



YEARLY STATUS REPORT - 2023-2024

Part A

Data of the Institution

1.Name of the Institution

**Rungta College of Dental Sciences
& Research, Bhilai**

- Name of the Head of the institution
- Designation
- Does the institution function from its own campus?

Dr. Karthik Krishna M

Dean & Professor

Yes

- Phone No. of the Principal
- Alternate phone No.
- Mobile No. (Principal)
- Registered e-mail ID (Principal)
- Alternate Email ID
- Address
- City/Town
- State/UT
- Pin Code

0788-6660616

9229155554

7830104004

deanrcdsr@runtacolleges.com

karthik.mk@runtacolleges.com

**RUNGTA COLLEGE OF DENTAL SCIENCES
AND RESEARCH, RUNGTA KNOWLEDGE
CITY, KURUD ROAD, KOHKA**

Bhilai

Chhattisgarh

490024

2.Institutional status

- Affiliated / Constitution Colleges
- Type of Institution

**Ayush and Health Sciences
University of Chhattisgarh**

Co-education

- Location **Urban**
- Financial Status **Private**
- Name of the Affiliating University **Pandit Deendayal Upadhyay Memorial Health Science & Ayush University of Chhattisgarh**
- Name of the IQAC Co-ordinator/Director **Dr. Fatima Khan**
- Phone No. **7697113224**
- Alternate phone No.(IQAC) **0788-6660618**
- Mobile No: **7000858604**
- IQAC e-mail ID **drsayedafatimakhan@runggta college s.com**
- Alternate e-mail address (IQAC) **fatimakhan5006@gmail.com**

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

[nil](#)

4.Was the Academic Calendar prepared for that year?

Yes

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

<http://rcdsr.com/NAAC/AQAR23-24/C R-2/2.5/2.5.1 Dates of Conduct of Internal Assessment Examination Final pdf SIGNED.pdf>

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	A	3.24	2024	02/05/2024	01/05/2029

6.Date of Establishment of IQAC

01/09/2021

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

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
nil	nil	nil	Nil	nil

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

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

9. No. of IQAC meetings held during the year **4**

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

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

- If yes, mention the amount **nil**

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

1. NAAC assessment by peer review team conducted in January 2024 and the institute accredited with NAAC A GRADE. 2. Ranking of Institute in India Today Magazine. Institute ranked among top 45 in 'Emerging College' of century in India Today survey & top First in Chhattisgarh. 3. Self Defence workshop for female students organised in collaboration with Young Indians YI 4. Collaborative Exposure through MoUs: Signed multiple MoUs to expose students to diverse clinical cases, broadening their practical learning opportunities. 5. Professional Enriched Program for Interns (PEPI). Professional Enriched Program for Interns was launched. It Offers Pre-PG NEET MDS preparation, career guidance & Counselling on all aspects of career planning & higher Studies

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

Plan of Action	Achievements/Outcomes
To achieve accreditation with NAAC	Successfully completed SSR AND Peer team visit & was accredited with A grade NAAC
To Prepare For National Institutional ranking Framework (NIRF)	Successfully completed the data submission for NIRF 2023-24
To participate in various institutional rankings	Preparation of documents for accreditation bodies (NAAC, NIRF and institutional rankings by national magazines)
Workshop on Ragging menace	One day workshop was conducted to create awareness on ragging and its legal aspects. A play and a talk was held to convey the importance of preventing, monitoring and reporting of ragging
Replacement of traditional lighting with LED lights	Reduced electrical pollution and improved energy efficiency
Enhancement of campus safety measures	Increased surveillance with additional cameras and improved security
Renovation of the Postgraduate Section	Enhanced infrastructure and improved learning environment

13. Whether the AQAR was placed before statutory body?

Yes

- Name of the statutory body

Part A**Data of the Institution**

1.Name of the Institution	Rungta College of Dental Sciences & Research, Bhilai
• Name of the Head of the institution	Dr. Karthik Krishna M
• Designation	Dean & Professor
• Does the institution function from its own campus?	Yes
• Phone No. of the Principal	0788 - 6660616
• Alternate phone No.	9229155554
• Mobile No. (Principal)	7830104004
• Registered e-mail ID (Principal)	deanrcdsr@runtacolleges.com
• Alternate Email ID	karthik.mk@runtacolleges.com
• Address	RUNGTA COLLEGE OF DENTAL SCIENCES AND RESEARCH, RUNGTA KNOWLEDGE CITY, KURUD ROAD, KOHKA
• City/Town	Bhilai
• State/UT	Chhattisgarh
• Pin Code	490024
2.Institutional status	
• Affiliated / Constitution Colleges	Ayush and Health Sciences University of Chhattisgarh
• Type of Institution	Co-education
• Location	Urban
• Financial Status	Private

• Name of the Affiliating University	Pandit Deendayal Upadhyay Memorial Health Science & Ayush University of Chhattisgarh				
• Name of the IQAC Co-ordinator/Director	Dr. Fatima Khan				
• Phone No.	7697113224				
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• IQAC e-mail ID	drsayedafatimakhan@rungtacolleges.com				
• Alternate e-mail address (IQAC)	fatimakhan5006@gmail.com				
3.Website address (Web link of the AQAR (Previous Academic Year)	<u>nil</u>				
4.Was the Academic Calendar prepared for that year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	<u>http://rcdsr.com/NAAC/AQAR23-24/CR-2/2.5/2.5.1 Dates of Conduct of Internal Assessment Examination Final pdf SIGNED.pdf</u>				
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Enhancement of campus safety measures	Increased surveillance with additional cameras and improved security				
Renovation of the Postgraduate Section	Enhanced infrastructure and improved learning environment				
13. Whether the AQAR was placed before statutory body?	Yes				
Name of the statutory body					
<table border="1"> <tr> <th>Name</th><th>Date of meeting(s)</th></tr> <tr> <td>Board of Governors</td><td>09/12/2024</td></tr> </table>		Name	Date of meeting(s)	Board of Governors	09/12/2024
Name	Date of meeting(s)				
Board of Governors	09/12/2024				
14. Does the Institution have Management Information System?	Yes				
If yes, give a brief description and a list of modules currently operational					

Our institution has adopted a comprehensive Hospital Management System to streamline Patient Management, Administrative Management, and Student Management processes. This system is powered by specially designed, custom-prepared ERP software, ensuring efficient and integrated operations. Key functionalities include Front Desk Patient Registration, enabling seamless patient onboarding, and Billing Management, ensuring accurate financial transactions. Additionally, Tally software is being implemented to enhance financial record-keeping and accounting efficiency. This innovative approach not only optimizes workflow but also promotes transparency, accuracy, and convenience for patients, staff, and students, reflecting the institution's commitment to leveraging technology for enhanced management and service delivery.

15.Multidisciplinary / interdisciplinary

The institution envisions becoming a “Leader in the Dental Profession” by fostering excellence in education, research, and clinical practice. The mission focuses on training students through structured academic activities and continuous curriculum development. Expected curriculum reforms are communicated to the university via the College Curriculum Committee/Academic Review Board. Performance evaluation is conducted through formative assessments by the Exam Cell and continuous departmental assessments, with corrective measures implemented for improvement. Interdepartmental and interdisciplinary activities enrich postgraduate learning. Specialty clinics in Implant Dentistry, Laser Dentistry, Aesthetic Dentistry, and Maxillo-facial Prosthesis provide advanced clinical training. Additionally, satellite centers extend services to the community. Collaborative research activities with other institutions encourage innovation and expand knowledge. Students are actively encouraged to undertake research projects, fostering critical thinking and academic growth. This holistic approach ensures the development of competent professionals who are well-prepared to lead and excel in the dental field.

16.Academic bank of credits (ABC):

Institution does not have “Academic Flexibility.” The Formative evaluation by Exam Cell and Summative evaluation by University. Credit is tabulated as Record. The students are motivated to earn more Credit points. The postgraduate activities like Seminar and Journal Club presentation, Clinical case presentation are awarded credit points in Logbook. The Value-added Courses/ Add-on Courses are available with credit points for students and faculty.

17.Skill development:

The institution is dedicated to transforming students into reputed Dental Surgeons with strong moral, ethical, social, and professional values, equipping them to tackle local and global challenges. This is achieved through Value-added and Add-on courses supported by trained faculty and state-of-the-art equipment. An ICT-enabled campus, complemented by resourceful information centers and advanced laboratories, fosters a conducive learning environment. The institution assesses students' academic, research, and employability skills, offering hands-on courses, workshops, and scientific activities to enhance competencies. Postgraduates showcase multidisciplinary case treatments during PISA, highlighting their expertise. Students actively engage in cultural activities like street plays, singing, and dancing, along with sports. Additionally, students are sensitized to environmental issues, water conservation, green campus initiatives, energy resources, and communal harmony, fostering holistic development and responsibility toward society and the environment.

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

Indian culture, celebrated as the best in the world, is seamlessly integrated into the college's education policies to create a unique "Blend of Knowledge with Indian Culture." The institution frequently organizes Yoga, Meditation, and Spiritual activities to promote holistic well-being and cultural awareness. The annual "Rungta Carnival," hosted for institutions under the Sanjay Rungta Group of Institutions, is a major highlight. Debates on vital national issues are conducted to encourage critical thinking and social awareness among students. Additionally, students are motivated to share innovative ideas inspired by traditional Indian culture, fostering creativity and cultural pride. Through these efforts, the institution nurtures a sense of identity and values while preparing students for academic excellence and societal contribution.

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

The learning outcomes for each program are clearly outlined in the syllabus and communicated to students by the respective faculties. Faculty members are well-versed in these outcomes, as they contribute to syllabus preparation. New faculty members gain an understanding of the learning objectives through discussions with colleagues and participate in Orientation/Refresher Courses

via Faculty Development Programs. Skill development is prioritized whenever necessary. The allocation of theory and skill-based hours varies based on the experiential learning needs of each subject. Clinical objectives are detailed in the logbook and syllabus, with students encouraged to meet them. Learning outcomes are assessed through evaluation methods that include formative assessments, which offer additional support for slow learners. Advanced learners are given opportunities to excel by answering questions that go beyond the core knowledge, encouraging distinction in performance. This holistic approach ensures all students are supported and challenged in their academic journey.

20.Distance education/online education:

The shift to a hybrid model of teaching and learning, combining both classroom and online education, is gaining momentum. Globally, there is a significant transition from traditional classroom teaching to online education. At our institution, we encourage both students and faculty to enroll in and participate in examinations through platforms such as SWAYAM, NPTEL, and other online learning platforms. By embracing these resources, we enhance the learning experience and offer students greater flexibility. Additionally, we strictly follow the guidelines set by Ayush University to ensure that our students receive a comprehensive and high-quality educational experience.

Extended Profile

1.Student

2.1	398
Total number of students during the year:	

File Description	Documents
Data Template	View File

2.2	101
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	View File

2.3	124
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Number of first year students admitted during the year		
File Description	Documents	
Data Template	View File	
2.Institution		
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):		75401915
File Description	Documents	
Data Template	View File	
3.Teacher		
5.1 Number of full-time teachers during the year:		125
File Description	Documents	
Data Template	View File	
5.2 Number of sanctioned posts for the year:		115
File Description	Documents	
Data Template	View File	
Part B		
CURRICULAR ASPECTS		
1.1 - Curricular Planning and Implementation		
1.1.1 - The Institution ensures effective curriculum planning, delivery and evaluation through a well defined process as prescribed by the respective regulatory councils and the affiliating University.		
The institution ensures effective curriculum delivery through a systematic process aligned with the syllabus prescribed by Pt. Deendayal Upadhyay Memorial Health Sciences & Ayush University and the Dental Council of India (DCI). While curriculum modifications are not directly implemented, the Departmental and College		

Curriculum Committees collaborate to propose changes for university and DCI approval.

Academic delivery is guided by an approved academic calendar, monitored by the Dean and Curriculum Committees. Teaching methodologies, attendance, and examinations are systematically managed through established cells. Regular communication ensures academic information dissemination.

The institution promotes holistic development through Continuing Dental Education (CDE) programs, seminars, workshops, and value-added courses. A dedicated Dental Education Unit enhances teaching quality and skill development, while research projects foster academic growth. Community outreach programs and guest lectures by reputed professionals enrich the learning experience, ensuring students' personal and professional growth.

File Description	Documents
Minutes of the meeting of the college curriculum committee	http://rcdsr.com/NAAC/AQAR23-24/CR-1/QLM/1.1.1/QLM 1.1.1 MOM signed.pdf
Any other relevant information.	http://rcdsr.com/NAAC/AQAR23-24/CR-1/QLM/1.1.1/QLM 1.1.1 RD FINAL (1) SIGNED.pdf

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

2

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

1.2 - Academic Flexibility

1.2.1 - Number of inter-disciplinary / inter-departmental courses /training across all the

Programmes offered by the College during the year**1.2.1.1 - Number of courses offered across all programmes during the year****28**

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

1.2.2 - Number of students enrolled in subject-related Certificate/ Diploma / Add-on courses as against the total number of students during the year**366**

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

1.3 - Curriculum Enrichment

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

RCDSR integrates cross-cutting issues into its educational framework, shaping students into skilled professionals and socially responsible individuals. Gender Equity initiatives include awareness programs and lectures to foster mutual respect and equitable behavior, beginning in the first year and reinforced periodically.

Environment and Sustainability are emphasized through a green

campus with rainwater harvesting and effluent treatment facilities. Students gain hands-on experience during field visits and participate in activities like seminars, guest lectures, and tree planting on World Environment Day.

Human Values are imparted through training in communication skills, blood donation drives, tobacco cessation programs, and geriatric care, fostering compassion and respect for the elderly.

The institution upholds Health Determinants and Right to Health, ensuring non-discriminatory access to dental care for all, including marginalized groups.

Professional Ethics are ingrained through regular training, seminars, and an Innovation Protocol, promoting affordable, high-quality care and ethical practices in dental health.

File Description	Documents
List of courses with their descriptions	http://rcdsr.com/NAAC/AQAR23-24/CR-1/QLM/1.3.1/QLM 1.3.1 FINAL 1 signed.pdf
Any other relevant information	http://rcdsr.com/NAAC/AQAR23-24/CR-1/QLM/1.3.1/QLM 1.3.1 FINAL 1 signed.pdf

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

7

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

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

363

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

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

311

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

1.4 - Feedback System

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

A. All 4 of the above

File Description	Documents
Stakeholder feedback reports as stated in the minutes of meetings of the College Council /IQAC/ Curriculum Committee	View File
URL for feedback report	http://rcdsr.com/NAAC/AQAR23-24/CR-1/QNM/1.4.1/QNM 1.4.1 FEEDBACK REPORT FINAL SIGNED.pdf
Data template	View File
Any other relevant information	View File

1.4.2 - Feedback on curricula and syllabi obtained from stakeholders is processed in

A. All of the Above

terms of: Options (Opt any one that is applicable): Feedback collected, analyzed and action taken on feedback besides such documents made available on the institutional website Feedback collected, analyzed and action has been taken Feedback collected unanalyzed Feedback collected E. Feedback not collected

File Description	Documents
URL for stakeholder feedback report	http://rcdsr.com/NAAC/AQAR23-24/CR-1/QNM/1.4.1/QNM 1.4.1 FEEDBACK REPORT FINAL SIGNED.pdf
Action taken report of the Institution on the feedback report as stated in the minutes of meetings of the College Council/IQAC	View File
Any other relevant information	View File

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

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

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

8

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

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

File Description	Documents
Relevant details certified by the Head of the Institution clearly mentioning the programs that are not covered under CET and the number of applications received for the same	View File
Any other relevant information	View File
Data template	View File

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

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

57

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

2.2 - Catering to Student Diversity

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

A. All of the Above

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

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

Number of Students	Number of Full Time Teachers
398	125

File Description	Documents
List of students enrolled in the preceding academic year	View File
List of full time teachers in the preceding academic year in the college	View File
Institutional data in prescribed format (data templates)	View File
Any other relevant information	View File

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)

RCDSR emphasizes holistic student development through academic, cultural, sports, and extracurricular activities, fostering personal, social, intellectual, and emotional growth. Students from diverse backgrounds are encouraged to showcase talents in intra- and inter-college events. The campus offers superior facilities, including auditoriums, a gymnasium with a trainer, and yoga sessions for stress relief and fitness.

Sports infrastructure includes indoor chess and badminton courts, a volleyball court, and a lush football and cricket ground. Cultural events like PLEXUS and CARNIVAL celebrate creativity, teamwork, and enthusiasm, featuring sports, fashion shows, and performances, culminating in prize distributions to recognize achievements.

File Description	Documents
Appropriate documentary evidence	http://rcdsr.com/NAAC/AQAR23-24/CR-2/2.2/2.2.3 Appropriate documentary evidence SIGNED.pdf
Any other relevant information	http://rcdsr.com/NAAC/AQAR23-24/CR-2/2.2/2.2.3 Appropriate documentary evidence SIGNED.pdf

2.3 - Teaching- Learning Process

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

learning Integrated/inter disciplinary learning Participatory learning Problem solving methodologies Self-directed learning Patient-Centric and Evidence-Based Learning Learning in the Humanities Project-based learning Role play

RCDSR embraces student-centric learning, shifting from traditional teacher-centered methods to a learner-focused approach. This includes diverse teaching methodologies: **Experiential Learning:** Students gain clinical skills through pre-clinical exercises, internal assessments, and supervised treatment planning. **Community-Based Learning:** Students engage with rural, urban, and tribal communities through health camps and public awareness programs on oral health. **Target-Based Learning:** Knowledge is enriched via CDE programs and workshops on advanced equipment, innovations, and research, led by eminent national and international faculty. **Integrated/Interdisciplinary Learning:** Comprehensive treatment planning is taught through interdisciplinary approaches, with case presentations in PISA **Participatory Learning:** Active involvement in scientific events develops clinical, theoretical, and oratorical skills. **Problem-Solving Methodologies :** Critical thinking, communication, and group dynamics are fostered through case discussions **Reflective Learning:** Self-evaluation is encouraged through documentation in logbooks and faculty interactions. **Self-Directed Learning:** Access to library resources, home assignments, and hands-on lab coaching enhances independent learning. **Patient-Centric and Evidence-Based Learning:** Students address case scenarios based on patients' needs, guided by faculty. **Learning in Humanities:** Final-year students and interns participate in outreach camps in underserved areas. **Project-Based Learning:** Short-term projects develop research skills under faculty mentorship. **Roleplay:** Social messages are creatively presented through skits and short films by students, promoting community engagement.

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

2.3.2 - Institution facilitates the use of Clinical Skills Laboratory / Simulation Based Learning The Institution: Has Basic Clinical Skills / Simulation Training Models and Trainers for skills in the relevant disciplines. Has advanced simulators for simulation-based training Has structured programs for

A. All of the Above

training and assessment of students in Clinical Skills Lab / Simulation based learning. Conducts training programs for the faculty in the use of clinical skills lab and simulation methods of teaching-learning

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

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

RCDSR integrates technology into education to enhance student engagement and learning outcomes. Faculty employ ICT-enabled tools like Learning Management Systems (LMS) to upload notes, videos, and MCQs, ensuring accessible resources. Classrooms feature multimedia aids, including projectors, internet-enabled computers, and audio systems. A state-of-the-art auditorium supports inter-departmental events and CDE programs. Students and faculty access e-resources such as DELNET, My LOFT, and an E-library. Lecture halls are equipped with desktops, projectors, and wireless internet for interactive teaching. Recorded lectures can be revisited on personal devices. An IT department provides training and support, ensuring smooth use of LMS and Microsoft tools. Faculty and students receive unique LMS logins for academic resources and schedules. Innovative technologies like Radiovisiography (RVG), CBCT imaging, and Dental Operating Microscopes aid in advanced dental diagnosis and treatment planning. Faculty access DCI databases via the My LOFT app, fostering cutting-edge education.

File Description	Documents
Details of ICT-enabled tools used for teaching and learning	http://rcdsr.com/NAAC/AQAR23-24/CR-2/2.3/2.3.3.1 Details of ICT enabled tools used for teaching and learning final SIGNED.pdf
List of teachers using ICT-enabled tools (including LMS)	http://rcdsr.com/NAAC/AQAR23-24/CR-2/2.3/2.3.3.2 List of Teachers using ICT-Enabled Tools (including LMS)(1) SIGNED.pdf
Webpage describing the “LMS/ Academic Management System”	http://rcdsr.com/NAAC/AQAR23-24/CR-2/2.3/2.3.3.2 List of Teachers using ICT-Enabled Tools (including LMS)(1) SIGNED.pdf
Any other relevant information	http://rcdsr.com/NAAC/AQAR23-24/CR-2/2.3/2.3.3.2 List of Teachers using ICT-Enabled Tools (including LMS)(1) SIGNED.pdf

2.3.4 - Student :Mentor Ratio (preceding academic year)

Number of Mentors	Number of Students
48	398

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

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

The teaching and learning processes at RCDSR are designed to cultivate analytical skills, creativity, and innovation in students, enabling them to apply theoretical knowledge to practical scenarios and evaluate treatment outcomes. Nurturing Creativity and Innovation Students engage in short research projects, developing skills to coordinate allied dental health activities. Creativity is fostered through preclinical exercises like Crown & Bridge, Aesthetic Dentistry, and Oral Implantology, supported by studying dental morphology. Simulators, such as phantom heads, allow students to practice basic and advanced

procedures like implant placement and aesthetic surgeries, enhancing their creative and technical abilities. Developing Analytical Skills The curriculum emphasizes diagnostic and treatment planning skills. Students learn to prescribe and analyze investigations, integrating multiple disciplines into comprehensive treatment plans. Clinical training includes hands-on experience in procedures like extractions, endodontics, periodontal therapy, orthodontics, and denture fabrication. Radiological techniques, cephalometric tracing, and histological evaluation form essential components of their analytical training. Prior to clinical procedures, students perform comprehensive case histories, consider differential diagnoses, and plan treatments independently, fostering critical thinking. Group Discussions Students participate in small group discussions to analyze real cases and devise treatment plans collaboratively. This interactive approach enhances their problem-solving and analytical skills, preparing them for real-world challenges.

File Description	Documents
Appropriate documentary evidence	http://rcdsr.com/NAAC/AQAR23-24/CR-2/2.3/2.3.5 The teaching learning process of the institution nurtures creativity, analytical skills and inno final pdf SIGNED.pdf
Any other relevant information	http://rcdsr.com/NAAC/AQAR23-24/CR-2/2.3/2.3.5 The teaching learning process of the institution nurtures creativity, analytical skills and inno final pdf SIGNED.pdf

2.4 - Teacher Profile and Quality

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

125

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

2.4.2 - Number of fulltime teachers with Ph.D./D.Sc./D.Lit./ DM/M Ch/DNB in super specialties /other PG degrees (like MD/ MS/ MDS etc.) in Health Sciences for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils during the year

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

7

File Description	Documents
List of fulltime teachers with Ph.D/D.Sc./D.Lit./DM/M Ch/DNB in super specialties / other PG degrees in Health Sciences (like MD/ MS/ MDS etc.) for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils /Affiliating Universities and the number of fulltime teachers for the year	View File
Copies of Guide-ship letters or authorization of research guide provided by the university	View File
Any other relevant information	View File

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

724

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

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

125

File Description	Documents
Reports of the e-training programmes	View File
e-contents / e-courses developed	View File
Year –wise list of full time teachers trained during the year	View File
Certificate of completion of training for development of and delivery of econtents / e-courses / Video lectures / demonstrations	View File
Web-link to the contents delivered by the faculty hosted in the HEI's website	View File
Any other relevant information	View File

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

3

File Description	Documents
Institutional data in the prescribed format/ Data template	View File
e-copies of award letters (scanned or softcopy)	View File
Any other relevant information	View File

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

Academic Calendar and Examination Process

The Annual Academic Calendar is prepared and approved by the College Council. The Departmental Curriculum Committee oversees its implementation, while the College Curriculum Committee ensures overall monitoring. T

Continuous Internal Evaluation

The Examination Cell manages the evaluation process through a structured system:

1. Internal Examinations:

- o Three internal exams are conducted, with the third serving as a Pre-University Examination to assess students' readiness for the final exams.

2. Preparation and Conduct of Exams:

- o Learning Resource Materials (LRM), including Question Banks and Model Answers, are provided.

- o Question papers are prepared, moderated, and distributed under strict protocol.

3. Result Declaration and Feedback:

- o Answer scripts are shown to students for feedback and grievance redressal.

- o Poor performers and advanced learners are identified for

counseling and improvement strategies.

Postgraduate Evaluation

- PG students undergo periodic evaluations, including Basic Medical Sciences exams in the first year.
- Their knowledge is enhanced through seminars, journal clubs and clinical case presentations.
- Participation in Continuing Dental Education (CDE) programs, workshops, and specialty conferences is encouraged.
- Pre-University Examination

This evaluation assesses students' preparation and helps implement corrective measures.

File Description	Documents
Academic calendar	http://rcdsr.com/NAAC/AQAR23-24/CR-2/2.5/2.5.1 Dates of Conduct of Internal Assessment Examination Final pdf SIGNED.pdf
Dates of conduct of internal assessment examinations	http://rcdsr.com/NAAC/AQAR23-24/CR-2/2.5/2.5.1 Any Other Information SIGNED.pdf
Any other relevant information	http://rcdsr.com/NAAC/AQAR23-24/CR-2/2.5/2.5.1 Any Other Information SIGNED.pdf

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

A structured grievance redressal mechanism is in place for examinations, ensuring fairness and transparency in the evaluation process.

Grievance Redressal for Internal Examinations

1. Evaluation and Feedback:

- o Students receive their evaluated answer scripts to review alongside model answers.**
- o Faculty members address students' queries and correct errors in total marks on the spot.**

2. Approval and Display:

- o After resolution, answer scripts are collected, and marks are submitted to the Head of the Department (HoD) for approval.**
- o Approved mark lists are displayed on notice boards and are accessible online for students.**

3. Resolution Stages:

- o Teacher Level: Students can clarify their doubts directly with the evaluating faculty.**
- o Departmental Level: If unresolved, students may approach the HoD for further action.**
- o Institutional Level: Students can appeal to the Institutional Grievance Redressal Committee**

4. Grievance Redressal for External Examinations

- Application Process: Students can apply to the University for verification or re-totalling of marks within 15 days of result declaration.**
- Resolution Timeline: The University reviews and resolves grievances within one month of receiving the application.**

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

2.5.3 - Reforms in the process and procedure in the conduct of evaluation/examination; including the automation of the examination system. Describe the reforms implemented in internal evaluation/ examinations with reference to the following within 100 - 200 words Examination procedures Processes integrating IT Continuous internal assessment system Competency-based assessment Workplace-based assessment Self assessment OSCE/OSPE

The institution conducts examinations per Dental Council of India (DCI) and university guidelines, with a transparent, structured system managed by the Exam Cell since inception. Key reforms include validated Learning Resource Materials (LRMs), a comprehensive question bank with model answers, structured formative evaluations, double valuation of answer scripts, and provision for student marks improvement through feedback. IT integration ensures efficiency, supported by trained personnel and high-speed internet. Continuous Internal Assessment involves departmental tests, competency-based evaluations, workplace monitoring of procedural skills, self-assessment under faculty guidance, and implementation of OSCE/OSPE for clinical and practical exams. These measures enhance topic comprehension, time management, and writing skills, focusing on individual student progress. Underperformers are identified and supported through Dean intervention, fostering academic improvement.

File Description	Documents
Information on examination reforms	http://rcdsr.com/NAAC/AQAR23-24/CR-2/2.5/2.5.3 Information on examination reforms OSCE OSPESIGNED.pdf
Any other relevant information	http://rcdsr.com/NAAC/AQAR23-24/CR-2/2.5/2.5.3 Information on examination reforms OSCE OSPESIGNED.pdf

2.5.4 - The Institution provides opportunities to students for midcourse improvement of performance through specific interventions. Opportunities provided to students for midcourse improvement of performance through: Timely administration of CIE On time assessment and feedback Makeup assignments /tests Remedial teaching/ support	A. All of the Above
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File Description	Documents
List of opportunities provided for the students for midcourse improvement of performance in the examinations	View File
Information as per Data template	View File
Policy document of midcourse improvement of performance of students	View File
Re-test and Answer sheets	View File
Any other relevant information	View File

2.6 - Student Performance and Learning Outcomes

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

The institution aligns its learning outcomes with guidelines set by regulatory bodies and the university, communicating these outcomes through orientation programs and website updates.

BDS Program Learning Outcomes: Graduates acquire knowledge of biological functions and health influences, enabling them to diagnose and manage common dental problems. They develop skills to prevent and manage complications, interpret laboratory findings, promote oral health, prevent diseases, and ensure pain and anxiety control during dental treatments.

MDS Program Learning Outcomes: Postgraduates gain expertise in diagnosing and managing adult and pediatric conditions, understanding social and environmental determinants in treatment planning, and referring cases beyond their specialty. They commit

to lifelong learning via self-study and participation in professional courses. Graduates conduct audits, use IT for research and publication, and present findings at conferences. They develop advanced clinical skills, including taking histories, performing diagnostic procedures, interpreting results, and achieving competence in specialty-specific treatments.

These outcomes ensure graduates meet professional standards and are equipped for continuous learning and patient-centered care.

File Description	Documents
Relevant documents pertaining to learning outcomes and graduate attributes	http://rcdsr.com/NAAC/AQAR23-24/CR-2/2.6/2.6.1.[1]Relevant documents Pertaining to Learning outcomes and Graduate AttributesSIGNED.pdf
Methods of the assessment of learning outcomes and graduate attributes	http://rcdsr.com/NAAC/AQAR23-24/CR-2/2.6/2.6.1[2]methods of the assessment of learning outcomes and graduate attributes SIGNED.pdf
Upload Course Outcomes for all courses (exemplars from Glossary)	http://rcdsr.com/NAAC/AQAR23-24/CR-2/2.6/2.6.1 [3]Course outcomes for all courses SIGNED.pdf
Any other relevant information	http://rcdsr.com/NAAC/AQAR23-24/CR-2/2.6/2.6.1 [3]Course outcomes for all courses SIGNED.pdf

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

File Description	Documents
List of Programmes and the number of students passed and appeared in the final year examination for the year	View File
Link for the annual report of examination results as placed before BoM/ Syndicate/ Governing Council for the year.	View File
Reports from Controller of Exam (COE) office/ Registrar evaluation mentioning the relevant details and the result analysis performed by the institution duly attested by the Head of the Institution	View File
Trend analysis for the last year in graphical form	View File
Data template	View File
Any other relevant information	View File

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

The institution provides comprehensive dental education and research, supported by innovative teaching methods and a collaborative environment. Clinical education innovations prepare students for delivering high-quality oral healthcare.

Mentoring: Each mentor oversees 7-9 students, fostering strong teacher-student bonds. Goals and lecture objectives are communicated in advance through department noticeboards, encouraging an interactive and engaging learning process.

Internal Assessment: Students are evaluated per DCI norms through three internal exams annually, along with chapter-wise tests, seminars, and assignments.

Clinical Training: Students receive hospital training to manage dental emergencies, including injection techniques, trauma care, and annual Basic Life Support training. Modern lecture halls and technology-equipped classrooms enhance teaching. Clinical training

emphasizes evidence-based practices and foundational skills in real-world simulations from the first year.

Preclinical Teaching: In the first two years of the BDS program, students gain a robust understanding of biomedical and clinical sciences, including Human Anatomy, Physiology, Pathology, and more. They receive extensive preclinical training to achieve high competency before patient care.

Postgraduate Curriculum: The MDS program combines dissertations, seminars, journal clubs, and national conference presentations, equipping students with expertise to deliver exceptional patient care post-graduation.

File Description	Documents
Programme-specific learning outcomes	http://rcdsr.com/NAAC/AQAR23-24/CR-2/2.6/2.6.3 Programme -Specific Learning Objective outcomes finalSIGNED.pdf
Any other relevant information	http://rcdsr.com/NAAC/AQAR23-24/CR-2/2.6/2.6.3 Programme -Specific Learning Objective outcomes finalSIGNED.pdf

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

The College Council and Parent-Teacher Association (PTA) emphasizes a collaborative approach to ensure quality education and holistic development of students. It fosters a strong partnership between parents and teachers for purposeful dialogue and proactive student support.

The PTA aims to create an interactive and dynamic environment to promote student growth and institutional progress.

Objectives: - Enhance student welfare and college improvement through united efforts. - Ensure quality education and overall student development. - Foster better understanding and harmonious relationships between parents, teachers, and the community.

Membership: The PTA comprises parent representatives, UG and PG student representatives, and faculty members from various departments.

Meeting Schedule: Meetings occur biannually: the third Monday of September and the first Monday of February.

Parent-Teacher Meetings: Mentors present attendance, internal assessment marks, and grievances for discussion, with feedback addressed in Mentorship Committee meetings.

Remedial Measures: After university results are published, separate timetables are prepared for students needing improvement. Special meetings are held for underperforming students, and feedback from parents aids in targeted actions.

Outcome Analysis: This innovative practice has yielded improved university results, with underperforming students gaining confidence and progressing academically.

File Description	Documents
Proceedings of parent –teachers meetings held during the year	http://rcdsr.com/NAAC/AQAR23-24/CR-2/2.6/2.6.4.1 Proceeding of parent-teachers meetings held during the year SIGNED.pdf
Follow up reports on the action taken and outcome analysis.	http://rcdsr.com/NAAC/AQAR23-24/CR-2/2.6/2.6.4.2 Follow up report on the action taken and outcome analysis final[1] SIGNED.pdf
Any other relevant information	http://rcdsr.com/NAAC/AQAR23-24/CR-2/2.6/2.6.4.2 Follow up report on the action taken and outcome analysis final[1] SIGNED.pdf

2.7 - Student Satisfaction Survey

2.7.1 - Online student satisfaction survey regarding teaching learning process

99

File Description	Documents
Any other relevant information	View File

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Resource Mobilization for Research

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

125

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

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

82

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

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

Number of Research Projects	Amount / Funds Received
12	120000

File Description	Documents
List of research projects and funding details during the year (Data template)	View File
List of research projects and funding details during the year (Data template)	View File
Link for funding agencies websites	Nil
Any other relevant information	View File

3.2 - Innovation Ecosystem

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

The institution fosters a conducive environment for research and technology-driven innovations by establishing a supportive ecosystem that transforms ideas into tangible outcomes.

Key Initiatives for Innovation and Knowledge Transfer: Human Resource Development: Faculty members are encouraged to participate in Faculty Development Programs, conferences, seminars, and workshops to enhance their knowledge and skills.

Value-Added Clinical Practices: The college conducts specialized activities to promote innovation and skill enhancement in basic and advanced dental procedures, ensuring employment, empowerment, and enlightenment.

Clinicopathological Meet : Regular meets provide a platform for presenting research, innovative ideas, and multidisciplinary case studies. Departments like Oral Medicine, Oral Surgery, and Oral Pathology collaborate to discuss special cases.

Sustainability Initiatives: The campus promotes green practices, including tree plantation programs, solar panels, biomedical waste disposal, LED lighting, sensor-based systems, and rainwater harvesting.

Collaborative Activities: Inter-departmental, inter-institutional, and inter-speciality collaborations are encouraged, enabling students and faculty to interact with experts across disciplines,

fostering innovative projects and concepts.

Incubation and Research Centers: To advance research, the college has established an Incubation Center with state-of-the-art equipment and dedicated staff to support research activities by students and faculty.

File Description	Documents
Details of the facilities and innovations made	http://rcdsr.com/NAAC/AQAR23-24/CR-3/3.2.1/3.2.1 PHOTOS SIGNED.pdf
Any other relevant information	http://rcdsr.com/NAAC/AQAR23-24/CR-3/3.2.1/3.2.1 PHOTOS SIGNED.pdf

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

8

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

3.3 - Research Publications and Awards

3.3.1 - The Institution ensures implementation of its stated Code of Ethics for research. The Institution has a stated Code of Ethics for research, the implementation of which is ensured by the following: There is an Institutional ethics committee which oversees the implementation of all research projects All the projects including student project work are subjected to the Institutional ethics committee clearance The Institution has plagiarism check software based on the Institutional policy Norms and guidelines for research ethics and publication guidelines are followed

A. All of the Above

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

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

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

31

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

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

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

54

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

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

11

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

3.4 - Extension Activities

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

77

File Description	Documents
List of extension and outreach activities during the year (Data Template)	View File
List of students in NSS/NCC involved in the extension and outreach activities during the year	View File
Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated	View File
Any other relevant information	View File

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

398

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

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

The Department of Public Health Dentistry actively engages in extension and outreach activities, including dental camps, aimed at benefiting all strata of society.

Key Outreach Initiatives: Dental Camps: Regular dental camps are conducted in rural areas, including Central Jail, and housing

societies. The efforts have earned letters of appreciation from jail authorities, rural community chiefs, and school managements. Both UG and PG students, alongside faculty members, actively participate in these dental screening camps.

Educational Aids: Exhibitions featuring posters and audio-visual aids are organized at many camps. Schools often recognize these initiatives by issuing appreciation letters for the institute's valuable services.

Social Awareness: RCDSR promotes social awareness on oral hygiene through initiatives that educate the public on proper brushing techniques, the use of mouthwash, and the importance of timely dental care.

Tobacco Cessation Drive: RCDSR has taken significant steps to combat tobacco use through activities like:

a. Free Oral Health Checkups b. Counseling Workshops c. Nukkad Nataks under the National Tobacco Control Program.

To enhance its efforts, the Tobacco Cessation Cell has been established, equipped to counsel patients and promote awareness of tobacco's adverse effects. Students play a pivotal role in sensitizing the public through health education programs.

File Description	Documents
List of awards for extension activities in the year	http://rcdsr.com/NAAC/AQAR23-24/CR-3/3.4.3/3.4.3 List of awards for extension activities in the year SIGNED.pdf
e-copies of the award letters	http://rcdsr.com/NAAC/AQAR23-24/CR-3/3.4.3/3.4.3 list of awards SIGNED.pdf
Any other relevant information	http://rcdsr.com/NAAC/AQAR23-24/CR-3/3.4.3/3.4.3 list of awards SIGNED.pdf

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

within 100 - 200 words

Through Student and Faculty Orientation Programs, the college emphasizes the importance of social outreach initiatives for holistic development and integrated learning.

Key Initiatives 1 .Rural Dental Camps: Regular camps are conducted in nearby villages to create dental awareness and provide necessary treatments. **Mobile Dental Van:** A well-equipped van brings oral care directly to patients' doorsteps. **Free Transport:** Patients within a 30-40 km radius are provided with free transport for treatment. **School Dental Camps:** Organized regularly to conduct oral screenings and offer preventive and interceptive treatments for children. **Subsidized/Free Services:** Oral health services are extended to economically weaker sections. **NGO Collaborations:** Partnerships with NGOs focus on the welfare of society, especially healthcare for women. **2. Awareness Programs Celebrations like World AIDS Day** aim to spread awareness while fostering interaction among students, faculty, and the community. **3. Tobacco Awareness and Cessation** The Tobacco Cessation Program aims to educate the public on the harmful effects of tobacco. **4. Swachh Bharat Abhiyan** Students actively participate in cleaning the surrounding community areas, promoting environmental and hygiene awareness.

The institution continuously strives to bridge the gap between dental services and the public, ensuring accessibility and trust.

File Description	Documents
Details of Institutional social responsibility activities in the neighbourhood community during the year	http://rcdsr.com/NAAC/AQAR23-24/CR-3/3.4.4/3.4.4 (3) SIGNED.pdf
Any other relevant information	http://rcdsr.com/NAAC/AQAR23-24/CR-3/3.4.4/3.4.4 (3) SIGNED.pdf

3.5 - Collaboration

3.5.1 - Number of Collaborative activities for research, faculty exchange, student exchange/ Industry-internship etc. per year for the year

22

File Description	Documents
Certified copies of collaboration documents and exchange visits	View File
Any other relevant information	View File
List of collaborative activities for research, faculty/student exchange etc. (Data template)	View File
Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated and amount generated	View File

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

25

File Description	Documents
List of functional MoUs for the year (Data Template)	View File
E-copies of the MoU's with institution/ industry/corporate house, Indicating the start date and completion date	View File
List of partnering Institutions/ Industries /research labs with contact details	View File
Any other relevant information	No File Uploaded

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The Institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc. Describe the adequacy of facilities for teaching-learning viz., classrooms, ICT-enabled classrooms, seminar halls, facilities for clinical learning, learning in the community, Teleconferences, AYUSH-related learning cum therapy centre, well-equipped laboratories, skills labs etc. as stipulated by the appropriate Regulatory bodies within 100 - 200words

State-of-the-Art Infrastructure for Comprehensive Learning

Our college provides state-of-the-art infrastructure, aligned with the vision of excellence and compliant with the guidelines of the Dental Council of India and Pt. Deendayal Upadhyay Memorial Health Science & Ayush University of Chhattisgarh.

Lecture and Seminar Halls: The college has 4 spacious lecture halls equipped with integrated audio-visual aids, Wi-Fi-enabled projectors, and other modern facilities. Additionally, 9 seminar halls cater to UG and PG students for case presentations, journal clubs, and group discussions.

Conference Room and Auditorium: The air-conditioned conference room and a 300-seater auditorium with advanced audio-visual aids provide spaces for meetings, workshops, and cultural events.

Library and Labs: The central library accommodates 250 users and features a journal section, E-learning facilities, and departmental libraries. Preclinical and diagnostic labs, including advanced radiography and histopathology facilities, offer practical learning experiences.

Departments and Satellite Centers: The college hosts 9 well-equipped teaching departments and 2 satellite centers for clinical exposure. With digital radiography, simulators, and an operation theatre, our institution ensures an unparalleled learning and clinical training environment for students.

File Description	Documents
List of available teaching-learning facilities such as Class rooms, Laboratories, ICT enabled facilities including Teleconference facilities etc., mentioned above	http://rcdsr.com/NAAC/AQAR23-24/CR-4/4.1.1/4.1.1 (a) SIGNED.pdf
Geo tagged photographs	http://rcdsr.com/NAAC/AQAR23-24/CR-4/4.1.1/4.1.1 (b) SIGNED.pdf
Any other relevant information	http://rcdsr.com/NAAC/AQAR23-24/CR-4/4.1.1/4.1.1 qlm/4.1.1 SIGNED.pdf

4.1.2 - The Institution has adequate facilities to support physical and recreational requirements of

students and staff - sports, games (indoor, outdoor), gymnasium, auditorium, yoga centre, etc.) and for cultural activities. Describe the adequacy of facilities for sports, games and cultural activities including specification about area/size, year of establishment and user rate within 100 - 200 words

Recreational and Wellness Facilities

Our college offers a variety of recreational and wellness facilities to ensure a balanced and vibrant campus life for students and staff.

Recreation Room: Separate, well-equipped recreation rooms for boys and girls are located in the hostel building, providing a relaxing environment with attached toilets for convenience.

Amphitheater and Gymnasium: The amphitheater hosts weekend movie screenings for students and faculty entertainment. A modern gymnasium, along with yoga and meditation sessions held in open grounds, supports fitness and mental well-being.

Sports Facilities: The campus includes volleyball, basketball courts, and a large field for cricket, football, and horse riding. Indoor stadiums accommodate badminton, table tennis, and other indoor sports.

Annual Events: The annual sports activity, Plexus, and the inter-college cultural and sports fest, Carnival, foster a spirit of camaraderie. **Cafeteria and Mess:** The Yummy Tummy Cafe offers air-conditioned comfort, subsidized meals, and a vibrant space for informal gatherings. A mess with organic, home-grown produce serves nutritious meals to 300 people.

Other Amenities: A temple with Lord Ganesha's statue and a fruit/juice corner ensure spiritual and dietary needs are met, enriching the campus experience.

File Description	Documents
List of available sports and cultural facilities	http://rcdsr.com/NAAC/AQAR23-24/CR-4/4.1.2/4.1.2 (a) SIGNED.pdf
Geo tagged photographs	http://rcdsr.com/NAAC/AQAR23-24/CR-4/4.1.2/4.1.2 (b) geotagged NEW SIGNED.pdf
Any other relevant information	http://rcdsr.com/NAAC/AQAR23-24/CR-4/4.1.2/4.1.2 qlm/4.1.2 SIGNED.pdf

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

World-Class Infrastructure and Sustainable Practices

Our institute offers high-class infrastructure that supports students, faculty, and patients, while emphasizing cleanliness and a "Green Campus Concept."

Medical and Pharmacy Facilities: A 20-bed medical ward operates with extended hours for emergencies, and an on-campus pharmacy near the OPD section provides essential medicines at reasonable rates.

Hostels and Amenities: The campus hosts 4 spacious and well-ventilated hostels with separate accommodations for boys and girls, housing up to 900 students. Facilities include air-conditioning, laundry services, and RO machines for clean drinking water.

Eco-Friendly Initiatives: Solar panels on rooftops supply renewable energy, and a sewage treatment plant complements biomedical waste management to ensure sustainability.

Technology and Connectivity: Facial scans and biometrics maintain attendance, while Wi-Fi across the campus supports seamless access to educational resources.

Recreational and Dining Facilities: Students and staff enjoy a modern cafeteria offering diverse menus and a comfortable dining experience.

Transport and Accessibility: With buses, E-rickshaws, and a mobile dental van equipped with two chairs, the institute ensures efficient transportation and outreach dental care.

Additional Services: On-campus ATM, ample parking, and dedicated washrooms enhance convenience for students, staff, and visitors, ensuring a holistic experience.

File Description	Documents
Photographs/ Geo tagging of Campus facilities	http://rcdsr.com/NAAC/AQAR23-24/CR-4/4.1.3/4.1.3 (a) geotagged photos NEW 1 SIGNED.pdf
Any other relevant information	http://rcdsr.com/NAAC/AQAR23-24/CR-4/4.1.3/4.1.3 qlm/4.1.3 SIGNED.pdf

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

25590035

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

4.2 - Clinical, Equipment and Laboratory Learning Resources

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

Clinical Teaching and Learning at RCDsr

Our institution emphasizes hands-on clinical teaching across all Dental and Medical departments.

Patient Interaction With hospital footfall exceeding DCI-mandated minimums, students are exposed to a diverse patient base, ensuring comprehensive learning of both basic and advanced dental

procedures.

Clinical Departments Each clinical department features: - Dental chairs - Sterilization units - State-of-the-art equipment - Comfortable, well-maintained ambiance

Seminar Rooms and Laboratories - Seminar rooms equipped with audio-visual aids and ergonomic seating. - Preclinical training labs for departments like Prosthodontics, Conservative Dentistry, Orthodontics, and more. - Anatomy dissection halls and labs for biochemistry, pathology, and microbiology. Dedicated Staff Cabins

Comprehensive Equipment - Dental chairs, X-ray units, OPG, and CBCT imaging systems. - Autoclaves, fumigation equipment, and minor OT instruments. - Materials for restorations, impressions, and surgical procedures.

Preclinical Training Labs Facilities include: - Workstations for cement mixing, impression making, and tooth morphology studies. - Patient education rooms for oral hygiene demonstrations.

Advanced Equipment - Endosonic handpieces, dental lasers, and implant kits. - Specialized microscopes, bleaching units, and electro-surgery equipment. - Dedicated labs for porcelain, cobalt-chromium, and casting.

By integrating cutting-edge technology with patient-centered education, RCDSR ensures students are well-prepared for modern dental practices.

File Description	Documents
The facilities as per the stipulations of the respective Regulatory Bodies with Geo tagging	http://rcdsr.com/NAAC/AQAR23-24/CR-4/QLM/QLM/4.2.1/4.2.1 (1) SIGNED.pdf
The list of facilities available for patient care, teaching-learning and research	http://rcdsr.com/NAAC/AQAR23-24/CR-4/QLM/QLM/4.2.1/4.2.1 (1) SIGNED.pdf
Any other relevant information	http://rcdsr.com/NAAC/AQAR23-24/CR-4/QLM/QLM/4.2.1/4.2.1 (1) SIGNED.pdf

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

4.2.2.1 - Number of patients treated as outpatients in the teaching hospital during the year**123993**

File Description	Documents
Any other relevant information	View File
Details of the teaching hospitals (attached hospital or shared hospitals after due approval by the Regulatory Council/ University) where the students receive their clinical training.	View File
Outpatient and inpatient statistics for the year	View File
Link to hospital records/ Hospital Management Information System	http://rcdsr.com/NAAC/AQAR23-24/CR-4/QNM/QNM/4.2.2/4.2.2_SIGNED.pdf

4.2.3 - Number of students exposed to learning resource such as Laboratories, Animal House & Herbal Garden (in house OR hired) during the year**4.2.3.1 - Number of UG students exposed to learning resource such as Laboratories, Animal House & Herbal Garden (in house OR hired) during the year****325**

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

4.2.4 - Availability of infrastructure for community based learning. Institution has: Attached Satellite Primary Health Center/s Attached Rural Health Center/s other than College teaching hospital available for

A. All of the Above

training of students Residential facility for students / trainees at the above peripheral health centers /hospitals Mobile clinical service facilities to reach remote rural locations

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

4.3 - Library as a Learning Resource

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

The Library Management System (LMS) at SRGI is designed for efficient daily operations, featuring semi-automated software introduced in December 2020 and updated in January 2023. This system streamlines library processes like acquisition, cataloging, circulation, subscription, and digital archive management through a user-friendly interface. Key features include barcode scanning, OPAC for searches, article indexing, bibliographic control, fee collection, and multi-user access. The library spans 9,460 sq. ft., with a seating capacity of 250, a journal reference room, 25 networked computers, and photocopying facilities. It is well-lit, air-cooled, and structured for students' and faculty's convenience, with SRGI-LMS ensuring seamless resource management and organization.

File Description	Documents
Geo tagged photographs of library facilities	http://rcdsr.com/NAAC/AQAR23-24/CR-4/QLM/QLM/4.3.1/supporting documents/4.3.1 geotagged on Library SIGNED.pdf
Any other relevant information	HTTP://RCDSR.COM/NAAC/AQAR23-24/CR-4/QLM/QLM/4.3.1/SUPPORTING DOCUMENTS/4.3.1 GEOTAGGED ON LIBRARY SIGNED.PDF

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

The college library serves as the central knowledge hub, complemented by specialized departmental libraries for focused academic support. It fosters knowledge development and dissemination, offering a resourceful environment for teaching, learning, and research while providing recreational reading through newspapers, magazines, and autobiographies. The library houses a diverse collection, including textbooks, reference books, periodicals, theses, and digital databases, updated annually per curriculum and budget.

Sections Overview: - Undergraduate Section: Contains subject-specific textbooks for basic sciences (e.g., Anatomy, Biochemistry) and dentistry disciplines (e.g., Orthodontics, Periodontics). - Postgraduate Section: Includes a textbook section, a journal area showcasing recent editions, and an e-library section with internet access.

A "new arrivals" section is updated monthly to keep users informed. Book Bank facilities ensure additional resources to enhance academic performance. The library's organized divisions, updated resources, and supportive services make it integral to academic excellence.

File Description	Documents
Data on acquisition of books / journals / Manuscripts / ancient books etc., in the library	http://rcdsr.com/NAAC/AQAR23-24/CR-4/QLM/QLM/4.3.2/4.3.2 data on acquisition of journals and books 23-24 SIGNED.pdf
Geotagged photographs of library ambience	http://rcdsr.com/NAAC/AQAR23-24/CR-4/QLM/QLM/4.3.2/4.3.2 geotagged on Library SIGNED.pdf
Any other relevant information	http://rcdsr.com/NAAC/AQAR23-24/CR-4/QLM/QLM/4.3.2/4.3.2 data on acquisition of journals and books 23-24 SIGNED.pdf

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

A. All of the Above

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

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

21.17

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

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

The college library integrates a digital library wing for wider access to organized digital resources. Students can access subscribed databases and the online catalog via the campus network, while faculty members have remote access. The dedicated E-library area, equipped with computers and printers, supports PG students and faculty.

In-Person Access: The library provides hard copies of books, journals, audiovisual materials, theses, newspapers, and magazines in a peaceful and well-lit environment.

Remote Access: The semi-automated LMS offers on-campus and remote access to diverse resources, including e-books, e-journals, audio-visual aids, and conference papers. Subscriptions include EBSCO Host, Aura Impex, and k-hub for dental and medical resources. The National Digital Library Club, part of the "One Library All of India" initiative, further extends resource access.

Library Usage Programs: Annual sessions introduce students and faculty to library rules and resource utilization, covering both physical and digital collections. Guidelines on library discipline and database login demonstrations are included, ensuring efficient resource usage.

File Description	Documents
Details of library usage by teachers and students	http://rcdsr.com/NAAC/AQAR23-24/CR-4/QLM/QLM/4.3.5/4.3.5%20details%20of%20library%20usage%20by%20teachers%20and%20students%20SIGNED.pdf
Details of library usage by teachers and students	http://rcdsr.com/NAAC/AQAR23-24/CR-4/QLM/QLM/4.3.5/4.3.5%20details%20of%20library%20usage%20by%20teachers%20and%20students%20SIGNED.pdf
Any other relevant information	http://rcdsr.com/NAAC/AQAR23-24/CR-4/QLM/QLM/4.3.5/4.3.5%20details%20of%20library%20usage%20by%20teachers%20and%20students%20SIGNED.pdf

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

A. All of the Above

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

4.4 - IT Infrastructure

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

14

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

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

The institution boasts a robust Server Room and qualified IT staff to manage campus-wide Wi-Fi, providing seamless wired and wireless internet connectivity to classrooms, libraries, labs, and residential areas. The college operates a 1 Gbps AIRTEL line and ensures 24/7 Wi-Fi availability in academic and hostel areas.

Cybersecurity: The institution uses SOPHOS/CYBEROAM firewall solutions, offering advanced network security, application visibility, and control over over 2000 key applications. It provides detailed reports and graphical security insights, ensuring comprehensive protection.

IT Policies and Management: - IT Service Management: An in-house IT department addresses technological needs. - Information Security: Password-protected Wi-Fi and servers, coupled with antivirus software, safeguard against misuse. - Network Security: Quick Heal Total Security and firewalls ensure unauthorized access prevention. - Risk Management: Data backup and retrieval are managed by the IT team. - Software Asset Management: Tally software is utilized for inventory and asset management. - Open Source Access: Resources are available for open-source platforms. - Green Computing: Initiatives include replacing CRT monitors with LCDs, automatic monitor sleep modes, CPU shutdowns during inactivity, refilling cartridges, battery exchanges, and e-waste management via IT support.

Workshops and lectures raise awareness about green computing, promoting sustainable IT practices across the campus.

File Description	Documents
Documents related to updation of IT and Wi-Fi facilities	http://rcdsr.com/NAAC/AQAR23-24/CR-4/QLM/QLM/4.4.2/Criteria 4.4.2 Qlm (1) SIGNED.pdf
Any other relevant information	http://rcdsr.com/NAAC/AQAR23-24/CR-4/QLM/QLM/4.4.2/Criteria 4.4.2 Qlm (1) SIGNED.pdf

**4.4.3 - Available bandwidth of internet connection in the Institution (Leased line)
Opt any one:**

A. ?1GBPS

File Description	Documents
Details of available bandwidth of internet connection in the Institution(Data Template)	View File
Bills for any one month of the last completed academic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant information	View File

4.5 - Maintenance of Campus Infrastructure

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

15152000

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

4.5.2 - There are established systems and procedures for maintaining and utilizing physical,

academic and support facilities - laboratory, library, sports facilities, computers, classrooms etc. Describe policy details of systems and procedures for maintaining and utilizing physical and academic support facilities within a maximum of 100 -200 words.

The institute has a structured mechanism for maintaining its physical, academic, and support facilities, managed by dedicated maintenance sections.

Classrooms: Equipped with high-speed Wi-Fi desktops, classrooms are used strictly during lecture hours.

Laboratories: The college maintains advanced lab equipment through technicians and annual maintenance contracts (AMCs). Major faults or warranty-covered items are addressed by suppliers for calibration or replacement.

Buildings and Infrastructure: A dedicated maintenance team oversees cleaning, painting, and repairs, with adequate annual budget provisions. A full-time plumber manages plumbing needs.

Library and IT Facilities: Library computers and related electronic devices are maintained by IT experts to ensure smooth operations. Wi-Fi, hardware, and software are updated and managed by the IT team.

Sports Facilities: The college provides indoor and outdoor sports facilities, including a stadium for football, tennis, basketball, and cricket courts, maintained by Sports Department staff. Students can access these facilities after class hours.

Additional Facilities: The college ensures uninterrupted power with 24-hour electricity backup via diesel generators. Water supply is supported by bore-wells and rainwater harvesting installations. A full-time technician team maintains electrical and water supply systems.

Efficient management of resources ensures a conducive environment for academic and extracurricular excellence.

File Description	Documents
Minutes of the meetings of the Maintenance Committee	http://rcdsr.com/NAAC/AQAR23-24/CR-4/QLM/QLM/4.5.2/4.5.2/4.5.2/maintenance_committee_SIGNED.pdf
Log book or other records regarding maintenance works	http://rcdsr.com/NAAC/AQAR23-24/CR-4/QLM/QLM/4.5.2/4.5.2/4.5.2/(10-6-23)%20(27-5-24)%20SIGNED.pdf
Any other relevant information	http://rcdsr.com/NAAC/AQAR23-24/CR-4/QLM/QLM/4.5.2/4.5.2/4.5.2/maintenance_committee_SIGNED.pdf

STUDENT SUPPORT AND PROGRESSION**5.1 - Student Support****5.1.1 - Number of students benefited by scholarships/ freeships / fee-waivers by Government / Non-Governmental agencies / Institution during the year****182**

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

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

A. All of the Aboe

File Description	Documents
Any other relevant information	View File
Link to Institutional website	http://rcdsr.com/NAAC/AQAR23-24/CR-5/5.1/5.1.2/5.1.2%20REPORT%20CIRCULAR%20REQST%20LETTER%20-%20Copy%20SIGNED.pdf
Details of capability enhancement and development schemes(Data Template)	View File

5.1.3 - Number of students provided training and guidance for competitive examinations and career counseling offered by the Institution during the year

900

File Description	Documents
List of students benefited by guidance for competitive examinations and career counselling during the year (Data template)	View File
Institutional website. Web-link to particular program/scheme mentioned in the metric	http://rcdsr.com/NAAC/AQAR23-24/CR-5/5.1/5.1.3/5.1.3%20CIRCULAR%20,%20REPORT,%20REQUEST%20LETTER%20SIGNED.pdf
Copy of circular/ brochure/report of the event/ activity report Annual report of Pre-Examination Coaching centres	View File
list of students attending each of these schemes signed by competent authority	View File
Any other relevant information	View File

5.1.4 - The Institution has an active international student cell to facilitate study in India program etc., Describe the international student cell activities within 100 - 200 words

In the era of globalization, maintaining educational excellence across disciplines, including dentistry, is vital. The International Students Cell (ISC) ensures international students aspiring to study in India receive necessary guidance, facilitating admissions, exchange programs, and research

collaboration.

Objectives: ISC integrates policies, streamlines admissions and teaching, promotes internationalization, and supports academic exchange partnerships. It ensures students enjoy a comfortable and enriching study experience.

Admission Guidelines: Applicants must hold a "Student Visa" and secure approval from India's Ministry of Home Affairs and Department of Higher Education. Eligibility includes foreign citizens, Persons of Indian Origin (PIO), Overseas Citizens of India (OCI), and NRIs with recognized international qualifications.

Process: NEET qualification is mandatory for BDS/MDS programs. Admission requires document verification, visa procedures, and a non-refundable fee. ISC also assists with accommodation, health, safety, and cultural integration.

File Description	Documents
For international student cell	http://rcdsr.com/NAAC/AQAR23-24/CR-5/5.1/5.1.4/ISC%20CELL%205.1.4%20SIGNED.pdf
Any other relevant information	http://rcdsr.com/NAAC/AQAR23-24/CR-5/5.1/5.1.4/ISC%20CELL%205.1.4%20SIGNED.pdf

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

A. All of the Above

File Description	Documents
Minutes of the meetings of student Grievance Redressal Committee and Anti-Ragging Committee/Cell	View File
Circular/web-link/ committee report justifying the objective of the metric	http://rcdsr.com/NAAC/AQAR23-24/CR-5/5.1/5.1.5/CIRCULAR%20RAGGING%20GRIVERENCE-merged%20SIGNED.pdf
Details of student grievances and action taken (Data template)	View File
Any other relevant information	View File

5.2 - Student Progression

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

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

16

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

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

78

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

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

16

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

5.3 - Student Participation and Activities

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

4

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

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

The Student Representative Council (SRC) fosters collaboration

between students, faculty, and administration to ensure a thriving campus environment and holistic student development. Comprising elected student representatives and faculty members, SRC aims to enhance academic, cultural, and personal growth.

Functions: SRC organizes educational events like workshops, cultural programs, and sports activities, ensuring students' talents are nurtured. It cooperates with management for better coordination and supports a conducive campus atmosphere.

Objectives: Key goals include bridging students and administration, addressing student concerns, boosting academic performance, and fostering leadership qualities.

Activities: SRC promotes active student involvement in academic programs (CDE, seminars, webinars), analyzes assessments, and assists in refining evaluation methods. It also organizes festivals, supports extracurricular engagement, and collaborates with councils from other institutions.

Committees: Students participate in anti-ragging, mentorship, career guidance, sports, cultural, and college council committees, strengthening skills and teamwork.

[illegible]

SANGAM is the dynamic alumni association of Rungta College of Dental Sciences & Research, Bhilai, registered under the Chhattisgarh Society Registration Act. It maintains regular communication with alumni, updating records and fostering strong institutional bonds.

Objectives:

Facilitate student placement. Provide personal and professional assistance. Enhance the institution's reputation. Organize regular alumni meets for interaction and feedback. Share insights on new technologies and ideas. Activities: Alumni contribute significantly through research workshops, seminars, career counseling, and hands-on training. Many alumni serve as educators or excel as dental practitioners. Their involvement enhances students' academic and clinical skills, preparing them for prominent positions. Alumni also support the institution by donating books, providing entrepreneurial training, and participating in oral health camps.

The college acknowledges alumni contributions with fee concessions for conferences and annual meets featuring prizes and activities. Through active networking, alumni strengthen the institution's reputation and societal impact.

File Description	Documents
Registration of Alumni association	http://rcdsr.com/NAAC/AQAR23-24/CR-5/5.4/5.4.1/registration%20certificate%20SIGNED.pdf
Details of Alumni Association activities	http://rcdsr.com/NAAC/AQAR23-24/CR-5/5.4/5.4.1/Details%20of%20alumni%20activities%20SIGNED.pdf
Frequency of meetings of Alumni Association with minutes	http://rcdsr.com/NAAC/AQAR23-24/CR-5/5.4/5.4.1/Frequency%20of%20meetings%20SIGNED.pdf
Quantum of financial contribution	http://rcdsr.com/NAAC/AQAR23-24/CR-5/5.4/5.4.1/Quantum%20of%20certificate%20SIGNED.pdf
Audited statement of accounts of the Alumni Association	http://rcdsr.com/NAAC/AQAR23-24/CR-5/5.4/5.4.1/AUDIT%202023-24%20SIGNED.pdf

5.4.2 - Provide the areas of contribution by the Alumni Association / chapters during the year Financial /kind Donation of books /Journals/volumes Students placement Student exchanges Institutional endowments

A. All of the Above

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The Institution has clearly stated Vision and Mission which are reflected in its academic and administrative governance. Describe the Vision and Mission of the Institution, nature of governance, perspective plans and stakeholders' participation in the decision-making bodies highlighting the activities leading to Institutional excellence.

VISION To continually enhance potential through education.

MISSION

To provide comprehensive and affordable care to all in need. To prepare students to become highly skilled healthcare professionals. To foster teamwork, integrity, and leadership among all stakeholders. Nature of Governance The institution, under GDR Educational Trust and Sanjay Rungta Group of Institutions, aims to establish itself as a center of excellence in dental education and advanced treatment. Equipped with state-of-the-art facilities, quality materials, and experienced faculty, it ensures top-tier academic and clinical performance.

Governance operates through a three-tier system:

College Council: Led by the Dean, includes HoDs, committee chairs, and student representatives. Departmental Committees: Managed by HoDs and faculty. Cells/Units: Faculty and student teams for operational efficiency. Stakeholder Engagement Stakeholders participate in decision-making via feedback mechanisms, shaping policies based on inputs from students, parents, patients, alumni, and peers to ensure quality and satisfaction.

Institutional Excellence The institute emphasizes teaching advancements, faculty development, and research. Regular CDEs, guest lectures, and specialized training programs foster skill development and promote academic and institutional growth.

File Description	Documents
Vision and Mission documents approved by the College bodies	http://rcdsr.com/NAAC/AQAR23-24/CR-6/QLM/6.1.1/QLM 6.1.1 FINAL Vision Mission SIGNED.pdf
Achievements which led to Institutional excellence	http://rcdsr.com/NAAC/AQAR23-24/CR-6/QLM/6.1.1/QLM 6.1.1 FINAL Achievements which leads to institutional excellence SIGNED.pdf
Any other relevant information	http://rcdsr.com/NAAC/AQAR23-24/CR-6/QLM/6.1.1/QLM 6.1.1 FINAL Additional Information SIGNED.pdf

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

The institution has a well-defined organizational structure that outlines the hierarchical order and ensures decentralized, participative management.

IQAC and Administrative Framework 1. Participative management ensures collective growth, with the management as the final decision-making authority. 2. Periodic meetings with institutional heads and HoDs address academic and administrative priorities. 3. Decisions from management meetings are conveyed and discussed in college council meetings for effective follow-up and action. 4. HoDs conduct regular departmental meetings to address grassroots-level deficiencies. 5. Committee heads hold meetings to resolve administrative, academic, and hospital care issues, reporting to the Dean.

Organizational Structure and Autonomy 1. Departments enjoy autonomy for academic, research, and community activities, as well as workshops and CDE programs. 2. Committees operate independently with defined responsibilities, ensuring institutional quality enhancement.

Cultural and Administrative Activities Annual events like Rungta Carnival encourage staff and students to showcase their talents through co-curricular and extracurricular activities.

The institution follows Standard Operating Procedures (SOPs) across all units and cells. Financial matters are monitored by a qualified chartered accountant, with all projects executed as per the annual budget.

This robust structure and systematic approach uphold institutional excellence and continuous improvement.

File Description	Documents
Relevant information /documents	http://rcdsr.com/NAAC/AQAR23-24/CR-6/QLM/6.1.2/QLM 6.1.2 FINAL Institutional vision SIGNED.pdf
Any other relevant information	http://rcdsr.com/NAAC/AQAR23-24/CR-6/QLM/6.1.2/QLM 6.1.2 FINAL Additional Information SIGNED.pdf

6.2 - Strategy Development and Deployment

6.2.1 - The Institutional has well defined organisational structure, Statutory Bodies/committees of the College with relevant rules, norms and guidelines along with Strategic Plan effectively deployed. Provide the write-up within 100 - 200 words

The organizational structure and operational details of the institute are effectively managed through well-defined statutory bodies and committees. These committees ensure the seamless implementation of institutional plans and policies.

Active Committees: Key functional committees include the College Council, Academic Review Board, Attendance Cell, Examination Cell, Anti-Ragging Committee, and others such as the Women Welfare and Grievance Redressal Committees, fostering efficiency and inclusiveness.

Administration and Management: Core administrative responsibilities are handled by committees like IQAC, Academic Review Board, and Library Advisory Committee, ensuring continuous development and stakeholder satisfaction.

Teaching and Learning: Structured learning resources and didactic lectures are utilized, supported by formative evaluations and attendance monitoring. Programmes like preceptorship for UG students and CDE Cell activities enhance learning and faculty training.

Student Welfare: Committees such as the Student Representative Council, Hostel Committee, and Anti-Ragging Squad ensure holistic student development.

Research and Development: Research initiatives are actively promoted, with findings presented at prestigious platforms and published in reputed journals.

Community Engagement: Regular dental camps and cancer detection programs highlight the institute's commitment to community welfare.

Human Resource Development: Workshops and training for teaching and non-teaching staff enhance efficiency and build a robust workforce.

Feedback and Grievance Redressal: Feedback mechanisms and grievance redressal processes ensure continuous improvement in facilities and services.

This structure ensures excellence in education, research, and community service.

File Description	Documents
Minutes of the College Council/ other relevant bodies for deployment/ deliverables of the strategic plan	http://rcdsr.com/NAAC/AQAR23-24/CR-6/QLM/6.2.1/QLM 6.2.1 FINAL MOM file SIGNED.pdf
Any other relevant information	http://rcdsr.com/NAAC/AQAR23-24/CR-6/QLM/6.2.1/QLM 6.2.1 FINAL OS SIGNED.pdf
Organisational structure	http://rcdsr.com/NAAC/AQAR23-24/CR-6/QLM/6.2.1/QLM 6.2.1 FINAL OS SIGNED.pdf
Strategic Plan document(s)	http://rcdsr.com/NAAC/AQAR23-24/CR-6/QLM/6.2.1/QLM 6.2.1 FINAL Strategic plan docs SIGNED.pdf

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

A. All of the Above

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

6.3 - Faculty Empowerment Strategies

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

Welfare Measures The institution prioritizes the welfare of its teaching and non-teaching staff by offering comprehensive support and facilities:

Professional Benefits: Conference Sponsorship: Staff with a year of continuous service receive ₹5000 annually and conference leave for attending professional events. **Duty Leave:** Staff performing duties like inspections or examinations for external agencies are granted duty leave upon providing documentary proof. **Work Flexibility:** Relaxation in Time: No pay deductions for early leaving or late arrival, provided it totals less than 2 hours monthly. **Accommodation and Amenities:** Staff Accommodation: On-campus housing, gym, playground, and a clean environment are provided. **Laundry & Parlor:** On-campus laundry and beauty services are available for convenience. **Cafeteria & Stores:** Affordable dining and a provision store meet daily needs. **Health and Security:** Medical Access: Concessional medical care is available for employees and families. **Campus Security:** Turnstile access, uniformed guards, and CCTV ensure a secure environment. **Recreational and Lifestyle Facilities:** Yoga and Zumba: Free yoga sessions and nominal-fee Zumba classes promote well-being. **ATM & Crèche:** Two ATMs and a well-maintained crèche support staff needs. **Transportation:** Comprehensive transport facilities cater to teaching and non-teaching staff. These measures foster a supportive, secure, and growth-oriented workplace.

File Description	Documents
Policy document on the welfare measures	http://rcdsr.com/NAAC/AQAR23-24/CR-6/QLM/6.3.1/QLM 6.3.1 FINAL Policy Document SIGNED.pdf
List of beneficiaries of welfare measures	http://rcdsr.com/NAAC/AQAR23-24/CR-6/QLM/6.3.1/QLM 6.3.1 FINAL List of Beneficiaries SIGNED.pdf
Any other relevant document	http://rcdsr.com/NAAC/AQAR23-24/CR-6/QLM/6.3.1/QLM 6.3.1 FINAL Additional Information SIGNED.pdf

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

81

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

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

8

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

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

120

File Description	Documents
Days limits of program/course as prescribed by UGC/ AICTE or Preferably Minimum one day programme conducted by recognised body/academic institution	View File
Any other relevant information	View File
Details of teachers who have attended FDPs during the year (Data template)	View File
E-copy of the certificate of the program attended by teacher	View File

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

The institution has a structured Performance Appraisal System for both teaching and non-teaching staff, emphasizing recognition of

individual contributions and fostering a competitive spirit. Efforts are made to enhance the overall professional experience for employees.

Key Resource Areas (KRA): The Key Resource Areas (KRA) framework is an integral part of the appraisal system. It:

Provides a clear understanding of expectations and responsibilities. Evaluates employees' performance within a set timeframe. Offers an opportunity for self-assessment. Identifies areas of improvement and acknowledges achievements. The Appraisal Form records the employee's yearly performance and accomplishments. Increment and Promotion: Staff increments and promotions are conducted per institutional requirements and DCI norms. The Head of Department, Head of Institution, and HR Department oversee the appraisal process. The system identifies strengths, weaknesses, and potential, ensuring proper alignment of roles, skill development, and career progression. This system ensures continuous growth and optimal utilization of human resources.

File Description	Documents
Performance Appraisal System	http://rcdsr.com/NAAC/AQAR23-24/CR-6/QLM/6.3.5/QLM 6.3.5 FINAL Performance Appraisal system SIGNED.pdf
Any other relevant information	http://rcdsr.com/NAAC/AQAR23-24/CR-6/QLM/6.3.5/QLM 6.3.5 FINAL Additional Information SIGNED.pdf

6.4 - Financial Management and Resource Mobilization

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

Financial Resource Management The institute ensures effective and efficient utilization of financial resources through a well-structured mechanism, supporting the institution's development and growth.

Resource Mobilization Policy Revenue Generation: As a self-financed institution, student fees are the primary source of income. Supplementary Revenue: Additional revenue is generated from hospital services, research grants, consultancy, and sponsorships for seminars and workshops. Fee Collection: A

structured policy streamlines the fee collection process, ensuring efficiency. Event Funding: The institute collects third-party fees for hosting events and secures sponsorships. Optimal Resource Utilization Budget Planning: The annual budget is prepared by the Accounts and Finance team in consultation with the Dean and HODs, covering recurring and non-recurring expenses. Approval Process: Financial decisions and urgent requirements are sanctioned by the Management Committee in consultation with the Dean. Allocation and Expenditure Key expenditure areas include:

Staff salaries (teaching and non-teaching). Library resources, course materials, and subscriptions. Research and development initiatives. Honorariums for guest speakers. Campus maintenance, expansion, and infrastructure upgrades. Advanced teaching and laboratory equipment. Internet services, functions, and celebrations. Audit Internal and external audits are conducted annually to maintain financial transparency and ensure streamlined management of finances.

File Description	Documents
Resource mobilization policy document duly approved by College Council/other administrative bodies	http://rcdsr.com/NAAC/AQAR23-24/CR-6/QLM/6.4.1/QLM FINAL 6.4.1 Resource mobilization SIGNED.pdf
Procedures for optimal resource utilization	http://rcdsr.com/NAAC/AQAR23-24/CR-6/QLM/6.4.1/QLM FINAL 6.4.1 Procedure for resource utilization SIGNED.pdf
Any other relevant information	http://rcdsr.com/NAAC/AQAR23-24/CR-6/QLM/6.4.2/QLM 6.4.2 FINAL Any Other Information SIGNED.pdf

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

Audit Mechanism The institution employs a robust audit system to ensure the effective and efficient utilization of financial resources. Regular audits, conducted by an appointed Chartered Accountant, adhere to stringent standards to maintain financial discipline and transparency.

Internal Audit Standards: Expenditure Control: Ensures spending aligns with budget limits. **Transaction Verification:** Checks all

purchases or services against approved purchase/work orders and verifies that bills are duly authorized. **Accurate Accounting:** Confirms transactions are recorded under the correct accounting heads. **Fee Reconciliation (Half-Yearly):** Verifies pending academic and hostel fees for all students. Confirms any fee reversals (due to withdrawal or hostel departure) are duly approved by management. **Payroll Verification:** Ensures salaries match approved structures and working days validated by HR. Verifies new hires' salary structures and any salary revisions are management-approved. Checks arrear payments for accuracy and compliance with TDS deductions as per the Income Tax Act, 1961. **Reporting:** Audit findings are regularly reported to the Dean and management, facilitating informed decision-making and financial accountability.

This systematic audit process upholds the institution's commitment to financial integrity and resource optimization.

File Description	Documents
Documents pertaining to internal and external audits for the last year	http://rcdsr.com/NAAC/AQAR23-24/CR-6/QLM/6.4.2/QLM 6.4.2 FINAL Documents pertaining to internal and external audits for the current year (2023-24) SIGNED.pdf
Any other relevant information	http://rcdsr.com/NAAC/AQAR23-24/CR-6/QLM/6.4.2/QLM 6.4.2 FINAL Any Other Information SIGNED.pdf

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

Funds/grants received from government bodies (INR in Lakhs)	Funds/grants received from nongovernment bodies (INR in Lakhs)
Nil	15.19

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

6.5 - Internal Quality Assurance System

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

Internal Quality Assurance Cell (IQAC)

The institution has established an *Internal Quality Assurance Cell (IQAC)* under the Chairmanship of the Head of the Institution to promote and sustain quality standards.

Composition: - Chairperson: Head of the Institution - Coordinator: Vice Dean RCDSR - Director, SRGI - Members: - Nine teachers representing all levels - Administrative Officer, RCDSR - UG Student (1 member) - PG Student (1 member) - Alumni (1 member) - Industrialist

- **Tenure:** Two years - **Meetings:** At least once per quarter, with a quorum of two-thirds of the total members.

Functions: 1. Develop and apply quality benchmarks. 2. Set parameters for academic and administrative activities. 3. Foster a learner-centric, quality-driven environment. 4. Collect and analyze stakeholder feedback on institutional processes. 5. Disseminate information on quality standards to stakeholders. 6. Document programs and activities for quality improvement. 7. Serve

as a nodal agency for coordinating and sharing best practices. 8. Maintain an institutional database via MIS for quality enhancement. 9. Conduct periodic Academic and Administrative Audits and follow-ups. 10. Prepare and submit the *Annual Quality Assurance Report (AQAR)*per NAAC guidelines. Committees and Cells: Several committees function under the IQAC to monitor and execute academic and administrative initiatives, ensuring institutional excellence.

File Description	Documents
The structure and mechanism for Internal Quality Assurance	http://rcdsr.com/NAAC/AQAR23-24/CR-6/QLM/6.5.1/QLM FINAL 6.5.1 The structure and mechanism SIGNED.pdf
Minutes of the IQAC meetings	http://rcdsr.com/NAAC/AQAR23-24/CR-6/QLM/6.5.1/QLM FINAL 6.5.1 Minutes of the IQAC SIGNED.pdf
Any other relevant information	http://rcdsr.com/NAAC/AQAR23-24/CR-6/QLM/6.5.1/QLM FINAL 6.5.1 The structure and mechanism SIGNED.pdf

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

File Description	Documents
Details of programmes/ workshops/ seminars specific to quality improvement attended by teachers during the year	View File
List of teachers who attended programmes/ workshops/ seminars specific to quality improvement during the year	View File
Certificate of completion/participation in programs/ workshops/ seminars specific to quality improvement	View File
Information as per Data template	View File
Any other relevant information	View File

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

A. All of the Above

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Total number of gender equity sensitization programmes organized by the Institution during the year

4

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

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

Gender Equity:

Commitment to Equality: The institution emphasizes equal access to quality education, healthcare, economic resources, and opportunities for leadership and employment for all genders.

Representation: Female students, faculty, and employees significantly outnumber their male counterparts, reflecting a commitment to inclusivity. **Awareness and Sensitization:** Programs, workshops, and guest lectures are regularly conducted to educate stakeholders on gender sensitivity and professionalism, ensuring a supportive environment. **Measures Implemented:**

Safety and Security: Formation of Women Welfare and Grievance Redressal Committees. 24/7 CCTV surveillance and dedicated security personnel across the campus. Restricted entry at key points and detailed entry/exit logs. **Facilities for Women:** Female restrooms, common rooms, and safety lockers. A daycare center for employees' children. Separate hostels for boys and girls with dedicated wardens. **Support and Activities:** Counseling services available at all times. Observance of International Women's Day and other gender equity-themed events. Encouragement through essay competitions, seminars, and workshops on gender equity.

File Description	Documents
Annual gender sensitization action plan	http://rcdsr.com/NAAC/AQAR23-24/CR-7/Q1M/7.1.2/7.1.2_SIGNED.pdf
Specific facilities provided for women in terms of a. Safety and security b. Counselling c. Common Rooms d. Day care centre for young children	http://rcdsr.com/NAAC/AQAR23-24/CR-7/Q1M/7.1.2/7.1.2_SIGNED.pdf
Any other relevant information	http://rcdsr.com/NAAC/AQAR23-24/CR-7/Q1M/7.1.2/7.1.2_SIGNED.pdf

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

B. Any 3 or 4 of the Above

File Description	Documents
Geotagged Photos	http://rcdsr.com/NAAC/AQAR23-24/CR-7/QnM/7.1.3/7.1.3 Geo Tagged Photos SIGNED.pdf
Installation receipts	View File
Facilities for alternate sources of energy and energy conservation measures	View File
Any other relevant information	View File

7.1.4 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 100 - 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

The institute ensures efficient waste handling from generation to disposal through processes like waste surveys, segregation, storage, transportation, treatment, and disposal. Waste minimization and recycling are prioritized to reduce environmental impact.

1. Solid Waste Management:

Waste, including paper, plastics, glass, and food, is segregated into dry and wet categories using color-coded bins. Administrative supervisors and cleanliness workers manage collection, segregation, and transfer to movable containers. A government-authorized vendor recycles and disposes of waste in approved landfills. **2. Liquid Waste Management:**

Sewage, laboratory, laundry, and cafeteria effluents are treated in Effluent Treatment Plants (ETPs). **3. Biomedical Waste Management:**

Specific protocols for disposing of needles, syringes, blades, and glassware include shredding, sterilization, autoclaving, and chemical disinfection. Waste like X-ray fixer is processed using recovery units before safe disposal. **4. E-Waste Management:** Items such as memory chips, motherboards, and cartridges are recycled responsibly. Buyback options are utilized for outdated technology to reduce waste generation.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	http://rcdsr.com/NAAC/AQAR23-24/CR-7/Q1M/7.1.4/7.1.4 Geo Tagged Photos SIGNED.pdf
Geotagged photographs of the facilities	http://rcdsr.com/NAAC/AQAR23-24/CR-7/Q1M/7.1.4/7.1.4 Geo Tagged Photos SIGNED.pdf
Any other relevant information	http://rcdsr.com/NAAC/AQAR23-24/CR-7/Q1M/7.1.4/7.1.4 Geo Tagged Photos SIGNED.pdf

7.1.5 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus

A. Any 4 or all of the above

File Description	Documents
Geotagged photos / videos of the facilities	http://rcdsr.com/NAAC/AQAR23-24/CR-7/QnM/7.1.5/7.1.5 Geo tagged photos SIGNED.pdf
Installation or maintenance reports of Water conservation facilities available in the Institution	View File
Any other relevant information	View File

7.1.6 - Green campus initiatives of the Institution include: Restricted entry of automobiles Battery-powered vehicles Pedestrian-friendly pathways Ban on use of plastics Landscaping with trees and plants

A. All of the Above

File Description	Documents
Geotagged photos / videos of the facilities if available	http://rcdsr.com/NAAC/AQAR23-24/CR-7/QnM/7.1.6/7.1.6_SIGNED.pdf
Geotagged photo Code of conduct or visitor instruction displayed in the institution	View File
Any other relevant information	View File
Reports to be uploaded (Data Template)	View File

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

A. All of the Above

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

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

Inclusive Environment Initiatives:

Diversity and Tolerance: Students from various socioeconomic, religious, and ethnic backgrounds are admitted through the

university seat matrix. Tolerance and harmony are promoted through celebrations of diverse festivals like Diwali, Eid, Christmas, Ganesh Chaturthi, and regional festivals such as Teeja, Hareli, and Chhath.

Cultural Enrichment: Events showcasing dance, arts, and cultural diversity are organized regularly. Special holidays are granted for regional observances, fostering inclusion. **Accessibility:** Receptionists fluent in the local Chhattisgarhi language assist the regional community, enhancing outreach. **Commemorative Observances:** Days like International Women's Day, Yoga Day, and Cancer Day are celebrated to raise awareness and encourage positive interactions across diverse groups. **Grievance Redressal Mechanisms:**

Dedicated Student and Women Grievance Redressal Cells address concerns effectively. A Code of Ethics ensures respect and professionalism among students, staff, and patients. **Community Outreach:**

Satellite Centers: Extend healthcare to rural areas, including tobacco cessation initiatives for awareness and treatment. **Campus Life and Festivities:**

National and cultural festivals, such as Holi, Ramzan, and Republic Day, provide students opportunities to unite and collaborate beyond barriers of caste and creed. Anti-ragging and anti-harassment policies promote a harmonious and safe campus environment.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	http://rcdsr.com/NAAC/AQAR23-24/CR-7/Q1M/7.1.8/7.1.8_SIGNED.pdf
Any other relevant information/documents	http://rcdsr.com/NAAC/AQAR23-24/CR-7/Q1M/7.1.8/7.1.8_SIGNED.pdf

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

A. All of the Above

There is a committee to monitor adherence to the Code of Conduct Institution organized professional ethics programmes for students, teachers, administrators and other staff during the year Annual awareness programmes on Code of Conduct were organized during the year

File Description	Documents
Information about the committee composition, number of programmes organized etc., in support of the claims	View File
Web link of the code of conduct	http://rcdsr.com/code_of_conduct.pdf
Details of the monitoring committee of the code of conduct	View File
Details of Programs on professional ethics and awareness programs	View File
Any other relevant information	View File
Institutional data in Prescribed format (Data Template)	View File

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

The institution actively celebrates national and professional events to instill a sense of nationalism, patriotism, and social awareness among its community. Celebration of National Festivals:

Republic Day (26th January): Celebrated with flag hoisting and speeches by the Dean, emphasizing the significance of the Constitution and India's democratic values. **Independence Day (15th August):** Parades and flag hoisting commemorate India's freedom and honor the sacrifices of national leaders, inspiring patriotism. **Awareness and Professional Observances:**

Anti-Tobacco Day (31st May): Observed with webinars, seminars, and competitions organized by the Department of Oral Medicine, Diagnosis & Radiology, in collaboration with Public Health Dentistry, under the Sanjay Rungta Group of Institutions. **Oral**

Hygiene Day (1st August): Celebrates the birth anniversary of Dr. G. B. Shankwalkar, founder of the Indian Society of Periodontology, with activities led by the Department of Periodontology. **Professional Days:** Events like Oral and Maxillofacial Day, Cons Endo Day, Orthodontic Day, Oral Medicine and Radiology Day, and AIDS Day foster awareness among patients and students.

These celebrations unite faculty, staff, and students, promoting values of unity, peace, and harmony while enriching knowledge and fostering societal awareness.

7.2 - Best Practices

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

Best Practice 1: AVISHKAR

Objectives of the Practice: ? To develop working habit among students to reflect under achievements and what they have learn during the year.

The Practice: • AVISHKAR is organized once in a academic year and the schedule is published in academic calendar at the beginning of academic year. • Theme wise project areas are identified and displayed by respective department. • The final version of project is displayed in the main event where projects are evaluated by expert committee.

Evidence of Success: During the AVISHKAR competition the following parameters were identified in the students such as ? Improved Technical skill ? Better Presentation skills ? Enhanced Leadership Quality ? Collaborative work culture ? Improved Decision Making Skills

Best Practice 2: QR based Contactless Complaint/Feedback System

Objectives : 1. To provide a quick, hassle free and contactless system for registering complaints.

The Context : This real-time data is invaluable for making quick improvements and addressing issues promptly.

The Practice : To make this practice a success, every department has been given an individual QR code.

Evidence of success : This system has ensured a quick and hassle free system for registering complaints.

File Description	Documents
Best practices page in the Institutional website	http://rcdsr.com/NAAC/AQAR23-24/CR-7/Q1M/7.2/7.2 Best Practice SIGNED.pdf
Any other relevant information	http://rcdsr.com/NAAC/AQAR23-24/CR-7/Q1M/7.2/7.2 Best Practice SIGNED.pdf

7.3 - Institutional Distinctiveness

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

POSTGRADUATE INTERDISCIPLINARY SCIENTIFIC ACTIVITY (PISA) PISA proved to be extension module for existing training program in developing the postgraduate students with comprehensive treatment approach. Objectives : 1. A common platform for postgraduate students to showcase cases treated by interdisciplinary approach 2. Utilization of latest diagnostic tools, procedures, planning the treatment with possible outcome 3. Competency based approach and evaluation 4. To develop a quality of orator with confidence and ability to interact with faculty and answering the queries Being interdisciplinary activity with involvement of more than two departments for showcasing completed cases by multidisciplinary approach are presented. The final outcome is witnessed by the audience and criticism/appreciation with openness is done by question answer session.

It proved to be excellent module of extended teaching learning of high magnitude. A platform with expert is available to all PG students and interns to learn and solving their queries.

File Description	Documents
Appropriate web page in the institutional website	http://rcdsr.com/NAAC/AQAR23-24/CR-7/Q1M/7.3/7.3 SIGNED.pdf
Any other relevant information	http://rcdsr.com/NAAC/AQAR23-24/CR-7/Q1M/7.3/7.3 SIGNED.pdf

DENTAL PART

8.1 - Dental Indicator**8.1.1 - NEET percentile scores of students enrolled for the MBBS programme for the preceding academic year**

Number of students enrolled for the MBBS programme during the preceding academic year	Range of NEET percentile scores Mean NEET percentile score SDNEET percentile score	Mean NEET percentile score	SDNEET percentile score
87	40.38-94.74	69.6503529	12.4999922

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

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

The institution is equipped with state-of-the-art infrastructure and advanced laboratories to ensure students receive comprehensive pre-clinical and clinical training in line with DCI and university guidelines. Laboratory Facilities and Pre-Clinical Training:

State-of-the-Art Laboratories: Facilities include Pre-Clinical Prosthodontics, Conservative Dentistry, Ortho-Pedo, Physiology, Biochemistry, Pathology-Microbiology, and DADH laboratories, all furnished with modern equipment and ICT tools. **Teaching Methodology:** Demonstrations by faculty are followed by student exercises based on the DCI-approved curriculum. **Departmental Training Highlights:**

Prosthodontics and Crown & Bridge: Hands-on training in fabricating complete dentures, removable partial dentures, and crowns. Material manipulation and laboratory procedures prepare students for fixed prostheses. **Conservative Dentistry and**

Endodontics: Training includes restorative treatments and endodontic procedures with a focus on aesthetics. **Oral Pathology and Microbiology:** Students perform tooth morphology carving and histopathology analysis for diagnostic skills. **Orthodontics and Pedodontics:** Skills in handling dental and skeletal malocclusions are developed using typhodont models, wire bending, and cephalometric analysis. **Medical Subject Integration:**

Core medical subjects like Anatomy, Physiology, Biochemistry, and Pharmacology are taught through practical sessions to enhance diagnostic and therapeutic acumen. **Clinical Exposure:**

Undergraduates are trained in General Medicine and Surgery in attached hospitals to build competency before handling patients independently in clinical settings.

This robust curriculum ensures students are well-prepared for clinical challenges, fostering expertise and minimizing errors in patient care.

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

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

A. All of the Above

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

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

The institution provides comprehensive orientation programs for fresh students and interns to ensure they are well-prepared for their academic and clinical journey.

Fresh Student Orientation:

Purpose: To familiarize new students with the institution, departments, library, hospital, and the code of conduct.

Activities: * Tour of the campus and introduction to various departments and cells. * Information on academics, internal assessments, attendance, discipline, and anti-ragging measures. * Strengthening bonds between freshers and seniors, and faculty.

White Coat Ceremony:

A formal event to emphasize the significance of the white coat as a symbol of professionalism and to introduce students to the dress code.

Patient Care Workshop:

Training on patient interaction, diagnosis, sterilization protocols, ethical issues, and communication skills.

Internship Orientation:

Post-course orientation to the compulsory rotatory internship program, where students work in various departments and community settings like dental camps, schools, and primary health centers. Interns maintain a logbook of their work and receive certification after completion. These programs aim to develop well-rounded, competent dental professionals.

File Description	Documents
Orientation circulars	http://rcdsr.com/NAAC/AQAR23-24/CR-8/8.1.4/CIRCULARS%208.1.4%20SIGNED.pdf
Programme report	http://rcdsr.com/NAAC/AQAR23-24/CR-8/8.1.4/correct%20program%20report%20SIGNED.pdf

8.1.5 - The students are trained for using High End Equipment for Diagnostic and therapeutic purposes in the Institution. Cone Beam Computed Tomogram (CBCT) CAD/CAM facility Imaging and morphometric softwares Endodontic microscope Dental LASER Unit Extended application of light based microscopy (phase contrast microscopy/polarized microscopy/fluorescent microscopy) Immunohistochemical (IHC) set up

A.All of the Above

File Description	Documents
Invoice of Purchase	View File
Usage registers	View File
Geotagged photos of the facilities, and list of studentstrained in the opted facilities	View File
Institutional Data in Prescribed Format (Data Template)	View File

8.1.6 - Institution provides student training in specialized clinics and facilities for care and treatment such as: Comprehensive / integrated clinic Implant clinic Geriatric clinic Special health care needs clinic Tobacco cessation clinic Esthetic clinic

B. Any 4 or 5 of the Above

File Description	Documents
Certificate from the principal/competent authority	View File
Geotagged photos of the facilities, and list of students trained in the opted facilities	View File
Any other relevant information	View File
Institutional Data in Prescribed Format (Data Template)	View File

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

3

File Description	Documents
List of fulltime teachers with additional Degrees, Diplomas such as AB, FRCS, MRCP, FAMS, FAIMER/IFME Fellowships, Ph D in Dental Education etc. during the year	View File
Attest ed e-copies of certificates of postgraduate Degrees, Diplomas or Fellowships	View File
Any other relevant information	View File
Institutional Data in Prescribed Format (Data Template)	View File

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

Exam Cell Overview The Exam Cell has been operational since the institution's inception, ensuring the systematic evaluation of students' proficiency through:

Periodical tests during clinical postings. Three internal assessments conducted as per DCI/University guidelines.

Reforms in the Exam Cell

A comprehensive question bank (LAQs, SAQs, and MCQs) with model answers is maintained. Post-evaluation, answer books are shared with students for verification and corrections before result declaration, ensuring transparency.

Clinical Competency Evaluation Students' clinical skills are assessed during internal practical/clinical examinations

1. Patient history-taking and examination. 2. Observation of clinical steps. 3. Chairside viva to assess knowledge depth. 4. Outcome evaluation of completed clinical exercises. 5. Alternative exercises in non-patient-based clinical subjects. Continuous Assessment and Self-Evaluation

* Departments conduct class tests and evaluate skills during clinical/practical sessions, maintaining records. * Faculty guide students to address shortcomings, implementing corrective measures in consultation with the Exam Cell. The Exam Cell is equipped with modern ICT infrastructure, including computers, laptops, printers, and internet facilities (Wi-Fi/LAN), managed by trained staff for seamless operations.

OSCE/OSPE Implementation The institute recently introduced OSCE/OSPE protocols for modernized evaluation:

File Description	Documents
Report on the list and steps taken by the College to measure attainment of specific competencies by the BDS students/interns stated in the undergraduate curriculum during the year	http://rcdsr.com/NAAC/AQAR23-24/CR-8/8.1.8/Report%20and%20Steps%20taken%20by%20college%20SIGNED.pdf
Geotagged photographs of the objective methods used like OSCE/OSPE	http://rcdsr.com/NAAC/AQAR23-24/CR-8/8.1.8/Geo%20Tag%20Photograph%20of%20OSCE_OSPE%20SIGNED.pdf
List of competencies	http://rcdsr.com/NAAC/AQAR23-24/CR-8/8.1.8/List%20of%20Competencies%20SIGNED.pdf
Any other relevant information	http://rcdsr.com/NAAC/AQAR23-24/CR-8/8.1.8/List%20of%20Competencies%20SIGNED.pdf

8.1.9 - Number of first year students, provided with prophylactic immunization against communicable diseases like Hepatitis-B during their clinical work during the year.

Number of students admitted in the first year of the teaching programmes during the year	Number of First year students administered immunization /prophylaxis
87	44

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

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

Graduate Attributes

The institution is committed to transforming students into competent, compassionate, and ethical professionals who serve humanity with excellence.

Initiatives to Develop Graduate Attributes

1. Orientation Program for Freshers: - Introduction to Dental and Medical departments. - Explanation of the 'Code of Conduct,' discipline, curriculum, evaluation system, and importance of attendance.

2. Implementation: - Students are guided through the syllabus, with a time table structured per DCI regulations. - Departments use validated Learning Resource Materials (LRM) with clear Specific Learning Objectives (SLOs). - Clinical training emphasizes independent diagnosis and treatment of dental cases, emergency management, and Basic Life Support (BLS) training.

3. Library Resources: - Comprehensive access to text/reference books and national/international journals for UG and PG students. - E-learning resources, Wi-Fi/LAN connectivity, and membership in the National Digital Library.

Evaluation and Support Systems

1. Internal Assessment: - The Exam Cell manages assessments, including question paper preparation, evaluation, and moderation. - Slow and advanced learners are identified, with tailored corrective measures.

2. Student Support: - The Mentorship Program and Counseling Unit support student development. - On-campus facilities include a gymnasium, provisional store, ATM, hostels, canteen/mess, restaurant, laundry, and 24x7 security with CCTV surveillance.

3. Feedback Mechanism: - Stakeholder feedback is systematically collected, analyzed, and used for continuous improvement

File Description	Documents
Dental graduate attributes as described in the website of the College.	http://rcdsr.com/NAAC/AQAR23-24/CR-8/8.1.10/Dental%20Graducate%20Attributes%20SIGNED.pdf
Any other relevant information.	http://rcdsr.com/NAAC/AQAR23-24/CR-8/8.1.10/Dental%20Graducate%20Attributes%20SIGNED.pdf

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

80.13

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

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

Dental Education Unit (DEU)

RCDSR established the Dental Education Unit (DEU) to fulfill the Vision and Mission of the institution. The DEU focuses on faculty training to ensure they are well-equipped to deliver updated knowledge and skills. Periodic Faculty Development Programs are conducted to support this mission.

Objectives of DEU

1. Organizing CDE (Continuing Dental Education) programs focusing on recent advancements.
2. Hosting seminars and webinars (online and offline) with renowned guest speakers.
3. Conducting workshops on dentistry and related technology to enhance skills.
5. Training faculty in the preparation of Learning Resource Material (LRM), question banks, and model answers, and introducing them to modern teaching techniques.
7. Conducting workshops to develop administrative capabilities among faculty.

Role of DEU

1. Faculty Development: - Faculty members are

encouraged and incentivized to participate in development programs both within and outside the institution.

2. Educational Enhancement: - DEU plays a pivotal role in upgrading teaching methodologies and educational programs. - Emphasis is placed on providing structured, effective teaching and training for students.

3. Administrative and Academic Support: - The DEU ensures faculty members are well-prepared to address student queries, provide guidance, and boost student confidence, enabling them to tackle challenges in patient care effectively.

Through DEU's efforts, faculty members are equipped to deliver updated information and innovative teaching methods.

File Description	Documents
List of seminars/conferences/workshops on emerging trends in Dental Educational Technology organized by the DEU year-wise during the year.	http://rcdsr.com/NAAC/AQAR23-24/CR-8/8.1.12/List%20of%20Seminar%20&%20Conference%20SIGNED.pdf
List of teachers who participated in the seminars/conferences/workshops on emerging trends in Medical Educational technology organized by the DEU of the College during the year	http://rcdsr.com/NAAC/AQAR23-24/CR-8/8.1.12/List%20of%20Teachers%20SIGNED.pdf
Any other relevant information	http://rcdsr.com/NAAC/AQAR23-24/CR-8/8.1.12/E-Copy%20of%20the%20Certificate%20SIGNED.pdf