



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

SWARGIYA DADASAHEB KALMEGH SMRUTI DENTAL COLLEGE AND HOSPITAL

SWARGIYA DADASAHEB KALMEGH SMRUTI DENTAL COLLEGE AND
HOSPITAL, WANDONGRI-WADDHAMNA ROAD, HINGNA DIST.

NAGPUR-441110

441110

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

January 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Under the aegis of the Parent body Swargiya Dadasaheb Kalmegh Smruti Pratishtan, Our Honorable President Shri Sharad Kalmegh had established Swargiya Dadasaheb Kalmegh Smruti Dental College in 2006. The institute is affiliated to Maharashtra University of Health Sciences, Nashik and is recognized by Dental Council of India. Since 17 years, the institution has maintained its excellence in health, education and care to serve the Nation selflessly.

Salient Achievements:

- NAAC conferred the status “B++” with CGPA 2.89 Grade in 2017
- Received Prestigious Prime Minister fellowship for MTA project with ICT Mumbai in 2019-2020
- Awarded as Best Institute in Vidarbha by MUHS in 2023
- Awarded as Lokmat Excellence in Health Care by Lokmat Media in 2023
- Green Campus Award by Vanrai Foundation
- 13 Gold Medals and 393 Honors in Maharashtra University of Health Sciences, Nashik in last five years

Vision

- Reduce pain and increase hope
- Dental Treatment at affordable cost for all
- Satellite Dental Clinics for far-flung, inaccessible areas
- To take dentistry to a global level
- Mobile dental clinic with value added services of modern diagnostic procedures and preventive measures under the aegis of the trust

Mission

The Institute is committed to Quality Healthcare Education to create Dental Professionals who are globally competent, concerned, compassionate, consistent, and committed to research and health care of the society at affordable cost.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Supportive and Participative Management
- Well trained and Experienced Faculty
- Extensive Outreach and Extension Activities
- State of Art Infrastructure
- Landscaped Green Campus

- Departments Equipped with Advanced Equipment over and above the statutory requirements.
- Interaction Module for Students
- All the Treatments at Affordable costs

Institutional Weakness

- Limitation of student diversity due to Centralized and state Government admission procedure
- Less than desired Alumni and Philanthropic contribution

Institutional Opportunity

- Institutional Best Research Award in five categories of INR. 1,11,111/-
- Seeking Rating and Ranking
- To Encourage Faculty to register for PhD
- Establishment of Centre of Excellence
- Shift from standalone approach to consortia approach

Institutional Challenge

- Procurement of more funded research projects
- Academic flexibility in teeth of regulatory framework

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institute prioritizes holistic development of learner within its affiliation with MUHS and DCI. For curriculum planning, Curriculum committee members structure **Comprehensive academic Calendar**. The Curriculum is divided into **MK, DK and NK** categories. For curriculum delivery, the institute focuses on diverse teaching styles. Assessment methods include **cognitive, formative, summative**, and workplace-based evaluations, reflecting in strong academic performance in MUHS University examination. Despite COVID-19 challenges, we maintained strong academic standards, reflecting adaptability and dedication to quality education.

Over the last five years, 5 BOS members, 1 Academic Council member, and 13 Institutional BOS members actively participated in curriculum design. Total 34 interdisciplinary/ interdepartmental courses were identified and built by the institute. Total 51 interdisciplinary courses were implemented during the last 5 years whereas the number of courses offered by the institute during the same period were 51. 73 Add on courses and 7 value added courses were offered to increase the clinical skills and learning beyond the standard curriculum.

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 through various activities.

Curriculum feedback was obtained from all the stakeholders in every academic year using the standardized forms designed for each stakeholder. The feedback was analysed & discussed in College Curriculum Committee meeting. Curriculum revision recommendations, based on the feedback, were submitted to MUHS & DCI for consideration in each academic year.

Teaching-learning and Evaluation

Our Institute has 498 Undergraduates, 64 Post graduates, and 9 Fellowship students enrolled in the current academic year. The institute has 105 faculties and as an average 8.01 % Teaching Faculty are eligible for Ph.D Supervisor, along with average Teaching experience of fulltime teachers as 9.20 Years.

The institute follows student centric learning methods to enhance teaching learning through our novel **SPICES model**. Modalities like **Experiential learning, Integrated/inter disciplinary learning, Participatory learning, Problem solving methodologies, Self-directed learning, Patient-Centric and Evidence-Based Learning, Near-Peer learning, Peer-Peer learning, One-minute preceptorship** are commonly used to facilitate learning in an effective and interactive manner.

Blended learning through use of traditional teaching methods like walk, chalk, talk and ICT tools, **Informative and Demonstrative LRM** helps to create an interactive learning environment. The institute has institutional LMS.

Use of clinical skill and simulation lab actively prepares learners to transition from working on models to patients.

The categorization of Slow performers and Advanced learners is done following pre - established protocols. Special programs are earmarked for both, thus facilitating their development.

The innate talent of the learners is developed through various extramural or beyond the classroom activities that includes sports, cultural, literary and co-curricular activities. A comprehensive Mentor Mentee program, through **novel interaction module** is followed with a **mentor mentee ratio of 1:5**.

A detailed **comprehensive academic calendar** for the conduct of Continuous internal examinations is formulated. The examination cell follows the SOPs laid down for the conduct of examinations as well as redressal of any related grievances in a time bound fashion. Opportunities like Retest assignments, IPL based quiz and Problem-solving methodology are provided to learners for midcourse performance improvement.

Assessment processes are aligned with stated **Program outcome & Course outcome** with help of **mapping and charting** after the results of Summative exams are declared. The program specific outcomes are stated as per the objectives of DCI and MUHS.

An average of **90% pass percentage** was achieved in last academic year with **13 gold medals, merits and 393 honours** in last five years in MUHS examination.

Parent teacher meetings are conducted regularly to provide information of progress of their respective wards, Internal assessment marks and Attendance, Remedial measures taken.

Research, Innovations and Extension

Research is mandatory activity along with regular teaching. Our Honorable President Shri Sharad Kalmegh believes that **"NO INSTITUTE IS COMPLETE WITHOUT THE HIGHEST STANDARD OF ACADEMICS AND RESEARCH."**

The institution has incubation center which promotes and guides learners for innovative projects. The institute organizes **research award of Rs. 1,11,111/-** every year in 5 categories viz **Pierre Fauchard - Padmashree Prof. GD Yadav Award for Best Corporate Connect Research in Oral Healthcare at National level, Dr. G. B. Shankwalkar Award for PG students at the State level, Padma Vishushan Prof. Dr. R.A. Mashelkar Award for the Patent in Oral Healthcare at National Level, Padma Vibhushan Hon&ble Prof. Dr. M. M.Sharma Award for UG students at Institution level, Padma Bhushan Dr. R Ahmed research cash award for teachers/alumni at Institutional level.**

The institute has registered institutional ethical committee.

The institute in collaboration with ICT, Mumbai has received prestigious Honorable Prime Minister fellowship award for MTA Doctoral research project, joint initiative of public-private partnership between SERB and DST, Government of India and CII. Since 2018, institute has received numerous funding research projects from MUHS STRG (24), LTRG (8), ICMR (17), NGO (6).

3 patents were granted by Patent Office, Govt. of India. **81 copyrights** are registered from Copyright office, Government of India.

A total of **46 workshops** were conducted on IPR, research methodology, good clinical, laboratory, writing for research grants and industry-academia collaborations.

Urkund Plagiarism Software is available for checking plagiarism.

217 research papers were published in PubMed / Scopus/ WoS/ UGC journals.

The institute is actively involved in extension Activities. In Last five years more than 200 extension and outreach activities were conducted. Our Institute has leveraged its location for the services of the community through various initiatives like DEAR Children, Village Adoption, Evening clinic, Free medicines to needy, food for patients in subsidized rate, transport facility for patients.

157 Collaborative activities were conducted in last five years. **17 functional MOUS's** were signed with reputed institutions.

Infrastructure and Learning Resources

Keeping stride with academic advancements, the Institution emphasizes the growth of its infrastructure to ensure effective educational programs. It meticulously designs an infrastructure blueprint that not only facilitates theoretical learning but also prioritizes clinically-oriented teaching methods. This includes 4 ICT-enabled classrooms, 10 seminar halls, facilities for clinical and community-based learning, 2 Teleconference rooms, an AYUSH-related herbal garden, well-equipped laboratories, and skills labs, surpassing the norms outlined by regulatory bodies like DCI & MUHS. Moreover, the Institute fosters research opportunities through

partnerships & MOUs with leading Institutions like the ICT Mumbai, aiming to promote research, innovation and scholarly pursuits.

In an effort to balance academic rigor with diverse activities, the Institution actively encourages both students and staff to engage in physical, recreational, and cultural endeavours. It offers a spectrum of facilities such as indoor & outdoor sports, games, gymnasiums, a yoga centre, and a state-of-the-art auditorium to support these pursuits. Spanning across a verdant 5-acre campus, the Institute ensures all essential amenities while remaining dedicated to its **vision and mission of providing quality healthcare at affordable costs**. This includes well-maintained hostels, medical facilities, toilets, a canteen, post office, bank, roads, signage, greenery, alternative energy sources, sewage treatment plants, water purification plants, and more.

Despite being a stand-alone dental college, the Institute boasts an in-campus 100-bed general hospital, pre-clinical and clinical laboratories, advanced equipment like a CBCT machine, 288 dental chairs distributed across 17 departmental dental clinics, and numerous community healthcare programs. This significantly benefits the clinical material in terms of outpatient (OPD) and inpatient (IPD) cases.

The Institute's sprawling 8000 sq. ft. library, equipped with ILMS-Libman based automation, houses an extensive collection of books, journals, manuscripts, and rare publications. It provides both in-person and remote access facilities and conducts programs to maximize utilization of these resources.

Furthermore, the Institution has kept pace with technological advancements by enabling ICT-based teaching-learning facilities and robust IT infrastructure. With Wi-Fi/LAN connectivity, 103 computers, a central firewall server, specialized software, and high-speed broadband, it supports academic and administrative functions.

A substantial quantum of the Institutional budget is allocated annually towards infrastructure development, acquiring books, journals, e-resources, and their maintenance. The Apex Maintenance committee maintains all academic and physical facilities through a well-structured three-tier mechanism, designated staff, and Annual Maintenance Contracts (AMCs).

Student Support and Progression

The Institution is dedicated towards providing a robust support system to its students during their academic tenure as well as facilitates and encourages the overall grooming and progression as a professional by conducting various activities and providing opportunities for the same.

76.92% learners were provided with financial support and assistance in the form of scholarships, freships and fee waivers by the Institution as well as various government bodies. Capability enhancement schemes like Yoga, human value, language skill, analytical skill, personality and also professional skill development etc., are employed by the institution for Learners. Guidance for various competitive exams for their higher studies and regular career counselling sessions are held for supporting the Learners professionally in envisioning their future career goals. The International Student Cell is instrumental in providing assistance in terms of cultural, linguistic and social parameters to foreign students admitted in the Institution as well as extending its support to its students seeking to move to other countries. The Institution also takes pride in its resolute and diligent

system involving the Internal Complaint Committee, Anti-ragging and Student Grievance Redressal Committee for prompt addressal of students' grievances along with conduction of various awareness workshops. Learners had qualified in state/national/international exams and progressed for higher education. 68.45 % of learners were placed and self-employed serving the community with excellent health care services. The institute not only motivates learners to excel in academic but also encourages them to participate in extracurricular activities. 53 awards and medals were won cultural and sports activities during last five years. The institution also hosts many sports and cultural events. The institute has hosted SPANDAN event which is a part of Maharashtra University of Health Sciences, Nashik in 2023. The institutions have a registered alumni association which actively supports us with their contribution and activities.

Governance, Leadership and Management

Swargiya Dadasaheb Kalmegh Smruti Dental College & Hospital strictly adheres to its **vision and mission** approved by executive body to achieve set goals for Institutional Excellence. Nature of Governance is decentralized and shows equal participation of all stakeholders in the form of feedback for curriculum, Patient feedback. Committees like **Student council, IQAC** shows student involvement along with faculty. **Perspective Development Plan (PDP)** is prepared for 5 years based on various parameters. Strategic Plan is prepared in alignment with PDP based on set parameters. The statutory committees are formed as per norms of the statutory bodies like UGC, DCI & MUHS.

E-governance policy is implemented and provided by advanced software supported by **DENSOFT** (Digital OPD), **NOTEMYMAIL** (Institutional Learning Management), **K-Hub & Libman** (Library), **College website, Solar, generator**.

Schemes like **Shrimati Pramilatai Kalmegh Housing scheme** for Lecturers and Non-Teaching staff, **Library cash kind award, Interest free advances, Financial Assistance** for higher courses, rent free quarter services for Teaching and Incentives like advance before festivals, Interest free advances for Non-Teaching staff are in place, Free annual Medical and Dental check-up, **Duty Leave, Sabbatical Leave, Medical Leave, Loan** are some of the welfare measures for faculty empowerment. Financial aid to **20% faculty** for attending Conferences were provided in the heads of Sponsoring of registration, Travel, Logistic and Incidental.

165 Faculty Development Program (FDP) organized for enhancing the academic and administrative skills. Professional Development programs like **DIKSHA, IGOT** training during pandemic were attended by **23% faculty** for upgrading skills in the field. The appraisal system in the form of **self-appraisal proforma** and **confidential report** is prepared and implemented as per the UGC guidelines for Teaching and Non-Teaching staff and is reviewed annually.

The Resource mobilization and utilization policy and Unique **R2 module** for revenue generation is in place. The financial audit is conducted annually by Chartered Accountant appointed by the Local Management Committee.

The IQAC was formed in 2015 as per NAAC guidelines and constantly strives for **Quality sustenance, Quality enrichment** and **Quality enhancement** by focusing on **internalizing** quality culture and **institutionalizing** best practices. **100% faculty** attended the FDPs related to quality organized by IQAC.

Institutional Values and Best Practices

The college has established an 'Vishakha Committee, Internal Complaint Committee, Women Empowerment Cell' in accordance with the principles of **Gender Equity and Equality**. **Gender sensitization and empowerment** programs are conducted regularly which gives emphasis on **Equality, Equity, Self-Esteem, Honor, Dignity, Prestige and Self-Respect**. The Institute Conducts Gender Audit every year that helps in identifying and analysing the strength, good practices, weakness and also for mainstreaming the Gender.

The Institute has conducted **21** Sensitization programme in the last 5 years.

There are proper Disposal mechanisms for Solid, Liquid, Biomedical and E-Wastes, Hazardous chemicals and radioactive waste.

All the facilities like, **rainwater harvesting, Borewell, Open well recharge, Tanks and Bunds, waste water recycling and centralized RO system** are in place. Our institute has formulated Environmental Health and Safety policy.

Measures such as, restricted entry of automobiles, use of Battery powered vehicle, pedestrian friendly pathway, ban on use of plastic and landscaping with trees and plants are initiated. **Green, environment and energy audits** are conducted annually.

Ramps, Lifts, Divyangjan friendly Toilets, Classrooms, website, display boards, signposts, lights, **tactile pathways**, wheelchairs, Accessible website for Divyangjan, screen reading software for Divyangjan are available. Human assistance, reader, scribe, soft copies of reading materials and screen reader are available.

Our institute has taken efforts in providing diverse and inclusive environment for tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic, and other diversities through Awareness and sensitization programs. Institution has prescribed code of conduct for students, teaching and non-teaching staff. Handbook of **Code of Conduct** is displayed on the website. Code of conduct committee monitors the adherence of code of conduct.

Our Institute has celebrated more than **140 national and international commemorative days, events and festivals** in the last 5 years. These celebrations have helped in active learning, good platform to bond to each other and reinforce the achievement of humanity.

Best practices and distinctiveness are institute's centre piece. **Interaction Module, well established Good Governance framework, Telephonic medical and psychiatric examination module (T2), Structured Module of Contact Cell, Entry to Exit (E2) Corona module, Real Life Teaching Inspiration from Alumni, Chord with cord-Alumni Bondage and Unique Welfare Scheme (Incentivising Overtime in Library)** were the best practices which replicates our **teaching-learning processes**. Whereas, **Annapurna scheme, Corona Umbrella Care and Old cloth and Utensils donated to poor, Village Adoption** were the distinctiveness of the institute which motivated our alumni to start their own clinical practice at rural areas of Maharashtra with 5000-10000 population which is benefitting the under privileged population.

Dental Part

The mean NEET percentile score of I BDS students admitted in the preceding academic year is 76 while the

SDNEET percentile score is 4.58.

The institute has preclinical labs where the learners are able to work on models and mannequins, honing their skills before entering clinics

The institute follows strict infection protocols. Every department has a separate room for sterilization. The faculty and students undergo training on infection control protocols and the use of the personal protective equipment. All the students are provided with Hepatitis B vaccination. During COVID-19 Pandemic, COVID vaccinations was provided to all free of cost. All the records are maintained by the institution.

Orientation courses are organized by the institution for Ist BDS, IIIrd BDS, Interns and Ist MDS students at the beginning of their sessions to familiarize them with the curriculum and all aspects of dental clinics.

Institute follows the assessment protocols set by statutory bodies and measures are taken to

ensure objectivity and transparency. Apart from this, institute assess the clinical competency of the learner by conducting IPL based quiz, OSCE-OSPE, PBL, CBL, TBL.

To enable learners to be trained adequately in diagnostic and therapeutic techniques, the institute has facility for Cone Beam Computed Tomography (CBCT), Endodontic Microscopes, Dental LASER and advanced microscopes including phase contrast, polarized and fluorescent microscopes. Advanced diagnostic techniques like Immunohistochemistry (IHC) are regularly used.

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

Dental Education Unit is established for quality development of the faculty like seminars, workshops mainly in emerging trends in dental education technology.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SWARGIYA DADASAHEB KALMEGH SMRUTI DENTAL COLLEGE AND HOSPITAL
Address	Swargiya Dadasaheb Kalmegh Smruti Dental college and Hospital, Wandongri-Waddhamna Road, Hingna Dist. Nagpur-441110
City	Nagpur
State	Maharashtra
Pin	441110
Website	www.sdk-dentalcollege.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Nilesh Pardhe	0712-2999569	7028015695	-	deannaac@sdk-dentalcollege.edu.in
IQAC / CIQA coordinator	Sneha Puri	07104-280099	9158988818	-	sneha.puri@sdk-dentalcollege.edu.in

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

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	15-07-2006

University to which the college is affiliated/ or which governs the college (if it is a constituent college)		
State	University name	Document
Maharashtra	Maharashtra University of Health Sciences	View Document

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

Details of recognition / approval by statutory / regulatory bodies other than UGC (MCI, DCI, PCI, INC, RCI, AYUSH, AICTE etc.)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
DCI	View Document	19-10-2011	300	DCI recognition is permanent with periodic inspection

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Swargiya Dadasaheb Kalmegh Smruti Dental college and Hospital, Wandongri-Waddhamna Road, Hingna Dist. Nagpur-441110	Semi-urban	5	13753

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BDS,Bds,	60	NEET UG	English	100	100
PG	MDS,Conservative And Endodontics,Conservative and Endodontics	36	NEET PG	English	3	3
PG	MDS,Prosthodontics,Prosthodontics	36	NEET PG	English	3	3
PG	MDS,Periodontology,Periodontology	36	NEET PG	English	3	3
PG	MDS,Oral And Maxillofacial Surgery,Oral and Maxillofacial Surgery	36	NEET PG	English	3	3
PG	MDS,Oral Pathology And Microbiology,Oral Pathology	36	NEET PG	English	3	1

	and Microbiology					
PG	MDS,Oral Medicine Diagnosis And Radiolo gy,Oral Medicine Diagnosis and Radiology	36	NEET PG	English	3	3
PG	MDS,Orthod ontics And Dentofacial Orthopedics, Orthodontics and Dentofacial Orthopedics	36	NEET PG	English	3	3
PG	MDS,Pedo ntics And Preventive D entistry,Pedo dontics and Preventive Dentistry	36	NEET PG	English	3	3
Doctoral (Ph.D)	PhD or DPhil ,Conservativ e And Endod ontics,PhD in Conservative and Endodontics	48	PhD Enterance	English	6	0
Doctoral (Ph.D)	PhD or DPhil ,Prosthodonti cs,PhD in Pr osthodontics Crown and Bridge	48	PhD Enterance	English	3	0
Doctoral (Ph.D)	PhD or DPhil ,Periodontolo gy,PhD in Pe riodontology	48	PhD Enterance	English	3	0

Doctoral (Ph.D)	PhD or DPhil,Oral And Maxillofacial Surgery,PhD in Oral and Maxillofacial Surgery	48	PhD Enterance	English	3	0
Doctoral (Ph.D)	PhD or DPhil,Oral Medicine Diagnosis And Radiolo gy,PhD in Oral Medicine and Radiology	48	PhD Enterance	English	3	0
Doctoral (Ph.D)	PhD or DPhil ,Orthodontics And Dentofacial Orthopedics, PhD in Orthodontics and Dentofacial Orthopedics	48	PhD Enterance	English	3	0

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	8				29				0			
Recruited	7	1	0	8	16	12	0	28	0	0	0	0
Yet to Recruit	0				1				0			
Sanctioned by the Management/Society or Other Authorized Bodies	7				0				0			
Recruited	5	2	0	7	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
	Lecturer				Tutor / Clinical Instructor				Senior Resident			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	52				10				0			
Recruited	17	35	0	52	2	0	0	2	0	0	0	0
Yet to Recruit	0				8				0			
Sanctioned by the Management/Society or Other Authorized Bodies	12				0				0			
Recruited	10	2	0	12	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				138
Recruited	81	57	0	138
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				38
Recruited	30	8	0	38
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	2	1	0	0	0	0	4
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	12	1	0	14	11	0	0	0	0	38
UG	0	0	0	1	0	0	0	0	0	1
Permanent Teachers										
Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	17	31	0	0	0	0	0	0	0	48
UG	11	5	0	2	0	0	0	0	0	18

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	3	1	0	4
Number of Emeritus Professor engaged with the college?	Male	Female	Others	Total
	2	0	0	2
Number of Adjunct Professor engaged with the college?	Male	Female	Others	Total
	0	2	0	4

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	83	0	0	0	83
	Female	413	1	0	1	415
	Others	0	0	0	0	0
PG	Male	15	1	0	0	16
	Female	48	0	0	0	48
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	2	2
	Female	9	8	7	7
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	4	3	4	4
	Others	0	0	0	0
OBC	Male	2	1	0	4
	Female	9	10	11	6
	Others	0	0	0	0
General	Male	10	6	2	4
	Female	82	88	90	90
	Others	0	0	0	0
Others	Male	2	0	1	1
	Female	4	6	5	5
	Others	0	0	0	0
Total		122	122	122	123

General Facilities	
Campus Type: Swargiya Dadasaheb Kalmegh Smruti Dental college and Hospital, Wandongri-Waddhamna Road, Hingna Dist. Nagpur-441110	
Facility	Status
• Auditorium/seminar complex with infrastructural facilities	Yes
• Sports facilities	
* Outdoor	Yes
* Indoor	Yes
• Residential facilities for faculty and non-teaching staff	Yes

• Cafeteria	Yes
• Health Centre	
* First aid facility	Yes
* Outpatient facility	Yes
* Inpatient facility	Yes
* Ambulance facility	Yes
* Emergency care facility	Yes
• Health centre staff	
* Qualified Doctor (Full time)	30
* Qualified Doctor (Part time)	0
* Qualified Nurse (Full time)	17
* Qualified Nurse (Part time)	0
• Facilities like banking, post office, book shops, etc.	Yes
• Transport facilities to cater to the needs of the students and staff	Yes
• Facilities for persons with disabilities	Yes
• Animal house	Yes
• Power house	Yes
• Fire safety measures	Yes
• Waste management facility, particularly bio-hazardous waste	Yes
• Potable water and water treatment	Yes
• Renewable / Alternative sources of energy	Yes
• Any other facility	NA

Hostel Details		
Hostel Type	No Of Hostels	No Of Inmates
* Boys' hostel	1	50
* Girls's hostel	2	140
* Overseas students hostel	0	0
* Hostel for interns	0	0
* PG Hostel	0	0

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Multidisciplinary/Interdisciplinary: The institution believes in interdisciplinary and multidisciplinary approach to enhance curriculum conforming to NEP 2020. The area of interdisciplinary approach included: 1. Value added Courses: Ensuring implementation of NEP 2020 in Spirit and Intent, 25 value added courses were offered to increase the clinical skills and learning beyond the standard curriculum 2. Add on Courses: The institute offers add on courses for the learners for enhancing the extensive and comprehensive outlook of the students. These courses had helped the learners in the future endeavors. 3. Interdisciplinary projects: The students take up the research projects that are interdisciplinary in nature by bringing together learners and faculty experts from different departments to address the research problem from a holistic perspective. In five years, interdisciplinary projects were undertaken. In this regards, Multidisciplinary research projects such as MTA with an joint initiative of public-private partnership (PPP) between Science & Engineering Research Board (SERB), the Department of Science and Technology (DST), Government of India, and Confederation of Indian Industry (CII) under joint collaborative research project with ICT Mumbai. 4. Workshops and seminars: The institute conducts workshops and seminars like CPR, Research Methodology for mentoring Learners which enables them to explore future employment pathways after graduation, and help them get the most of their studies. Outcome: 1. Research Skill Building: • The entire spectrum of learners including UG, interns and PG undertakes research projects. The institute has</p>
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	<p>periodically conducts workshops on Research Grant writing for learners. The learners prepare the proposal for research under the guidance of faculty. The institute in collaboration with ICT, Mumbai has received prestigious Honorable Prime Minister fellowship award for MTA Doctoral research project, joint initiative of public-private partnership between SERB and DST, Government of India and CII. Since 2018, institute has received numerous funding research projects from MUHS STRG (24),LTRG (8), ICMR (17), NGO (6). 2. Collaboration and linkages:</p> <ul style="list-style-type: none"> • 157 collaborative activities were conducted in last five years where other institutes were involved.
<p>2. Academic bank of credits (ABC):</p>	<p>The University Grants Commission (UGC) on July 28, 2021, notified ABC and issued the UGC (Establishment and Operation of Academic Bank of Credits in Higher Education) Regulations, 2021. Academic Bank of Credits (ABC) is a virtual/digital storehouse that contains the information of the credits earned by individual learner throughout their learning journey. ABC can be considered as an authentic reference to check the credit record of any learner at any given point in time in the virtual /digital form. The students are briefed about Digi Lockers during their orientation program. Courses undergone by the students through the online modes through National schemes like SWAYAM, NPTEL etc or of any specified university, is considered for credit transfer and credit accumulation. 210 students have been enrolled in Academic bank of credits</p>
<p>3. Skill development:</p>	<p>As per the vision of empowering learners through academic excellence and spiritual enlightenment for their educational, social and cultural enhancement, our institute offers holistic education. It involves educating its primary stakeholders to become well rounded, confident and constructive members of the society. The following initiatives have been undertaken in the Institute’s quest for skill development: 1. Life Skill: Value based education is provided to every learner apart from their curriculum. The value-added committee regularly conducts courses like AETCOD, Yoga & Meditation, V4U, You Can Do it dealing with the values in professional life, self-development and character development of the learners. 2. Behavioral/Attitudinal Skill: Behavior management is considered to be the key element in the management of dental patients. It is taught to the</p>

	<p>learners during lectures and through group discussions. Role-play is perceived as gratifying in terms of developing effective communication and appropriate behavioral and attitudinal skills. In role-play, the learner develops and practices newly acquired skills by simulating a scenario. In both the teaching methods, learner receive directions to deal with patients during clinical situations. 3.</p> <p>Communication skill: The institute prioritized enhancing oral and written communication skills to foster effective expression, interaction and meaningful conversations for learners growth and success. The training in Attitude, Ethics and Communication skills (AETCOD) with defined Competencies in Humanities, is an integral component of clinical skill training in the institute since last four years. With a strong belief in providing the best for its students and to enable its students for competition at the global level, British Club was started in the Institute in 2008 to facilitate good interpersonal communication between future medical professionals, and to enhance student’s confidence. These core skills positively contributed to various aspects of the healthcare process including formulation of comprehensive plan, reaching a correct diagnosis and provide adequate treatment. 4.</p> <p>Clinical Highly competent clinical practice requires cognitive, psychomotor and affective skills. The ultimate goal of the institute is to make the learners competent in all these domains. UG and PG students have to compulsorily undergo training in BLS and participate in health camps organized by institute. Blood donation camps are organized by student council periodically. The training on simulation clinics also turned out to be effective for clinical skill improvement. OSCE-OSPE is also designed where it assesses the clinical competency and is widely used for formative and summative purposes.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The institution is extending and expanding the purviews of education to meet the new parameters as per the National Education Policy 2020 that places special emphasis on the promotion of Indian Languages (teaching in Indian Language, culture etc,) in the curriculum by providing training in vernacular (Marathi) language, training in cross-cultural competencies during clinical postings, offering Electives in Indian System of Medicine, sensitization</p>

	<p>of faculty and students regarding Yoga and lifestyle modifications. The local language dialect Marathi club conducts 16 hours session for learners every year which help them in communicating with patients in their vernacular language. Books on traditional knowledge systems are available in library & British club library. Faculty members and learners take up the research projects on Ayurveda. 16 copyrights were granted by Government of India for preparation of Ayurvedic/herbal gel for the management of oral diseases in last five years. are enrolled in SWAYAM. The institute celebrates commemorative days to promote Indian languages, Indian ancient traditional knowledge, Arts Culture and traditions.</p>
5. Focus on Outcome based education (OBE):	<p>The institution is focused on a student-oriented educational approach for implementing outcome-based education in tune with national education policy. Programme specific and Course outcomes are charted and regularly communicated to students to align it with the teaching-learning process. The Institute has its informative learning resource material in which the learning objectives and outcomes of each topic are taught. The clinical objectives are explained through demonstrative learning materials to the learners and also by using problem solving methodologies including PBL, CBL and TBL, OSCE-OSPE. For Slow performers, each Department to conduct remedial classes on “Must - to - Know” and “Nice - to – Know topics. Formative assessments provide additional support indicators for slow learners. For advance performers, each Department to conduct classes on “Desirable to know” topics. Advanced learners are given opportunity to stand apart in their performance by answering questions which are beyond must to know aspects.</p>
6. Distance education/online education:	<p>The main goal by the end of the course is development of the skills and knowledge. The institute believes in Blended learning through use of traditional teaching methods like walk, chalk, talk along with digital learning. The online based education approach is a continuous process of education where curriculum, teaching and learning strategies and assessment tools are improved. The COVID-19 pandemics necessitates the need of alternative modes of quality education whenever and wherever traditional and in-person modes of</p>

	<p>education are not possible. During COVID-19 impact, college implemented blended learning with virtual sitting using audio-visuals. Our institute has its own LMS platform "NoteMyMail" where the online teaching activities were conducted. Learners have access to Onsite resources like library providing them gateway to an array of books, journals enabling literature search. Our institution has implemented a fully integrated Learning Management System (ILMS). For the effective online education, the institute has also taken initiative and prepared informative (LRM 1) and Demonstrative (LRM 2). The Demonstrative LRM helped the learners for understanding the practical/ clinical work during online teaching. The institute also own Khub, Delnet and MOPAC e-library resources to extend education to the distant learner.</p>
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Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes, Electoral Literacy Club (ELC) has been set up in the institute in the year 2021 in order to sensitize students inculcating democratic values and ethos.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Yes, the institute has established ELC consisting of Dean as the chairperson, 1 coordinator, 1 medical coordinator, 1 faculty member, 1 member from each PG, intern, Final BDS, Third BDS and First BDS.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The committee conducts various activities to promote voter literacy among students and community at large. Annual Voter registration camps was conducted in 2023</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in</p>	<p>The institute has conducted voter awareness drives.</p>

electoral processes, etc.	
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	243 students have been enrolled as voters. The electoral committee of the institute aims to register 100 % learners in the electoral roll.

Extended Profile

1 Students

1.1

Number of students year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
563	564	566	564	561
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
104	111	113	86	89
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

1.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
122	120	122	123	122
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

2 Teachers

2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
105	102	102	103	100
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
105	102	102	103	100
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
452.30	263.71	290.68	231.32	289.08
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Swargiya Dadasaheb Kalmegh Smruti Dental College and Hospital is affiliated to Maharashtra University of Health Sciences (MUHS) and is regulated by the Dental Council of India (DCI). The curriculum developed by MUHS and DCI is aligned with local, national, regional, and global healthcare needs. The College Curriculum Committee and Institutional Board of Studies take charge of designing the academic plan to ensure the holistic development of learners.

CURRICULUM PLANNING

At the outset of academic year, The Head of the Department conducts intradepartmental meeting and divides curriculum into Must-to-know (60%), desirable-to-know (30%) and Nice-to-know (10%). Timetable is prepared and displayed on the Notice Board with time, topic, teacher and date of implementation. All curricular, co-curricular, extra-curricular activities, value-added & add-on courses are discussed in College Curriculum Committee meeting. Each academic program offered by the Institute is equipped with clearly defined attributes, **programme outcomes and course outcomes (POCO)**. Institute prioritizes **reiterative learning**, especially for slow performers.

All approved activities are included in Comprehensive Academic Calendar.

To enhance academic flexibility, the institute offered an increasing number of add-on courses each year: 11 in 2019-20, 18 in 2020-21, 21 in 2021-22, and 22 in 2022-23 (Refer Metric 1.2.2) Institute offer diverse value-added courses like British Club, LLM, Yoga, AETCOD, V4U, and ICT to enhance academic enrichment and impart transferable life skills. In the last five years, 25 such courses were conducted with consistent 100% participation since 2019-20 (Refer Metric 1.3.2, 1.3.3).

Furthermore, the institute addressed gender issues through 21 activities in the past five years and promoted professional ethics with five dedicated programs. During this time frame, institute also provided interdisciplinary training in 91.6% of all programs, enhancing academic flexibility (Refer Metric 1.2.1).

CURRICULUM DELIVERY

The institute focuses on diverse teaching styles like **demonstrative, capsulative, narrative, and reflective methods**, utilizing innovative techniques and technology. In 2018-19, 90% of curriculum delivery used traditional "walk, talk, & chalk," with e-LRM. Due to the COVID-19 pandemic in 2020-21, 70% of teaching shifted to the institute's own 'NoteMyMail' platform, and 30% adhered to

government protocols offline. As the pandemic eased, a **hybrid approach** emerged, with 70-80% of syllabus delivered conventionally and 20-30% using advanced tools like Medisys Edutech and 3D Digital simulation labs.

For curriculum delivery, various methods like seminars, interaction, discussion, IPL-based quiz were conducted. Institute used the standardized, calibrated LRM-I/ LRM-II, which were validated by HSET Cell. (Refer Metric 2.3.3)

Library is enriched with reference books, textbooks, e-books, e-journals, DELNET, K-Hub, EBSCOHOST for development of learners. (Refer Metric 4.2.2)

CURRICULUM EVALUATION

The outcome of learning process is derived from cognitive, formative, and summative, workplace-based assessment. (Refer Metric 2.5.3) As a result, learners performed extremely well in MUHS University examination (Refer Metric 2.6.2). Remarkably, **13 learners earned merit rankings** at MUHS University.

In last 5 years, feedback was collected from various stakeholders and suggestions were sent to the university for implementation. (Refer Metric 1.4.1/ 1.4.2)

CURRICULUM OPTIMIZATION

The unwavering commitment to quality education demonstrates the institution's adaptability & dedication to the holistic development of the learners.

File Description	Document
Any additional information	View Document
Link for Minutes of the meeting of the college curriculum committee	View Document
Link for any other relevant information	View Document

Other Upload Files	
1	View Document
2	View Document

1.1.2

Percentage of fulltime teachers participating in BoS /Academic Council of Universities during the last five years. (Restrict data to BoS /Academic Council only)

Response: 4.29

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	6	5	3	3

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

1.2 Academic Flexibility

1.2.1

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

Response: 27.27

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

Response: 51

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

Response: 187

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

1.2.2

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

Response: 14.14

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

2022-23	2021-22	2020-21	2019-20	2018-19
99	128	111	56	5

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

1.3 Curriculum Enrichment

1.3.1

The Institution integrates cross-cutting issues relevant to gender, environment and sustainability, human values, health determinants, Right to Health and emerging demographic issues and

Professional Ethics into the Curriculum as prescribed by the University / respective regulative councils

Response:

As a part of the curriculum prescribed by Dental Council of India (DCI), **the institute ensures that the various cross-cutting issues are integrated in the curriculum** through the various subjects of B.D.S., Internship, & M.D.S.

Apart from curriculum, the institute addresses these cross-cutting issues through the various programs/activities/modules as follows:

Gender

Gender sensitivity, gender equality & women empowerment are addressed through various programs like 'Breast Cancer Awareness', 'International Women's Day' & 'Savitribai Phule Jayanti'. Total '21' such programs were conducted in last 5 years. (Refer metric 7.1.1)

The safety & security of female learners/ staff is ensured through Security Guards & CCTV cameras. The security guards escort the female learners leaving the campus in the evening till the main road. The Institution has an Internal Complaint Committee to address issues related to the women.

In view of safe & secure environment of the campus, as per the reports submitted to statutory bodies, nil complaints were registered by learners/ staff.

Environment and sustainability

The institute follows various environment-friendly practices like, **paperless administration, plastic ban & rainwater harvesting**. The water collected through **rainwater harvesting** is used for watering the garden. Various activities like **tree plantation** and **Swachh Bharat Abhiyan** are organized. The campus is powered by **solar energy plant** (150 kW) and LED lamps. Sewage Treatment Plant, incinerators & reverse osmosis water treatment plant is commissioned since 2018.

These initiatives have resulted in the reduction of electric & water bills. The initiatives of the institute are recognized by the selection the institute for '**Ibrahim Pathan Memorial Environment Award**' instituted by Vanrai Foundation in 2022. (Refer metric 7.1.3)

Human values

Life skills are taught to the learners through modules like Interaction (**Logical thinking, Analytical reasoning and Critical reasoning**), AETCOD (positive attitude/ thinking, stress management, self-esteem, decision making) and Communication Skills (effective communication). (Refer metric 1.3.2)

Human values like '**Concern, Compassion, resulting in empathy and social accountability, Commitment to Excellence/ Integrity, Justice**' are inculcated by school/ villages adoption, dental camps and subsidized treatment charges. (Refer metric 3.4.1)

Programs like 'Blood/ Organ Donation drives' conducted by NSS teach social values.

Teaching of human values has resulted in learners as compassionate health professionals & ensured the holistic development of learners.

Health determinants, Right to Health and emerging Demographic issues

Service to society at the grass root level has been the basic vocation of the Institution along with education. Patients are treated at subsidized charges, and the patients of low socioeconomic status are even treated free of cost. The Institution owns the mobile dental van for the treatment camps. Two satellite clinics of the institute provide services to surrounding rural population.

Many alumni of the institute have opted for starting their own clinical practice at rural areas of Maharashtra with 5-10,000 population.

Professional Ethics

The institute follows the **bioethical principles**. **AETCOD Module** educates the learners about the ethical practices. (Refer metric 1.3.2)

The strict adherence to the ethical practice by the learners has resulted in no law-suit filed by any patient regarding negligence till date.

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

Other Upload Files	
1	View Document

<p>1.3.2</p> <p>Number of value-added courses offered during the last five years that impart transferable and life skills.</p> <p>Response: 15</p>
<p>1.3.2.1 Number of value-added courses offered during the last five years that impart transferable and life skills.</p> <p>Response: 15</p>

File Description	Document
List of-value added courses	View Document
Institutional data in prescribed format	View Document
Brochure or any other document related to value-added course/s	View Document
Any additional information	View Document
Links for additional information	View Document

1.3.3

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

Response: 98.18

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

2022-23	2021-22	2020-21	2019-20	2018-19
562	564	565	563	513

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

1.3.4

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

Response: 99.82

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

Response: 562

File Description	Document
Scanned copy of filed visit report with list of students duly attested by the Head of the institution to be provided	View Document
Institutional data in prescribed format	View Document
Community posting certificate should be duly certified by the Head of the institution	View Document
Any additional information	View Document
Link for additional information	View Document
Links to scanned copy of completion certificate of field visits/Clinical / industry internships/research projects/industry visits/community postings from the organization where internship was completed	View Document

1.4 Feedback System

1.4.1

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

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

Response: A. All of the above

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

1.4.2

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

Response: B. Feedback collected, analysed and action has been taken

File Description	Document
Stakeholder feedback report	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Action taken report of the Institution on feedback report as minuted by the Governing Council, Syndicate, Board of Management	View Document
Link for additional information	View Document

Other Upload Files

1	View Document
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Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

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

Response: 96.77

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

2022-23	2021-22	2020-21	2019-20	2018-19
31	29	30	31	29

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

2022-23	2021-22	2020-21	2019-20	2018-19
31	31	31	31	31

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

2.1.2

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

Response: 98.23

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

2022-23	2021-22	2020-21	2019-20	2018-19
122	120	122	123	122

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

2022-23	2021-22	2020-21	2019-20	2018-19
124	124	124	124	124

File Description	Document
The details certified by the Head of the Institution clearly mentioning the programs that are not covered under CET and the number of applications received for the same	View Document
Institutional data in prescribed format	View Document
Any other relevant information	View Document

2.1.3

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

Response: 0.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	2	0	0	0

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

2.2 Catering to Student Diversity

2.2.1

The Institution assesses the learning levels of the students, after admission and organises special

Programmes for advanced learners and slow performers

The Institution:

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

Response: A. All of the above

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

2.2.2

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

Response: 5.36

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

Other Upload Files

1	View Document
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2.2.3

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

Response:

The Institute believes- each learner is unique which has his/her own innate talent, waiting to be nurtured. To facilitate this the Institute has established a “**Cultural Society - Atharvam**” which has 4 arms in the form of ‘**Music Club**’, ‘**Art Club**’, ‘**Dance Club**’ and ‘**Drama Club**’.

The Institute encourages the learners to develop their innate skills with the **objective of seeing each learner blossom into a confident and a competent individual.**

Extramural/ Beyond the classroom activities -

1. **Sports** – arguably the most preferred mode of recreation amongst learners, sports activities conducted at the Institutional and inter Institutional level allow learners to **develop a spirit of teamwork, perseverance and the ability to take winning and losing in one’s stride.** Institute has facilities for both **indoor and outdoor sports** like table tennis, carrom, volleyball, badminton, cricket and football. Our learners regularly participate in intra and inter collegiate events and have brought laurels to the Institute. (Refer metric 5.3.1,5.3.3)
2. **Cultural** – The ability to express oneself through singing and dancing is an art which the Institute helps the learners to pursue through various cultural events held throughout the year. The undoubted highlight is the **10 days Ganesh Festival Celebration- Vakratunda** where both intra and inter college events ranging from **sports, cultural and literary to spiritual events** (‘*Bhakti Sandhya*’) are conducted. (Refer metric 5.3.1,5.3.3,7.1.8)
3. **Literary** - The Institution has developed different student clubs to cater to the diverse talents of our learners. For the more linguistically inclined learners, the Institute has a **British Club** wherein the learners get the opportunity to **develop their language & communication skills.** The local **language Marathi club** focuses more on the vernacular skills allowing non-Marathi speaking learners an opportunity to **develop fluency in a new language, and thus breaking communication barriers.**

Co - curricular activities:

A- Academic

1. **Scientific activities-** Learners are encouraged to **participate in conferences & conventions and make presentations,** enabling them to gain confidence to face a crowd and combat stage fear. Various workshops and CDE programs are conducted to enhance the learner’s exposure to latest trend and development. (Refer metric 7.1.10)
2. **Research grants** – Our learners have been **awarded grants for Research projects** by our parent university in the form of **STRG and LTRG** which are currently ongoing. These projects help in **development of analytical skills and plant the idea of research in impressionable minds**

B-Holistic Development –

1. **Value added Courses** – Institute emphasizes the need for **value based education** to inculcate a deeper sense of morality and responsibility amongst the learners.
2. **Add on Courses** – topics that are essential to **increase employability and industry- based skills** are regularly conducted.

Annual Fest – An amalgamation of all above-mentioned activities is seen during the annual college festival conducted in the Institute where **cultural, literary and sports activities are conducted in a spirit of impartiality and honest competitiveness**. The **organizational skills** of the learners are also honed as they are part of the **Student Council, entrusted with smooth conduction of the festival**. (Refer metric 1.2.2)

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

2.3 Teaching- Learning Process

2.3.1

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

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

Response:

Our Institution focuses on holistic approach for learner’s development.

Apart from **Conventional teaching methods- walk, chalk, talk and LRMs**, learners are exposed to teaching modalities to develop **cognitive domain and psychomotor skills** (refer metric 1.1.1) & **transform them from common-to-competent**.

Experiential learning

- Experiences gained by learners through **clinical postings**

- Exposure to society **by camps, adopting schools, villages**
- **Field visits** -valuable hands-on experiences outside classroom setting (Refer metric 1.3.4)
- During COVID-19 impact, college implemented **blended learning by using audio-visuals** where learners gave immediate feedback (Refer 2.3.3,4.3.1)
- Learning Management System- (LMS)
- These measures help to enhance clinical skills

Integrated/ Interdisciplinary learning

- Co – ordinated and collaborative learning for all learners allowing every learner same opportunity to learn – **Horizontal Learning**
- Includes **interdepartmental presentations, clinicopathologic conferences where learners learn from senior faculties – Vertical Learning**(refer 1.2.1)

Participatory Learning

- To ensure active participation through focused **group discussions**.
- **“Interaction Module”** a type of interactive teaching which facilitates micro-teaching (1:5). (Refer metric 2.3.4)
- **Peer-peer learning & Near-Peer learning**
- **Structured learning with facilitator & with no facilitator**
- **One Minute Preceptorship**: mechanism to teach in five minutes or less at clinics.
- **Learners are trained to be competent in clinical decision-making**, to arrive at differential, provisional diagnosis.

Problem Solving Methodologies

- Learners broaden their knowledge through case scenarios in their clinical postings based on –
- Problem based Learning
- Case based Learning
- Team Based Learning
- OSCE/OSPE

Self Directed Learning

- Learners have access to **Onsite Resources** like **library** providing them a gateway to an array of books journals enabling literature search. (Refer metric 2.3.3, 4.3.1)
- **Museums** act as repositories of knowledge
- **Offsite resources** like e resources allow learners to fulfil their quest of knowledge at all times.
- PG learners present journal club, seminars and case presentations
- These measures help in building skills like time management and self assessment

Patient centric and Evidence Based Learning

- Learners perform mock dental procedures on phantom heads like cavity preparation and restorative procedures under faculty supervision in pre clinics and **simulation labs**
- Manage variety of dental problems on patients and determine solutions

- Enabling learners to overcome professional barriers, develop empathy **and understanding of patient psychology**

Learning in Humanities

- Learners participate in various **dental camps** attaining social skills
- Value added courses
- **NSS unit** actively involves learners in social and humanitarian pursuits (Refer metric 3.4.1)

Project based learning

- Learners pursue **innovative projects** for betterment of society
- Motivated to participate in **ICMR projects; Research grants** obtained at MUHS level
- Guided to undertake surveys and research projects.
- These measures broaden the horizon of learners and help **germinate seeds of research and innovation**

Role Play

- Learners are given chances to **gain hands – on experience** of working in the society through **skits and plays**
- Helps them to experience patient attitude vis-à-vis oral health & polish their communication skills.

Outcome –

- **96.1% learners** in the student feedback are of the opinion that **different learning methodologies employed help them attain better knowledge and skills in their discipline**
- Better student understanding as manifested by an increase of 10% in pass percentage from 2018-19 to 2022-23.

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

2.3.2

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

The Institution:

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

Response: A. All of the above

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

2.3.3

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

Response:

ICT ENABLED TOOLS

- **Interactive Smart boards 75 inches**
- Scanners
- **Color Printers**
- Black and white Printers
- Digital cameras
- Pen drives
- Wi-Fi facilities

- Adequate number of **high-end interactive projectors**
- 103 computers
- 10 seminar rooms
- 4 class rooms (Refer metric 4.4.1)
- Audio-Visual rooms in every department
- **High end personal laptops** used by faculty for preparation of computer aided teaching – learning material.
- **Photocopiers**
- Data storage devices
- Clickers
- **DVDs,CDs**

ONLINE E-RESOURCES

Are tangible or intangible asset of our institute capable of generating, transmitting, receiving, processing and representing data in electronic form, where the asset is owned, licensed, operated, managed and made available

- **Medisys Edutech Software.**
- Patient management software (**DENSOFT**)
- Anti-plagiarism software (**URKUND**)
- **MOPAC mobile application**
- **Digital virtual library (DVL).**
- **Swayam** online certificate courses

- **Shodhganga & Shodhsindu** – Online repository of Journals, theses and dissertations
- Online LMS
- **Note my mail**
- LMS online software
- LRMs (**I & electronic LRM**, Informative and Demonstrative).
- Digital e-library – **K-Hub – knowledge hub of e resources - Offsite resource for Self-directed Learning**
- **Dolphin Imaging software**
- **LIBMAN software**
- **DELNET**
- **MUHS Digital library**
- Podcasts
- My Loft
- Digitization of lessons.
- The ICT enabled learning environment of the institution is conducive to developing creative and critical thinking as well as scientific temper among the learners.
- Allows more efficient communication of information, which modifies the way of accessing knowledge and human relations.
- Plays a key role in new **Educational developmental plan (EDP) and policies.**
- Covid-19 forced us to go digital and focus on virtual LMS which helped to continue the education without any leverage during the pandemic times when **distant teaching-learning** became the only mode of communication between the teachers and the learners.
- **Narrative learning** during Interaction sessions allow off the book learning

- **Offsite** virtual learning tools like **virtual Learning Management** Software like **Shodhganga and Shodhsindhu**
- Indigenous own online platform – **Note My Mail**
- Institute also adopted **electronic LRM** which made **teaching- learning interactive and collaborative.**
- Both faculty and learners have 24x7 access to **ICT Tools:**
- Operational use of available ICT tools aid in its capacity of usage. (Refer metrics 4.3.1 & 4.3.2)

Learners are also guided through **Simulation Learning methods** which is operant to Standardized patient

- **Instrumental learning: Reflective or Reflexive** (Self-directed learning) in a controlled environment to prepare learners for real life situations.
- Usage of ICT tools enables learners to pursue activities in addition to their curriculum allowing them to widen their horizons through **Enrichment Learning.**
- **Value added courses** to enhance the standard beyond those levels specified in academic curriculum are also regularly conducted every month to bridge the skill gaps.

Outcome

- **95.1% students** in the student feedback are of the opinion that **90-100% of teachers** are **effectively using ICT enabled methods including e-resources while teaching.**
- **95.9% students** in the student feedback are of the opinion that **90-100% of teachers** are **effectively communicating domain knowledge using ICT tools.**
- Increase in Pass percentage from **83% in 2018-19** to **92.77% in 2022-23.**
- Increase in Number of merits from **02 merits in 2018-19** to **06 merits in 2021-22.**

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

2.3.4

Student :Mentor Ratio (preceding academic year)

Response: 5.36

2.3.4.1 Total number of mentors in the preceding academic year

Response: 105

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

2.3.5

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

Response:

The Institute endorses an overall comprehensive approach in building **creativity, analytical skills and innovation** among the learners via following the principles of the “SPICES” model.

S: Student Centric

P: Problem Based

I: Integrated

C: Community Centre

E: Elective Based

S: System Based

The teaching process strives for the learners to become **self-reliant individuals** in all respects. The institution aims at imparting skills and formation of attitudes, values and ideal patient management ability by promoting –

Teaching learning process nurturing creativity:

- **Preclinical work** cultivates creativity among the learners right from their initial years in the form of carving exercise in Dental Anatomy, teeth arrangement exercise in Prosthodontics, wire bending exercises in Orthodontics, cavity making and wax filling exercises in Conservative

Dentistry and Endodontics and suturing exercises in Oral Surgery and Periodontology.

- Extracurricular activities such as **theme based rangoli making**, hand made card making.
- **Posters and models** are to be submitted by the interns as a part of their internship completion program.
- Learners also present **skits highlighting social causes** to enhance their knowledge in the public domain.

Teaching learning process nurturing analytical skills:

Learners should be trained to analyze complex situations in the classroom and be competent to solve them in real world scenarios aiming at an analytical based solution. Teaching methodologies employed to inculcate these habits are –

- **Problem based learning and case based learning** practiced in all departments of the institute.
- **Peer peer learning, near peer learning** (Refer metric 2.3.1) to enable learners to build confidence as they learn from and teach their co learners .
- **Inter-departmental activities** to enable learners to identify, deliberate and manage the cases which would require an interdisciplinary approach.
- The involvement of the learners from different specialities enhances the knowledge and the patient management skills too.
- Develops critical reasoning and analytical skills from basic cognitive domain to psychomotor skills in learners.

Teaching learning process nurturing innovation:

The educators in the institution promote innovation via fostering the unique capabilities of learners and eventually aid their ideas and thoughts to reach a new height. To advocate this aim, our institution **has collaborated with ICT, Mumbai for the MTA (Mineral Trioxide Aggregate) project** and it has been awarded with the prestigious **Prime Minister Fellowship**. Honourable President of the institute Shri Sharadji Kalmegh has announced “**A decade of Research and innovation in Healthcare**” for encouraging and recognizing innovation and research in the institute along with 5 research cash awards of INR 1,11,111 each (Refer metric 3.2.1).

Other modalities of promoting innovation among learners in our institute have blossomed in the form of –

- **STRG and LTRG** projects being selected at the university level- 10 students from the institute have received funding of Rs. 3,87,400/- by the university. (Refer metric 3.1.3)
- Multiple patents and copyrights being registered by the learners and faculties- 4 patents have been published, 3 patents are registered and 1 is applied, 78 copyrights have been registered (Refer metric 3.2.1)
- **ICMR** grants have also been offered- 18 projects have been selected for STS, ICMR (Refer metric 3.1.3).

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 100

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

2.4.2

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

Response: 3.93

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	2	2	6	8

File Description	Document
Institutional data in prescribed format	View Document
Copies of Guideship letters or authorization of research guide provide by the the university	View Document
Any additional information	View Document
Link for additional information	View Document

2.4.3

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

Response: 9.14

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

Response: 960

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

2.4.4

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
105	102	102	103	100

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

2.4.5

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

Response: 5.48

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	2	12	6	5

File Description	Document
Institutional data in prescribed format	View Document
e-Copies of award letters (scanned or soft copy) for achievements	View Document
Awards claimed without certificates will not be considered	View Document
Any additional information	View Document
Link to additional information	View Document

2.5 Evaluation Process and Reforms

2.5.1

The Institution adheres to the academic calendar for the conduct of Continuous Internal Evaluation and ensures that it is robust and transparent

Response:

Comprehensive academic calendar encompasses of academic activities, exam schedule, sports/co-curricular activities, cultural and literary activities (Refer 1.1.1) which fulfills specified guidelines of the statutory and non-statutory bodies. It meets up to extent of 95 percent and it is adhered for the entire year. When comprehensive academic calendar is prepared, **comfort feeling of the Learners** is given priority for their respective academic session.

In formative assessment, three Internal assessment exams are conducted before the final university examination.

1. **Robustness:** During routine Internal assessment, institute make individual seating arrangement in designated class rooms according to roll number of the learners. During **COVID -19 Lockdown**, first internal assessment theory and practical papers were conducted online using **Institutional Virtual Online LMS**. This Platform was utilized for easy accessibility to all the learners. The **objectively structured answer books** (Manual) with question papers were shared. To **minimize unfair** means during examination, It was totally **Proctored online examination**

2. **Transparency:** for every internal assessment, subject teacher prepares three sets of question papers, which are moderated by the HOD and submitted to the Dean. He randomly chooses any one question paper on the day of examination and forwards it to examination cell for photocopies maintaining confidentiality. To maintain transparency provision was also provided for evaluation of answer sheet in presence of learners. After every assessment with **microchecking**, learners are given opportunity to verify their evaluated answer scripts within 7 days and also entitled to submit grievance in 3 days if any. Every learner do signature on the evaluated answer sheet after satisfied with marks obtained. Final internal assessment marks are submitted to the University through the Dean in online/hardcopy.

3. **Frequency:** Three internal assessments and one **additional internal assessment** for Undergraduate & one mock exam for Postgraduate learners are conducted as per schedule. Additional assessment is conducted for those learners who were absent for any of the assessment due to **genuine** reason and allowed to attend only after verification by the committee.

4. **Mode:** During virtual and factual theory/practical internal assessments, communication skill, discussion **across table, chair side discussion**, participation ability during performance are also evaluated. Answer sheets after evaluations are documented in individual files. Formative assessment provide every learner an opportunity for augmentation and up gradation of performance. Apart from PCT's and Mock exam, institute also conducts class test for the learner timely at the department level. These various modes of internal assessment have resulted in honors in the university examination.

Evaluation Process is a **clear prototype** to evaluate the learner's performance and periodically subjected to appraisal mode during every internal assessment. This promotes uniformity, transparency and validity.

Adhering the academic calendar resulted in increasing passing percentage . (Ref metric 2.6.2)

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

2.5.2

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

Response:

- **Internal grievance committee –Academic** is a committee with the objective to address the Learner’s grievance related to continuous internal evaluation in the institute. The committee comprises of Dean as Chairman, Director of UG studies and Director of PG studies for UG and PG related grievances, along with subject related HODs. Committee address learner’s grievance in a **structured manner** with a **standing mechanism** in place. It can be addressed at 3 different levels.

At Department level

- A clear and **transparent prototype** is used to evaluate and address grievance related to performance in assessment. Theory answer & practical sheets are shown to learners after every PCT to clarify doubts pertaining to their performance.
- Grievances are resolved by the subject teacher under the supervision of the HOD time bound of **7 days** from date of last examination using **efficient** mechanism.
- Final list of internal assessment marks is prepared with signature of learners, Teacher in charge, HOD and submitted to the Dean.

At Institute level

- As the mechanism is **transparent** learner’s can submit their grievances at the institute level if not resolved at the departmental level. These should be done within **time bound period** of 03 days to the internal grievances committee-Academic. The grievance committee gives directions to concerned HOD and ensure the **efficient** process of evaluation.
- Learners after verifying their evaluated answers sheets, learners write as seen and sign on the

answer sheet. If grievances are not resolved, Provisions are made for **accountability of concerned subject teacher**. Learners can also **appeal at jurisdiction**. The evaluated mark-lists are further put on the notice board, after signatures of respective learners, staff and HOD.

- Final internal assessment mark list is submitted to the university online in softcopy through Dean’s email id and also hardcopy submitted in person within stipulated notified time as per direction of MUHS. In the Year 2021-22 onwards internal assessment marks are submitted through portal provided by the MUHS University under supervision of Dean. During COVID -19 Lockdown, Marks were displayed in the Whatsapps group for cognizance of learners.
- **94.1%** learners stated evaluation of answer sheets and arrangement for addressing examination related grievances and **94.5%** internal evaluation process adopted by the teacher is fair as per the Feedback obtained from learners.

At University level

- The MUHS, university has a **transparent** mechanism for hearing and addressing the grievances of the learners pertaining to the examinations.
- University grievances are resolved through institute by submission of application of the candidate which will be accepted along with requisite fees of **time bound** period of 07 days. Students have two options of seeking redressal from the university.

1. Apply for reviewing photocopy of their answer script(s),and/or
2. Apply for verification/re-totaling of answer script(s).

- The whole process of examination related grievance is done **efficiently**.

File Description	Document
File for number of grievances regarding University examinations/Internal Evaluation	View Document
File for details of University examinations / Continuous Internal Evaluations (CIE) conducted during the last five years	View Document
File for any other relevant information	View Document

2.5.3

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

Response:

Examination procedures

Institutional board of examination conducts formative assessment theory as per schedule of academic calendar. Summative assessment that is BDS and MDS University Examination are conducted by the controller of examination.

Following reforms in the examination of BDS & MDS

- MDS examination reforms were made from 2018-19 as Part I MDS examination conducted at the end of 1st year and Part II examination at the end of 3rd year.

- In second BDS Prosthodontics preclinical practical's reforms were made by exclusion of abutment preparation of maxillary central incisor to receive porcelain fused to metal crown and wax pattern with only Teeth arrangement of 30 marks

,waxing and carving 20 marks, journal and communication of 5+5 marks & Oral/Viva 20 marks.

- In MDS Part II Prosthodontics Practical examination reforms with inclusion of implant supported prosthesis (2nd stage protocol) was implemented from year 2020-21

Evaluation Procedure

- Evaluation of answer sheets is done by the subject teacher to maintain transparency and not to write comments on answer sheets to maintain confidentiality.

- The system involved is creditable as there is no hidden parameters for the learners and at every step there is accountability.

Processing integrating IT

- The university issues online appointments of practical examiner through software system.

- Online system for submission of practical marks of university practical examination.

- Submission of Dissertation, synopsis is done through PG guide, PG students get an unique ID from the university, through this student will upload it to university.

- There is unique reporting system regarding monthly progress of Post graduates followed by the Institute. All PG departments share the excel sheet report online to the PG committee.

- Medisys Learning resources material was utilized for teaching Undergraduate learners along with conventional teaching methods.

Continuous internal assessment

- The conduct and amendment in internal assessment has been recalibrated to 100 marks for homogenous distribution of marks.

- Additional internal assessment is conducted for students who were absent for any internal assessment. The committee may allow the candidate to appear for the additional assessment after verification of genuineness of reason.
- Institutional board of examination conducts theory and practical “Mimicking summative examination” for final years one month before their university examination.
- Institute conducts Mock exam for all MDS learner during their curriculum to enhance their performance in the university examination.

Competency based assessment

- Practical Internal assessment conducted in the institute follow the guidelines of statutory bodies .These exercise and procedure are Competency based assessment.

Work place based assessment

- Work place assessment is conducted during practical classes; learners are given demonstration of the required exercise. Learners complete the exercise in the stepwise under the supervision of subject teacher and grades are assigned after accomplishing the required exercises.

Self assessment

- Self-assessment are occasionally conducted in the form of MCQ solving .one word question and answer during the conducted during interaction.

OSCE/OSPE

- OSCE/OSPE is conducted during practical classes and clinical posting to assess practical skill and patient care

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

Other Upload Files	
1	View Document
2	View Document

2.5.4

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

Opportunities provided to students for midcourse improvement of performance through:

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

Response: A. All of the above

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Each academic program offered by the institute is equipped with clearly defined graduate attributes, program outcomes and course outcomes. POs and Graduate attributes are aligned with the core values of the NAAC and also objectives Dental Council of India (DCI) and Maharashtra University of Health Sciences (M.U.H.S.). Both formative and summative assessments are employed to verify the achievement of learning objectives and the acquisition of desired skills. These assessments help identify areas where learning gaps exist and inform the development of appropriate teaching strategies.

There are total 26 Programme Outcomes (PO) which are further broken down into sub-categories to formulate 398 Course Outcomes (CO), which are then translated into the content of relevant courses, namely syllabi. Course Outcomes delineate the expected proficiency of each student enrolled in a course, encompassing the ability to comprehend facts, grasp concepts, and execute procedures (knowledge) with a proficient skill set. This systematic approach guarantees the alignment/mapping of Course Outcomes

with POs in their entirety.

Prior to the start of the academic year, institution holds faculty meetings to determine the teaching and learning approaches, with a focus on POs and COs. Additionally, induction and orientation programs are organized at the beginning of every academic session for newly enrolled students

The Course Outcomes and objectives are documented in the website and syllabus for each subject.

The characteristics expected of dental graduates are aligned with the standards set forth by the DCI. These qualities aim to shape individuals who can serve as proficient clinicians, leaders, and valuable contributors to interdisciplinary oral healthcare teams, both within their local community and on a global scale. Achieving these attributes involves a lifelong commitment to learning, characterized by altruism, ethical conduct, and an unwavering dedication to excellence.

Course Outcomes are developed to equip students with competence across various learning domains, including the cognitive, affective, and psychomotor realms. Assessment is conducted formatively at the department level and summatively at the university level. Formative assessment techniques encompass internal exams, preliminary exams with MCQs, SAQs, and LAQs, as well as viva-voce and practical exams. Additionally, other assessment approaches such as interactions, quiz competitions, seminars, problem-based learning, assignments, and journals are employed.

Furthermore, students are introduced to the world of scientific research through mandatory dissertations related to their respective fields, guided by their instructors. Various projects in specialized areas of study are also undertaken. Students actively participate in state, national, and international competitions, engage in debates, present research papers, and partake in quiz competitions.

The Institutional Internal Quality Assurance Cell (IQAC) and its various units hold significant responsibilities in maintaining ongoing communication about curriculum revisions and their method of implementation. This is achieved through regular meetings with departmental coordinators. Additionally, students are equipped with workbooks, journals, and logbooks that clearly document the achievement of outcomes and objectives in their respective courses. Graduates in various fields are prepared to practice independently with the necessary confidence and skillset.

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

2.6.2**Incremental performance in Pass percentage of final year students in the last five years****Response:** 97.29

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

2022-23	2021-22	2020-21	2019-20	2018-19
99	103	113	86	86

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

2022-23	2021-22	2020-21	2019-20	2018-19
104	111	113	86	89

File Description	Document
Trend analysis for the last five years in graphical form	View Document
Reports from Controller of Exam (COE) office/ Registrar evaluation mentioning the relevant details and the result analysis performed by the institution duly attested by the Head of the Institution	View Document
List of Programmes and the number of students passed and appeared in the final year examination each year for the last five years	View Document
Institutional data in prescribed format	View Document
Link for the annual report of examination results as placed before BoM/ Syndicate/ Governing Council for the last five years	View Document
Links for additional information	View Document

2.6.3

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

Response:

Institute has formulated Program Outcomes (PO) and Course Outcomes(CO) statements based on the curriculum defined by statutory bodies. At the start of the Academic Year the Goals are set to see the increment in Course outcome as compared to the preceding Academic year. **Course Outcomes are mapped against the Program Outcomes.**

Pre clinical and Clinical trainings are planned for attainment of PO and CO.

The implementation of the BDS and MDS programs curriculum are carried out through proper planning by following the comprehensive academic calendar. (Refer Metric 1.1.1)

The learning process is composed of theory and practical involving patients. Interaction Module is also implemented so that the timely attention given to the learners are assessed.

For the BDS program students, the basic subjects knowledge is provided to the learners prior to handling of the patients clinically which facilitates the learners to successfully ensure the outcomes of the learning process relating to the program outcomes.

For MDS program based on their speciality is implemented through Main Dissertation, Library Dissertation, Seminars, Journal clubs, case presentations and Pedagogy as well as presentations in various national conferences and the clinical procedures.

The students are also given medical and surgical practical's along with community oral health education to participate in the rural health care delivery programs.

On the basis of the **performance, the learners** are categorized as **advanced learners and slow learners.**(Refer Metric 2.2.1) Advanced learners are encouraged for research and slow learner is given special attention by conducting the Remedial classes`.

The students are also encouraged to attend various value added courses offered by the Institution which comprises of British Club, Local language Marathi ,ICT(Information Communication Technology), AETCOD and Yoga that imparts communicative and confidential skills.(Refer Metric 1.3.2)

The outcome of learning process is derived from the performance in Internal assessment and University examinations. (Refer Metric 2.6.2). The factuality of students scoring high marks in the Internal assessment and University examinations personifies the knowledge and skills acquired by students required for their professional path.

After declaration of the result of the **Summative exam**, the respective Departments evaluates and assesses the performance of the learners with the Learning Outcomes .The Data is Critically Analysed to determine the attainment of Course Outcomes that are **charted** with the stated Program Outcomes. Remedial measures are suggested by the Dean and Examination committee that helps for future improvement.

File Description	Document
Link for programme-specific learning outcomes	View Document
Link for any other relevant information	View Document

2.6.4

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

Response:

Mechanism –The Institute has well formulated Parent Teachers Meeting Committee for the holistic development of students. It provides a platform for parent, guardians, teachers and learners to meet, exchange and analyze the issues if any and to foster mutual understanding, harmonious relationship and cooperation among parents, guardians and teachers. It also helps to make a healthy understanding of the education policies of the Institute. The Institution is proactive through the Parent Teachers Meeting in establishing a rapport with the Parents and guardians. The schedule of Parent Teachers meeting is depicted in the comprehensive academic calendar at the beginning of the academic year.

Meeting agenda is organized considering the following heads

- Planning of activities for the academic session
- Performance and attendance of the students
- Parents satisfaction survey forms

Periodicity- Meeting is conducted annually after commencement of academic sessions. A proposal is send to the Dean for the conduction of Parent teachers meetings. It is scheduled on a working day during working hours which is well known to the parents. Parents can also meet the Head of the Departments, Subject Teachers, Coordinators and Mentors as and when required and can discuss their issues.

Observations raised- The observations raised by the Parents for the amelioration of the Ward and Institution are considered and answered by the concerned person of the Institution. The other issues raised are resolved amicably by involving Mentors, Coordinators and Group Teachers. Parents are also requested to share their valuable opinions in front of everyone on podium. Parents also appreciates the optimistic values inculcated in the students from the Institution.

Parent satisfaction survey- Parent satisfaction survey forms are distributed to the Parents at the start of the meeting. The parents fills the survey form anonymously without mentioning their names, so that they can review without any hesitation. Suggestions given by Parents helps us to overcome the problems faced by the students and for further improvement in the facilities.

Outcome Analysis and Remedial measures- Outcome analysis of the Parents satisfaction survey is done through the received forms. The suggestions are discussed with the Administration, Dean and HODs of the Departments. All the suggestions given by the parents are taken into consideration. The action is implemented over the suggestions, which is then conveyed to the parents through the letters which is sent to them through their wards acquainting them for prompt implementation of the action taken by the concerned authority. This helps us for the furtherance of the Institute.

File Description	Document
Link for proceedings of parent –teachers meetings held during the last 5 years	View Document
Link for follow up reports on the action taken and outcome analysis.	View Document
Link for any other relevant information	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.79

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 17.97

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

2022-23	2021-22	2020-21	2019-20	2018-19
22	19	18	16	17

File Description

Document

List of full time teacher during the last five years

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Copies of Guideship letters or authorization of research guide provide by the university

[View Document](#)

Any additional information

[View Document](#)

Link for Additional Information

[View Document](#)

3.1.2

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

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

3.1.3

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

Response: 30

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	10	0	0	8

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

The institute has created an ecosystem that promotes innovation and facilitates the creation and transfer of knowledge by Facilitation/ capacity building, Incentive, Recognition, Orientation:

CREATION OF ECOSYSTEM-

The Research policy of the Institute is aimed to foster the ideal of Hon'ble President Sir for the Institute- **"No Institute is complete without the highest standard of Academics and Research."**

INCUBATION CENTRE-

Initiation and Ideation: MEDHA 2022 (Medical Device Hackathon) was organized by BETIC, IIT Bombay . OraScan is an early Oral Cancer Screening Device which was fabricated by Dr. Snehal Yerne for which she received the first prize into the MEDIC 2022 hosted by IIT Bombay, funded and supported by RGSTC, TIFAC. These are eventually funded to promote the youth for interdisciplinary collaborations.

Incubation: Our institute is recognised as a nodal centre for I4C. I4C is an independent non- profit entity which identifies people with innovative ideas. **23 Awards for Innovation** are won.

Start Up: The Institution provided **financial assistance to 2 students for start-ups.**

Technology Transfer: The institution in collaboration with ICT, Mumbai has developed MTA at affordable cost beneficial to the society. Institution has been awarded with Prestigious Prime Minister Fellowship for its MTA project. **Institute has 17 functional MOUs and 146 collaborations. (Refer metric 3.5.2)**

INITIATIVES FOR CREATION-

The institution has advanced research facilities which are over and above the statutory requirements which helped learners to take up innovative research projects. The outcome of this is that the **institution has 81 copyrights and 3 patents in last five years.** (48 more copyrights were applied before June 2023, the registration is expected at any moment).

TRANSFER OF KNOWLEGDE-

Generation: The Institutional research Policy sets out principles, requirements and standards. The faculty and learners actively engaging generating new knowlegde by conducting experiments, clinical trials. Outcome of instilling research culture is that **66 students and faculty have received grants from ICMR and MUHS for short term and long term research projects. (Refer metric 3.1.3)**

Archival: Institutional Research Committee; RICH (Research & Innovation Committee for Healthcare) which plays an important role in collection and preservation of all research related data. Institute has **Anti plagiarism software Urkund. (Refer metric 3.3.1)**

Retrieval: RICH helps the research scholars for literature references through online databases and Journals available in the Central Library. The College releases its **scientific Journal Archives of Dental Research.**

Dissemination: It also supports platforms for sharing knowledge by conducting events, seminars, workshops, skill-based courses, guest lectures. The Institute has invited eminent personalities for motivating Students and Faculty for conducting research. Alumni sessions are arranged to mentor the students.

File Description	Document
Link for details of the facilities and innovations made	View Document
Link for any other relevant information	View Document

3.2.2

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

Response: 36

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	10	7	6	4

File Description	Document
Report of the workshops/seminars with photos	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

3.3 Research Publications and Awards

3.3.1

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

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

- 1. There is an Institutional ethics committee which oversees the implementation of all research projects**

2. All the projects including student project work are subjected to the Institutional ethics committee clearance
3. The Institution has plagiarism check software based on the Institutional policy
4. Norms and guidelines for research ethics and publication guidelines are followed

Response: B. Any 3 of the above

File Description	Document
Share the code of ethics of research clearly stating the claims of the institution duly signed by the Head of the Institution	View Document
Institutional data in prescribed form	View Document
Any additional information	View Document
Link for Additional Information	View Document

3.3.2

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

Response: 0.76

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

Response: 103

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

Response: 135

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

3.3.3

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

Response: 2.01

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

3.3.4

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

Response: 0

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

3.4 Extension Activities

3.4.1

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

Response: 62

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

2022-23	2021-22	2020-21	2019-20	2018-19
19	14	10	11	8

File Description	Document
Photographs or any supporting document in relevance	View Document
List of students in NSS/NCC/Red Cross/YRC involved in the extension and outreach activities year-wise during the last five years	View Document
Institutional data in prescribed format	View Document
Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated	View Document
Any additional informatio	View Document
Link for Additional Information	View Document

3.4.2

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

Response: 54.01

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

2022-23	2021-22	2020-21	2019-20	2018-19
329	320	301	292	280

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

3.4.3

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

Response:

In the last 5 years we received 51 awards and recognition for our extension and outreach activities throughout the state of Maharashtra. Out of these we got 5 awards from governmental bodies and 7 awards from non-governmental bodies. Also we got 23 certificates of appreciation from government bodies and 16 certificates of appreciation from non-governmental bodies.

Year wise description of all these awards and recognitions is as follows :

Year 18-19 - we got 7 certificate of appreciation from which 3 are from government and 4 are from non-governmental bodies.

Year 19-20 - we got 10 certificate of appreciation out of which 3 are from government and 7 are from various non-governmental bodies

Year 20-21 - we got 4 awards and 7 appreciation certificates from various governmental bodies

Year 21-22 - we got 2 awards from non-governmental bodies and 7 appreciations, out of which 5 appreciations are from government bodies and 2 appreciation are from non-governmental bodies.

Year 22-23 - we got 6 awards, out of which 1 award is from governmental body and 5 awards from non-governmental bodies. Also we got 8 appreciations out of which 5 are from governmental bodies and 3 are from various non-governmental bodies.

All these awards and certificates we got mostly for providing services to the masses in the form of dental treatment in remote areas where dental facilities is hardly available. In the covid-19 period we had provided mucarmycosis services in 10 villages in Nagpur District for which also we have been awarded and appreciated by the various governmental bodies.

Also We got 2 testimonial in the form of best service award in the year 2021-2022 by the hands of Shree B Radhakrishana, Municipal Commissioner, Nagpur, for providing Mucarmycosis services in the villages around Nagpur, and excellent dental service award for providing dental treatment in tribal areas in Maharashtra through dental camps since the year 2011, by the hands of honourable ex Minister of medical education, Shri Girishji Mahajan.

Also we have been felicitated from time to time for providing our dental services in far flung areas by the Ex medical education Minister Dr. Vijaykumar Gavit, EX Medical education minister Shree Girish Ji Mahajan, Honourable union Minister for Transport Shri Nitinji Gadkari, Honourable Union minister for Social Justice and Empowerment, Shri .Virendra Kumar Khatik, Ex Chief Minister Of Maharashtra Shri Devendraji Fadnavis, vice Chancellor, MUHS, Smt. Dr. Madhuri Kanitkar, Ex pro vice Chancellor, MUHS, Dr. Mohan Khamgaonkar and Various MLAs and MPs of this region

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

3.4.4

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

Response:

This College is duly recognized for providing distinctive community services In Maharashtra by Various Governmental and non- governmental bodies. It provides holistic health care in preventive, promotive, curative, rehabilitative, referral, and palliative services. College organizes and participates in various health care activities catering to the local health needs through its satellite clinics and outreach community services .

Village adoption is a unique, integrated, holistic health team approach where our interns and students goes periodically and educate villagers related with kitchen hygiene, waste disposal, water purification, sanitation, general hygiene, tobacco cessation etc

- **1) Educational Activities**

In the last 5 years we conducted activities like

i)Advances in dentistry

ii) Education on ill effects of tobacco

iii)voters Awareness program

iv) Lecture on Breast Cancer

v) Cyber-crime

- **By this students boost up their level of confidence in giving speech in public**
- **Standard of living of masses specially in rural areas increased.**
- **Patients are easily convinced to avail advanced treatment .**

- **Villagers are benefitted as topics like Breast cancer is not widely spoken topic**

2 a) Environmental issues like :

1. Swaccha Bharat Abhiyan
2. Save the sparrow project
3. Tree plantations
4. World environmental day
5. Plastic waste management

b) Health issues like:

- i) Blood donation camps,
- ii) Yoga day
- iii) Health Talk
- iv) mucormycosis

c) Hygiene issues like :

- i) Poshan Abhiyan,
- ii) Menstrual hygiene,
- iii) No tobacco day

Various health rallies, environmental rallies ,organ donation rallies, and other awareness rallies along with short skit are conducted from time to time

- **The impact is that almost 10% of villagers have changed their habits and thinking ability because of our efforts.**
- **Our students got the chance to know the sorry condition of the villagers.**
- **Also the campus of this college became tobacco & plastic free campus**
- **By various envioremental programmes we had restored flora and fauna of the surrounding**

- **3) delivery of free/subsidized health care :**

In the last five years we had delivered free/subsidized health care to Patients amounting to **Rs 14,32,245**

- **4) Socio-economic developmental issues :**

- i) Women Empowerment program
- ii) Utensils, cloths and food grains donations to poor
- iii) Distribution of books and stationary.
- iv) In the last 5 years we took 89 outreach activities in the form of camps, mainly in remote areas in which we had treated **13715** patients free of cost in this region.

• **The impact is that students learn to empathize with the less privileged sections of the society & render their services to those in need.**

- **Our students learn how to give best possible treatment by working in adverse circumstances & minimal resources.**
- **4) Miscellaneous**

To instill social responsibility in students we believe that no dental patient should be left untreated because of lack of money so we provide most of the treatment either at free of cost or at negligible cost as compared to the other Private Institutions or clinics in the city. Our also purpose behind this to make student understand that Charity begins at home.

- **The impact is our OPD increased .**

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

3.5 Collaboration

3.5.1

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

Response: 5.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	5	8	4	7

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

3.5.2

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

Response: 16

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

Response: 16

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

The Institution has adequate facilities to enrich the teaching-learning process, over and above the norms stated by the regulatory bodies of DCI and MUHS.(Ref 1.1.1) This includes facilities for:

Classrooms:

4 well-furnished Classrooms with ergonomic seating. (2 air-conditioned **Smart-rooms** & 1 **Epistemic-Classroom** accommodates 120+ students and a small classroom accommodates 50+ students.)

ICT enabled Classrooms:

All 4 classrooms support ICT-enabled audio-visual aids. **Smart & Epistemic classrooms** have IPTVs, LCD-projectors, Lecture-capturing-system, smart-boards, podiums, Wi-Fi and CCTV surveillance.

Unrestricted learning during the pandemic was facilitated by **Note-My-Mail** & **Medisys** online ICT-enabled platforms.

State-of-the-Art Auditorium for Institutional ICT-enabled CDEs and workshops. (Ref.2.3.3;2.5.2;2.5.3; 4.4.1;6.2.2)

Seminars Halls:

All PG departments house **Seminar-rooms (10)** equipped with computers, Wi-fi/LAN, audio-visual aids, OHP/LCD-Projection-systems, laser-pointers etc. facilitating interactive learning, case-presentations, seminars, webinars, journal-clubs and pedagogy exercises. (Ref.2.3.3)

Clinical Learning:

The Institute houses over **17 well-equipped Departmental Clinics** with over 288 dental-chairs, workstations and **9 Speciality Museums** for subject oriented clinical learning. Surgical departments also include **3 Minor OTs**.

Advanced Clinical Learning:

Advanced learning platform via **high-end equipment, advanced CBCT**, digital-OPG, Cephalostat, Operating-microscope, Piezotome, Diode-LASER, Physiodispenser, Implantology kits, Oscillating-saw etc. (Ref 4.2.1;8.1.5;8.1.9)

Speciality Clinics: Implantology-clinic, Aesthetic-Clinic, Geriatric-Clinic, Tobacco-Cessation-Clinic, Evening-clinic module.(Ref.2.3.1; 8.1.6)

Medical subjects :

Institutional in-campus **100-bedded general Hospital in “Stand-alone” dental college**. Learners get clinical exposure to medical care, OPD Clinics, vaccinations, Emergency care, 2 Major OTs, ICU,IPD and wards. (Ref.8.1.3)

Learning in the Community:

Two remote **Satellite clinics**. Regular camps under **NSS/READY**. **26 schools** adopted under "**DEAR children**" initiative. **12 villages** adopted under “**Village Adoption Program**”. “**Mobile Dental Van**” to extend our healthcare facilities to the rural far-flung under-privileged masses. These platforms optimise our learners towards understanding the healthcare needs of the community. (Ref.1.3.1;2.3.1;3.4.1;3.4.2;3.4.4;4.2.4)

Tele-conferencing:

Two air-conditioned **State-of-the-art Conference Rooms** with advanced tele-conferencing facilities.

ICT-enabled IPTVs and **Institutional Note-My-Mail software** also enable teleconferencing. **AYUSH related learning cum therapy centre:**

AYUSH based Herbal-garden with medicinal plants. MoUs with ayurvedic & pharmacology institutes(Ref.3.5.2)

Laboratories:

Well-equipped histology, biochemistry, physiology and clinical pathology **laboratories**. Anatomy Cadaver **Dissection-Demonstration hall**. Dental departments namely Prosthodontics, Pedodontics, Orthodontics and Oral Pathology have dedicated subject speciality labs. (Ref.4.2.1)

Skill labs:

Pre-clinical labs with mannequins, table-top workstations, typhodonts, wax-carvings, plaster-based models and other lab-specific equipment.

Additionally, **Automated-Simulation-lab**, **CBCT-Simulation-lab** and **Dolphin software** simulation, New Bio-simulation **Tooth-Bank**, **Suture-Station-Simulab** and **BLS-CPR-Simulab** for skill enhancement.(Ref 2.3.2;8.1.2)

Library, Computing and e-resources:

The institute houses **Central**, (10+) **Departmental** and **British Club Libraries**, diversified curricular & extra-curricular books, 103 computers and several e-learning resources **Medisys**, **cloud-based Libman**, **K-Hub**, **MyLoft**, **Swayam**, **ShodhGanga**, **eShodh-sindhu**, **Avagus-online** etc. for optimal teaching-learning (Ref.2.2.3; 4.3.2;4.3.3;4.4.2)

Innovation & Research:

Inter-Institutional-Inclusive-Innovation-Centre (I4C), Incubation-Centre, Urkund-antiplagiarism software, MOUs with leading institutes like ICT Mumbai, Research-Decade, “Research Awards” on Annual Research Day worth Rs.5,55,555/- for promoting research & innovation in the dental domain. (Ref:3.5.2;2.3.5;3.2.1)

Outcome:

The Institutional teaching-learning infrastructural-ecosystem encompasses modern-day ICT-enabled learning, community- societal learning and opportunities for new-age research to make clinicians of tomorrow cherished with empathy and excellence. This has translated to enhanced institutional academic success with increased passing-percentage, 7 gold-medals, 26 University-rankers, 84 Copyrights-patents and distinct best-practices in yesteryears. (Ref.2.3.5;2.6.2;3.2.1;7.2.1)

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

4.1.2

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

Response:

- To balance the academic and clinical monotony, the Institute encourages students and staff to actively participate in various physical, recreational and cultural activities. Various Institutional facilities are available to support the same.

PHYSICAL & RECREATIONAL FACILITIES :

Sports

Indoor sports: Table tennis

Outdoor sports: Volleyball and Tennikoit/Badminton Courts. Enthusiasts also play Cricket, Football and other sports customising the **Multipurpose campus ground. Inter-collegiate sports Day** is organised annually. (Ref 5.3.3)

The Institute also has a **MoU** with nearby Shangrila High-school for utilization of its sports grounds.

Games

Indoor games: Chess and Carrom. Leisure games like Uno, Cards, Rubik's cube etc. **Outdoor games:** Kho-kho, Kabaddi, Throw ball, tug-of-war, Race, Dodge-ball

To promote **Physical Fitness**, we have a multimodal approach.

Gymnasium:

Indoor Gymnasium houses all basic amenities for physical workouts, exercise spin-bikes and weights.

An **outdoor Green gym** is also available for fresh-air workouts having specialised gym equipment. (Ref 7.1.2)

Auditorium:

The aura of all our Institutional socio-cultural events is amplified by the fully air-conditioned **State-of- the-Art Auditorium**. The performing stage with automated curtains, advanced lights, audio-visual surround sound-system and ample seating which can accommodate 500 people, makes it our cherished theatre.

Yoga Centre:

Promoting mental detox, provisions for **Yoga** and **Meditation** Centre are also present in the premises.

International Yoga Day is celebrated annually under expert guidance.

A dedicated **Psychosocial-Counselling Centre** is also present.(Ref 7.1.2)

Other Recreational Facilities: Literature & Vocational Reading:

Our **British-Club & Central Libraries** are enriched with literature, motivational/Rare/Religious books, Newspapers, magazines etc. which flock with avid readers and bookworms. (Ref.2.2.3; 4.3.3)

DTH Televisions and **Wi-Fi-enabled internet** access for viewing educational programs, entertainment shows, sports etc.

CULTURAL ACTIVITIES & INSTITUTIONAL EVENTS:

The Institute is painted in devotional colours during the 10 day Ganeshotsav "**Vakratunda**". The **Fest**, facilitates students to showcase their talent in singing, dancing, painting, literary-arts, games, fashion-show, one-act-play, cooking, quiz, debates, rangoli photography, etc.(Ref 2.1.1;2.2.3; 7.1.8; 7.1.10)

"**UDAAN**" is organized annually as a convocation ceremony for our outgoing students.

Various social-welfare events are organised to commemorate the birth and death anniversary “**Punyasmaran**” in fond remembrance of Swargiya Shri Dadasaheb Kalmegh.

To imbibe values of **socio-cultural ethnicity and leadership**, guest lectures by noted luminaries are frequently organised. Union Ministers Shri Nitin Gadkari & Shri Prakash Javadekar, Former Maharashtra CM Shri.Devendra Fadnavis, Padmavibhushan Dr.M. M. Sharma, Padmavibhushan Dr.Raghunath Mashelkar, Padmashri Dr.G.D.Yadav, Padmabhushan Dr.Vijay Bhatkar, Dr.Vedprakash Mishra, Shri Shrikant Badwe, Shri.Anirudh Pandit, Shri.Shrikant Deshpande are amongst eminent visionaries who have enlightened us.(Ref 2.2.3)

The Institute hosted a two-day MUHS State-Level Musical-extravaganza “**SPANDAN-2023**”, and had also previously co-organized “**SPANDAN-2017**” with 3000+ participants across the state. (Ref 5.3.1)

Commemorative days, cultural days, Fest, Food fest, NSS Activities, Intercollegiate/University cultural meets etc. are organised routinely. (Ref 5.1.2;5.3.1;5.3.3)

Four New Cultural-Clubs namely “**Arts-Club-Abhirang**”, “**Music-Club-Aaroh**”, “**Dance-Club-Mudra**” and “**Drama-Club-Abhivyakt**” have been announced under the aegis of “**Cultural-Society-ATHARVAM**”

Outcome: The Institute provides for a blooming atmosphere, not only academically but culturally as well. Learners participation in Physical/recreational/socio-cultural activities, games/sports, Institutional events, winning 53+ inter-institutional awards, not only nurtures talent, it also “**Socially-knits**” our Institutional fabric. (Ref.5.3.1)

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

4.1.3

Availability and adequacy of general campus facilities and overall ambience

Response:

Our Institute spans over a lush green 5-acre campus, offering all basic and general facilities over and above the statutory norms of governing bodies.

Hostels: In-campus designated ragging-free **Boys-hostel, Girls-hostels** and **Staff-quarters** with clean

rooms, washrooms, incinerators, drinking water, mess, recreational facilities, secured biometric entry, wardens and guards. The institute also facilitates premium residential facility for staff in nearby localities.(Ref 7.1.2)

Medical Facilities: 100-bedded General-hospital in Stand-alone Dental College, Major OT, ICU, Medical-OPD, Wards, Pharmacy and 24x7 Ambulance support for the patients.

Toilets: Well-maintained Male/female **Public-toilets**. In-campus **Accessible-toilets** for Divyangjans. (Ref 7.1.2; 7.1.7)

Canteen: Renovated **Canteen** serves fresh, hygienic and homely food. **Monthly mess** and **tiffin services** are also available.

Post office: **Post-office**, **speed-post** and commercial postal services are available in the vicinity of our campus.

Bank: Institutionally tied-up **Punjab National Bank** caters to the salary disbursement and financial needs of staff, interns and students. Many ATMs are in the vicinity of the campus. The Institute provides financial support & interest-free loans/housing schemes for staff-members.(Ref 6.3.1;6.3.2)

Roads and Signages: Well-maintained in-campus **Pedestrian friendly road** with zebra crossing. Well-labelled **Guiding signages** across the institute.

Greenery: Our 5-acre smoke-plastic-free campus is green-audited, awarded and beautifully landscaped. The **Green campus** contributes to reducing the carbon footprint and achieving neutrality.(Ref 7.1.6)

Alternative source of energy: Three silent **Diesel Generators** (50kVA, 50kVA and 250kVA), and our 240kVA **Solar Power-Plant** with **Wheeling-to-the-grid** aims at power conservation measures and harnessing green energy. (Ref 7.1.3)

STP: Dedicated **biomedical-waste disposal**, **Centralised Sewage Treatment Plant** and **Biogas plant** for waste management are also functional. (Ref 7.1.3,7.1.4)

Water purification Plant: Centralised **Reverse-Osmosis-plant** provides clean drinking water. Separate water purification systems and dispensers are also present at various places in the Institute. (Ref 7.1.4, 7.1.5)

Overall ambience: Our smoke-plastic free pleasant **Overall campus ambience** with beautifully landscaped gardens, three majestically lit fountains, LED-aesthetic lighting, orchestrated saplings, Ornamental plants and vibrant orange trees sing an ode to our orange city.(Ref 7.1.6)

OTHER CAMPUS FACILITIES

Pan-institute **Advanced Fire Fighting System**. **Fire extinguishers** at all key places.

Safe and playful Children's **Day Care Centre**. (Ref 7.1.2)

Separate **Common-Rooms** with lockers for boys, girls, undergraduate and postgraduate students. (Ref 7.1.2)

Lifts, Stairway-Ramps, wheel-chairs, e-vehicles, screen-reading facility, tactile pathway are also available for accessible-commutation and divyangjans. (Ref 7.1.7)

Transportation vans for students, staff and patients. Nearby Metro-rail and City-bus services are also available.

Mobile Dental Van serves to extend our health care facilities to remote and peripheral suburbs and villages.

415-Volts **High-tension-line** for stable power.

Rain water harvesting network with three large **Open-wells**. (Ref 7.1.5)

High-speed **Internet & Wi-fi** enabled campus.(Ref 4.4.3)

Designated 2&4-wheelers **Parking & E-charging** facility for e-vehicles. (Ref 7.1.6)

24x7 **Guarded Campus security** with **CCTVs**, **PTZ**-cameras, and **Central CCTV surveillance Room**.(Ref 7.1.2)

Outcome:

The Institute enriches all basic-general facilities in a 24x7 secure lush-green lively-campus, catering to the common necessities of our 600+ learners and serving 1,00,000+ patients, together with measures to harness natural-resources and contribute maximally to the society. Better canteen, hostel and uninterrupted-power has also enhanced students library-utilization & academic performance. (Ref.2.6.2;7.2)

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

4.1.4

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

Response: 37.33

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

2022-23	2021-22	2020-21	2019-20	2018-19
119.57	40	152.57	89.54	155.71

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

4.2 Clinical, Equipment and Laboratory Learning Resources

4.2.1

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

Response:

The institute ensures the availability of clinical, equipment and laboratory learning resources for quality dental education over & above the norms stipulated by the Statutory bodies.

Teaching Hospital:

To cherish comprehensive healthcare and educational excellence, our Institute boasts an **awarded Dental hospital** and a **100-bedded General hospital**, both equipped to meet the highest standards of healthcare and education in a Stand-alone-Dental College.

Dental Hospital: The dental hospital ensures a conducive learning environment featuring **288 modern operating electronic dental chair units** distributed amongst **nine well-established subject speciality dental departments, 4 Classrooms, 10 seminar-rooms, Demonstration halls, Minor OTs, skill labs, laboratories** together with **integrated, implant, geriatric, and esthetic clinics**. Attending to **150,000+ patients annually**, the dental hospital ensures a holistic learning experience for students. Additionally, **two satellite-clinics, 12 adopted-villages, 26 adopted-schools** and a **mobile-dental-van** extend our reach for enhanced community-based learning.

General Hospital: Our healthcare centre, aligning with statutory guidelines, includes a 100-bedded-general-hospital, emergency facilities, 2 Major Operation-theatres, ICU, Male/female wards, examination/teaching rooms, providing ample clinical material and medical subject learning opportunities for learners. Throughout the challenges posed by Covid-19, the hospital was committed to patient care following Government of India guidelines, incorporating screening, swab collection, isolation, and the distribution of PPE kits.

Equipment:

The institute is equipped with basic clinical tools surpassing DCI requirements. Moreover, specialized equipment adhering to global standards is available, enhancing both student education and patient care. **Advanced-CBCT, OPG, Operating-Microscope, Soft-tissue diode-laser, Piezotome**, etc are amongst the extensive list of our specialized equipment. (Annexure 3)

Clinical Teaching-Learning:

Our institution emphasizes advanced simulation for learners before clinical exposure, combining teaching, demonstrations, case discussions, and interdisciplinary research. Subject experts integrate horizontal & vertical sessions through various innovative methods, including small group teaching, team-based and peer-assisted learning, which immensely help in theoretical as well as practical learning. The dental teaching hospital witnesses approximately **450 daily OPD visits**, contributing to a monthly OPD of around 10,000 patients.

The general-hospital enables in-house medical education for our learners under the able-guidance of Experienced Senior medical faculty. It caters to emergency, diagnostic, and therapeutic services, contributing significantly to the institutional clinical material. Averaging 100 OPD patients and 50 IPD patients daily, the hospital achieves a monthly OPD of 2,500 and IPD of 1,250, respectively. The combined monthly OPD of dental and general teaching hospitals stands at approximately 13,000. The records are effectively synchronised in **Hospital-Management-System**.

Laboratory Facilities:

The institute's 15+ laboratories encompass all medical and dental clinical specialties, Specialized teaching labs, Automated-simulation-lab, mannequins, Suture-Station-Simulab, BLS-CPR-Simulab, and the Tooth-Bank Bio-simulation-lab, contributing to an enriched learning experience. The presence of phantom heads, 3D dental models, dental material labs, and departmental museums further supports learners.

Outcomes: The tangibly enhancement in clinical arenas has also synchronised our academic success. In the last five years, the institute has spearheaded innovative research projects, resulting in 81 copyrights and three registered patents. This has translated into outstanding results, with 13 Gold medals awarded at the University Examination and helped us in attaining our vision of providing excellent healthcare at affordable costs.

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

4.2.2

Average number of patients per year treated as outpatients and inpatients in the teaching hospital for the last five years**Response:** 155803.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
182098	167028	101013	108696	150733

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

2022-23	2021-22	2020-21	2019-20	2018-19
15036	12151	11341	15514	15409

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

4.2.3**Average number of students per year exposed to learning resource such as Laboratories, Animal House & Herbal Garden during the last five years.****Response:** 562.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
498	498	498	498	499

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

2022-23	2021-22	2020-21	2019-20	2018-19
64	64	67	65	62

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

4.2.4

Availability of infrastructure for community based learning

Institution has:

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

Response: A. All of the above

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

4.3 Library as a Learning Resource

4.3.1

Library is automated using Integrated Library Management System (ILMS)

Response:

Library is a quintessential part of an educational institution and a society as a whole. Our large 8000 sq.ft Central Library located on the second floor of the campus caters to UG/PG students, interns and staff. The library which has enormous academic resources including textbooks, journals, newsletters, manuscripts and e-books and e-journals. Therefore to streamline day-to-day operations and provide a better experience for users, the library has adopted LIBMAN, a versatile and user-friendly library management software developed by Mastersoft ERP Solutions Pvt. Ltd.

Name and Features of the ILMS software- LIBMAN

LIBMAN, an Integrated Library Management System is a cloud-based library automation software that is fully integrated package for computerization of all the in house operations.

This Library software is powerful and easy to use. It is not just a place containing books but also a storehouse of information in print and digital media.

Features-

1. Multiuser, fully secured and advanced software
2. Barcode, spine label, QR code Generation
3. SMS & Emails are sent to students and staff
4. No upper limits on number of documents/ journals periodical entries
5. User friendly software with well documented user manual
6. Reports export facility to MS word, MS excel, PDF formats
7. Statistical with graphical MIS reports
8. User defined privileges for different users can be given.

9. Fully secured and maintenance free
10. No duplication of work
11. Supports e-book upload and reading
12. Based on site training and service report

- LIBMAN Major Modules :-
- Acquisition and cataloguing
- Circulation (issue return)
- OPAC-online public access catalogue
- MIS Reports (with graphical Reports)
- Serial control
- Mobile Apps
- Newspaper entry & paper cuttings
- LIBMAN Add On Modules-
- UHF RFID Library
- Smart Phone App- M-OPAC

The unique Shelf Management System consists of Mobile RFID Reader integrated with library software. This facilitates instant searching of the desired books verification. It provides a self-check kiosk for self-automated issuing and return of books which came as a boon during the pandemic. It also has an anti-theft detection unit.

This software provides library management system that allows institutions to efficiently manage all the in-house operations of the library like Acquisition & Cataloguing, Circulation, OPAC (Online Public Access Catalogue), Serial Control, Newspaper, Utility. One of the salient features of this software is the OPAC module. The users can search for any book which they want to issue. All that is required is a need to search according to a book title, subject wise, and author name etc. for better results.

Our library also has other software like DVL Dental and DELNET.

Nature & Extent of Automation-

Our institute had commenced automation of Library via offline LIBMAN which was partially automated to Cloud-based online LIBMAN.

Year of Commencement and Completion of Automation

The commencement of automation of Library to offline LIBMAN was done in the year 2018, which was partially automated to Cloud-based online LIBMAN in 2022.

Outcome- LIBMAN provides platform accessing 3197 textbooks, 1516 reference volumes & 5016 journals for benefitting our students.

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

4.3.2

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

Response:

The Central Library is a vital resource for the academic community, fostering an environment of continuous learning, research, and knowledge enhancement within the college. It is a central hub for students and faculty members to access information essential for their teaching-learning activities, updating and refreshing existing knowledge and research.

The Central Library provides materials and resources necessary for academic pursuits, including textbooks, reference books, journals, manuscripts, newsletters as well as e-books and e-journals.

The library is well equipped with the following resources:-

Textbooks – 3197

Reference volumes - 1516

Reference volumes - 1516

Journals – 5016

- International Journals (Titles) : 30
- National Journals (Titles) : 17
- E-journals - DELNET : 69
- E-journals - K Hub : 124
- Total Number of Back Volumes : 1888
- Total Number of Current Volumes : 2436

Collection of Rare books - 1388

Manuscripts – 402

Digitalized traditional manuscripts and Discipline-specific learning resources from ancient Indian languages books in Sanskrit like Shushrut Samhita, religious and holy books like the Bhagvat Gita,

Holy- Quran, Holy-Bible, etc, enrich our Central Library.

Special reports or any other knowledge resource for library enrichment -

The Central Library has a subscription **DELNET, EBSCO HOST DOSS** (Dentistry and Oral Science Source), **k-hub** and MUHS subscribed **Knimbus Digital Library**. These databases provide accessibility to a rich collection of e-resources such as e-journals, e-books, videos etc.

In addition, there are educational resources available in the form of 110 e-books and audio-visual assets, including 85 CDs, to promote learning, complemented by free internet browsing to facilitate access to online databases and academic information. The library also has access to leading English, Hindi and Marathi newspapers.

We also have automated library management systems - **LIBMAN** for complete computerisation of all in-house operations of central library.

In addition to central library, the institute also has **departmental libraries** in nine dental departments and medical departments which contain around thousand books. These are specialized libraries that cater to the specific needs of a particular academic department or subject and easy accessibility. These departmental libraries play a vital role in supporting the academic and research activities of specific departments providing tailored resources and services to meet the unique needs of students and faculty in those disciplines.

The institution has a separate library known as the '**British Club**'. This club was created for the students to overcome their language barriers and communicate fluently in English. It helped students to develop their communication skills and provides platform for students from vernacular mediums. British club is a novel module exclusively found in this institution which houses 310 books.

The library is updated regularly to ensure that it remains dynamic and relevant source of information. Library annually expands its database by incorporating additional e-resources to keep pace with the latest developments in various fields of study.

Outcome: The central library provides access to various academic resources like textbooks, journals including e-resources for students as well as staff for research and learning. This resulted in increased passing percentage, 7 gold medals & 26 University rankers.

File Description	Document
Link for data on acquisition of books / journals /Manuscripts / ancient books etc., in the library.	View Document
Link for geotagged photographs of library ambiance	View Document
Link for any other relevant information	View Document

4.3.3

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

1. e – journals / e-books consortia

2. E-Shodh Sindhu

3. Shodhganga

4. SWAYAM

5. Discipline-specific Databases

Response: A. All of the above

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

4.3.4

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

Response: 37.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
37.86	51.4	34	18.25	44

File Description	Document
Provide consolidated extract of expenditure for purchase of books and journals during the last five years duly attested by Chartered Accountant and Head of the institution	View Document
Proceedings of library Committee meeting for allocation of fund and utilization of fund for purchase of books and journals	View Document
Institutional data in prescribed format	View Document
Audit statement highlighting the expenditure for purchase of books and journal library resources	View Document
Any additional information	View Document

4.3.5

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

Response:

The library has adequate physical and digital resources to cater in-person as well as remote usage of the library facilities. Both faculty and learners are accustomed to utilize resources optimally.

In-person: The second-floor of our institution houses our expansive 8000 sq.ft central library which can accommodate 200+ students ergonomically at a time. It has separate UG, PG, Air Conditioned /e-resources browsing-room and Manuscripts section. The Central Library functions during the college hours and also remains operational during extended hours in the evening and on holidays, largely benefitting the in-person students and staff visiting of the library. In-person library hour utilization is monitored by Footfalls, Biometrics and usage registers which are duly maintained for faculty and students.

Timing for Library Usage:

Working hours: 9:00 AM – 8:00 PM daily

(Extended up to 11:00 PM during University examinations)

Holidays & Sundays: 9:00 AM to 5 :00 PM

The institute also has subject speciality departmental libraries in all nine dental departments and medical departments which contain over a thousand books.

In addition, we also have British Club library for the students who want to overcome their English language barriers and improve fluency. Various session like debates, extempore, quiz, interactive

sessions etc. are held throughout the year. This British Club module is exclusively found in our college.

Remote Access: The Central Library has adequate resources to provide remote access to the students. It facilitates issuing-reissuing of the books for students and faculty for 7 days. It is also equipped with digitalized automated library management system “LIBMAN”, and E resources like K-hub, DELNET that provides numerous e-books and e-journals. We have The subscription of K-hub, a leading platform for academic e-resources, e-books and e-journals allows easy access via computers and mobile phones, login-ids and passwords, benefitting research and academic activities. K-hub usage is monitored as per hourly usage every month.

Learner Sessions/Library Usage Programs:

- **Library Acclimatization Program:** Every year The Library Committee organizes an orientation program for the students admitted in the first BDS and MDS as well as for teachers to brief them about the online and offline facilities available in the Central library. Rules and guidelines are explained to the students. Additionally, a virtual library with electronic databases and educational reference is made available to the pupils.
- **Incentivizing Overtime:** We have this unique welfare scheme in Library in our institute. In this, extra leaves of the faculty is adjusted who are utilizing library after college hours. Extra library hours are deposited and availed as leaves or encashed at college expense.
- **Best Library User Award:** The Central library organizes Library User Award and felicitates best learners utilizing library maximally. In year 21-22, 3 UG learners were facilitated with a certificate and cash prize 1000/- INR respectively. Students utilizing the library maximally in extended hours are rewarded with refreshments routinely.

Outcome: In-person and remote access to the library and various softwares assists students and faculty for learning and research which helped students achieve comparatively escalated passing percentages, University toppers and copyrights and patents.

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

4.3.6

E-content resources used by teachers:

1. NMEICT / NPTEL

2. other MOOCs platforms

3.SWAYAM

4. Institutional LMS

5. e-PG-Pathshala

Response: Any Four of the above

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

4.4 IT Infrastructure

4.4.1

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

Response: 100

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

Response: 16

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

Response: 16

File Description	Document
Institutional data in prescribed format	View Document
Geo-tagged photos	View Document
Consolidated list duly certified by the Head of the institution	View Document
Any additional information	View Document
Links to additional information	View Document

4.4.2

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

The institute prioritizes & makes **sincere efforts to upgrade** its IT infrastructure and related facilities periodically.

IT FACILITIES

1. **LAN/ Wi Fi Connectivity**–Institute has **510 MBPS** Speed through Bharat Sanchar Nigam Limited (BSNL) from National Mission through information & communication technology(NMI-CT). Wi-Fi/LAN connection across the campus through **39 access points have been provided** to ensure students have optimal Wi-Fi coverage throughout the Institute.
2. **Security** – Regular licenses of all software with the latest anti-virus and updated versions of operating systems. **Quick heal Seqrite Endpoint Security** software are used to protect the computers from viruses and malware.
3. **Projectors & Smart boards**–The Institute has 12 LCD projectors in classrooms and seminar rooms with up-to-date AV and microphone systems. For interactive sessions, 01 smart panel TV (75inch) and 02 Interactive smart boards (80inch) are installed in lecture halls.
4. **Laser Printer & Scanner**- 34 laser and Deskjet printers for high-definition printing are available.
5. **Surveillance** – 89 CCTV Cameras and 2 PTZ CCTV Cameras throughout the campus with video-recording and Six LVRs are present which keeps recorded data for 25 days. CCTV Server room are strictly monitored.
6. **Software**- The institute has **Medisys Edutech Software**, Patient management software(**DENSOFT**), Anti-plagiarism software (**URKUND**), **Avagus** online software, and **ERP** software to promote e-self learning. The Institute promotes usage of Softwares like **SOPHOS XG135 firewall** system, CS3D imaging software for CBCT and **DOLPHIN** software for orthognathic surgeries. Hewlett Packard(HP) Enterprise proliant **ML350 Gen10** with Microsoft server 2016 having **32 GB RAM & 2 TB HDD** is available. Students and faculties use a **Biometric Attendance System** (eSSL Company) as per DCI/Govt. of Maharashtra norms.
7. **Digital Online Platforms** – Digital library & Note my mail (LMS) online platform has been subscribed in the campus for the smooth conduction of online webinars and interactive sessions during the pandemic. The institute has active subscription for Microsoft Teams , **MOPAC** mobile application for classroom learning. Digital virtual library (**DVL**), **K-Hub-knowledge**, **Swayam online** certificate courses, **Shodhganga & Shodhsindu** for Online repository of Journals, Theses and Dissertations are also available.
8. **Website**-The Institute has its own website (www.sdk-dentalcollege.edu.in), Separate Youtube channel(dadasaheb.live), Facebook page & Online Interaction module to monitor students performance.
9. **Technical Support**–Technical support for IT, software and hardware related issues are provided by the IT department. The institute has designated IT team for day-to-day maintenance and up gradation.

COMPUTER

1. **Computers** – A total of **103 computers** cater to the teaching and learning requirements of the students and the administrative needs of the institute. All desktop computers have LAN connections updated with the latest software and hardware. The outdated machines are periodically sent for condemnation and replaced with new ones. All the departments, library and the administrative sections have scanning & printing machines.

Outcome:

- IT services also helped us uninterrupted teaching learning facilities and patient care even during Covid period time

File Description	Document
Link for documents related to updation of IT and Wi-Fi facilities	View Document
Link for any other relevant information	View Document

4.4.3

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

Response: 500 MBPS - 1 GBPS

File Description	Document
Institutional data in prescribed format	View Document
Details of available bandwidth of internet connection in the Institution	View Document
Bills for any one month of the last completed academic year indicating internet connection plan, speed and bandwidth	View Document
Any other relevant information	View Document

4.5 Maintenance of Campus Infrastructure**4.5.1**

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

Response: 20.94

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

2022-23	2021-22	2020-21	2019-20	2018-19
87.57	54.82	62.78	40.61	73.41

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

4.5.2

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

Response:

Maintenance deals with the consistent and purposeful approach taking care of infrastructural facilities and equipments. Rules and responsibilities of various committees are defined by the Apex Maintenance Body (AMB) headed by the Dean having representations from the teaching and non teaching staff. Circulars are sent periodically to conduct meetings and the minutes of all the meetings are recorded.

Periodic maintenance includes visual inspection, performance tests, calibrations while meeting statutory obligations and operational needs of the professional community. Since the inception of the AMB, maintenance procedures have been stringently followed. This also helped us tide the difficult times during the pandemic, where the staff was minimal following the GOI guidelines. Despite those trying circumstances, there was minimal losses incurred in all the areas and the institute could function smoothly.

PHYSICAL FACILITIES:

1. The state of the art auditorium, British club library and psychosocial counselling rooms are meticulously maintained.
2. Sports – all courts of kabaddi, volleyball, tennis and the green gym, indoor gym are regularly maintained. The indoor sports facilities are also updated timely.
3. Garden – ornamental plants and trees which adorn the area are kept in mint condition as the institute is an environment friendly premises and upholds the lofty standards set by the government.

Material and maintenance section – major repair works in the institute and renovations are carried out periodically under plumbing, carpentry, electric, civil, solar panels, security, lifts, classrooms, labs, departments, conference halls, canteen, hostels etc by 8 contractual agencies and eminent consultants. Regular renewals of AMC for major infrastructure and equipment are carried out and reviewed by the AMB.

ACADEMIC FACILITIES:

1. Department/lab/equipments - following the 3 tier system wherein the 1st tier comprises problems which can be handled at the department level by HOD and the technician. The 2nd tier includes issues which require dealers/suppliers intervention. The cost is borne by the HOD fund under 5000/-. Rest of the issues which require intervention of the dean or the higher authorities come under the 3rd tier, wherein the special funds through the HOD of Public health department are utilised.
2. Library – responsible for purchase of books, manuscripts etc as recommended by the HOD or the Dean. The books are maintained in good condition by regular anti termite treatments.
3. IT Section – they carry out a wide array of responsibilities for protecting the confidentiality, integrity and availability of informational assets controlled by the institute. Periodic back up, software upgradation and antivirus upgrades are done.
4. Classrooms – upgraded ICT-IPS, Smart boards, Wifi enabled air conditioned classrooms are kept in pristine conditions.

SUPPORT FACILITIES:

Installation of solar panels, rain water harvesting lines, sewage treatment plants, canteen waste disposal machines has not only saved precious funds but also led to the improvement in the cleanliness and beautification of the premises.

Pandemic – thermal scanners, sanitisers and other preventive mechanisms and safety protocols were followed stringently.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 77

5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2022-23	2021-22	2020-21	2019-20	2018-19
523	454	417	402	374

File Description

Document

List of students who received scholarships/ freeships /fee-waivers

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Consolidated document in favour of free-ships and number of beneficiaries duly attested by the Head of the institution

[View Document](#)

Attested copies of the sanction letters from the sanctioning authorities

[View Document](#)

5.1.2

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

1. Soft skill development

2. Language and communication skill development

3. Yoga and wellness

4. Analytical skill development

5. Human value development

6. Personality and professional development**7. Employability skill development****Response:** B. Any five of the above

File Description	Document
Institutional data in prescribed format	View Document
Detailed report of the Capacity enhancement programs and other skill development schemes	View Document
Link to Institutional website	View Document
Link for additional information	View Document

5.1.3

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

Response: 85.13

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

2022-23	2021-22	2020-21	2019-20	2018-19
542	534	444	457	422

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

5.1.4

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

Response:

With the firm belief in ‘Vasudhaiva Kutumbakam’, we at Swargiya Dadasaheb Kalmegh Smruti Dental College & Hospital are proud to be one of the emerging global center of excellence in higher education encompassing a quality-centric, innovative interdisciplinary approach focusing on oral healthcare. We strongly emphasize with the saying that ‘Professional Education is Boundary less’ and offer a very cordial welcome to the International students wishing to join our Undergraduate and Postgraduate dental programs.

The International Student Cell (ISC) has been established at the institution for foreign nationals desirous of joining the undergraduate and postgraduate programs in the Institution. It deals with providing assistance and support to these foreign students in their admission process, for securing visa, registration with government authorities and other documentation work. This cell is formed with the exclusive purpose to take utmost care of International students during their stay from the time of their admission to the completion of their study and to promote cordial student-student and student-teacher relationship. The ISC conducts regular meetings and organises various programmes for the students. In its constant endeavor to ensure the wellbeing and overall grooming of the foreign students, ISC strives and works hard to integrate international students in various events of the institution by taking care of their linguistic and cultural needs alongwith providing a sense of belongingness to them. Language training is provided to foreign students through the British Club and Local Language Marathi (LLM) Club. One student from Saudi Arabia was admitted in the academic year 2021-2022 in the institution.

As the institution is affiliated to Maharashtra University of Health Sciences (MUHS), the admissions including 15% NRI admission quota, are controlled by State CET Cell of Government of Maharashtra in a centralized manner (Refer metric 2.1.1). The college has restricted role in admissions of NRI students. MUHS being a state health university is under jurisdiction of Government of Maharashtra. The equivalence criteria is also as per the guideline of MUHS. The college within the established rules, regulations, guidelines and various court orders with reference to NRI, follows it meticulously. However at college level to facilitate, the college administration rather than charging fees for NRI candidates has admitted students under NRI category at normal fees.

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

5.1.5

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

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

Response: All of the above

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

5.2 Student Progression

5.2.1

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

Response: 88.29

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

2022-23	2021-22	2020-21	2019-20	2018-19
47	26	9	17	17

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	30	11	19	19

File Description	Document
Scanned copy of pass Certificates of the examination	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

5.2.2

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

Response: 68.45

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

2022-23	2021-22	2020-21	2019-20	2018-19
102	90	48	39	67

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

5.2.3

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

Response: 18.27

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

Response: 19

File Description	Document
Supporting data for students/alumni as per data template	View Document
Institutional data in prescribed format	View Document
Any proof of admission to higher education	View Document
Any additional information	View Document

5.3 Student Participation and Activities

5.3.1

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

Response: 33

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

2022-23	2021-22	2020-21	2019-20	2018-19
19	5	2	4	3

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Duly certified e-copies of award letters and certificates	View Document
Link for Additional Information	View Document

5.3.2

Presence of a Student Council, its activities related to student welfare and student representation in academic & administrative bodies/ committees of the Institution

Response:

The institute student council committee is formed as per the guidelines given by the regulatory bodies.

STUDENT COUNCIL

Student council of the institute is the student body representation and it plays a vital role in conduction of the various activities. The council consist of various members, includes Dean of the institution, one teacher nominated by dean, Program officer of NNS, Director/ Physical education, Office incharge of cultural activity, one student from each class, two female students nominated by Dean who have shown outstanding performances, students representation for sports, NSS, NCC, cultural, research and student secretary.

OBJECTIVES:

- To establish a positive relationship between the students, staff and management in efforts to gain a cordial atmosphere in the campus.
- To play an important role in developing an educational environment that is pleasant and beneficial for students' overall academics and personal growth.
- To serve as a conduit for students to communicate their issues and challenges to college administration representatives in order to find workable solutions.
- To indulge in various social and awareness activities for the betterment of the society.

ACTIVITIES RELATED TO STUDENT WELFARE

- The student council committee organizes activities like Vakratunda (Ganesh festival), which includes various cultural activities at the inter and intra collegiate level, giving students the opportunity to develop and acquire new skills such as leadership, teamwork, collaboration, and creative insight into our rich cultural heritage.
- Sports day competitions, Udaan-convocation program, Food fest is conducted which help students to augment their communication, time management and resource management skills.
- It takes active participation in organizing programs like Blood donation camps, Oral health day, No tobacco day, World Cancer. NSS and NCC members conducts social activities like cloth and groceries donation and free OPD for underprivileged and handicapped children.
- The student council committee aims to establish a bridge between new admits and the college culture. Orientation program is organized to familiarize students with the college's values, expectations, and resources, to ensure a smooth transition into college life.
- The student council committee promotes gender equality by creating a courteous and inclusive atmosphere in which all members feel comfortable sharing their thoughts and ideas.
- Financial assistance is given to student whose father is battling with cancer through the Student Welfare Fund. The purpose was to ease their financial burden and allow them to continue their education without added stress so that students can concentrate on their studies during this challenging time.
- The topper of the institution is included in the IQAC committee.
- On the occasion of Independence day, the flag hoisting was done by the hands of the topper of Final year batch 2017.

STUDENT REPRESENTATION IN ACADEMIC AND ADMINISTRATIVE

BODIES/COMMITTEES

Students are active constituent members of institutional committees where their voice and opinion matter for inculcating the values of democracy.

Academic Bodies:

- Intellectual Property Cell
- Adoption of village
- Bridge course and induction
- British Club
- NEET AND Placement
- NSS

Academic Committee:

- Library
- Value added course
- Time-table
- Interns
- Simulation Lab

Administrative Bodies:

- Student Council
- Cultural Society

Administrative Committee

- IQAC
- ST/SC discrimination
- Hostel
- Website
- Satellite Clinic

File Description	Document
Any additional information	View Document
Link for reports on the student council activities	View Document

5.3.3

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

Response: 8

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	17	3	2	3

File Description	Document
Report of the events with photographs or Copy of circular/ brochure indicating such kind of activities	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

5.4 Alumni Engagement

5.4.1

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

Response:

The Institution has a vibrant Alumni Association consisting of staff and student representatives. Alumni Association is registered under The Societies **Registration Act ,1860 with a Registration Number : Nagpur/0000055/2017**. The Institution undertakes various activities with involvement of members of the Alumni Association for overall growth and development of the Institution and its students in various fields.

The committee consists of the president, vice president, secretary and treasurer and other members who actively work towards maintaining connect and contributing to the growth of Alma mater. It holds meetings regularly with its members where there is an active exchange of ideas. The institution has appointed a Nodal officer for maintenance of records of Alumni association and addition of new members.

- **SUPPORTIVE ROLE OF THE COLLEGE TO ALUMNI ASSOCIATION**
- Financial Assistance for welfare of Alumni in terms of medical, clinic setup.
- The college provides the facilities of the college for conducting the meetings of the Association.
- Guest lectures from Alumni
- The Alumni of the institution are involved in the institutional Board of Studies.
- Alumni have been encouraged by awarding them title of Smile Ambassador every year.

- The institute takes efforts in inculcating Human Values (12c's) in learners. Village Adoption, School Adoption and NSS Activities like Organ Donation awareness and Blood Donation Camps are organized. Free Dental and Medical Health camps, Street plays are organized regularly to provide access to the underprivileged population. All these initiatives and the values inculcated has encouraged alumni to opt for starting their own clinical practice at rural areas of Maharashtra with 5000-10,000 population. Around 5-10% of our alumni students have started practicing in rural areas.
- **HOLISTIC DEVELOPMENT**
- The Institution promotes active participants of students in social, cultural and leisure activities.
- The Institution imbibes leadership skills within students .
- The Institution nurtures various skills to make competent Leaders of future.
- The Institution nurtures alumni association/chapter to facilitate them to contribute significantly to development of institution through financial non-financial means
- **DONATIONS**
- The institution receives donation in terms of Financial kind.
- The Institution receives donation in terms of Books / e books .
- Institutional endowment in the form of Medal for highest marks in the subject of Conservative & Endodontics and Oral & maxillofacial surgery in Final BDS MUHS examination.
- **PROFESSIONAL ASSISTANCE**
- The Institution engages the alumni in conducting and organizing research workshops, conferences, seminars and hands-on training courses for overall academic and clinical skill enrichment and upliftment.
- 22 activities were conducted by the alumni in last five years
- The Institution brings Alumni under one forum for exchange of experiences, dissemination of knowledge and talent amongst its members.
- Our Alumni has been awarded a title of Visible Ambassador for the professional excellence

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

5.4.2

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

1. Financial / kind

2. Donation of books /Journals/ volumes

- 3.Students placement**
- 4.Student exchanges**
- 5.Institutional endowments**

Response: B. Any four of the above

File Description	Document
Institutional data in prescribed format	View Document
Certified statement of the contributions by the head of the Institution	View Document
Annual audited statements of accounts. Extract of Audited statements of highlighting Alumni Association contribution duly certified by the Chartered Accountant and Head of the Institutions	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Vision

- Reduce pain and Increase Hope.
- Dental Treatment at affordable cost.
- Satellite dental clinic for far flung, inaccessible areas.
- Take dentistry to global level.
- Mobile dental clinic with value added services of Modern diagnostic procedures and preventive measures under the aegis of the trust.

Mission

- To impart Quality Health Care Education to create Dental Professionals who are globally competent and committed to research and quality health care of the society at affordable cost.

Nature of governance:

- **Academic governance**
- Faculties play important role in implementing vision and mission. HODs have considerable administrative, academic autonomy in running their respective units.
- **Administrative governance**
- LMC delegates authority to Dean and administrative body which flows to HODs and committees, both statutory and non-statutory (Refer metric 6.1.2).
- LMC is in existence as per MUHS act. Chairman LMC, also chairman of selection committee as per by- law of parent body and MUHS act, dean has been appointed.
- Administrative powers are decentralized in accordance with MUHS.
- Duties of HOD are mentioned in MUHS act.

Perspective Plan:

Prepared with specific objectives for 5 years.

Amendments are made from time to time.

- Academic- Increased number of learners with academic excellence, introduction of new learner

centric methods.

- Research – Nurture innovation and research, increase participation of learners, faculties in research, grants (STRG, LTRG).
- Infrastructure – Promote eco-friendly campus.
- Miscellaneous – To network globally, excel in extra-curricular activities.

Stakeholders' participation:

- Participation of Stakeholders in decision-making is through 74 committees/subcommittees. (Refer 6.2.1)
- College has robust and transparent feedback mechanism. Feedback is collected from stakeholders, analysed, suggestions implemented which is reflected in growth and progress.

Activities leading to Institutional excellence:

Academic

- MUHS Exam
- Ms.Snehal Wamne, Ms.Kalyani Karwa – 2nd and 5th position for II BDS. (2018)
- Ms.Prabhnor Tuli, Ms.Isha Laghate - 4th position each for IV and I BDS. (2019)
- Dr.Namrata Khetal - 3rd position for I MDS. (2019)
- Dr. Mrunali Jambhulkar, Dr. Yugandhara Ikhar - 3rd and 1st position for I and III MDS. (2020)
- Ms.Snehal Yerne- University topper & gold medallist at MUHS; 10 academic excellence awards; selected for MEDHA 22, IIT Bombay. (2021)
- Ms.Aishwarya Shukla, Mr.Sanket Thombare - 4th and 5th position for IV BDS. (2021)
- Ms.Laxmi Kalmegh - Gold medalist for II BDS. (2022)
- Ms.Janhvi Pardhi - 5th position for II BDS. (2022)
- Honors – 365
- SIP, MUHS – 14
- Institutional Journal 'Archives of Dental Research' included in Copernicus.

Co-curricular

- Academic- Scientific activities, Research collaborations.
- Holistic development- Value added, Add on courses. (Refer 2.2.3)

Research

- MTA developed in collaboration with ICT, Mumbai and awarded with prestigious PM Fellowship in 2019.
- 18 proposals selected for STS, ICMR.
- 4 patents published, 3 patents registered, 1 patent applied.
- 217 publications. (Refer 3.3.3)
- 81 Copyrights accepted. (Refer 3.2.1)

Pending registration- 48 Copyrights.

- 17 MoUs (Refer 3.5.2)

Awards & Recognition

- Awarded as ‘Best Institute in Vidarbha Region’ by MUHS.
- Excellence in teaching –

50 awards

21 recognition. (Refer 2.4.5)

- Awarded as COVID Warrior, ADC Award Dentist 2021 – Dr. Mayur Gawande.
- Best services award during COVID 19 pandemic - Dr. Juzer Rasul.

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

6.1.2

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

Response:

Organogram

- Organogram represents system that functions efficiently with delegation of responsibilities and accountability at every level. (Refer metric 6.4.1)
- Swargiya Dadasaheb Kalmegh Smruti Pratishthan is parent body and **President** is Ex officio Chairman Local Management Committee (LMC).
- **General body/Executive body of Swargiya Dadasaheb Kalmegh Smruti Pratisthan** is highest governing body followed by **LMC** which includes representatives from teaching, non-teaching staff.
- **Structured mechanism** – Decisions are delegated by Dean through HODs to faculty, committee members.
- Responsibilities are assigned as per designation.

- **Administrative department** - Senior Administrator officer, Account assistants work in coordination with Dean.
- Reception, Store Incharges work directly under supervision of Dean.
- MM, IT Incharges report to Dean.
- **Decentralization**

System:

- Governance system is decentralized in nature, works through hierarchial ladder from Chairman LMC-Dean-HODs-Faculties.

Process:

- Dean is entitled with powers regarding administrative/financial approvals, decisions related to daily activities.
- Financial Independence is achieved by instituting HOD fund to every department giving autonomy for purchases upto Rs.5000/- for maintenance, leading to increased work output of patients.
- Periodic meetings with structured agenda are held between Dean and HODs, that constitute college council.
- Issues are raised, analysed and final decision is conveyed from HODs to subordinates.

Participative management:

System:

Institute has participatory management system wherein 74 autonomous committees and bodies (Refer 6.2.1) are included like College Council, Research, Vishakha Committee etc. Overall, more than 70% faculties, 7% learners are members of decisions making bodies.

Process:

College Council: College council, an apex unit comprising of Dean and HODs, seeks opinions of members for decisions of activities and policy making. Resolutions formed in 2018 are guiding principles for working. (Refer 2.6.2)

Teaching learning method: Teachers uses traditional method of 'walk, chalk and talk' along with learner- centric teaching through ICT enabled tools like K-HUB, E-Books, Notemymail to impart education. (Refer metric 2.3.1, 2.3.3)

Departmental progress Evaluation and Review: Done with predesigned proforma, wherein activities to be evaluated are incorporated. HOD report is prepared, submitted every month along with audit report. Committee headed by Dean reviews performance submitted by HODs biannually. Corrective measures are suggested, ATR is generated.

Research: Institute has Research and Innovation Committee for Health Care (RICH), Research Advisory Committee, Research Committee, PG Research Committee. There are specific proformas from Part A to E to be submitted to Research Committee monthly. Review is scheduled with LMC members along with

Dean fortnightly for assessment of progress. (Refer metric 3.3.1)

E2 – T2 Module during COVID 19 Pandemic: E2 module consists of safety measures taken during Entry and Exit in institution. T2 module consists of Tele-Medical examination and Tele- Psychiatric evaluation which has been copyrighted. It helped to ensure physical, mental fitness.

Unique Welfare Scheme (Incentivising Overtime in Library): To encourage faculties, extra leaves are compensated for sitting in library after college hours.

Fitness for all –

Medical checkup of teaching, non-teaching staff is carried out annually in hospital, report is submitted.

Outcome

- Awarded ‘Best Institute in Vidarbha Region’ on occasion of Silver Jubilee Year, MUHS (2023)
- NAAC B++ Grade
- On time submission of AQAR.

File Description	Document
Any additional information	View Document
Link for additional information	View Document
Link for relevant information / documents	View Document

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Institute runs effectively because of facilitators at various levels as depicted in organizational structure wherein, Executive body of Swargiya Dadasaheb Kalmegh Smruti Pratisthan is the highest committee followed by the Local Management Committee, then the Dean under whom are Head of the Departments, PG Director, UG Director, Library Incharge, store Incharge, IT Incharge, Senior administrative officer & Administrative officer- material management (AOMM)(Refer 6.1.2).

- Statutory bodies/committees: The institute is governed by statutory bodies which are constituted as per MUHS & DCI with relevant rules, norms and guidelines that function according to requirement. For ex local management committee, Grievance cell Redresaal, Anti-Ragging, HSET, Mionority cell, OBC cell, Internal complaint etc.
- There are some non-statutory bodies which includes Library, interaction, NSS, NAAC, College

council, IQAC, Value added courses COVID High Power Adoption village etc.

- Committees are formed with prescribe norms and guidelines in the forms of SOPs.
- All the committees have targeted operational plans and have structured mechanisms of functioning
- Dean reviews all academic and administrative committees meticulously through meetings.
- Strategic plan is prepared and implemented for overall institutional development & keeping in mind the vision and mission of the institute. Four keystone of Strategic plans are academics, research, infrastructure and miscellaneous.
- Academic – Academic success is important because it is strongly linked to the positive outcomes. Academic outcomes that indicate the extent to which a student has achieved their learning goals.
- Research- Research drives accreditations and institute competitiveness by generating knowledge for new technologies, products, and development.
- Infrastructure- There is strong evidence that high-quality infrastructure facilitates better development and understanding which improves student academic performances.
- Miscellaneous – This includes extension activities and cultural events etc. for development of learner.
- The effective deployment of Strategic Plan is reflected in the following outcome:
- MTA is being developed in collaboration with ICT Mumbai and has been awarded with prestigious PM Fellowship in 2019 which is a unique information exchange & partnership between the two Institute, i.e ICT Mumbai & SDKS institute.
- 1 project in 2018-2019, 11 in 2021-22 & 6 in 2022- 23 and no research projects in 2021-2022 due to Covid Pandemic. ICMR research grants were sanctioned. 8 projects in 2018-19, 11 in 2019- 20 and 13 in 2022-23 research projects sanctioned by MUHS.
- 12 merits in MUHS Exam
- 217 Research publications (Refer metric 3.3.3)
- 34 faculties, 109 learner participated in Basic and 16 faculties in Advanced Research Methodology workshops.
- 202 faculties participated in “Good clinical Practice” workshop conducted by MUHS & 10 faculties certified for Swayam Course. (Refer 6.3.4).
- Installation of CCTVs, New Server for IT, high tension line, 75 inches’ interactive flat panel, learning management digital screen in 2 classrooms, 2 PTZ cameras, Generator, advanced Firefighting system, Central RO, STP
- Installation of waste disposal machine in canteen, Fire Hydrant and Sprinkler system, high end equipment.
- 2 majestically lit fountain, PVC panel and PVC wooden panel fitting in building. (Refer 4.1.1)
- Urkund antiplagiarism software purchased. Campus was made fully Wi- Fi with Cat5 cable in IT.

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

6.2.2

Implementation of e-governance in areas of operation

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Welfare measures are provided to teaching and non-teaching staff in terms of services, facilities, and amenities as per institution policy.

TEACHING STAFF

Financial support

- Interest-free advance was given to 1 staff in 2018-19.
- Incentives to 2 staff for utilization of maximum library hours in 2018.
- Incentives were given to 10 teaching staff for various modules like Academic, research, Library, Interaction, British Club, Co-curricular, extra-curricular activities in 2020-21.
- Subsidization in fees of Rs 75000/- for Fellowship course provided to 1 staff in 2020-2021, 2 staff in 2021-22, and 3 staff in 2022-2023.
- Funds for participation in research activities are provided to staff members in the form of project funding, and monetary reimbursement of expenses incurred towards conference registration and paper presentation. Facilities like Rent-free accommodation provided to 28 staff in 5 years.

Healthcare Facilities:

- The institute conducts Hepatitis-B vaccination drive for the well-being of teaching staff
- Institute offered COVID-19 vaccination during the pandemic
- Investigation for COVID-19 were provided with a subsidized rate
- Free dental treatment and free annual medical check-up are provided to all faculty

Leaves

- Sabbatical leave is provided to the faculty for pursuing higher studies
- Overstretched leaves were compensated with full salary through invocation of add on library hours monitored in nature.

Miscellaneous:

- Transport Facilities to teaching staff.

NON-TEACHING STAFF

Financial Support:

- 5 staff selected for sanctions of loan under “Shrimati Pramilatai Kalmegh housing loan scheme” in 2021-2022.
- The beneficiaries of this scheme were given loans up to 3 lakhs without interest.
- Interest-free advance given to 1 staff in 2018.

- Provident fund scheme to all non-teaching staff.
- Advance before festivals like Makar Sankranti, Holi, Dusshera, Diwali, etc. given to non-teaching staff, after inspecting their regularity, sincerity, and commitment to serve the Institution selflessly.
- Incentives were given to 37 non-teaching staff in 2018-19, 8 non-teaching staff in 2019-20, 23 non-teaching staff in 2020-21, 37 non-teaching staff in 2021-22, and 25 non-teaching staff in 2022-23.
- Rent-free accommodation along with free electricity and water facility provided to 10 non-teaching staff in 5 years.
- Late marks are condoned and full salary is given to non-teaching staff.

Healthcare Facilities:

- Free dental treatment and free annual medical check-up are provided to all COVID-19 investigation at subsidized rates and free COVID vaccination provided

Miscellaneous:

- College uniforms provided to all staff
- Transportation facilities are provided to 3 non-teaching staff.

File Description	Document
Any additional information	View Document
Link for policy document on the welfare measures	View Document
Link for additional information	View Document
Link for list of beneficiaries of welfare measures	View Document

6.3.2

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

Response: 15.19

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

2022-23	2021-22	2020-21	2019-20	2018-19
24	15	25	04	10

File Description	Document
Relevant Budget extract/ expenditure statement	View Document
Policy document from institutions providing financial support to teachers, if applicable E-copy of letter indicating financial assistance to teachers	View Document
Office order of financial support	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.3

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

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

Response: 33

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

2022-23	2021-22	2020-21	2019-20	2018-19
45	43	44	15	18

File Description	Document
Reports of Academic Staff College or similar centers Verification of schedules of training programs	View Document
Institutional data in prescribed format	View Document
Copy of circular/ brochure/report of training program self conducted program may also be considered	View Document

6.3.4

Average percentage of teachers undergoing Faculty Development Programmes (FDP) including

online programmes (Orientation / Induction Programmes, Refresher Course, Short Term Course etc.) during the last five years..

Response: 23.32

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	11	43	22	28

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

6.3.5

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

Response:

Objective:

- Assess potential faculty.
- Incentive wise efficiency by timely and transparent appraisal of performance.

Performance Appraisal System for teaching staff :

- Institutional performance appraisal adopts two methods for continuous evaluation viz self appraisal forms and confidential report.
- **UGC point scale is taken into consideration** during performance appraisal.
- The institute has formulated 3 policies - incentives policy, research incentive policy, policy for

promotion and career advancement by inclusion of wide variety of parameters linked to various performance outcomes.

- These policies are introduced to impart a more professional culture with advanced skills as well as to make them globally competent.
- Based on various parameters like academic, research, library, interaction module, co-curricular and extracurricular activities faculty members are rewarded every year so as to appreciate the individual meritorious performance.
- Financial incentives awarded by the institute are in the form of a fixed amount given to faculty members per month and non-financial incentives imparted by the institute includes provision of work autonomy etc.
- Performance appraisal are based on **80% annual confidential report and 20% self appraisal report.**
- Faculty fills self-appraisal forms yearly which are then submitted to the Dean for evaluation through HOD.

- **Providence of self assessment** makes them aware of their own level of work.
- **Remedial measures** are taken for faculty with average performance appraisal.
- Also, **confidential report** is submitted to Dean by HOD and each faculty members' performance is assessed on monthly basis.
- The Annual Confidential Report is an assessment in of each faculty at two tiers, namely, the reporting level and receiving level.

Outcome:

- In 2018-19, incentives of Rs.11, 000 /- each were given to 2 faculty members for utilization of maximum library hours. (Refer metric 6.3.1).
- In 2019, **MTA is developed in collaboration with ICT, Mumbai and is awarded with prestigious PM fellowship** (Refer metric 6.1.1).
- In 2020-21, during the COVID 19, the salary was condoned. **Extra absenteeism was condoned during COVID times.**
- Also, a welfare scheme was initiated wherein the faculty sitting in the library after the college hours were also considered for the appraisal. 4 faculty members were given Rs.5,000/- each and other 5 faculty members were given an amount of Rs. 2,500/- (Refer metric 6.3.1).
- Similarly, in 2021-22, the incentives were continued further for 4 months (August'21)
- **Against all odds we have achieved considerable landmarks in terms of discipline and administrative culture which is evident in minimal late marks of the faculty.**

Performance Appraisal System for Non Teaching Staff:

- HODs submit confidential report regarding performance to Dean and performance is assessed on monthly basis.
- Efforts are appreciated in the form of cash incentives from time to time.

Outcome:

- From August'22 to October'22, total Rs.2,83,200 were given as incentives to non teaching staff members for 3 months.

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Institute has a resource fund mobilization and utilization policy and a unique R2 module for revenue generation which is in place to make itself sustained in the domain of Dental Education, Research and Healthcare.

Fund Mobilization

1. Revenue Resources:

- Tuition Fee: It is provided directly by the students and Social Welfare Department, Government of Maharashtra and Government of India.
- Development Fund: It is mobilized directly from the students and the Social Welfare Department for the SC & ST category.
- Tuition fee on account of equalization factor as prescribed by the fee regulatory authority.
- Funds from the parent body Swargiya Dadasaheb Kalmegh Smruti Pratishthan
- Deposits from trustee
- Trust funds
- Donation
- Sponsorship
- Deposits
- Secured loans with the permission from the Joint charity commissioner
- Deposits from others
- Funds from the Governmental and non-governmental bodies for research projects
- Funds from consultancy
- Funds from clinical practice
- Funds from royalty
- Revenue from interests
- Sponsorship from corporates
- Donations from Philanthropists
- Donations from the Alumni
- B. Future projections for fund raising from copyrights, patent and research projects to increase the revenue.

Optimal Utilisation of Resources

- The Expenditure is divided into **capital and operational expenses**.

Capital Expenditure :

- **Infrastructure Development:** There is a constant operational mechanism wherein infrastructural review is taken periodically and new developmental budget is added in financial planning.
- **IT Development** – For augmentation of **IT facilities** viz ICT enabled classroom, wifi campus, Installation of new server etc.
- **Library** – For augmentation of the Knowledge Resource centre.
- **Equipment** – Purchase of the equipment for the advance
- **Facilities** – The facilities are upgraded as per the requirements and the suggestions from the statutory and the internal bodies.

Operational Expenditure :

- **Salary:** It is disbursed on the basis of Biometric attendance. Late marks and extra leaves are condoned.
- **Maintenance in terms of academics and Infrastructure** like **augmentation of library** (Knowledge Learning resource)
- **IT facilities** – Specialized funds are allocated for the maintenance of IT infrastructure
- **Interest** – Interests are paid well in advance
- **Depreciation** - The cost of depreciation of equipment is taken to consideration.
- **Outcome**
- The journey in 2006 started with debts in terms of secured and unsecured loan, personal borrowing from trustees and which has translated to a healthy corpus fund of 12.5 crores.
- The corpus fund for

- 1.2018-19 - 3 Crores
- 2.2019-20 - 6 Crores
- 3.2020-21 - 9 Crores
- 4.2021-22 – 11 crores
- 5.2022-23 - 12.5 crores

- Optimal utilization of resources resulted in **no cash loss** in balance sheet also all the **bank loans are prepaid**, has **no interest liability** and built **healthy corpus fund** which is increasing year by year.

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

6.4.2

Institution conducts internal and external financial audits regularly

Response:

The Institution has an established mechanism for internal and external financial audit which is conducted regularly ensuring effective utilization of the financial resources. Audit aims at financial aspects, operations and provides an assurance on achievement of vision and mission of the Institute. It helps in maintaining annual records with adequate checks and balance, settlement of audit objections enabling a sound information system for decision making.

Internal Financial Audit

Financial operations mainly revolve around academics, research, national and international conferences. Institute has an independent Accounts Section which works on laid down system. As a result of decentralized nature of governance of the Institute, financial power is vested with Dean and HODs which is illustrated through HOD fund. **HOD fund** is provided to departments giving them autonomy for purchases upto Rs.5000/- for maintenance, leading to increased work output of patients and overall work efficiency. There is an **Auditor** at Institute level that scrutinizes the expenses done under various departmental activities and daily transactions from supporting documents and bills. The Auditor gives his remarks for the final settlement of the accounts. **Mr. Shantanu Deshmukh is the Internal Auditor** who verify the accounts at regular intervals to ensure proper utilization of the funds as per its allocation.

External Financial Audit

External audit procedures are as per the prescribed accounting and auditing standards. **The chartered accountants (CA); Sanjay Khandekar and Company is appointed by LMC** who verifies documents and bills at regular intervals. All Utilization Certificates to various grant giving agencies are also countersigned by the CA. At the end of every financial year, annual financial statements are prepared and presented for audit. They check statutory payments –TDS, Professional Tax, PF, ESI remittance etc. The auditors also check Fees Receipts, disbursement of Scholarship received from

Government and other agencies. They verify all financial transactions and submit a detailed report of observations.

Based on the observations given, the accountant of the college modifies the statements of accounts as required. All the financial statements/reports till the end of every financial and academic year is certified.

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

6.4.3

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

Response: 2317

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

2022-23	2021-22	2020-21	2019-20	2018-19
451	420	520	488	438

File Description	Document
Provide the budget extract of audited statement towards Grants received from nongovernment bodies, individuals, philanthropist duly certified by Chartered Accountant and the head of the institution	View Document
Institutional data in prescribed format	View Document
Copy of letter indicating the grants/funds received by respective agency as stated in metric	View Document
Annual statements of accounts	View Document

6.5 Internal Quality Assurance System

6.5.1

Institution has a streamlined Internal Quality Assurance Mechanism

Response:

The Internal Quality Assurance Cell (IQAC) was established in 2015 as per NAAC guidelines. It is an integral cell which constantly aims for the **sustenance and enrichment** of the quality for overall **enhancement** of Institute. It works by keeping the NAAC core values in center and by focusing on internalizing quality culture and institutionalizing best practices.

Composition: It comprises of

- Chairman – Head of the Institution
- Management Member Representative
- Nominee from Industry
- Nominee from Local Society
- Nominees from Alumni
- Coordinator
- Members from Teaching staff
- Administrative Staff
- Technical Staff
- Member from Students

Working Mechanism of IQAC:

- Mechanism of IQAC is institutionalized and conducts three meetings with prior agenda to monitor progress made towards achievement of higher standards in sustenance and enrichment for the overall enhancement of the Institute.
- Agenda regarding academics, research, infrastructure, clinical material or any other matter with the permission of the chair are discussed.
- The Action taken report (ATR) is prepared based on the deficiencies and recommendations and discussed in the next IQAC meeting

The functions of IQAC are:

1. Quality Assurance based on various parameters and activities

Perspective Development Plan (PDP) :

- IQAC prepares PDP (Refer 6.1.1) under four domains – Academics, Research, Infrastructure and Miscellaneous.
- Monitors targets as per domain on regular basis which has helped the Institute to achieve higher standards in enriching goals (Refer 6.1.1)
- Conducts workshops, programs and orientation related to quality (Refer 6.5.3)

2.Feedback from Stakeholders:

- Feedback pertaining to curriculum (Refer 1.4.2), Teaching & learning process for the **enrichment of Learning Resource material (LRM)**, value added education, perception of ambience of the Institute and patient’s satisfaction is planned, collected and analyzed.
- Based on the analysis of feedback, improvements are done wherever needed to enhance the quality of the Institute.

3. Preparation & Submission of AQARs:

- IQAC plays vital role in the preparation and submission of AQARs to the NAAC.
- IQAC had prepared a document for Channelizing Institutional NAAC Work into green, yellow and red channel based on the availability of the documents for the AQAR work and has been granted copyright by the GOI (**L-131285/2023**) which has helped AQAR submission without any hindrance.

4. Preparation of documents pertaining to Accreditations:

- The documents related to the accreditation are initiated, prepared and analyzed by the IQAC considering the **Quality benchmarks** for Higher education.

5. Establishment of committees:

- IQAC has played an important role in establishing committees at the Institute level considering quality parameters of NAAC.
- IQAC helps committees for the preparation and implementation of the policies.
- Institute has 74 committees which is governed by IQAC and has applied for a copyright on committee connect document. (**Diary No. 17356/2023-CO/L**)

6. Conduction of Academic, Administrative Appraisal Program

- Academic & Administrative Appraisal Program is conducted annually by the internal team. The team visits and reviews the departments and analysis is done on the basis of set criteria.
- The deficiencies of Departments are communicated to the HODs and action is taken to resolve the same.
- It helped to streamline various academic and administrative activities.

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

6.5.2**Average percentage of teachers attending programs/workshops/seminars specific to quality improvement in the last 5 years****Response:** 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
105	102	102	103	100

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

6.5.3**The Institution adopts several Quality Assurance initiatives****The Institution has implemented the following QA initiatives :**

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

Response: A. All of the above

File Description	Document
Report of the workshops, seminars and orientation program	View Document
Report of the feedback from the stakeholders duly attested by the Board of Management	View Document
Minutes of the meetings of IQAC	View Document
Institutional data in prescribed format	View Document
AQAR submitted to NAAC and other applicable certification from accreditation bodies	View Document
Annual report of the College	View Document
Link for Additional Information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response: 21

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	6	4	2	2

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

7.1.2

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

Response:

- The institute provides a healthy and safe environment for all the females and regularly conducts **gender sensitization programs, orientation and workshops** and thus generates an ambience, awareness and acceptance among all students and staff regarding Gender sensitization.
- The institute regularly conducts various **workshops, seminars, guest lectures, and counselling sessions**. The main aim of these workshops is to increase **awareness** among students & staff about gender issues and their management.
- The institution constituted various committees
- Various co-curricular activities are conducted in the institution where both **genders participated**

equally.

- A total of 21 gender sensitization programs have been conducted by the institution in last 5 years under following headings: -
- **Gender Equity**
- **Women Safety**
- **Gender Equality**
- **Women Empowerment**
- **Work life balance for women**
- This programme aims to improve Feminine self-esteem, dignity, honor and self-respect of women in the campus and in the society as a whole
- The institute emphasis on women safety and mental health and has provided facilities for same which includes: -
- **Safety and security**
 - The entire campus is under the surveillance of **CCTV cameras**.
 - Well-trained and vigilant **women security guards** stationed across the campus.
 - Extensive surveillance network with **24x7 monitored control rooms**.
 - The security guards are on 24 hours duty on rotational basis at all the **entry and exit points** in the campus.
 - On the days of evening clinic when the duties are up to 7:00 pm, guards are instructed to escort the female teaching staff in a separate vehicle till the main road.
 - **Lady security guards** are present outside the Girl's hostel 24x7.
- **Counseling rooms**
 - A **counseling room** is located on the ground floor besides the reception.
 - Counselling of students and faculty regarding gender equality and gender amity is done in counselling room which plays a pro- active role in creating **social, physical and psychological environment** for awareness.
 - The counseling is provided to encourage the students and faculties for **early reporting** of any experience regarding sexual harassment or gender conflict.
- **Common rooms**
- A separate **common room** for girls and boys has been provided on first floor having capacity to seat 100 students at a time. It has provision for **tables, chairs, personal lockers, washroom and a drinking water cooler**.

• **d. Day care centre for young children**

- A **Day care centre** is established on the second floor in front of Department of Pedodontics and Preventive dentistry for young children.
- **Well trained & qualified staff** is available to take care of children. The day care centre is equipped with **all the facilities for young children**.
- The presence of Day Care Centre enables faculties and patients to leave the children under professional care as they focus on their work and treatment respectively

• **OUTCOME:**

1. There is around 40%-50% increase in the number of gender equality sensitization programme organized by the Institution every year for the last five years.

2. As per the gender audit conducted 95% of female students said that they feel sense of equality in college premises
3. There is zero violence cases reported against women in grievance committee

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

7.1.3

The Institution has facilities for alternate sources of energy and energy conservation devices

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

Response: A. All of the above

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

7.1.4

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

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

Response:

The Institution follows all the protocols for the management of degradable and non-degradable waste which includes: -

I. DEGRADABLE WASTE

1. SOLID WASTE MANAGEMENT

- All the Degradable solid wastes such as canteen waste, garden waste and paper waste are collected from different sources daily and are disposed of to external agency (Nagpur Municipal Corporation Waste Collection)

2. LIQUID WASTE MANAGEMENT

- The liquid waste generated in campus is treated through STP setup plant with capacity of 75KLD

3. BIOMEDICAL WASTE MANAGEMENT

- Institution is following stringent measures laid down under the environmental act 1983 and Biomedical waste act and water under policy Act.
- Four color bags (red, yellow, blue and black) with dustbins have been provided to all departments.
- All the degradable biomedical waste are collected in different coloured dustbins
- Biomedical waste disposals are segregated by departments and are being assimilated at the collection point (hospital) in respective colour bags and outsourced to External agency (Superb Hygienic).

4. WASTE RECYCLING SYSTEM

- The institute follows proper protocols for solid and liquid waste management.
- The Solid waste recycling system includes following steps

- 1.Solid degradable waste is collected from the hostel, classrooms, departments and canteen in separate containers.
- 2.Assembled at waste yard marked as garbage collection pit by the housekeeping staff.
- 3.Dry and wet biodegradable waste is segregated and then sent for recycling.
- 4.Separate garbage collection bins are kept for dry and wet recyclable waste.

- The liquid waste recycling system includes following steps

- 1.The liquid waste generated in campus is treated through STP setup in the institute.
- 2.The treated water is used for gardening purpose.
- 3.Periodic maintenance of STP is done by maintenance staff.

II. NON DEGRADABLE WASTE

1. SOLID WASTE MANAGEMENT

- All the non-degradable solid waste such as plastic waste are collected from different sources daily and are disposed of to external agency (Nagpur Municipal Corporation Waste Collection)

2. BIOMEDICAL WASTE MANAGEMENT

- External Agency (“Superb Hygienic”) is outsourced for the biomedical waste collection.
- All non-degradable biomedical waste is collected in different coloured dustbins.
- All the departments maintain biological waste disposal register.
- The data is maintained online on a daily basis. The report for the biomedical waste management is submitted monthly and the records are maintained by each department and concerned committee.

3. E-WASTE MANAGEMENT

- The Institution takes various measures for E-Waste Management.
- All the E-waste (**Non degradable**) are collected and are handed over to external agency (Eco Layer E waste recycling system).
- The institute has signed MOU with Eco-layer E Waste Recycling for Collection, Transportation and Recycling of E-waste.

4. HAZARDOUS CHEMICALS AND RADIOACTIVE WASTE MANAGEMENT

A. HAZARDOUS CHEMICALS WASTE MANAGEMENT

- Institutions follows its own policy for the management of hazardous chemicals. (**SDKS/POLICY/NO.6**)
- At the institution level, non-degradable hazardous chemicals like fixer are collected and disposed every month in safe manner.

B. RADIOACTIVE WASTE MANAGEMENT

- Institutions follows its own radiation safety policy for the management of radioactive waste. (SDKS/POLICY/NO.12)

File Description	Document
Any additional information	View Document
Link for relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Link for geotagged photographs of the facilities	View Document
Link for any other relevant information	View Document

7.1.5**Water conservation facilities available in the Institution:**

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

Response: All of the above

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

7.1.6**Green campus initiatives of the Institution include**

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

Response: A. All of the above

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

7.1.7

The Institution has disabled-friendly, barrier-free environment

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

Response: A. All of the above

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

7.1.8

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

Response:

Equity is one of foundational principles of institution wherein all stakeholders are ensured equal opportunities irrespective of gender, class, religion or ethnic background.

Our institution has organized more than 140 programmes in last 5 years to create more inclusive environment and build trust, respect and an understanding culture.

A. Cultural

Institute ensures secularism and diversity in Indian culture by celebrating festivals like Ganesh Festival, Navratri, Christmas, Krishna Janmastami, Eid etc which helps in embracing positive interaction among students and staff reflecting unity in diversity in different racial and cultural background.

10 days Ganesh festival is celebrated with great enthusiasm in our institution.

Activities such as Samaveda song, oath taking ceremony and cultural diversity theme-based Activities are conducted to sensitise students about values of inclusive environment and cross-cultural communications.

B. Regional

We celebrate regional festivals like Onam, Chatrapati Shivaji Jayanti, Marathi Rajbhasha Din together despite the topographical differences with immense joy and participation of all.

C. Linguistic (Local Language Marathi Club, British Club)

Local Language Marathi Club is formed to help students in communicating with patients in regional language. British Club helps to improve vocabulary, presentation skills and self-confidence and has helped students with their proficiency in the English language.

D. Communal

One of our college buildings is painted in Tricolour which reminds us of being, an Indian first. Institution recruits faculties irrespective of caste, creed, religion to ensure that equal opportunities are provided to every member of society.

Celebrations like Teachers' Day, Independence Day, Republic Day, Voter's Day, International Yoga Day, and World Environment Day etc give students an opportunity to work as a team, forgetting their regional and cultural differences.

E. Socioeconomic and Other Diversities (Common uniform, common mess,)

Common uniform and common mess for all students is provided to eliminate any socio-economic bias and provides to access all facilities without disparity.

Gender sensitization and Women Empowerment programs are organized to improve Feminine Self-Esteem, Confidence, Honor, Dignity and Prestige in women.

The Institution has leveraged its location for the services of the community through various initiatives to address locational advantages and disadvantages such as

1. College is located in the rural area; it provides an advantage to serve underprivileged population and provide quality health care
2. Dental Education and Awareness Review Children (DEAR) - 26 adopted schools under the "DEAR children" initiative to create awareness for children about Oral Hygiene practices.
3. 15 villages are adopted for outreach and extension activities, which are intended for underprivileged masses for community-based healthcare. Awareness regarding various health issues created by educating the rural population. Improvement in sanitation, hygiene, poverty and alteration in social elements has been observed in adopted villages.
4. Balmelawa (On the occasion of Birth Anniversary of Swargiya Shri Dadasaheb Kalmegh and Children's Day) to bring awareness amongst the school going children.
5. Free medicines to needy are provided to the poor patients
6. Food for patients in subsidized rates were provided
7. Patient transport facility for treatment.
8. Evening Clinic- To provide additional time for major treatment and preferable for working patients.

File Description	Document
Any additional information	View Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document
Link for any other relevant information/documents	View Document

7.1.9

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

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

Response: A. All of the above

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

7.1.10

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

Response:

Our institution accounts for extra efforts to formulate Annual calendar for celebrate these days every year and since last 5 years, there is burgeoning development is observed.

We all proudly come together to celebrate them with great pomp and enthusiasm. Since last 5 years, there is imperceptible development in celebration of these days in our institute.

NATIONAL COMMEMORATIVE DAYS

We conduct Savitribai Phule Jayanti, Republic Day, National Science Day, National Dentist Day, Chatrapati Shivaji Maharaj Jayanti, MUHS Foundation Day, Independence Day, Children's Day, Constitution Day, as the National commemorative days which remind us that despite all sorts of differences, a sense of unity resides in our hearts.

INTERNATIONAL COMMEMORATIVE DAYS

Enthusiastically our Institute honors celebration of international days like World Cancer Day, International Women's Day, May day, World Environment Day, International Yoga Day, World Health Day, World Photography Day, World Student Day, World Blood Donor Day and World AIDS Day in order to educate our learners and faculty regarding them and reinforce the achievement of humanity.

Days of various dental specialties like Prosthodontics Day, World Oral Hygiene Day, Pedodontist Day, Orthodontics Day, Oral and Maxillofacial Surgery Day and National Oral Medicine and Radiology Day are also celebrated at departmental level in our institute promoting their importance for quality oral care.

EVENTS

Special events organized in our Institution includes Birth anniversary and Death anniversary of our Respected Swargiya Shree Dadasaheb Kalmeghji where we conduct diagnostic and treatment camps, Distribution of free medicines to the needy, Blood donation camp and tree plantation drive followed by programme in auditorium enlightened by eminent dignitaries. Unique event that is conducted in our institute is Research day programme where Research projects are submitted in our college at state and national level for our prestigious research award of Rs. 1, 11,111/- each to the tune of Rs.5,55,555/-. Every year the Research award ceremony is organized with great zeal where occasion is graced by special personalities in the field of research. We have also conducted SPANDAN, a cultural youth festival twice in our institute. UDAAN is the event organized every year in the institute as the convocation ceremony for the passing students of our college.

FESTIVALS

National festivals carry supreme importance in the heart of citizens of India. We celebrate festivals like Ganesh festival "VAKRATUNDA" every year as a 10 days extravaganza consisting of numerous programmes like Cultural events, Bhakti Sandhya, Sports, Satyanarayan Pooja and Mahaprasad. Everyone from the institute actively participate in all the events conducted during these days. Likewise

we also celebrate Navratri, Shastra pooja on Dusshera, Panchami pooja, Makarsankranti, Kojagiri, Holi, Onam and Christmas in our institute with great zeal that unites individuals of different religious communities.

All these days are organized with Institutional funding and HOD Funds accordingly. Celebration of these days fosters the opportunity of active learning, upgradation of knowledge, encouragement and unity with laughter and excitement amongst the learners and employees of the institution.

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

Other Upload Files	
1	View Document

7.2 Best Practices

7.2.1

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

Response:

Best Practices 1

Title - Interaction Module- (Inducted in improving the academic standard through mentoring since 2006)

2. Objectives

- a. To establish good rapport between staff and students through communication on individual basis.
- b. Resolve academic difficulties.
- c. Help them attempting MCQs which connect them to teaching and library learning resources and prepare for oral examination/ interviews.
- d. Improving academic standard through mentoring

3. Context

The idea was conceived by Hon'ble President Sir way back in 2006-2007. It encompasses of human and family touch and absolute connect to Dean and Hon'ble President. UGC circular about Mentor-Mentee

came into existence now but we have introduced in 2006. It is probably only college conducting such a module along with routine time line of curriculum.

Interaction Module is a sort of microteaching where teacher interacts with a small group of learners to make them more competent and confident. Ref metric 2.3.5

a. Topics which are important (Must Know for slow learners) from examination point of view and one which reappears in examination regularly/periodically from curriculum are taught. b. Topics (Should Know) having its relevance for advance study (Research) are taught to advance learners. Ref metric 2.2.1

4. Practice

- All learners are divided into small groups of 5 students each
- One group leader among the students is nominated to each group
- One group teacher is associated with Each group.
- Students meet their respective group teacher every 15 days.
- Interaction classes are conducted daily (Monday to Friday) at 10:00 am by respective subject teachers
- Allocation of Topics for MCQ's Head of Departments/Subject Teachers prepare a list of topics of their subject and divide them among the Groups (viz. A to H).
- Every month topics are changed for preparation of MCQs and it is continued till the course completed
- During Interaction 2/3rd of the time is allotted for discussion and 1/3rd time allotted for MCQ's framing and Google search regarding the topic
- Each group prepares 20 questions per topic. Quiz competitions are conducted following International Premier League Pattern (IPL)

In this unique module the learners and the teachers are an integral part.

- These questions are submitted to Group Teacher for Editing
- Corrected questions are further submitted to Coordinator and Mentor for further Edition if any
- MCQs then submitted to Interaction In charge and MCQs Bank is deposited in library after stamping
- Subject teachers prepare monthly interaction report and submit to group teacher
- Group teachers prepare report of their respective group of all subjects and submit to group coordinator.
- Group coordinator prepares report for all groups for all subjects and submits report to interaction in charge
- Group Leader --> Group teacher --> Group coordinator --> Mentor Interaction Incharge --> Dean Sir--> Honourable President Sir.

This module has been copyrighted initially (L-97830/2020) and modified two times with each modification copyrighted (L-116213/2022, L-128332/2023) as the part of IPR.

5. Evidence of success

a. The students figured consistently not only in overall Merit list of MUHS but also topped in individual subjects and have secured Gold medals. b. Extra efforts are taken for academically weaker students to

improve their performance c. A structured feedback is obtained from students about the module.

6. Problems encountered and resources required

To become adapt to this new way of learning requires time, guidance, and encouragement.

7. Note

Helps in connecting learners, solving difficulties, Improved results are noticed and can be included in the time table.

Best Practices -2

1. Title: Telephonic Medical and Psychiatric Examination(T2) Module

2. Objectives

- To evaluate and ensure good physical and mental fitness of staff and students.

3. Context:

It becomes important to maintain good physical health and mental health for increased performance. A module namely Tele - Medical as well as Tele - Psychiatric check-up for Students, Teaching and Non-Teaching staff was formulated to address on health issues.

4. The Practice:

a. The Tele-Medical check-up was conducted by very experienced medical officers of Institutional Hospital and included doctors were MD Medicine, Gynaecologist and a General surgeon.

b. Students, Teaching, Non-teaching and Contractual staff were allocated a particular time, Department wise for medical and psychiatric examination.

c. Several relevant questions related to medical health were asked by Doctors to find out whether the concerned staff was physically fit, or else some intervention would be required.

d. For Psychiatric evaluation, we outsourced and hired a wellknown Psychiatrist of repute, who did Tele-Psychiatric evaluation, and also by video conferencing. Very systematic and intelligently framed questions were asked to get an insight on the mental wellbeing of the staff.

e. A designated fund to the tune of 1 lakh was set aside for the said purpose.

5. Evidence of Success:

- a. Staff at our Institute were found to have high morale, which was further boosted by knowledge that Institute cares for their wellbeing.
- b. Apart from Medical care, it was a great opportunity for staff to open up and overcome with any kind of psychological stress that they were going through with full confidentiality and also the knowledge that they were in very safe hands.
- c. The medical and psychiatric evaluation gave the staff and students an assurance about their physical and mental wellbeing and they did not feel the stress while attending their routine duties and also performed to the optimum level.
- d. Very few cases of Covid- 19 positive were reported and as per the protocol, they were quarantined and precautions were taken to prevent and restrict further spread of the infection.
- e. Thus, overall number of infected cases were restricted effectively.

6. Problems Encountered and Resources Required

- a. In spite of regular awareness campaigns from college regarding screening of Covid-19 some Non-Teaching Staff did not come forward to report or to get diagnosed for Covid-19, may be due to fear of getting isolated or the spread of said disease.
- b. Human, infrastructure and financial resources have taken a first step in successful implementation of the module

File Description	Document
Any additional information	View Document
Link for best practices page in the Institutional web site	View Document
Link for any other relevant information	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Research Cohort based on the Institutional Distinctiveness of last five years

Social and extension activities are organized to create awareness among students, faculties to improve health services with professional touch.

Initiatives undertaken by institute such as:

1. Village Adoption

Village Adoption- 15 villages adopted to improve and create awareness about sanitation, water purification, tobacco cessation etc. Oral screening, Dental Educational talks, oral hygiene kits distribution during visits. Ref metric 3.4.4

Objectives-

1. Health care services available to all, irrespective of socio-economic status urban-rural status of individuals 2. Campaigning about awareness regarding basic but neglected issues.

Outcome-

1. Increase in number of patients 2. Improved awareness in masses 3. Typical cases helped in enhanced research activities. 4. Improvement in Oral Health Indicators.

2. Annapurna Scheme

Free food at college canteen for poor, needy underprivileged patients who come from distant remote places, for treatment and more than 9000 persons benefitted from this effort during the last 5 years. Every year, medical dental diagnostic treatment camp is organized at Sai Mandir, Nagpur, free Lunch was provided to all Patients devotees. Blood donation camps on occasion of Birth anniversary of Late Shri Dadasaheb Kalmegh, where all blood donors are provided with refreshments and Free meals. From time we are donating Food grains in Government Schools and Hostels.

Outcome-

Annapurna Scheme has helped in reaching underprivileged masses.

Improving OPD of college and quality treatment to low socioeconomic society.

3. Corona Umbrella Care

During Covid-19 pandemic, institute was functional including dental and medical hospital. E2 (Entry to Exit) module was followed for all visiting the campus. E2 Module included strict protocols and precautions for prevention of spread of disease. Ref metric 6.1.2

To ensure physical and mental wellbeing of students and staff T2 (Tele-Medical examination and Tele-Psychiatric Evaluation) module was followed. Free vaccination and COVID 19 investigation on subsidized rates were provided to all the Staff and Students.

Curtailing spread of Covid-19 and only 4 cases were reported during that period. T2 Module helped staff at our Institute to have high morale, which was further boosted by knowledge that Institute cares for their

well-being. College was functional during Covid-19 Pandemic.

4. Alumni students practicing in Rural areas of Maharashtra with 5000-10000 population

Service to society at the grass root level has been the basic vocation of the Institution along with education, as reflected in mission & vision of institute.

- The institute takes efforts in inculcating Human Values (12c's) in learners.
- Village Adoption, School Adoption and NSS Activities like Organ Donation awareness and Blood Donation Camps are organized. Free Dental and Medical Health camps, Street plays are organized regularly to provide access to the underprivileged population. All the children are given Dental treatment free of cost.

All these initiatives and the values inculcated has encouraged alumni to opt for starting their own clinical practice at rural areas of Maharashtra with 5000-10,000 population.

Around 5-10% of our alumni students have started practicing in rural areas.

Institute has contributed in improvement of oral healthcare facilities in rural areas of Maharashtra.

File Description	Document
Link for appropriate web page in the institutional website	View Document
Link for any other relevant information	View Document

8. Dental Part

8.1 Dental Indicator

8.1.1

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

Response: 74.5

8.1.1.1 Institutional mean NEET percentile score

Response: 74.5

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

8.1.2

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

Response:

Pre- clinical exercises are designed as per the designed curriculum for both Under Graduates and Post Graduates. The Under graduates and Post Graduates are made acquainted and well versed with the pre-clinical work in various departments before they enter the clinics. The objective for pre-clinical training is to introduce and let the learners practice the laboratory work.

Illustrative- In Dental Anatomy and Dental Histology (DADH) the **learners carve all teeth from wax blocks** wherein the **intricate morphology of each tooth is properly illustrated**. There are well maintained museums and well-equipped laboratories that help the learners to **visualize and understand the proper morphology and anatomy** of a particular tooth.

Learners must learn to fabricate various prosthesis, for which they must **manipulate various dental materials**. The pre-clinical laboratory is equipped with Lathe cut machine, model trimmers, study models, acrylizer, de-waxing unit and water- heater. The pre-clinical prosthodontics curriculum is devised to introduce learners about the fabrication of complete dentures, partial and fixed partial dentures.

Demonstrative - Multiple sessions of **demonstrative hands-on trainings** are carried out periodically in

pre clinical departments. **Artificial teeth setting, preparation and fabrication of wax rims** are done in the Department of Prosthodontics. Learners are trained in **access opening, bio mechanical preparation and obturation in natural teeth**. The identification and study of morphology of teeth on plaster models, identification of hand and rotary cutting instruments, **identification and manipulation of dental materials through demonstrations by faculties**. Step by step execution of procedures on plaster models, mounted extracted human teeth and typodont mounted mannequins with ivory jaw set. These measures effectively prepare learners to transition from pre clinical set up to working on patients in clinics

In Orthodontics, preclinical exercises are designed which include wire bending exercises and fabrication of different appliances on casts and models which enables the learners to learn the techniques during their course. Biomechanical tooth preparation helps to prepare students for the applied part of the clinical practice.

Simulation- The Institution has **well-equipped Simulation lab with mannequins and dual head simulator** allowing the learners to get a **real feel of working on patients**. Both Under graduates and Post graduates get a chance to work in the simulation lab based on a fixed time table. The total number of hours allotted for simulation learning is **5 hours and 15 minutes per week** which is **13% of the total teaching hours**.

Outcome –

The quality of the training provided to learners can be ascertained by –

Overall pass percentage – 91% with 26 merits in MUHS

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

8.1.3

Institution follows infection control protocols during clinical teaching

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

Response: A. All of the above

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

8.1.4

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

Response:

Orientation & foundation courses are the important part of the dental education curriculum for learners entering dental institutions. These courses provide learner with the fundamental knowledge and skills necessary to succeed and prepare them for their clinical experiences. The orientation program is conducted for leaners at the beginning of their dental education, including 1st BDS, 3rd BDS, Interns, and 1st MDS learners.

Orientation Course for Learners Entering the College:

First BDS Bridge Course Program:

Learner who have freshly joined are given an extensive orientation on BDS program, scope of dentistry and opportunities and requirements.

The attendance regulations, academic schedules, practical work quota and discipline are explained in detail pertaining to DCI and University norms.

The code of conduct and ethics practiced in the institution is explained to the learner.

Learner are provided with orientation towards the importance of various college committees such as the anti-ragging committee, mentor-mentee program, internal complaints cell, student welfare committee, grievance committee and hostel committee.

The learner then visits all the departments where faculty give a brief insight into the specifics about each specialty.

Post Graduate Orientation Program:

The Learners are made aware of the curriculum of the entire Post Graduation course and guided for the

timely activities which are to be done throughout the three year period.

Post graduate learner are oriented towards Research Methodology and good clinical practice. Emphasis is given to Research and Publication ethics and literature search in narrative and systematic review.

The Learners are oriented to basic life support and other life support and saving methods.

They are introduced to the professional ethics and code of conduct practiced within the institute.

Orientation Course for Learners Entering the Clinics:

White Coat Ceremony:

White coat ceremony is indeed considered as a journey of prime importance towards health care career.

The learners are oriented on prescription writing, importance of taking informed consent, medical record keeping, infection control measures and management of medical emergencies

It helps in symbolization of conversion of a lay person into a designated member of health care profession.

Learners are familiarized with guidelines regarding responsibilities appropriate for medical profession and expectations.

The white coat handing over ceremony is undertaken followed by oath taking for the same.

Orientation Course for Learners Entering the Internship:

Internship Orientation Program:

The posting schedule for Interns based on university norms is prepared on very next day after the release of final year result.

It is then circulated to all departments for information of the same.

The learners are then addressed norms including their roles and responsibilities during internship period.

The Interns are also made aware of the rules, regulations which are to be followed during internship period.

File Description	Document
Programme report	View Document
Orientation circulars	View Document

8.1.5

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

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

Response: A. Any 5 of the above

File Description	Document
Usage registers	View Document
Invoice of Purchase	View Document
Institutional data in prescribed format	View Document
Geotagged Photographs	View Document
Any additional information	View Document
Links for additional information	View Document

8.1.6

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

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

Response: A. Any 5 of the above

File Description	Document
Institutional data in prescribed format	View Document
Geotagged Photographs of facilities	View Document
Certificate from the principal/competent authority	View Document
Any other relevant information	View Document

8.1.7

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

Response: 40.26

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

2022-23	2021-22	2020-21	2019-20	2018-19
98	8	91	4	7

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

8.1.8

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

Response:

- Institute follows the criteria to define competencies as per the norms set by statutory bodies.

- Methods to measure and certify the competencies have been framed to ensure objectivity and transparency.

Objective Methods to measure specific clinical competencies in BDS learners–

- Assessment of learners includes **basic diagnostic investigations** on analysis of blood samples, recording of the vital signs, checking the blood pressure, visualisation of tissue samples under magnification & identifying the internal human body parts by dissection.
- In-depth understanding about the morphology of teeth gained through **hands-on training in tooth carving** over the wax blocks.
- In pre-clinical set up, learners **prepare cavities on plaster models and then on typodonts mounted on simulators** to obtain a real feel of the patient's teeth, and learn to make impression & fabricate complete dentures.
- Dual head simulator with intra-oral camera enable to get a magnified view of the procedures being demonstrated. (metric 2.3.2).
- Upon entering the clinics, **assessment criteria are modified** to include parameters regarding the learner's ability to deal with patient grievances.
- **Communication skills, medical record keeping, presentation and attitude towards patients** is assessed during history taking & case presentations.
- Problem solving methodologies, case-based learning in the form of short questions or MCQs (metric 2.3.1)

Objective Methods to certify specific clinical competencies in BDS learners–

- Regular conduction of **OSPE** during preclinical assessment and **OSCE** during their regular clinical postings. (metric 2.5.3)
- During these examinations, learners move through different pre-defined response stations & are required to respond to **brief objective type questions, identify items or instruments within a specified time.**
- Based on the performance the ability of the learner is **objectively assessed and certified.**
- Clinical procedures are **certified in a step wise manner**, by incrementally increasing grade of difficulty.
- The imbibed knowledge, the **cognitive domain is translated to clinical situations** where learners apply their theoretical knowledge in clinical scenarios to establish diagnosis, differential diagnosis and plan treatment.
- Diagnosis is then certified by a faculty, ensuring the learner gains confidence and also the patient satisfaction is maintained.

Objective Methods to measure specific clinical competencies in Interns-

- Interns are allowed to assist PG's & faculties in clinical procedures on patients and during emergencies thereby honing their clinical and problem-solving skills.
- Interns are also posted at **peripheral centres and field camps** wherein their performance at off campus sites with **constraints in terms of resources is measured.**

Objective methods to certify specific clinical competencies in Interns –

- Exercises done by interns are **documented in their log books** which are periodically **assessed as**

per established protocols and certified in their respective departments at the end of the posting.

- Upon satisfactorily completing the clinical quotas in all departments, the institute certifies the internee with the internship completing certificate.

Outcome

- Average passing out percentage of BDS learners in the last 5 years is 90.87%. (metric 2.6.2)
- Average percentage of placement/self-employed in professional services of outgoing students during the last 5 years is 68.44% (metric 5.2.2)
- 28.27% of the students have progressed for higher education (metric 5.2.3)

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

Other Upload Files	
1	View Document

8.1.9

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

Response: 99.84

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

2022-23	2021-22	2020-21	2019-20	2018-19
121	120	122	123	122

8.1.9.2 Number of first year Students admitted in last five years

2022-23	2021-22	2020-21	2019-20	2018-19
121	120	122	123	122

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

8.1.10

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

Response:

Methods Adopted to Define Graduate attributes at the institute:

The institution at its level has recommended the various graduate attributes that learners should develop during their studies such as

1.12 C's

Principles of 12 Cs to be adhered in order to make them globally competent, which is part of 'Mission' of the institute.

Do's - Competent, Confident, Concern, Compassion, Consistency, Commitment, Communication, Coordination, Cooperation, Cool, Composed.

Don'ts- Causal Approach, Complacent Attitude.

2. Communication Skills

To communicate effectively with patients.

British Club - Improvisation of English language and Guidance for competitive exams and vocational courses.

Local Language Marathi Club – Marathi lecture for other state students to communicate effectively.

Lectures on communication skills, practice management, ethical practices to treat patients

Confidently.

3. Self-Directed Learning- To explore and identify their own educational needs and improvement in competency.

4. Analytical Reasoning

Innovation in oral healthcare education and research is reflected in various innovative teaching methodologies like

Interaction/Problem-Based/Case-Based-Learning/Viva-Voce/OSCE-OSPE/ Evidence Based dentistry/ MCQ/IPL Based Quiz competition

5. Leadership Qualities

Organizing programs by learners.

Social activities (Village Adoption, School Adoption, Swatch Bharat Abhiyaan etc)

6.Cooperation/Team Work

Organizing Camps

7. Professionalism and Ethical Awareness

An understanding of the roles and responsibilities of professional Health care provider in society, especially the primary role of protection, accountability and equity of the public and the public interest.

8. Orientation Programmes

Awareness of clinical skills, communication in clinical practice and realize duties towards

society. Awareness for conducting research by various IPR workshops.

Methods adopted for implementation of Dental graduate attributes

The institute follows student centric learning methods through our novel SPICES model. Blended learning through traditional & ICT-based teaching methods help to create an interactive learning environment. Use of clinical skill and simulation lab actively prepares learners to transition from working on models to patients. The innate talent of learners is developed through various extramural or beyond classroom activities that includes sports, cultural, literary and co-curricular activities. A comprehensive Mentor-Mentee program, through novel interaction module is followed with mentor-mentee ratio of 1:5.

Various value-added courses offered by Institution imparts communicative and confidential skills. (Refer Metric 1.3.2) The outcome of learning process is derived from performance in Internal assessment and University examinations. (Refer Metric 2.6.2).

Methods adopted for evaluation of attainment of such Dental graduate attributes

A detailed comprehensive academic calendar for conduct of Continuous internal examinations is formulated. The examination cell follows SOPs laid down for conduct of examinations and redressal of any related grievances in a time bound fashion. Opportunities like Retest assignments, IPL based quiz and Problem-solving methodology are provided to learners for midcourse performance improvement. Assessment processes are aligned with stated Program outcome & Course outcome with help of mapping and charting after results of Summative exams are declared. The program specific outcomes are stated as per the objectives of DCI and MUHS. Monthly Interaction report highlights monthly progress of students.

Both formative and summative assessments are employed to verify achievement of learning objectives and acquisition of desired skills.

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

8.1.11

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

Response: 0.08

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

2022-23	2021-22	2020-21	2019-20	2018-19
50.26	44.21	45.57	44.34	47.99

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

8.1.12

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

Response:

The Dental Education Department was established on **3rd April 2018** to enhance the quality of Faculty Development Programmes in emerging trends in Dental Educational Technology.

The vision is to strive to impart excellence in Dental Education and Practice.

The mission is to enhance the quality of teaching, learning and assessment of learners at various levels of educational initiatives and to transform teachers into competent dental educators

Objectives of the Dental Education Unit:

- To ensure continuous quality improvement in teaching learning and assessment in professional education.
- To facilitate educational research through projects and research publication.
- To update the faculty of the current trends in dental education by conducting workshops and conferences.
- To contribute towards institutional activities of feedback system, communication skills, humanities and Professionalism.
- Comprehensive evaluation of the outcome of an FDP serves as input for future enhancement of its content and context. The long-term impact on the teachers, the learners, and the institution is considered more important than the short-term outcomes of the program.

Range of Faculty Development Programmes are as follows

- The workshops are specifically designed to train faculty and learners on the **art of writing research proposals** meant for publication, raise awareness of publication ethics, and ultimately enhance the quality of scientific literature contributions.
- The HSET initiative at our institution goes above and beyond to equip post-graduate learners and faculty by conducting **research methodology workshops**. This is in full compliance with MUHS Nashik's mandate and aims to promote educational research through innovative projects and inspiring publications.
- **Teacher training programs** are conducted regularly to empower educators to become highly

competent dental professionals.

- With the help of the DET, digital literacy was made accessible through hands-on, **e-learning training programs** that cover a range of important topics including effective PowerPoint presentations, and online video creation.
- **Quality of FDP includes**
- The Institute is committed to providing an exceptional education that goes beyond traditional methods and has implemented innovative teaching and learning techniques such as **experiential learning, OSCE-OSPE, and problem-based learning etc.** Training is provided to the faculty and learners in the **simulation lab** for the upgradation of knowledge in academics and recent trends.
- The Institute has an exceptional **interaction module**, thus creating a friendly environment between the faculty and learners, inspiring them to reach greater heights in their academic journey.
- The Institute offers a variety of **value-added courses** to promote learners' holistic development and ensure high-quality education.

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

Other Upload Files	
1	View Document

5. CONCLUSION

Additional Information :

Our institution provides a conducive environment for holistic development of its faculty and learners. After June 2023, Progressive work was seen in all the fields including academics, Research and Extracurricular activities.

1. Increase 3 PG seats in three Departments

2. 20 Honours in MUHS final year examination

3. Initiation of 5th Research Award Ceremony in 5 categories of INR 1,11,111/- each with modification of Dr. G.B Shankwalkar Award for PG student which was extended to another two states Tamil Nadu and Karnataka.

4. **51 Publications** in Pubmed, Scopus, web of Science and UGC care journal

5. **23 Copyrights registered, 48 Pending registration**

6. **3 Patents registered**

7. One PG student received **start up of INR.1,00,000/-** in Maharashtra student innovation challenge by Maharashtra state innovation society

8. **Cultural Society Atharvam** was inaugurated by the hands of famous singer, Actress Ketaki Mategaonkar. The Cultural Society consisted

A. The Art Club: Abhirang

B. The Dance Club: Mudra

C. The Music Club: Aaroh

4. The Drama Club: Abhivyakt

Concluding Remarks :

The College with its vision and mission has been progressed with several initiatives, especially blended learning methodologies, robust student-centric approaches, Gold medal and Merits in University exams, complete feedback reviews, value added courses, installations of modern equipment over and above the statutory requirements, corpus fund, research, transparency in evaluations, faculty development programs and Institutional Social Responsibility. The institute is a standalone dental college with 100 bedded attached General hospital delivering oral healthcare needs at an affordable cost. With the implementation of new approaches and technologies, the institute strives to enhance the educational experience making their learners globally competent and efficient to deal with the modern dentistry.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.2	<p>Percentage of fulltime teachers participating in BoS /Academic Council of Universities during the last five years. (Restrict data to BoS /Academic Council only)</p> <p>1.1.2.1. Number of teachers of the Institution participating in BoS/Academic Council of universities year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>21</td> <td>21</td> <td>21</td> <td>2</td> <td>3</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>6</td> <td>5</td> <td>3</td> <td>3</td> </tr> </tbody> </table> <p>Remark : Edited as per documents provided</p>	2022-23	2021-22	2020-21	2019-20	2018-19	21	21	21	2	3	2022-23	2021-22	2020-21	2019-20	2018-19	5	6	5	3	3
2022-23	2021-22	2020-21	2019-20	2018-19																	
21	21	21	2	3																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
5	6	5	3	3																	
1.2.1	<p>Percentage of inter-disciplinary / inter-departmental courses /training across all the Programmes offered by the College during the last five years</p> <p>1.2.1.1. Number of inter-disciplinary /inter-departmental courses /training offered during the last five years</p> <p>Answer before DVV Verification : 51</p> <p>1.2.1.2. Number of courses offered by the institution across all programs during the last five years</p> <p>Answer before DVV Verification : 51</p> <p>Answer after DVV Verification: 187</p>																				
1.2.2	<p>Average percentage of students enrolled in subject-related Certificate/ Diploma / Add-on courses as against the total number of students during the last five years</p> <p>1.2.2.1. Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>562</td> <td>567</td> <td>565</td> <td>513</td> <td>378</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>99</td> <td>128</td> <td>111</td> <td>56</td> <td>5</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	562	567	565	513	378	2022-23	2021-22	2020-21	2019-20	2018-19	99	128	111	56	5
2022-23	2021-22	2020-21	2019-20	2018-19																	
562	567	565	513	378																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
99	128	111	56	5																	

	Remark : Modified as per document provided																				
1.3.2	<p>Number of value-added courses offered during the last five years that impart transferable and life skills.</p> <p>1.3.2.1. Number of value-added courses offered during the last five years that impart transferable and life skills.</p> <p>Answer before DVV Verification : 25 Answer after DVV Verification: 15</p> <p>Remark : Edited as per data provided</p>																				
1.3.3	<p>Average percentage of students enrolled in the value-added courses during the last five years</p> <p>1.3.3.1. Number of students enrolled in value-added courses offered year-wise during the last five years that impart transferable and life skills</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>562</td> <td>570</td> <td>565</td> <td>563</td> <td>513</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>562</td> <td>564</td> <td>565</td> <td>563</td> <td>513</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	562	570	565	563	513	2022-23	2021-22	2020-21	2019-20	2018-19	562	564	565	563	513
2022-23	2021-22	2020-21	2019-20	2018-19																	
562	570	565	563	513																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
562	564	565	563	513																	
1.4.2	<p>Feedback on curricula and syllabi obtained from stakeholders is processed in terms of:</p> <p>Answer before DVV Verification : A. Feedback collected, analysed and action taken on feedback besides such documents made available on the institutional website</p> <p>Answer After DVV Verification: B. Feedback collected, analysed and action has been taken</p> <p>Remark : Edited as per documents provided</p>																				
2.1.1	<p>Due consideration is given to equity and inclusiveness by providing reservation of seats to all categories during the admission process.</p> <p>Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years</p> <p>2.1.1.1. Number of students admitted from the reserved categories as per GOI or State Government norms year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>30</td> <td>28</td> <td>30</td> <td>29</td> <td>25</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p>	2022-23	2021-22	2020-21	2019-20	2018-19	30	28	30	29	25										
2022-23	2021-22	2020-21	2019-20	2018-19																	
30	28	30	29	25																	

2022-23	2021-22	2020-21	2019-20	2018-19
31	29	30	31	29

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
30	28	30	30	25

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
31	31	31	31	31

Remark : As per HEI clarification, Input modified

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
122	120	122	137	122

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
122	120	122	123	122

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
124	124	124	139	124

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
124	124	124	124	124

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
6	6	10	11	8

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2	2	2	6	8

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

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

Answer before DVV Verification : 966.5 years

Answer after DVV Verification: 960 years

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
12	13	22	14	16

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	2	12	6	5

Remark : Edited after verifying documents .

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

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

Answer before DVV Verification:

--	--	--	--	--

2022-23	2021-22	2020-21	2019-20	2018-19
99	103	114	108	86

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
99	103	113	86	86

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
105	115	119	113	100

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
104	111	113	86	89

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
29	31	36	26	26

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
22	19	18	16	17

Remark : Repeat count is not considered

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
30	18	40	4	14

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

Remark : Edited as per data provided

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
18	22	9	13	9

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12	10	0	0	8

Remark : Only funds received from MUSH nasik considered and modified

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
13	12	8	8	5

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
9	10	7	6	4

Remark : Edited as per data provided

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

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

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

Answer before DVV Verification : A. All of the above

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

Remark : Edited as per details provided

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
58	47	33	37	35

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
19	14	10	11	8

Remark : Edited as per data provided

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
552	544	518	485	475

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
329	320	301	292	280

Remark : Edited as per data provided

<p>3.5.1</p>	<p>Average number of Collaborative activities for research, faculty exchange, student exchange/ Industry-internship etc. per year for the last five years</p> <p>3.5.1.1. Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>45</td> <td>38</td> <td>58</td> <td>9</td> <td>7</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>5</td> <td>8</td> <td>4</td> <td>7</td> </tr> </tbody> </table> <p>Remark : As per supporting documents provided, Input modified</p>	2022-23	2021-22	2020-21	2019-20	2018-19	45	38	58	9	7	2022-23	2021-22	2020-21	2019-20	2018-19	4	5	8	4	7										
2022-23	2021-22	2020-21	2019-20	2018-19																											
45	38	58	9	7																											
2022-23	2021-22	2020-21	2019-20	2018-19																											
4	5	8	4	7																											
<p>3.5.2</p>	<p>Total number of Functional MoUs/linkages with Institutions/ Industries in India and abroad for academic, clinical training / internship, on-the job training, project work, student / faculty exchange, collaborative research programmes etc. for last five years</p> <p>3.5.2.1. Number of functional MoUs/linkages with Institutions/ industries in India and abroad for academic, clinical training / internship, on-the job training, project work, student / faculty exchange, collaborative research programmes etc. for the last five years</p> <p>Answer before DVV Verification : 17</p> <p>Answer after DVV Verification: 16</p> <p>Remark : As per supporting documents provided by HEI, Input modified</p>																														
<p>4.2.2</p>	<p>Average number of patients per year treated as outpatients and inpatients in the teaching hospital for the last five years</p> <p>4.2.2.1. Number of patients treated as outpatients in the teaching hospital year-wise during the last five years.</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1570 1046 1704"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>182098</td> <td>167028</td> <td>101013</td> <td>108696</td> <td>150733</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1783 1046 1917"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>182098</td> <td>167028</td> <td>101013</td> <td>108696</td> <td>150733</td> </tr> </tbody> </table> <p>4.2.2.2. Number of patients treated as inpatients in the teaching hospital year-wise during the last five years.</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 2036 1046 2085"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	182098	167028	101013	108696	150733	2022-23	2021-22	2020-21	2019-20	2018-19	182098	167028	101013	108696	150733	2022-23	2021-22	2020-21	2019-20	2018-19					
2022-23	2021-22	2020-21	2019-20	2018-19																											
182098	167028	101013	108696	150733																											
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2022-23	2021-22	2020-21	2019-20	2018-19																											

2022-23	2021-22	2020-21	2019-20	2018-19
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4.5.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
396	264	290	231	288

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
87.57	54.82	62.78	40.61	73.41

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

1. Soft skill development
2. Language and communication skill development
3. Yoga and wellness
4. Analytical skill development
5. Human value development
6. Personality and professional development
7. Employability skill development

Answer before DVV Verification : A. All of the above

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

Remark : Supported documents for points no.3 & 4 are not as per requirement

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
---------	---------	---------	---------	---------

20	21	3	6	3
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
19	5	2	4	3

Remark : Only sports /cultural programs/posters and quize competitions are considered

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
18	17	3	2	3

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
15	17	3	2	3

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
30	18	40	04	14

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
24	15	25	04	10

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

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

Answer before DVV Verification:

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2022-23	2021-22	2020-21	2019-20	2018-19
450	420	520	488	438

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
451	420	520	488	438

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
122	122	122	123	122

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
121	120	122	123	122

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
122	122	122	123	122

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
121	120	122	123	122

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
5026322	4420708	4556907	4433558	4798681

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19

50.26	44.21	45.57	44.34	47.99
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Remark : Input data converted in lakhs

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of students year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>562</td> <td>570</td> <td>565</td> <td>563</td> <td>561</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>563</td> <td>564</td> <td>566</td> <td>564</td> <td>561</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	562	570	565	563	561	2022-23	2021-22	2020-21	2019-20	2018-19	563	564	566	564	561
2022-23	2021-22	2020-21	2019-20	2018-19																	
562	570	565	563	561																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
563	564	566	564	561																	
1.3	<p>Number of first year Students admitted year-wise in last five years.</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>122</td> <td>122</td> <td>122</td> <td>123</td> <td>122</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>122</td> <td>120</td> <td>122</td> <td>123</td> <td>122</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	122	122	122	123	122	2022-23	2021-22	2020-21	2019-20	2018-19	122	120	122	123	122
2022-23	2021-22	2020-21	2019-20	2018-19																	
122	122	122	123	122																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
122	120	122	123	122																	
2.1	<p>Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>548.42</td> <td>318.99</td> <td>448.1</td> <td>320.54</td> <td>444.78</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>452.30</td> <td>263.71</td> <td>290.68</td> <td>231.32</td> <td>289.08</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	548.42	318.99	448.1	320.54	444.78	2022-23	2021-22	2020-21	2019-20	2018-19	452.30	263.71	290.68	231.32	289.08
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