pre-Clinical Labs

Pre-clinical Prosthodontics is taught in the first and second year of dental education to promote the development of competency and expertise before students work on patients. The college is equipped with Pre-clinical Prosthetics laboratory with the required equipment, an adequate number of Bunsen burners and a plaster room for pre-clinical work. Weekly theory and practical classes are conducted to enhance students' learning in pre-clinical and clinical aspects of removable prosthesis fabrication.

Individual students are closely monitored by the faculty members to ensure adequate pre-clinical training. During the first year of BDS course, students are trained to perform pre-clinical procedures including cast pouring, temporary denture base adaptation, fabrication of occlusal rims, mounting on the articulator, teeth arrangement, processing, finishing and polishing of dentures. During the second year of BDS course.

Students are trained to get expertise in teeth arrangement. Each exercise shall be deemed to be completed only when the same is checked and signed/countersigned by the respective faculty-in-charge. Internal

assessment practical exams are conducted on regular intervals, students' performance is evaluated and necessary actions are implemented to improve their working skills.

The college is also equipped with a separate Phantom Head Lab with an adequate number of Phantom heads and working tables with attached equipment to train students in Pre-clinical Fixed partial denture, Orthodontics, Pedodontics, Endodontics & Periodontics works during the 3rd year of BDS course. Students are trained **to do tooth preparation on typodont teeth.**

Pre-Clinical Operative Training For Under Graduate Students

Training the students in the oral simulation lab is of utmost importance to make them familiarise regarding the structure of teeth and the armamentarium required in restorative procedures. In a systematic manner, students are introduced regarding principles of cavity preparation, pulp protection, wedging, matrixing and restoration. Training includes didactics, demonstrations followed by pre-clinical work by the students. To enhance the teaching and learning process small group teaching is effectively implemented.

File Description	Document
Geo tagged Photographs of the pre clinical laboratories	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/)
Any other relevant information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/)

8.1.3 Institution follows infection control protocols during clinical teaching

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

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

Answer: C. Any 3 of the above

File Description	Document
Relevant records / documents for all 6 parameteres	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/
Institutional data in prescribed format	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/
Immunization Register of preceding academic year	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/
Disinfection register (Random Verification by DVV)	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/
Central Sterile Supplies Department (CSSD) Register (Random Verification by DVV)	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/
Any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/

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

Answer:

Response:

The institution conducts various orientation and guidance programs, regularly for students at various stages of their tenure in the college.

The first BDS students upon entry are provided with a detailed 2-day course (Jigyasa) by the principal and various heads of the departments, which include knowledge about dentistry, its scope, various specialities in dentistry and a brief description of each, the etiquettes and deportment expected from professional students, time management etc., Senior teachers provide inputs as to how to avoid stress and meet the increased demand for a professional course.

Students upon entering the third BDS are given orientation to the clinical training, sterilization, asepsis and infection control, management of biomedical waste and ethical considerations in the management of patients. Interns are given special training on the psychomotor and effective method of learning and independent management in decision making as well as execution of treatment. Postgraduate students upon entry are oriented in a 2-day program (PEETIKA) about the various aspects of post-graduation such as Data collection, Seminars, Journal clubs, Patient Management, Treatment Planning, Clinical training, Clinical photography etc.. Further, they are also given a month-long training in the use of computers. They are given training in radiology and the effective use of magnification in dentistry.

Both the UG and PG students are given training in a 2-day program about BLS (Basic Life Support) by an invited specialized team under the guidance of Dr. Sushma. K. N.

File Description	Document
Programme report	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/8)
Orientation circulars	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/8)

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

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

Answer: B. Any 4 of the above

File Description	Document
Usage registers	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/)
Invoice of Purchase	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/)
Institutional data in prescribed format	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/)
Geotagged Photographs	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/)
Any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/)

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

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

Answer: C. Any 3 of the above

File Description	Document
Institutional data in prescribed format	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/)

Geotagged Photographs of facilities	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/8)
Certificate from the principal/competent authority	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/8)
Any other relevant information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/8)

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

Answer: 0

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

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
00	00	00	00	00

File Description	Document
Institutional data in prescribed format	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/8)

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

Answer:

Response:

The institution follows the curriculum designed by Dental council of India and Nilamber Pitamber University, Medini Nagar. The students after admitting into the course are sensitised about the clinical competencies and directed to acquire the same at the end of each course.

The clinical competencies to be acquired by the student are demonstrated by the faculty of respective specialities and the cases are allotted in the clinics. The cases allotted to each student are carefully monitored by the faculty owing to the diagnosis, discussion of the treatment plan and rendering the required treatment services following the professional ethics.

The students are recommended to carry out and fulfil the quota of cases speciality wise as per DCI guidelines under the supervision of concerned faculty and HOD. The students are monitored and seen to that every required number of procedures speciality wise and Competencies are attained by the end of the year. Every student is required to undergo clinical chair side evaluation before taking up a case. Periodical assessment of clinical competencies of the students is done through viva-voce by the concerned faculty. All the treatment plans and clinical competencies are evaluated through checklists. Periodic internal assessments are conducted as per the norms laid out by the university (NPU) and D.C.I.

File Description	Document
Report on the list and steps taken by the College to measure attainment of specific competencies by the BDS students/interns stated in the undergraduate curriculum during the last five years	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/10119)
List of competencies	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/10119)

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

Answer: 64.52

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

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
31	29	23	45	83

8.1.9.2 Number of first year Students admitted in last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
54	34	39	99	110

File Description	Document
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Policies documents regarding preventive immunization of students, teachers and hospital staff likely to be exposed to communicable diseases during their clinical work.	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198)
List of students, teachers and hospital staff, who received such immunization during the preceding academic year	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198)
Institutional data in prescribed format	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198)
Any other relevant information.	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198)

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.

Answer:

The college has adopted methods to define and implement dental graduate attributes with a system of evaluation of the attainment of the same. The Vananchal Dental College strongly believes in personality development in addition to merely learning dentistry. The vision of the institution is oral health for all and the mission includes providing access to affordable and quality oral health care and value-based training. Students are impressed

about these attributes right from the beginning of the course and are continuously stressed and counselled to develop human values. Work ethics, ideal behaviour, professional ethics and etiquettes are made known to all the students continuously in the college.

The extensive community outreach including door to door campaign about dental health students understands the problems prevailing in the society and get first-hand information on the economic and educational status of the population. Counselling centres both for dental treatment and smoking cessations have been established in the college. Random feedbacks are regularly taken from the patients about the approach, attitude, competency of the students under whom they receive treatment.

File Description	Document
Dental graduate attributes as described in the website of the College.	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/8)
Any other relevant information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/8)

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

Answer: 0.08

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

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
36	34	27	20	16

File Description	Document
Institutional data in prescribed format	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/8)
Audited statements of accounts.	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/8)

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.

Answer:

FACULTY DEVELOPMENT PROGRAMMES AT VDCH (DENTAL EDUCATIONAL UNIT)

Teaching is laden with many educational challenges requiring a breadth of skills, to convey the knowledge. High-quality professional training programs for faculty members have become essential to higher education institutions in order to be able to compete in this ever-changing world. Faculty development has become a priority to keep in pace with and respond to emerging students' needs. Faculty development programs advantages are two-fold to help prepare educators /teachers in diverse settings to work with an effective and collaborative manner and to enhance learning practice. The institution is making proactive efforts to upgrade the knowledge and skills of teaching faculty by implementing the Faculty development programs. The institution focuses on realistic outcomes through training and workshops.

FACULTY DEVELOPMENT PROGRAMME THROUGH CDE –VDCH

1. Engage Institutions faculty members, staff, students, to work in a collaborative environment to create rich, engaged learning, teaching and improved behavioural experiences.
2. Contribute to a significant increase in student learning retention and graduation rates.
3. Establish our institution as a system leader in the areas of Educational Research and Academic Leadership.
4. The faculty are trained to attain new knowledge, diverse skills and abilities in many aspects that include Clinic instruction, small-group teaching, problem-based tutorials, case-based discussions, mentor and leadership training to develop and evaluate new curricula.

5. Integrating technology into teaching, learning and research and master new computer-based educational programs Leadership and management proficiency
6. Professional development which emphasized the development of individual faculty members in their professional responsibilities as educators, researchers and administrators.
7. Organizational development which emphasizes the requirements and main concerns of the institution.

AVAILABILITY OF JOURNALS, E-JOURNALS AND VIDEO CONFERENCING

The college subscribes a good number of Journals and E-Journals for the benefit of students and faculties. This comprises of both national and international level journals.

The faculties of the college are provided every opportunity and environment to discuss any special case with the faculties of other colleges and universities through video-conferencing. This provides a good opportunity for sharing their knowledge and experiences which benefits students and faculties both.

File Description	Document
List of teachers year-wise who participated in the seminars/conferences/workshops on emerging trends in Medical Educational technology organized by the DEU of the College during the last five years	View Document (http://vdchgarhwa.com/download)
List of seminars/conferences/workshops on emerging trends in Dental Educational Technology organized by the DEU year-wise during the last five years.	View Document (http://vdchgarhwa.com/download)
Any other relevant information	View Document (http://vdchgarhwa.com/downloads/nacc/8.1.12)

Other Upload Files

1	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/8.1.12_1608)
---	---

Extended Profile

Students

Number of students year-wise during the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
250	478	329	380	356

File Description	Document
Institutional data in prescribed format(Data templ	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/dynar

Number of outgoing / final year students year-wise during the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
99	110	81	98	65

File Description	Document
Institutional	

data in
prescribed
format(Data
templ

View Document

(<https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/dynar>

Number of first year Students admitted year-wise in last five years.

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
54	34	39	99	110

File Description	Document
Institutional data in prescribed format(Data templ	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/dynar

Teachers

Number of full time teachers year-wise during the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
92	95	92	92	93

File Description	Document
Institutional	

data in
prescribed
format(Data
templ

View Document

(<https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/dynar>

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

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
102	102	102	102	227

File Description	Document
Institutional data in prescribed format(Data templ	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/dynar

Institution

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

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
543.52	450.02	832.96	294.09	80.18

File Description	Document
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Institutional
data in
prescribed
format(Data
templ

View Document

(<https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101198/dynar>

Conclusion

Additional Information :

1. Green Meadows- Pollution free environment.
2. Full Wi-fi Campus,
3. R.O. purification machine is established for teachers and staffs and their capacity 1000 litres/hr and 12 number of small RO machines located in different places of campus.
4. College involved in social services in rural villages like - community marriage of poor people, Blanket Distribution to the needy people in winter season, Providing Water point at the needy place during the summer season, Maintaining communal harmony by celebrating traditional festivals (Chat pooja, Saraswahi pooja). Distribution of medicines to the needy people (old age, pregnant women, childrens) by organising medical camps in rural villages of Garhwa.
5. College also planning for deemed University in the name of Babu Dinesh Singh University.
6. Trust will establish international school.
7. Consumption of Electricity by using solar system
8. Organic farming in the campus
9. Herbal garden and Medicinal plants

Concluding Remarks:

Experience of an individual or an institution cannot be simplistic calculation, based on the number of years that were passed, but by the amount of introspection into these years and number of lessons drawn. In this sense, VDCH has garnered enormous experience and earned a unique reputation in patient care and student training. We are quick to understand changing trends and adopt the best practices from across the India.

In the coming years, we will set the standard for new models to train future oral health providers and leaders in dental education. We do have constraints in the current model of professional education but we are excited about the possibilities and looking forward to designing and implement an exciting future. Our job is to work together to develop future academic excellence and to inculcate in students that quality of confidence, capabilities and ethical decision-making skills to improve the oral health of our rural population. We always believe in the motto- "strive for excellence." In this process, we update ourselves to the

current trends, evolve to unlearn and learn and adapt to the change. We always stand on our lines of the motto and uphold the satisfaction of our stakeholders namely students and patients thereby enduring a meaningful contribution to the society.

Our vision in education "The function of education is to teach one to think intensively and to think critically. Intelligence plus character – that is the goal of true education"

EXCLUDED METRICES

No Metrics are Excluded

ANNEXURE

1. Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification				
1.1.2	Percentage of fulltime teachers participating in BoS /Academic Council of Universities during the last five years. (Restrict data to BoS /Academic Council only)				
	1.1.2.1. Number of teachers of the Institution participating in BoS/Academic Council of universities year-wise during the last five years				
	Answer before DVV Verification:				
	2018-19	2017-18	2016-17	2015-16	2014-15
	1	1	1	1	00
	Answer After DVV Verification :				
	2018-19	2017-18	2016-17	2015-16	2014-15
	1	1	1	1	00

1.2.1	<p>Percentage of inter-disciplinary / inter-departmental courses /training across all the Programmes offered by the College during the last five years</p> <p>1.2.1.1. Number of inter-disciplinary /inter-departmental courses /training offered during the last five years Answer before DVV Verification : 09 Answer after DVV Verification: 12</p> <p>1.2.1.2. Number of courses offered by the institution across all programs during the last five years Answer before DVV Verification : 09 Answer after DVV Verification: 20</p>																				
1.3.3	<p>Average percentage of students enrolled in the value-added courses during the last five years</p> <p>1.3.3.1. Number of students enrolled in value-added courses offered year-wise during the last five years that impart transferable and life skills Answer before DVV Verification:</p> <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>30</td><td>45</td><td>30</td><td>50</td><td>50</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>39</td><td>50</td><td>46</td><td>50</td><td>50</td></tr></table> <p>Remark : Revised on par with 1.3.2 input.</p>	2018-19	2017-18	2016-17	2015-16	2014-15	30	45	30	50	50	2018-19	2017-18	2016-17	2015-16	2014-15	39	50	46	50	50
2018-19	2017-18	2016-17	2015-16	2014-15																	
30	45	30	50	50																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
39	50	46	50	50																	
1.3.4	<p>Percentage of students undertaking field visits/Clinical / industry internships/research projects/industry visits/community postings (data for the preceding academic year)</p> <p>1.3.4.1. Number of students undertaking field visits, clinical, industry internships, research projects, industry visits, community postings Answer before DVV Verification : 160 Answer after DVV Verification: 9</p> <p>Remark : HEI has provided only 9 Internship certificate.</p>																				

1.4.1	<p>Mechanism is in place to obtain structured feedback on curricula/syllabi from various stakeholders. Structured feedback received from:</p> <ol style="list-style-type: none"> 1. Students 2. Teachers 3. Employers 4. Alumni 5. Professionals <p>Answer before DVV Verification : B. Any 4 of the above Answer After DVV Verification: E. Any 1 of the above</p>
1.4.2	<p>Feedback on curricula and syllabi obtained from stakeholders is processed in terms of:</p> <p>Answer before DVV Verification : B. Feedback collected, analysed and action has been taken Answer After DVV Verification: E. Feedback not collected</p>

Due consideration is given to equity and inclusiveness by providing reservation of seats to all categories during the admission process.

Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
25	15	16	43	43

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
20	15	16	25	26

2.1.1

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
43	43	43	43	43

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
43	43	43	43	43

Remark : Revised as per the data template.

2.2.1	<p>The Institution assesses the learning levels of the students, after admission and organises special Programmes for advanced learners and slow performers</p> <p>The Institution:</p> <ol style="list-style-type: none">1. Follows measurable criteria to identify slow performers2. Follows measurable criteria to identify advanced learners3. Organizes special programmes for slow performers4. Follows protocol to measure student achievement <p>Answer before DVV Verification : C. Any two of the above Answer After DVV Verification: C. Any two of the above Remark : As per the supporting document.</p>																				
2.3.4	<p>Student :Mentor Ratio (preceding academic year)</p> <p>2.3.4.1. Total number of mentors in the preceding academic year</p> <p>Answer before DVV Verification : 25 Answer after DVV Verification: 12</p> <p>Remark : Revised as per the list attached.</p>																				
2.4.2	<p>Average percentage of fulltime teachers with Ph.D./D.Sc./ D.Lit./DM/M Ch/DNB in super specialities /other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences (like MD/ MS/ MDS etc.,) for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils /Affiliating Universities.</p> <p>2.4.2.1. Number of fulltime teachers with Ph.D/D.Sc./D.Lit./DM/M Ch/DNB in super specialities / other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils. Last five years data to be entered.</p> <p>Answer before DVV Verification:</p> <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>00</td><td>00</td><td>00</td><td>00</td><td>00</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>8</td><td>3</td><td>9</td><td>9</td><td>5</td></tr></table> <p>Remark : Revised considering PG degrees in health science like MD/MDS/MS etc.</p>	2018-19	2017-18	2016-17	2015-16	2014-15	00	00	00	00	00	2018-19	2017-18	2016-17	2015-16	2014-15	8	3	9	9	5
2018-19	2017-18	2016-17	2015-16	2014-15																	
00	00	00	00	00																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
8	3	9	9	5																	

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
25	20	20	15	15

2.4.4

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
2	0	3	0	0

Remark : HEI provided only 5 certificates for the claim. However HEI not provided any supporting documents to validate the claims.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
1	00	00	1	0

2.4.5

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

Remark : Certificates of appreciation will not be considered without awards.

2.5.4

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

Opportunities provided to students for midcourse improvement of performance through:

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

Answer before DVV Verification : B. Any 3 of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : Revised to initial HEI input.

2.6.2

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
82	92	81	98	65

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
82	92	81	98	75

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
82	92	81	98	65

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
82	92	81	98	75

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	1	1	1

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

3.2.2

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:

3.3.1

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

Answer before DVV Verification : B. Any 3 of the above

Answer After DVV Verification: D. Any 1 of the above

Remark : Considered the code of ethics.

3.5.1	Average number of Collaborative activities for research, faculty exchange, student exchange/ Industry-internship etc. per year for the last five years									
	3.5.1.1. Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years									
	Answer before DVV Verification:									
	<table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>02</td><td>02</td><td>02</td><td>02</td><td>02</td></tr></table>	2018-19	2017-18	2016-17	2015-16	2014-15	02	02	02	02
2018-19	2017-18	2016-17	2015-16	2014-15						
02	02	02	02	02						
Answer After DVV Verification :										
<table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>1</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table>	2018-19	2017-18	2016-17	2015-16	2014-15	1	0	0	0	0
2018-19	2017-18	2016-17	2015-16	2014-15						
1	0	0	0	0						
	Remark : Revised as per proof attached.									
3.5.2	<p>Total number of Functional MoUs/linkages with Institutions/ Industries in India and abroad for academic, clinical training / internship, on-the job training, project work, student / faculty exchange, collaborative research programmes etc. for last five years</p> <p>3.5.2.1. Number of functional MoUs/linkages with Institutions/ industries in India and abroad for academic, clinical training / internship, on-the job training, project work, student / faculty exchange, collaborative research programmes etc. for the last five years</p> <p>Answer before DVV Verification : 02</p> <p>Answer after DVV Verification: 01</p> <p>Remark : As per the MOU attached</p>									

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
380.70	621.02	386.48	506.00	511.54

4.1.4

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
4.56	3.23	2.96	2.54	2.43

Remark : Revised as per the expenditure statement attached.

Availability of infrastructure for community based learning

Institution has:

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

4.2.4

Answer before DVV Verification : B. Any three of the above

Answer After DVV Verification: C. Any two of the above

Remark : Serial nos. 1 & 3 are considered.

4.3.3	<p>Does the Institution have an e-Library with membership / registration for the following:</p> <ol style="list-style-type: none">1. e – journals / e-books consortia2. E-Shodh Sindhu3. Shodhganga4. SWAYAM5. Discipline-specific Databases <p>Answer before DVV Verification : C. Any three of the above Answer After DVV Verification: E. Any one of the above Remark : In the absence of appropriate subscription letter, the claims will not be considered.</p>																				
4.3.4	<p>Average annual expenditure for the purchase of books and journals including e-journals during the last five years</p> <p>4.3.4.1. Annual expenditure for the purchase of books and journals including e-journals year-wise during last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>9.53</td><td>10.71</td><td>9.7</td><td>11.57</td><td>16.26</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>5.30</td><td>2</td><td>0</td><td>1.36</td><td>2.49</td></tr></table> <p>Remark : Revised considering the highlighted values in the expenditure statement.</p>	2018-19	2017-18	2016-17	2015-16	2014-15	9.53	10.71	9.7	11.57	16.26	2018-19	2017-18	2016-17	2015-16	2014-15	5.30	2	0	1.36	2.49
2018-19	2017-18	2016-17	2015-16	2014-15																	
9.53	10.71	9.7	11.57	16.26																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
5.30	2	0	1.36	2.49																	

4.3.6	<p>E-content resources used by teachers:</p> <ol style="list-style-type: none"> 1. NMEICT / NPTEL 2. other MOOCs platforms 3. SWAYAM 4. Institutional LMS 5. e-PG-Pathshala <p>Answer before DVV Verification : Any Two of the above Answer After DVV Verification: Any One of the above Remark : Only SWAYAM is considered.</p>
4.4.1	<p>Percentage of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi-enabled ICT facilities (data for the preceding academic year)</p> <p>4.4.1.1. Number of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi enabled ICT facilities Answer before DVV Verification : 04 Answer after DVV Verification: 01</p> <p>4.4.1.2. Total number of classrooms, seminar halls and demonstration room in the institution Answer before DVV Verification : 07 Answer after DVV Verification: 07</p> <p>Remark : HEI provided only one ICT facility classroom.</p>
4.4.3	<p>Available bandwidth of internet connection in the Institution (Lease line)</p> <p>Answer before DVV Verification : 50 MBPS-250 MBPS Answer After DVV Verification: <50 MBPS Remark : Broadband connection will not be considered.</p>

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
124.64	531.48	284.78	349.64	402.70

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
12.59	15.47	9.16	11.95	8.74

Remark : Revised considering the repairs & maintenance, AMC for academic facilities from the expenditure statement.

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

5.1.1.1. Number of students benefited by scholarships /free ships / fee-waivers by Government / Non-Governmental agencies / Institution during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
24	38	86	38	15

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

Remark : Sanction letter of scholarship is not attached.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
35	41	39	52	32

5.1.3

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

Remark : Supporting documents as per SOP not attached.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
7	12	20	22	10

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
2	1	0	0	0

5.2.1

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
69	84	81	98	65

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
69	84	81	98	65

Remark : As per the pass certificates attached.

5.2.2	Average percentage of placement / self-employment in professional services of outgoing students during the last five years										
	5.2.2.1. Number of outgoing students who got placed / self-employed year- wise during the last five years										
	Answer before DVV Verification:										
	<table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>45</td><td>65</td><td>60</td><td>70</td><td>40</td></tr></table>	2018-19	2017-18	2016-17	2015-16	2014-15	45	65	60	70	40
	2018-19	2017-18	2016-17	2015-16	2014-15						
45	65	60	70	40							
Answer After DVV Verification :											
<table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>1</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table>	2018-19	2017-18	2016-17	2015-16	2014-15	1	0	0	0	0	
2018-19	2017-18	2016-17	2015-16	2014-15							
1	0	0	0	0							
	Remark : As per the proper proof attached.										

5.2.3	Percentage of the batch of graduated students of the preceding year, who have progressed to higher education
	5.2.3.1. Number of last batch of graduated students who have progressed to higher education
	Answer before DVV Verification : 9.6
	Answer after DVV Verification: 1
	Remark : Considered Santosh Kumar as the name is matching with the list & the certificate.

5.3.3	<p>Average number of sports and cultural activities/competitions organised by the Institution during the last five years</p> <p>5.3.3.1. Number of sports and cultural activities/competitions organised by the Institution year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>14</td><td>14</td><td>14</td><td>14</td><td>14</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td></tr></table>	2018-19	2017-18	2016-17	2015-16	2014-15	14	14	14	14	14	2018-19	2017-18	2016-17	2015-16	2014-15	2	2	2	2	2
2018-19	2017-18	2016-17	2015-16	2014-15																	
14	14	14	14	14																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
2	2	2	2	2																	
5.4.2	<p>Provide the areas of contribution by the Alumni Association / chapters during the last five years</p> <ol style="list-style-type: none">1. Financial / kind2. Donation of books /Journals/ volumes3. Students placement4. Student exchanges5. Institutional endowments <p>Answer before DVV Verification : C. Any three of the above</p> <p>Answer After DVV Verification: E. Any one of the above</p> <p>Remark : Documents as per SOP is not provided.</p>																				
6.2.2	<p>Implementation of e-governance in areas of operation</p> <ol style="list-style-type: none">1. Academic Planning and Development2. Administration3. Finance and Accounts4. Student Admission and Support5. Examination <p>Answer before DVV Verification : A. All of the above</p> <p>Answer After DVV Verification: E. Any one of the above</p> <p>Remark : Only serial no. 3 is considered.</p>																				

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
2	1	1	0	0

6.3.2

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

Remark : E-copy of letter/s indicating financial assistance and properly mentioned audited statement is not attached.

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

(Continuing education programmes, entrepreneurship development programmes, Professional skill development programmes, Training programmes for administrative staff etc.,)

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

Answer before DVV Verification:

6.3.3

2018-19	2017-18	2016-17	2015-16	2014-15
03	03	03	03	03

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
01	01	02	01	01

Remark : Revised as per the reports attached.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
50	90	61	62	50

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
3	0	7	3	5

Remark : Revised as per the certificates attached.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
3	2	2	1	1

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
3	0	0	0	0

Remark : Certificates of the other years are not given.

6.5.3	<p>The Institution adopts several Quality Assurance initiatives</p> <p>The Institution has implemented the following QA initiatives :</p> <ol style="list-style-type: none"> 1. Regular meeting of Internal Quality Assurance Cell (IQAC) 2. Feedback from stakeholder collected, analysed and report submitted to college management for improvements 3. Organization of workshops, seminars, orientation on quality initiatives for teachers and administrative staff. 4. Preparation of documents for accreditation bodies (NAAC, NBA, ISO, NIRF etc.,) <p>Answer before DVV Verification : B. Any three of the above Answer After DVV Verification: D. Any one of the above Remark : Only serial no. 1 is considered.</p>
7.1.3	<p>The Institution has facilities for alternate sources of energy and energy conservation devices</p> <ol style="list-style-type: none"> 1. Solar energy 2. Wheeling to the Grid 3. Sensor based energy conservation 4. Biogas plant 5. Use of LED bulbs/ power efficient equipment <p>Answer before DVV Verification : C. Any three of the above Answer After DVV Verification: D. Any two of the above Remark : Sl no. 1 & 5 are considered.</p>
7.1.5	<p>Water conservation facilities available in the Institution:</p> <ol style="list-style-type: none"> 1. Rain water harvesting 2. Borewell /Open well recharge 3. Construction of tanks and bunds 4. Waste water recycling 5. Maintenance of water bodies and distribution system in the campus <p>Answer before DVV Verification : Any Four of the above Answer After DVV Verification: Any Two of the above Remark : Serial nos. 2 & 3 are considered.</p>

7.1.6	<p>Green campus initiatives of the Institution include</p> <ol style="list-style-type: none"> 1. Restricted entry of automobiles 2. Battery-powered vehicles 3. Pedestrian-friendly pathways 4. Ban on use of plastics 5. Landscaping with trees and plants <p>Answer before DVV Verification : C. Any three of the above Answer After DVV Verification: D. Any two of the above Remark : Serial nos. 3 & 5 are considered.</p>
7.1.7	<p>The Institution has disabled-friendly, barrier-free environment</p> <ol style="list-style-type: none"> 1. Built environment with ramps/lifts for easy access to classrooms 2. Disabled-friendly washrooms 3. Signage including tactile path, lights, display boards and signposts 4. Assistive technology and facilities for persons with disabilities (<i>Divyangjan</i>) accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading <p>Answer before DVV Verification : C. Any three of the above Answer After DVV Verification: E. any one of the above Remark : Only serial no. 1 is considered.</p>
7.1.9	<p>Code of conduct handbook exists for students, teachers and academic and administrative staff including the Dean / Principal /Officials and support staff.</p> <ol style="list-style-type: none"> 1. The Code of conduct is displayed on the website 2. There is a committee to monitor adherence to the code of conduct 3. Institution organizes professional ethics programmes for students, teachers and the academic and administrative staff 4. Annual awareness programmes on the code of conduct are organized <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: E. None of the above Remark : Documents are not found in the website of the HEI.</p>

8.1.6

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

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

Answer before DVV Verification : B.Any 4 of the above

Answer After DVV Verification: C. Any 3 of the above

Remark : Revised as per the supporting document.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
32	29	23	45	83

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
31	29	23	45	83

8.1.9

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
38	30	23	83	100

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
54	34	39	99	110

Remark : Revised as per the supporting list & w.r.t 1.3 of the extended profile.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
3651688	3444762	2700467	2029076	1590354

8.1.11

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
36	34	27	20	16

Remark : Converted into lakhs.

2.Extended Profile Deviations

ID	Extended Questions										
1.1	Number of students year-wise during the last five years										
	Answer before DVV Verification:										
	<table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>164</td><td>192</td><td>250</td><td>292</td><td>356</td></tr></table>	2018-19	2017-18	2016-17	2015-16	2014-15	164	192	250	292	356
	2018-19	2017-18	2016-17	2015-16	2014-15						
164	192	250	292	356							
Answer After DVV Verification:											
<table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>250</td><td>478</td><td>329</td><td>380</td><td>356</td></tr></table>	2018-19	2017-18	2016-17	2015-16	2014-15	250	478	329	380	356	
2018-19	2017-18	2016-17	2015-16	2014-15							
250	478	329	380	356							

Number of outgoing / final year students year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
82	92	81	98	65

1.2

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
99	110	81	98	65

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
380.70	621.02	386.48	506.00	511.54

2.1

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
543.52	450.02	832.96	294.09	80.18

