SELF STUDY REPORT FOR ACCREDITATION

CYCLE I

The National Assessment and Accreditation Council
Bengaluru – 560072

TATYASHEB KORE DENTAL COLLEGE AND RESEARCH CENTRE,
(Run by Mahatma Gandhi Charitable Medical Trust, Warananagar)
New Pargaon, Hatkanangale, Dist. Kolhapur, Maharashtra, India.
Pincode- 416137
Website: www.waranahealth.com
www.tkdc.org
Email: savitrinath1@gmail.com
hsktkdc14@gmail.com
drabhijeetshete@rediffmail.com
PREFACE

With the spirit of enterprise, innovation, social organization and social idealism, Warana a barren unproductive hilly tract, 35 years ago is now flush with greenery, humming with industrial, agricultural and educational activity. Today it boasts of leading cooperative Sugar factory, Dairy and Poultry cooperative, a cooperative Bank, Warana Bazaar Consumer Service, Arts Science and Commerce College, Industrial Training Institute, Engineering College, Physical Education and Children Orchestra. These activities have been acknowledged nationally and internationally and also have received National awards for excellence in respective fields.

The moving spirit behind all these varied activities was one man, Late Hon’ble Sahakarmaharshi Shri Vishwanath Alias Tatyasaheb Kore. The vision, creative urge, genuine concern for common man, experience and single mindedness of this man has brought revolutionary & socio economic changes. The Warana co-operative complex has been a model of "Integrated rural development ".

Health services were one missing link in this development process. People had to travel quite some distances by foot or any available mobile transport if possible to get better medical facilities, which were too expensive to afford. In critical stages, the need was acutely felt. The creative urge and genuine concern for man lead to the vision of a medical complex, a center of excellence.

Study by "Health Consultancy Services" revealed prevalence of Communicable and non-communicable diseases, such as respiratory, Gastro-intestinal, Parasitic, Tuberculosis, leprosy, Malaria. Cardiac related problems were common causes of sudden deaths around this area. With factories and industries around, this area was an accident-prone area. There were also a high incidence of low weight babies, birth malnutrition and Anemia. These commonly occurring health disabilities and problems created awareness in the minds of the architects of this area, where finally the plan of building a well equipped; self-sufficient hospital was decided. This would be for the common human being in the surrounding area with all-possible health and diagnostic facilities, which was only available in the surrounding towns/ cities of this region.

Thus, the Mahatma Gandhi Hospital, at New Pargaon finally came into being to meet the precise medical needs of the rural population on the 2nd October 1992. It is a registered Trust under the Bombay Public Trust Act and Societies Registration Act. The hospital building is a modern design with plenty of space available for circulation. The total space is 1, 10,000 Sq.ft. built on Twenty Seven Acres of land. The hospital is located on the Wathar-Kodoli road at a distance of 6 kms from the Pune-Bangalore Highway. Bombay is 400 kms and the nearest city is Kolhapur, which is 25 kms. The temperature of this area varies from 85 to 102 F. The nearest Airport is Kolhapur.

Regarding the water supply, it is drawn from the nearby Warana River (500metres North). It goes through process of filtration from the hospitals own filtration plant and is stored in a huge capacity tank. The hospital is also equipped with a Diesel Generator, which is very useful during the lapses of electricity from the main electricity board. The entire facility has been
meticulously planned taking into consideration the Utility, Efficiency, Space requirements and co-ordination.

It is a 300 bedded capacity general hospital with 175 beds operational since inception, out of which 16 beds are for Critical care. It is being run as a no-profit only true service to humanity charitable hospital with the supportive back up of the Warana Industrial Complex. The main aim of the founder regarding this hospital was to set up Rural Medical College attached to this multispeciality hospital. However, that was temporarily fulfilled by the origin of Tatyasaheb Kore Dental College & Research Centre, recognized by the Dental Council of India and the Central Government of India in June 2002 for BDS undergraduate courses & MDS postgraduate courses in four speciality departments.

A Silver lining over this was laid Hon’ble Vice Chancellors of the Maharashtra University of Health Sciences, Nashik, Late Hon’ble Dr. Dayanand G. Dongaonkar, on occasion of the Inaugural ceremony of the First Academic Session of the Dental College in December 2002, & then Hon’ble Dr. Ravindra Bapat, on occasion of his visit for the Inaugural ceremony of the Second Academic Session in August 2003, when after inspecting the infrastructure of the college and hospital, they both respectively gave their golden words of encouragement by expressing their sincere confidence that this college is definitely going to bloom in the days to come.

We agree that God only knows the actual destiny and fate; however sincere efforts and hard work should make the above come true.

We feel proud to announce and disclose that the students studying in our Dental College have always made us feel proud with their Academic performances in the University Phase wise examinations conducted annually by persistently securing merit places in the University. Many of them have secured admissions through merit and passed their examinations for the postgraduate MDS speciality courses they adopted also on Merit. We wish and pray for all our students’ successful future always. However, the Secret behind this golden success is only due to our Honest and Dedicated teaching staff.

The students have won flying colours not only in academic fields only, but also in the extracurricular fields like Cultural, Music, Sports, Posters presentations, etc. etc.,

The college is recognized & affiliated respectively by the Central Government of India, Dental Council of India & Maharashtra University of Health Sciences, Nashik.

The Trust has been recently approved w.e.f. 08/08/2013 from the concerned state authorities under the Maharashtra Pollution Control Board for Authorization of Bio Medical Waste Disposal as per the mandatory statutory act presently managing as per rules the mandatory procedure in association with a Private firm named SS Services. The Trust has also applied as per standard procedure and mandatory requirement for Consent under Water act 1974 for Affiliation and authorization. A separate Effluent Treatment plant and upgradation of the campus Water of filtration plant has bee developed as per requirements to fulfill the mandatory law which is in process of commissioning.

Recent positive developments which would like to highlight are,

1. The Mahatma Gandhi Hospital has been approved & certified by the Bureau of Indian Standards for ISO 9001:2008 for Management & Administrative
protocols by Multinational DNV Quality Control & Assurance Firm. It further plans to subsequently after a period of 3 years to formulate & implement fixed systems and standards for all Medical Department which is intended to be done by achieving accreditation & certification by the National Accreditation of Board of Health Care & Hospitals (NABH & NABL).

2. Honest & positive efforts by the Management & Dental College faculty are in process for achieving NAAC accreditation, however AFTER FULFILLING ALL BASIC CRITERIA & FIELD WORK which is a challenge.

3. The Trust has a taken a bold step to achieve its founders basic aim by applying to the University as per standard procedure for starting a Rural Medical College.

4. The Trust also has applied to the concerned State Competent authorities for upgrading its present ANM Nursing School to a GNM Nursing College.

5. The trust is seriously taking efforts to see that a sufficient inflow of patients is created by honest, dedicated and standard medical services to utilize & avail all the present available infrastructure and equipment which is being provided at affordable & reasonable rates. All deficiencies are trying to be overcome. Improvements are trying to be made and motivated around all departments and sectors of employees. This all is intended in order to upgrade and develop this hospital and its facilities as modern standards.

Thereby all efforts are being taken to fulfill this ultimate dream of our Founder Late Sahakarmaharshi Tatyasaheb alias Vishwanath Kore & all his Founder colleagues from this Warana Complex. All this will be possible due to the sincere intention, positive determination & true motive of our Founder’s Son Hon’ble Dr Sudhakar Vishwanath Kore the Chairman / President and sole responsible Icon / Beacon Light of the Trust & Warana Health Care Movement along with the strong support and cooperation of Hon’ble Shri Vinayraoji Kore, M.L.A & Chairman of Warana Complex.

In order to fulfill this dream primarily this institution also has to be developed and run as per rules laid down by the basic International & National Standards, in order to provide sincere and necessary services to the needy patients & deserving students of this Rural and Peripheral area as per its original aim.

Hence the Tatyasaheb Kore Dental College & Research Centre, New Pargaon took up a bold initiative & an honest step towards this achievement by processing its official application to the National Assessment & Accreditation Council, Bangalore (NAAC). As per standard required procedure it has attained the Letter of Intent in July 2014 & thereby has initiated all necessary steps by formulating & enacting its Internal Quality Assurance Cell (IQAC) in August 2014, which is persistently on its toes, thinking, discussing, planning & implementing new beneficial standards systems for Academics & Administration process developments & operations.

We thereby look forward to always keep expanding our services all over this region to the needy, according to their economic status, with a sincere intention and true honest motive, without discriminating between people of respective class, creed or sex.

Ultimately we aim of developing this, RURAL HEALTH CARE ORGANIZATION as an explicit example of Quality, Standard, Excellence, Sincerity, Honesty, Dedicated & Devoted Services & Education, both medically and socially, which is lacking & is the prime need of today's world.
EXECUTIVE SUMMARY

Criterion I: Curriculum Aspects

The institute started in 2002 with a motto of “Service is Religion”, as a key mission to serve the needy people of rural and urban society. In order to achieve the goals and objectives of the Trust, institute offers the educational Self-financing programmes: BDS and MDS courses.

Tatyasaheb Kore Dental College and Research Centre strictly abides by the rules and regulations stipulated by the Dental Council of India and Maharashtra University of Health Sciences, Nashik.

MUHS, Nashik handles the designing of the the Curriculum for all its UG and PG courses, based on guidelines of DCI. MUHS constantly goes on revising UG and PG syllabus as per the guidelines of DCI. The Institute encourages the Faculty and students to undertake research projects.

The faculty regularly attends conferences and skill updating programmes, which keep them aware of recent trends in dental education to cater with the needs of student community using latest knowledge and several innovative components like case studies, demonstration, interactive lectures, inter disciplinary seminars were integrated in a teaching-learning program at different levels through advanced educational aids.

The Institute has formal mechanism to obtain feedback from stakeholders and after analyzing the feedback the necessary changes are incorporated to enhance the procedure of rendering education.

CRITERION II: TEACHING, LEARNING AND EVALUATION

With a view to continually evolve and achieve excellence, quality, the college has developed and defined certain goals to assess and demonstrate the effectiveness of its outcomes in the BDS/MDS programmes. These goals have been streamlined to ensure regularity. The institute is continuously putting its sincere and hard efforts to strive through these goals.

Apart from achieving most of its goals, the college’s financial self-sufficiency is another strength. This is further backed by the college’s board of management headed by visionary leadership.

The college continues to collaborate with numerous National and International higher education organisations, industry and local bodies for furthering improving oral health care and research.

However, the college recognises that the lack of autonomy in curriculum development and implementation may preclude certain aspects of its teaching-learning programme. The process of admissions is mostly through a centralised state-based competitive examination; 20% of admissions are under the college Management’s control. The competitive examination and stringent entry level requirements facilitate academically competent students’ admission to the college.

A revised curriculum has been implemented since August 2008 in which faculty members of the college have made significant contributions. It is to be noted that the curriculum is formulated by the Dental Council of India—the regulating authority of dentistry—and is adopted by the concerned universities, usually with little change. The revised curriculum reflects changing
international trends in dentistry and is intended to prepare students to be part of the global dental workforce.

Prominent new additions, include behavioral sciences, oral implantology, and forensic odontology; these are supplemented at the college level with modules on communication skills, critical thinking. In addition, students get the benefit of a large patient pool (> 200 patients visit the college daily) and gain experience both in fractionated treatment and comprehensive oral health care.

The college has adequate numbers of qualified and experienced faculty, well-distributed across the different specialties. Moreover, the college includes faculty from diverse and emerging disciplines such as Oral Implantology, Forensic Odontology and Behavioral Sciences.

Faculty and staff are encouraged to undergo continual professional education and training, as well as take part in national and international conferences and symposia.

Faculty members are also mandated to publish in international journals, which are taken into consideration during annual appraisal and promotion. Other factors, such as knowledge, clinical load and clinical work undertaken are also evaluated to measure faculty performance.

The college, however, recognises that a planned faculty development programme, which includes workshops that address pedagogy in the BDS programme and improve assessment methods in the didactic courses, could further contribute to quality enhancement of faculty and the teaching programme.

Through membership on various committees of the college, faculty members have the opportunity to take part in the college’s decision-making process. Memberships on the committees demand periodic meetings, brainstorming and critical evaluation of various college processes.

Since 2009, the college has undertaken renovations to all departments. These included expansion of a few clinics, remodeling of others, and addition of new departments/clinics.

The college has invested on a variety of new equipments and technology in each department, as well as allied facilities such as a central compressor and a high-output electrical back-up.

The college library (the ‘Learning Resource Centre’) includes internet browsing facility. The entire college building is Wi-Fi (broadband wireless) facilitating access to information with greater convenience. The Learning Resource Centre houses vast dental resources, both print and online formats.

In addition to these updated resources and infrastructure, students have access to a number of services related to academic and extra-curricular spheres. These include academic and personal counseling, health services, participation in college committees and a student body. Student-related policies are reviewed periodically to ensure that all current processes are adequate and fair.

Access to student financial aid, however, is limited although the college has subsidised tuition fee for a few economically disadvantaged graduate students. While student scholarships are limited from the college, it does provide a list of extramural aid and facilitates government financial aid to historically disadvantaged communities.

The college has always strived to provide its patients with the best possible care.
The dental college has initiated a number of educational programmes to train parents and elementary college teachers in managing injuries to anterior teeth. Patient Rights are displayed in all departments and the same also provided to all patients.

Patients have access to after-hours care and this information is displayed in the departments as well as on their appointment cards. To ensure all students, faculty and support staffs are able to administer Basic Life Support; the college has developed numerous policies and Standard Operating Procedures (SOPs) and is diligently enforcing them.

There has been a steady rise in the college’s paper publications, the number and percentage of international and PubMed/MEDLINE indexed articles over the past five years. The number of extramural grants has also increased several fold over the last five years. Although increased teaching and clinical focus continues to rise. This has now included dedicated undergraduate research projects under faculty guides and coordinators to ensure that the importance of scientific inquiry is emphasized early on to the dental students. The college looks forward to the publication of these works in journals of relatively high impact.

**CRITERIA III: RESEARCH, CONSULTANCY AND EXTENSION**

Our institution has a research committee, it comprises of faculty members from all the departments that helps in undertaking research projects in a coordinated manner.

The committee plays an instrumental role in designing, monitoring and addressing the issues related to research activities.

The scientific committee not only considers research activities limited to the college itself, but it proposes to carry out research projects that could be beneficial to the society.

Around 0.5% of total institutional budget has been allocated for the research purposes. This proposed budget would be utilized under the governance of research committee which would assess, scrutinize, approve and recommend the deserving faculty/students for sanction in the form of scholarships.

In order to emphasize research attitude in the campus, committee formulated a CDE Cell whose basic objective is to conduct and organize academic and research oriented activities.

The institution proposes and has initiated steps to gradually develop research linkages with related academic and health care institutions. As an over in the last few months for the same purpose the first MoU was made with one of the reputed college in Belgaum, Karnataka.

The institution has created an IPR cell which will operate under the per view of IT policy whose functions are being formulated by the concerned authorities.

The institution has established Drug Information Centre with a prime objective to provide education regarding drug formulation, their use, side effects, indications and contraindications, alternative available forms and costs etc during ongoing proposed therapy phase
**Extension activities**
The institution follows the prime motto right from its inception of true and honest service to the mankind and believes that ‘Service Is A Religion’ and serving the needy patients is the service of holy lord. For this purpose it makes efforts in the forms of training programmes, psychosocial lectures, audio-visual aids, documentaries, posters, boards. Street plays, prayer sessions, personality development programmes and celebrating national health programmes etc. Some social outreach programmes, which have really shown positive impact like free health care check ups, screening and awareness camps at peripheral backward health care facilities devoid areas.

**Consultancy**
The institution offers consultancy services in the form of fixed and campaigned schedules, basic official policy for offering expertise service are to provide standard affordable health care services in the form of examination, investigations, treatment, advice, guidance, counseling, rehabilitation etc. The institution allied with two sister concern major industries – sugar and dairy industries and makes constant efforts for maintaining healthy and safe environment for the working employees,

**INFRASTRUCTURE AND LEARNING RESOURCES CRITERIA-IV**
The institution ensures the adequate availability of physical facilities in the form of all necessary equipments, instruments, furniture, fixtures, electricals, mechanical facilities.

Round the clock related facilities in the form of electricity, water, medicine, first aid facilities, drinking water, food, transport, books and stationary, Playground, recreational facilities, accommodation in the form of quarters and hostels, general stores, internet facility have been made available and are being maintained for in operation always. However understanding its present status the institution is taking serious initiatives as per time bound programme has started the process of developing, upgrading and completing some of its incompletely created infrastructure, facilities and overall landscape with the sincere and honest determination and intent to achieve national and international standards the institutional aims to develop and campus entirely.

The institution is having well equipped, ISO 9001:2008 certified, 175 bedded medical hospital as well as a dental hospital having 189 dental chair units with advanced instruments as clinical learning resources. The institution would definitely like to mention that it honestly proposes and has its present and future plans to develop, maintain and upgrade its infrastructure facilities and all other resources including teaching as per required standards.
CRITERION V: STUDENT SUPPORT AND PROGRESSION

The College undertakes student focused academic and non-academic student support activities, publicized in the college brochure and the college website, to provide them rich learning experience and thereby ensure students progression to higher studies and gainful employment.

The College extends its support in the form of guidance to the socially and financially weak students, especially SC, ST and OBC in admission adhering to Government norms. 26% of the disadvantaged students receive scholarships from the Government.

The co-curricular and extra-curricular activities organized by the college and the affiliated associations assure the holistic development of the students.

The dissatisfaction, grievances and requests of the stakeholders are addressed by the Grievance Redressal Cell. The Anti-Ragging Cell publicizes its stand against ragging in the campus. Being a Women Majority College, sexual harassment is unheard of within the campus.

Psycho social counselling is conducted by our own institution, management representatives, teaching staff, on a pure voluntary basis with a motive and honest intension of developing students in to good human beings and responsible citizens of country. In addition to this institution also involves social and intellectual organization like Art of Living, for the same purpose predominantly for psychosocial counseling. In this activity our institutions primary aim is at removing stress, creating awareness regarding diet and diet related stresses, importance of team work and to improvise ability to interact freely with people.

Students are motivated to present and publish their articles in college magazine and research papers in reputed journals with scholarship grant proposed for the best three articles annually.

CRITERIA VI : Governance, leadership and Management

The governing leadership has initiated active and practical steps towards developing and incorporating centralized system through a software for all academic and administrative modules.

The leadership strictly follows a track of organizational needs by conducting master observational rounds, regular meetings of Local Management Committee and Internal quality assurance cell.

Internal Quality Assurance Cell which holds prominent and reputed personalities in the fields of management, medicine and information technology, is actively participated, contributed especially in policy and decision making regarding adoption of management systems and processes, quality control and assurance, infection control and man power motivation and development etc.

Internal quality assurance cell which ensures the quality of institution through decentralization of powers and a system of continuous feedback analysis and reforms, regular internal and external audits and promotion of innovative and best practices.

The institution has initiated faculty empowerment strategies like various appraisal methods that is PBAS and 360 appraisal system used for evaluation of faculty members.
Faculty welfare schemes are available as per standard rules in the form of gratuity fund, provident fund, advanced amount, loans etc.

From the effect of 1 December 2014 IQAC has proposed and initiated beneficiary and welfare schemes in the form of research grants for the faculty members.

A separate cell to motivate encourage and empower women has been established by the institution for developing their skills in all aspects.

The institution shortly proposes to implement standard operating procedure for the smooth functioning of accounts department, which looks after financial management, internal and external audits and takes various efforts for resource mobilization.

**CRITERIA NO. VII - ENVIRONMENTAL CONSCIOUSNESS**

In TKDC and RC both together putting sincere efforts to help nature to keep itself free from pollution. This is being done by following ways

- By making the campus green by growing different kinds of trees and plant
- By making the campus free of waste material by minimizing production of waste material and trying to recycle the waste material
- An effort is made to conserve the energy by their use of natural resources, such as natural sunlight, biogas production, solar panel for heating water and water filtration plant.

The Mahatma Gandhi Hospital, attached to college is already accredited by ISO 9001: 2008

Some of the protocols of the ISO system are being implemented and practiced in the dental college and hospital.

Institute has already implemented all rules and regulations related to biomedical waste under the environmental act 1983, water under pollution act and radiation hazards safety act.
# PROFILE OF THE INSTITUTION

## 1. Name and Address of the Institution:

<table>
<thead>
<tr>
<th>Name:</th>
<th>Tatyasaheb Kore Dental College and Research Centre, New Pargaon</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address:</td>
<td>Mahatma Gandhi Hospital Campus, A/p- New Pargaon Tal – Hatkanangale, Dist- Kolhapur</td>
</tr>
<tr>
<td>City: Kolhapur</td>
<td>Pin: 416113</td>
</tr>
<tr>
<td>Website:</td>
<td><a href="http://www.waranahealth.com">www.waranahealth.com</a>, <a href="http://www.tkdc.org">www.tkdc.org</a></td>
</tr>
</tbody>
</table>

## 2. For communication:

<table>
<thead>
<tr>
<th>Designation</th>
<th>Name</th>
<th>Telephone with STD code Mobile</th>
<th>Fax</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAAC Co-Ordinator/Vice Chairman/Managing trustee</td>
<td>Dr Shailesh Kore</td>
<td>O: 0230 2477081-83 R: 0231 2651545 M: 9823096200</td>
<td>Telefax</td>
<td><a href="mailto:savitrinath1@gmail.com">savitrinath1@gmail.com</a></td>
</tr>
<tr>
<td>Principal / Dean / Director</td>
<td>Dr. Harish Kulkarni</td>
<td>O: 0230 2477081 R:0231 2536984 M: 9823580009</td>
<td>0230 247765 4</td>
<td><a href="mailto:hsktkdc14@gmail.com">hsktkdc14@gmail.com</a></td>
</tr>
<tr>
<td>Asst. NAAC Co-Ordinator</td>
<td>Dr Abhijeet Shete</td>
<td>O: 0230 2477081 R:0231 2529673 M: 9325220496</td>
<td>0230 247765 4</td>
<td><a href="mailto:drabhijeetshte@rediffmail.com">drabhijeetshte@rediffmail.com</a></td>
</tr>
</tbody>
</table>

## 3. Status of the Institution:
- Autonomous College
- Constituent College
- Affiliated College ✔
- State University
- State Private University
- Central University
- University under Section 3 of UGC (A Deemed to be University)
- Institution of National Importance
- Any other (specify)

## 4. Type of University:
- Unitary
- Affiliating
5. Type of College:

<table>
<thead>
<tr>
<th>Type of College</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ayurveda</td>
<td>--</td>
</tr>
<tr>
<td>Dentistry</td>
<td>√</td>
</tr>
<tr>
<td>Homoeopathy</td>
<td>--</td>
</tr>
<tr>
<td>Medicine</td>
<td>--</td>
</tr>
<tr>
<td>Nursing</td>
<td>--</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>--</td>
</tr>
<tr>
<td>Physiotherapy</td>
<td>--</td>
</tr>
<tr>
<td>Siddha</td>
<td>--</td>
</tr>
<tr>
<td>Unani</td>
<td>--</td>
</tr>
<tr>
<td>Yoga and Naturopathy</td>
<td>--</td>
</tr>
<tr>
<td>Others (specify and provide details)</td>
<td>--</td>
</tr>
</tbody>
</table>

6. Source of funding:

<table>
<thead>
<tr>
<th>Source of Funding</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Government</td>
<td>--</td>
</tr>
<tr>
<td>State Government</td>
<td>--</td>
</tr>
<tr>
<td>Grant-in-aid</td>
<td>--</td>
</tr>
<tr>
<td>Self-financing</td>
<td>√</td>
</tr>
<tr>
<td>Trust</td>
<td>√</td>
</tr>
<tr>
<td>Corporate</td>
<td>--</td>
</tr>
<tr>
<td>Any other (specify)</td>
<td>--</td>
</tr>
</tbody>
</table>

7. a. Date of establishment of the institution: 17/10/2002 (dd/mm/yyyy)

b. In the case of university, prior to the establishment of the university, was it a/an: Not applicable

   i. Autonomous College Yes No
   ii. Constituent College Yes No
   iii. Affiliated College Yes No
   iv. PG Centre Yes No
   v. De novo institution Yes No
   vi. Any other (specify) .........................

c. In the case of college, university to which it is affiliated

   Maharashtra University of Health and Sciences, Nashik

8. State the vision and the mission of the institution.

VISION
Excellence, innovation and service in dental education and oral health care.

MISSION
SERVICE IS RELIGION
To be universally recognized health care institute in the rural area with the centre of excellence in oral health care and education. Operating along with collaborative research training that provides unparalleled quality oral health care and education for all including predominantly backward and devoid sections of the society.
Providing standard dental education to make students globally competent ethically and socially responsible by inculcating value systems among them.

Offering the best oral health care and engaging in research, scholarship and creative endeavours to improve the health of highly diverse populations provide quality education to faculty development and affordable teaching learning resources and facilities thereby contributing to national development.

9. a. Details of UGC recognition / subsequent recognition (if applicable):
   Not applicable

<table>
<thead>
<tr>
<th>Under Section</th>
<th>Date, Month and Year (dd/mm/yyyy)</th>
<th>Remarks (If any)</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. 2(f)*</td>
<td>Not applicable</td>
<td>Not applicable</td>
</tr>
<tr>
<td>ii. 12B*</td>
<td>Not applicable</td>
<td>Not applicable</td>
</tr>
<tr>
<td>iii. 3*</td>
<td>Not applicable</td>
<td>Not applicable</td>
</tr>
</tbody>
</table>

* Enclose the certificate of recognition, if applicable

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

<table>
<thead>
<tr>
<th>Under Section/clause</th>
<th>Day, Month and Year (dd/mm/yyyy)</th>
<th>Validity</th>
<th>Program/ institution</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. 10(2) of the Dentists Act 1948</td>
<td>22/05/2007</td>
<td>BDS</td>
<td>Prosthodontics and crown bridge</td>
<td></td>
</tr>
<tr>
<td>ii. 10(2) of the Dentists Act 1948</td>
<td>12/02/2013</td>
<td>MDS conservative dentistry and endodontics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii. 10(2) of the Dentists Act 1948</td>
<td>12/02/2013</td>
<td>MDS (Orthodontics &amp; Dentofacial orthopedics)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iv. 10(2) of the Dentists Act 1948</td>
<td>15/04/2014</td>
<td>MDS</td>
<td>Prosthodontics and crown bridge</td>
<td></td>
</tr>
</tbody>
</table>

(Enclose the Certificate of recognition/approval) attached enclosure

10. Has the institution been recognized for its outstanding performance by any national / international agency such as DSIR, DBT, ICMR, UGC-SAP, AYUSH, WHO, UNESCO, etc.?
   Yes ☑  No ☐
   If yes, name of the agency: …………………
   date of recognition: …………………… (dd/mm/yyyy)
   nature of recognition: …………………

11. Does the institution have off-campus centres?
   Yes ☑  No ☐
   If yes, date of establishment: ………………… (dd/mm/yyyy)
   date of recognition by relevant statutory body/ies: …………………
   (dd/mm/yyyy)
12. Does the institution have off-shore campuses?
   Yes ☒ No ☐
   If yes, date of establishment: ………………… (dd/mm/yyyy)
   Date of recognition by relevant statutory body/ies: …………………
   (dd/mm/yyyy)

13. Location of the campus and area:

<table>
<thead>
<tr>
<th>Location *</th>
<th>Campus area in acres</th>
<th>Built up area in sq. mts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Main campus area</td>
<td>Rural A/p - New Pargaon Tal - Hatkanangale Dist – Kolhapur Maharashtra</td>
<td>27 acres</td>
</tr>
<tr>
<td>ii. Other campuses in the country</td>
<td>none</td>
<td></td>
</tr>
<tr>
<td>iii. Campuses abroad</td>
<td>none</td>
<td></td>
</tr>
</tbody>
</table>

(* Urban, Semi-Urban, Rural, Tribal, Hilly Area, any other (specify)

If the institution has more than one campus, it may submit a consolidated self-study report reflecting the activities of all the campuses.

14. Number of affiliated / constituent institutions in the university
   Not applicable

<table>
<thead>
<tr>
<th>Types of institutions</th>
<th>Total</th>
<th>Permanent</th>
<th>Temporary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ayurveda</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dentistry</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homoeopathy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medicine</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nursing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pharmacy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physiotherapy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Siddha</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unani</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yoga and Naturopathy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others (specify and provide details)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

15. Does the University Act provide for conferment of autonomy to its affiliated institutions? If yes, give the number of autonomous colleges under the jurisdiction of the University.
   Not applicable

   Yes ☐ No ☐ Number ☐
16. Furnish the following information: Not applicable

<table>
<thead>
<tr>
<th>Particulars</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Accredited colleges by any professional body/ies</td>
<td></td>
</tr>
<tr>
<td>b. Accredited course / department by any professional body/ies</td>
<td></td>
</tr>
<tr>
<td>c. Affiliated colleges</td>
<td></td>
</tr>
<tr>
<td>d. Autonomous colleges</td>
<td></td>
</tr>
<tr>
<td>e. Colleges with Postgraduate Departments</td>
<td></td>
</tr>
<tr>
<td>f. Colleges with Research Departments</td>
<td></td>
</tr>
<tr>
<td>g. Constituent colleges</td>
<td></td>
</tr>
<tr>
<td>h. University Departments</td>
<td></td>
</tr>
<tr>
<td>Undergraduate</td>
<td></td>
</tr>
<tr>
<td>Post graduate</td>
<td></td>
</tr>
<tr>
<td>Research centres on the campus and on other campuses</td>
<td></td>
</tr>
<tr>
<td>i. University recognized Research Institutes/Centres</td>
<td></td>
</tr>
</tbody>
</table>

17. Does the institution conform to the specification of Degrees as enlisted by the UGC?
   Yes [ ] No [x]
   If the institution uses any other nomenclatures, specify.

18. Academic programs offered and student enrolment: (Enclose the list of academic programs offered and approval / recognition details issued by the statutory body governing the program)

<table>
<thead>
<tr>
<th>Programs</th>
<th>Number of Programs</th>
<th>Number of students enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG</td>
<td>BDS</td>
<td>60/YEAR</td>
</tr>
<tr>
<td>PG</td>
<td>MDS</td>
<td>8/YEAR</td>
</tr>
<tr>
<td>DNB</td>
<td>Integrated Masters</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Integrated Ph.D.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PharmD.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>M.Phil.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ph.D.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Certificate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Diploma</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PG Diploma</td>
<td></td>
</tr>
<tr>
<td></td>
<td>D.M. / M.Ch.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sub / Super specialty</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fellowship</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Any other (specify)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>
19. Provide information on the following general facilities (campus-wise):

- **Auditorium/seminar complex with infrastructural facilities**
  - Yes ☒ No

- **Sports facilities**
  * Outdoor
    - Yes ☒ No
  * Indoor
    - Yes ☒ No

- **Residential facilities for faculty and non-teaching staff**
  - Yes ☒ No

- **Cafeteria**
  - Yes ☒ No

- **Health centre**
  * First aid facility
    - Yes ☒ No
  * Outpatient facility
    - Yes ☒ No
  * Inpatient facility
    - Yes ☒ No
  * Ambulance facility
    - Yes ☒ No
  * Emergency care facility
    - Yes ☒ No
  * Health centre staff
    - Qualified Doctor Full time ☒ Part-time
    - Qualified Nurse Full time ☒ Part-time

- **Facilities like banking, post office, book shops, etc.**
  - Yes ☒ No

- **Transport facilities to cater to the needs of the students and staff**
  - Yes ☒ No

- **Facilities for persons with disabilities**
  - Yes ☒ No

- **Animal house**
  - Yes ☒ No

- **Incinerator for laboratories**
  - Yes ☒ No

- **Power house**
  - Yes ☒ No

- **Fire safety measures**
  - Yes ☒ No

- **Waste management facility, particularly bio-hazardous waste**
  - Yes ☒ No

- **Potable water and water treatment**
  - Yes ☒ No

- **Any other facility (specify). Proposed indoor stadium**
  - Yes ☒ No
- Animal house
  - Yes ☑
  - No ☐
- Incinerator for laboratories
  - Yes ☑
  - No ☐
- Power house
  - Yes ☑
  - No ☐
- Fire safety measures
  - Yes ☑
  - No ☐
- Waste management facility, particularly bio-hazardous waste
  - Yes ☑
  - No ☐
- Potable water and water treatment
  - Yes ☑
  - No ☐
- Any other facility (specify).
  - Proposed indoor stadium

20. Working days / teaching days during the past four academic years

<table>
<thead>
<tr>
<th>Number stipulated by the Regulatory Authority</th>
<th>Working days</th>
<th>Teaching days</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 - 11</td>
<td>298</td>
<td>298</td>
</tr>
<tr>
<td>11 - 12</td>
<td>293</td>
<td>301</td>
</tr>
<tr>
<td>12 - 13</td>
<td>293</td>
<td>302</td>
</tr>
<tr>
<td>13 - 14</td>
<td>291</td>
<td>298</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number by the Institution</th>
<th>298</th>
<th>301</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 - 12</td>
<td>302</td>
<td>302</td>
</tr>
<tr>
<td>12 - 13</td>
<td>293</td>
<td>301</td>
</tr>
<tr>
<td>13 - 14</td>
<td>293</td>
<td>302</td>
</tr>
</tbody>
</table>

(‘Teaching days’ means days on which classes/clinics were held. Examination days are not to be included.)

21. Has the institution been reviewed or audited by any regulatory authority? If so, furnish copy of the report and action taken there upon (last four years).

Yes, local inspection committee of Maharashtra University of Health and Science.

22. Number of positions in the institution
<table>
<thead>
<tr>
<th>Positions</th>
<th>Teaching faculty</th>
<th>Non-teaching staff</th>
<th>Technical staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Professor</td>
<td>Associate Professor/Reader</td>
<td>Lecturer</td>
</tr>
<tr>
<td>Sanctioned by the Government</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Recruited</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yet to recruit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sanctioned by the Management</td>
<td>13</td>
<td>17</td>
<td>43</td>
</tr>
<tr>
<td>Society or other authorized</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>bodies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recruited</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yet to recruit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stipulated by the regulatory</td>
<td>13</td>
<td>17</td>
<td>43</td>
</tr>
<tr>
<td>authority</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cadre ratio</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recruited</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yet to recruit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of persons working on</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>contract basis</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

23. Qualifications of the teaching staff

<table>
<thead>
<tr>
<th>Highest Qualification</th>
<th>Professor</th>
<th>Associate Professor/Reader</th>
<th>Assistant Professor</th>
<th>Lecturer</th>
<th>Tutor/Clinical Instructor</th>
<th>Senior Resident</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td>Permanent teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D.M./M.Ch.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ph.D./D.Sc./D.Litt/M.D./M.S.</td>
<td>4</td>
<td>--</td>
<td>5</td>
<td>2</td>
<td>---</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>---</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>---</td>
</tr>
<tr>
<td>Highest Qualification</td>
<td>Professor</td>
<td>Associate Professor/Reader</td>
<td>Assistant Professor</td>
<td>Lecturer</td>
<td>Tutor/Clinical Instructor</td>
<td>Senior Resident</td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>-----------</td>
<td>----------------------------</td>
<td>---------------------</td>
<td>----------</td>
<td>---------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td></td>
<td>M  F</td>
<td>M  F</td>
<td>M  F</td>
<td>M  F</td>
<td>M  F</td>
<td>M  F</td>
</tr>
<tr>
<td>PG (M.Pharm./PharmD, DNB, M.Sc., MDS., MPT, MPH, MHA)</td>
<td>7 2 8 1</td>
<td>1 0</td>
<td>1 2</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>AB/FRCS/FRCP/MRCP/MRCS/FD SRCS</td>
<td>--- 1 1</td>
<td>--- 1</td>
<td>--- 1</td>
<td>--- 1</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>M.Phil.</td>
<td>--- 1 1</td>
<td>--- 1</td>
<td>--- 1</td>
<td>--- 1</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>UG</td>
<td>--- 1 1</td>
<td>--- 1</td>
<td>--- 1</td>
<td>--- 1</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Temporary teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D.M./M.Ch.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ph.D./D.Sc./D.Litt./M.D./M.S.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PG (M.Pharm./PharmD, DNB, M.Sc., MDS., MPT, MPH, MHA)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AB/FRCS/FRCP/MRCP/MRCS/FD SRCS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M.Phil.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UG</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contractual teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Highest Qualification</td>
<td>Professor</td>
<td>Associate Professor/Reader</td>
<td>Assistant Professor</td>
<td>Lecturer</td>
<td>Tutor/Clinical Instructor</td>
<td>Senior Resident</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-----------</td>
<td>-----------------------------</td>
<td>---------------------</td>
<td>----------</td>
<td>---------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td>D.M./ M.Ch.</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Ph.D./D.Sc./D.Litt/ M.D./ M.S.</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>PG (M.Pharm./ PharmD, DNB, M.Sc., MDS,, MPT, MPH, MHA)</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>AB/FRCS/FRCP/ MRCP/MRCS/FD SRCS</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>M.Phil.</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>UG</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Part-time teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D.M./ M.Ch.</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Ph.D./D.Sc./D.Litt/ M.D./ M.S.</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>PG (M.Pharm./ PharmD, DNB, M.Sc., MDS,, MPT, MPH, MHA)</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>AB/FRCS/FRCP/ MRCP/MRCS/FD SRCS</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>M.Phil.</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
## Highest Qualification

<table>
<thead>
<tr>
<th>Highest Qualification</th>
<th>Professor</th>
<th>Associate Professor/Reader</th>
<th>Assistant Professor</th>
<th>Lecturer</th>
<th>Tutor/Clinical Instructor</th>
<th>Senior Resident</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M  F</td>
<td>M  F</td>
<td>M  F</td>
<td>M  F</td>
<td>M  F</td>
<td>M  F</td>
</tr>
</tbody>
</table>

| UG                     | ---      | ---                        | ---                | ---      | ---                      | ---            |

## Emeritus, Adjunct and Visiting Professors.

<table>
<thead>
<tr>
<th></th>
<th>Emeritus</th>
<th>Adjunct</th>
<th>Visiting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>M  F</td>
<td>M  F</td>
<td>M  F</td>
</tr>
</tbody>
</table>

## 24. Distinguished Chairs instituted:

<table>
<thead>
<tr>
<th>Department</th>
<th>Chairs</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>None</td>
</tr>
</tbody>
</table>

## 25. Hostel

* Boys’ hostel
  1. Number of hostels 1
  2. Number of inmates 58
  3. Facilities
     24 hour power supply with generator backup, solar heater, drinking water mess Wi-Fi etc

* Girls’ hostel
  1. Number of hostels 2
  2. Number of inmates 170
  3. Facilities
     24 hour power supply with generator backup, solar heater, drinking water mess Wi-Fi etc

* Overseas students hostel
  1. Number of hostels nil
  2. Number of inmates
  3. Facilities

* Hostel for interns (organized within hospital building)
  1. Number of hostels 1
  2. Number of inmates 38
  3. Facilities
     24 hour power supply with generator backup, solar heater, drinking water mess Wi-Fi etc

* PG Hostel
i. Number of hostels 1
ii. Number of inmates 18
iii. Facilities
   24 hour power supply with generator backup, solar heater, drinking water mess Wi-Fi etc

26. Students enrolled in the institution during the current academic year, with the following details:

<table>
<thead>
<tr>
<th>Students</th>
<th>UG</th>
<th>PG</th>
<th>DM</th>
<th>MCH</th>
<th>Integrat d Masters</th>
<th>M.Phi l</th>
<th>Ph.D.</th>
<th>Integrat d Ph.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>From the state where the institution is located</td>
<td>M:07</td>
<td>F:53</td>
<td>M:05</td>
<td>F:03</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>From other states</td>
<td>M:00</td>
<td>F:01</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NRI students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foreign students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*M-Male *F-Female

27. Health Professional Education Unit / Cell / Department
   - Year of establishment ............
   - Number of continuing education programs conducted (with duration)
     * Induction
     * Orientation
     * Refresher
     * Post Graduate

28. Does the university offer Distance Education Programs (DEP)?
   Yes ☐ No ☑
   If yes, indicate the number of programs offered.
   Are they recognized by the Distance Education Council?
   No

29. Is the institution applying for Accreditation or Re-Assessment?
   Accreditation ☑ Re-Assessment ☐

30. Date of accreditation* (applicable for Cycle 2, Cycle 3, Cycle 4)
   Cycle 4: ......................... (dd/mm/yyyy), Accreditation outcome/Result .......
Cycle 3: …………………… (dd/mm/yyyy), Accreditation outcome/Result
......
Cycle 2: …………………… (dd/mm/yyyy), Accreditation outcome/Result
......
Cycle 1: …………………… (dd/mm/yyyy), Accreditation outcome/Result
......
* Enclose copy of accreditation certificate(s) and peer team report(s)

31. Does the university provide the list of accredited institutions under its jurisdiction on its website? Provide details of the number of accredited affiliated / constituent / autonomous colleges under the university.

32. Date of establishment of Internal Quality Assurance Cell (IQAC) and dates of submission of Annual Quality Assurance Reports (AQAR).

<table>
<thead>
<tr>
<th>IQAC</th>
<th>01/08/2014 (dd/mm/yyyy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AQAR</td>
<td></td>
</tr>
<tr>
<td>(i)</td>
<td>………………… (dd/mm/yyyy)</td>
</tr>
<tr>
<td>(ii)</td>
<td>………………… (dd/mm/yyyy)</td>
</tr>
<tr>
<td>(iii)</td>
<td>………………… (dd/mm/yyyy)</td>
</tr>
<tr>
<td>(iv)</td>
<td>………………… (dd/mm/yyyy)</td>
</tr>
</tbody>
</table>

33. Any other relevant data, the institution would like to include (not exceeding one page).
1.1 Curriculum Planning, Design and Development

1.1.1 Does the institution have clearly stated goals and objectives for its educational program?

Yes, this Institution has a very transparent and encouraging goals and objectives, planned, designed and developed for its educational activities.

Goals
- To develop the institution as per available quality standards.
- To create and promote globally competent, committed, dedicated dental professional.
- To recognize, appreciate, award and encourage best faculty and students.
- To provide standard and affordable health care service to needy patients.
- To promote and motivate high quality research.
- To make honest and practically efforts for strengthening and diversifying institutional financial resources.
- To expand available facilities.

Quality Policy
- Always keep expanding our services all over this region to the needy people according to their economic status with sincere intention and true honest motive, without discriminating between people of respective class creed or sex.
- Develop this rural health care organization as an explicit example of quality, standard, excellence, sincerity, honesty, dedicated and devoted services and education, robust, well integrated, both medically and socially.
- Build the trust with our customer that has always driven us to the best – at infrastructure, at technology, at our physician team, at our patient care team, at our processes and at our emotions.
- Follow, implement and monitor all applicable statutory and regulatory loss applicable both to our hospital and medical team.
- Communicate and review our quality policy at frequent specified intervals for its continuing suitability.

Quality Objectives
- To increase number of patients and revenue by 20% as compared to last year
- To resolve patient complaints within 24 hours
- To improve service quality, hygiene and sanitation of institute beyond expectation of the patient.
- Add one more service per year in the service chart with state of the art technology and equipment.

1.1.2 How are the institutional goals and objectives reflected in the academic programs of the institution?

The curriculum is adopted and developed as per DCI & Maharashtra University of Health Science (MUHS) as our college is affiliated to MUHS. The college is offering both undergraduate and postgraduate programs for all the strata of society as per university norms. Curriculum not only focuses on theory but equally on practical knowledge. In UG program, students perform their preclinical work to improve dexterity during 1st and 2nd years and start treating patients in their 3rd year and final year. One year of Compulsory rotary internship program is developed in such a way
that they can examine, diagnose and treat dental patients independently. This curriculum pattern empowers the system of knowledge for practice and vice versa. By organizing dental check-up and treatment camps, health talk in both rural as well as urban area and adoption of school for oral health care, students get exposed to the needs of different strata of society, develop skill of mass communication, learn to work in a team and serve the community with generosity and develop as a responsible citizen of India. While in PG program, the curriculum stresses on exuberant research work along with exorbitant knowledge (generated through regular seminars, journal clubs, case discussions, speciality conferences, CDE programs, workshops, interdisciplinary seminars etc.) The institute seeks knowledge translated into excellent and scrupulous patient care. Thus our academic program enable students to pursue and flourish being self-employed dental practitioner, academician or research worker.

Society
Dental health care has long been the privilege of the affluent urban population; our institution being in a rural setting has strived to serve the underprivileged rural population since last 12 years. Catering to the dental and general health care needs of this population at the most affordable cost has been and will continue to be our endeavour in the years to come. Each day more than 200 patients are being treated at the college for their dental necessities. We are extending our services to the remote places by the two outreach centres. We are also committed to the overall dental awareness and appraisal of the people by the various dental health check-up/treatment camps that are conducted regularly (in the nearby villages).

Student
The institution is providing world class education system and globally competent infrastructure (in terms of clinical and education material, online and offline library, highly learned and dedicated staff and a conducive environment) to around 300 under graduate and 24 post graduate students who have come from different strata’s including disadvantaged sections of the society (as per university norms). We strive to inculcate social and ethical values in the students along with the clinical and theoretical knowledge. The results of which can be seen in the numerous successes achieved by our students in field of dentistry or otherwise.

Institutions traditions and vale orientation
Our institute was formed on the foundation of one principle – “SERVICE IS RELIGION”. This principle remains the centre of all the activities, academic or social, that the institute undertakes. Our dedicated management, staff and students equally are responsible for carrying this emblem forward on their able shoulders. Selfless service to the people has been and will remain the main motto of the institution, as was envisioned by its founders. It is reflected in the achievements of the college in such a short period since its foundation and also the trust and affection it receives from the people. Today the institute enjoys the love and support of thousands of people it has served, the students studying and the doctors
who have passed out and made glorious careers for themselves. It’s their blessing and the hard work of the dedicated staff that is making us fulfil the commitment of service.

1.1.3 Does the institution follow a systematic process in the design, development and revision of the curriculum? If yes, give details of the process (need assessment, feedback, etc.).

Yes, Maharashtra University of Health Science, Nashik handles the designing of the curriculum for all its under graduate and post graduate courses based on the regulations of the Dental Council of the India. The feedback obtained from the students, teachers are discussed in the meeting headed by the Principal and necessary changes required are communicated to the Board of Study member of MUHS for necessary action.

1.1.4 How does the curriculum design and development meet the following requirements?

* Community needs

In our academic programme the under graduate students from their third year onwards and post graduate students get exposed to the clinical work on the patients. Patients from socially and financially backward section from rural area are given concessions to avail treatment. Senior Citizen and Physically Handicapped patients are encouraged to avail treatment at concessional rates. In this western area, through different extension activities like health checkup, awareness dental camps, outreach centre we deal with awareness, prevention and management of various dental problems of society.

* Professional skills and competencies

MUHS, Nashik has designed the curriculum in such a way that a student is made professionally competent through achieving knowledge by attending lectures, demonstrations and clinical postings. Clinical Competence is achieved by following curriculum in such a way that initially students perform dental procedures in Pre-clinical practical. In subsequent years they observe procedures done by staff / assist the staff followed by performing the dental procedures under supervision and later independently.

* Research in thrust / emerging areas

Research is an integral part of the institute. The institute encourages the students to undertake research programme and conduct Research Methodology programme with special emphasis to PG students and involve students in the research programmes.

* Innovation

Seminars are allotted to the students to encourage their presentations skills and knowledge. In addition to this, question banks are prepared in department.

* Employability

Students after the completion of their education are made confident enough to diagnose and treat the oral diseases of patients.
1.1.5 To what extent does the institution use the guidelines of the regulatory bodies for developing and/or restructuring the curricula? Has the institution been instrumental in leading any curricular reform which has created a national impact?

The curriculum of the institution for the UG as well as PG is strictly implemented as per guidelines given by DCI and MUHS, Nashik.

1.1.6 Does the institution interact with industry, research bodies and the civil society in the curriculum revision process? If so, how has the institution benefitted through interactions with the stakeholders?

The Institution does not interact with industry, research bodies and the civil society in the curriculum revision process, but the institution follows the curriculum which is designed by MUHS, Nashik.

1.1.7 How are the global trends in health science education reflected in the curriculum?

The curriculum is adopted and developed as per DCI & Maharashtra University of Health Science (MUHS) as our college is affiliated to MUHS. The college is offering both undergraduate and postgraduate programs for all the strata of society as per university norms. By offering and encouraging regular continued dental education/conference/seminars/workshops for faculty, as well as students, by providing optimal use of information and communication technology (ICT) (e.g. Digital library, internet facility, E-journals etc.) to bridge the regional, national and global trends.

1.1.8 Give details of how the institution facilitates the introduction of new programs of studies in its affiliated colleges.

Institution does not have any affiliated college of its own for the same profession.

1.1.9 Does the institution provide additional skill-oriented programs relevant to regional needs?

Institute provides additional skill-oriented programs to all its manpower as per each respective working category. This is done in the form of training sessions which include interactive lectures, practicals, demonstrations, hands on training, audio visual documentary etc. Factually no specific program is conducted by the institute. These training sessions are done voluntarily with involvement and assistance of representative of management, administration teaching faculty, senior students and employees.

1.1.10 Explain the initiatives of the institution in the following areas:

* **Behavioral and Social Science.**

There is inclusion of behavioural and social science in curriculum with 20 hours instruction as per university direction which is conducted by department of public health dentistry. The institute also organizes lecture/seminar/workshops regarding Behavioral and Social Science through spiritual organization such as Art of Living, Ramakrishna Math etc.

* **Medical Ethics / Bio Ethics / Nursing Ethics.**
Ethics is an integral part of our both undergraduate (20 hours instructions) and postgraduate curriculum. College organizes lectures on Medical/Dental ethics for staff and students.

Institute follows the ethical practices like informed consent (both oral and written), patient counselling, justice, confidentiality, discouraging paternalistic approach and promoting truthfulness.

There is an institutional ethical committee for research work. Ethical values are safeguarded for all dental procedures carried out in the institute.

* **Practice Management towards curriculum and/or services.**

Students are made aware of practice management by conducting lectures on various issues.

Theory and practical curriculum is designed in such way that students are exposed to improve skills of patient management, following Standard Operating Protocols and quality enhancement.

* **Orientation to research.**

Research is an integral part of our institute. We have formulated research committee which take care of all the research project in our institute. In addition to this institute promotes students/staff to undertake research project by providing funds for research project and also awards for scientific paper publication. In order to develop scientific temperament among staff and student the institute organizes research methodology and related workshops. Even the faculty is promoted to attend research methodology workshops organized by MUHS and other health universities.

* **Rehabilitation.**

The faculty and post graduate students of institute take care of oral rehabilitation through multidisciplinary approach and consultancy.

* **Ancient scriptural practices.**

College is promoting ancient scriptural practices by encouraging research in Ayurveda.

* **Health Economics.**

The operating trust is a basically established on the basis of monitoring contribution from its member who are farmers associated with sister concerned sugar factory and milk dairy. Fixed amount used to be deducted annually from their individual sugar cane production and milk distributor. These annual deduction were transferred through this industrial account to the trust account. On the basis of which annual corpus was created and generated to partially sustain occurring expenses and thereby run for the purpose of constructions and infrastructure development. Due to these contributions the trust right from its inception offered an economical policy for all these members and families. Where they have provided total health care management throughout the year at a special discounted rates. However since year 2001 due to direction from state and dairy sugar commissioner these deductions are stopped in total. Thereby creating economical deficient for the trust. However same health care policy till date has been kept open and available for all the members, farmers, employees and their families of Warana Educational Complex. In this way institute as per the trust’s basic motto
provides daily health care services at affordable and feasible rates with an honest intention of promoting health care for all and whenever required.

* **Medico legal issues.**
  Public Health Dentistry department introduces students to medico-legal issues and the institute takes utmost care to prevent medico legal cases by taking informed and written consent prior to commencing any treatment. Our institute also organizes guest lectures on the same.

* **Enhancement of quality of services and consumer satisfaction.**
  There is IQAC for quality maintenance and enhancement of services like education as well as health care through feedback-appraisal-reform system. Initiatives by the college for further quality enhancement are as follows:
  - Student Profiling, student feedback on curriculum and teaching learning, Skill Improvement Instruction, Peer Tutor Program/tutor ward system, Small Group Case Based Reviews, Computerized Practice Testing, Faculty Development Initiatives, Workshops and Seminar.

1.1.11 **How does the institution ensure that evidence based medicine and clinical practice guidelines are adopted to guide patient care wherever possible?**
  Institute gives emphasis on evidence based dental practice to improve orodental health care by updating knowledge of student/staff through ICT facilities. Our institute also organizes the workshops/lecture on evidence based dental practice. Analysis of patient care is done at the department level and sometimes Head of the Department / Principal on a regular basis.

1.1.12 **What are the newly introduced value added programs and how are they related to the internship programs?**
  Till date value added programs are not introduced by the institute. However frequent one or two day training continuing dental education programs are conducted by concerned speciality department for the purpose of teaching faculty, interns and students. Training is conducted in the form of lectures, case presentation and hands on training etc. which are offered out of the interest by the concerned department to the teaching faculty free of cost either through institution/Warananagar branch of Indian Dental Association.
  Institution very shortly proposes to introduce beneficial value and knowledge based courses concerning to various specialty services and facility. Presently initiatives are planned and formulated.

1.1.13 **How does the institution contribute to the development of integrated learning methods and Integrated Health Care Management?**
  * **Vertical and horizontal integration of subjects taught.**
    Curriculum in this institute is effectively integrated vertically into 4 years
and one year of internship. Each year program is built on knowledge gathered from the previous year, reflecting on subsequent years’ experience and level of training. Curriculum is divided into basic, preclinical and clinical section in which basic sciences subjects (Anatomy, Physiology, Biochemistry, and Dental Materials) are vertically integrated with preclinical and clinical disciplines throughout the program. Our institute is horizontally integrated, as well. This means different subjects through interdisciplinary training in preclinical, clinical years are coordinated to present different aspects of a topic simultaneously. It provides students with a greater depth of understanding about specific topic than they would have otherwise.

* **Integration of subjects taught with their clinical application.**

Curriculum is designed in such a way that knowledge of basic sciences helps for better understanding of clinical subjects and ultimately for clinical practice. Basic sciences are taught in I & II BDS while clinical sciences are taught in III and IV BDS.

* Integration of different systems of health care (Ayurveda, Yoga, Unani, Homeopathy etc.) in the teaching hospital.

Institute practices the different systems of healthcare (Ayurveda, Yoga) in our hospital.

1.1.14 How is compatibility of programs with goals and objectives achieved with particular reference to priority of interface between Public Health, Medical Practice and Medical Education?

As per our goal and objectives of our institute, Public health, Medical/Dental practice and Medical/Dental education goes hand in hand, keeping education of student as a priority. During first two years of UG course student acquire preclinical knowledge of dental education. They develop skills and expertise in dental practice during their III and IV year of UG under the guidance of able teacher thereby promoting public oral health. PG students sharpen their skill and acquire knowledge while practicing dental specialty procedures and contribute to oral health by carrying out research work as partial fulfillment of PG course.

1.2 **Academic Flexibility**

1.2.1 Furnish the inventory for the following:

* Programs offered on campus
  BDS and MDS
* Overseas programs offered on campus
  Nil.
* Programs available for colleges/students to choose from
  BDS and MDS Programmes are available in institute and guidelines laid down by MUHS, Nashik and Dental Council of India.

1.2.2 Give details on the following provisions with reference to academic flexibility

a. Core options

Institution has own limitations regarding academic flexibility for core options as institute strictly abides rules and regulations laid down by DCI and MUHS.
b. Elective options
Following elective option are available in MDS course
Prosthodontics Crown and Bridge
Conservative Dentistry and Endodontics
Orthodontics and Dentofacial Orthopedics
Periodontics
c. Bridge course
Till date no specific bridge course conducted however similar guidance programs are conducted within the campus by management representative teaching faculty with the basic intention of developing and upgrading student’s skills, academic progress and performance.
d. Enrichment courses
Institution as per its quality objective proposes to initiate new beneficial academic and clinical oriented courses. Planning and formulations are in process for introducing implant course and hands on courses on rotary endodontics.
e. Credit accumulation and transfer facility
Institution does not offer any credit based transfer facility.
f. Courses offered in modular form
Planning and formulation of courses in modular form are in process.
g. Lateral and vertical mobility within and across programs, courses and disciplines and between higher education institutions
There is no provision of lateral and vertical mobility within and across platform.
h. Twinning programs
As college strictly abides to the rules and regulations of university therefore college has not taken any initiative in twinning programme.
i. Dual degree programs
None

1.2.3 Does the institution have an explicit policy and strategy for attracting students from?
* other states,
Through college website, alumni, handouts and brochure. By providing amenities which make their stay comfortable e.g. hostel facility, canteen, mess, security in campus.
* socially and financially backward sections,
Students belonging to this section are also allowed to pay fees in installments.
Books are lent to such students from central as well as departmental libraries, if needed.
Teachers also help students by giving them their specimen copy of books that they get from the publishers.
By giving freeship and scholarship as per reservation act of Maharashtra.
* International students?
International students are attracted through college website. There is 15%
of quota for NRI/foreign students in admission in both the programmes as per university norms.

1.2.4 Does the institution offer self-financing programs? If yes, list them and indicate if policies regarding admission, fee structure, teacher qualification and salary are at par with the aided programs?

Yes, both BDS and MDS self–financing programs are available in this institute. BDS and MDS admission are done through entrance exams conducted by association of private medical and dental colleges. Regarding the fee structure, there is a fee fixation committee of government of Maharashtra which decides the fee of course. Concerned with teacher qualification and salary the institute follows guidelines which are given by MUHS.

1.2.5 Has the institution adopted the Choice Based Credit System (CBCS) / credit based system? If yes, for how many programs? What efforts have been made by the institution to encourage the introduction of CBCS in its affiliated colleges?

Institute strictly follows the guidelines about evaluation laid down by our university.

1.2.6 What percentage of programs offered by the institution follow:

* Annual system
  - BDS 75% (I, II, III BDS)
  - MDS 100%
* Semester system
  - BDS 25% (IV BDS)
* Trimester system
  - Not applicable

1.2.7 How does the institution promote multi/inter-disciplinary programs? Name a few programs and comment on their outcome.

We are planning to start certificate course in implantology. Apart from this program even we organize interdisciplinary program such as clinicopathological discussion, interdepartmental case discussion and seminars.

1.2.8 What programs are offered for practicing health professionals for skills training and career advancement?

Institute encourages to organize and participate in National and International conferences, seminars, workshops, hands on courses etc. for improvement of skill and career advancement of staff and student.

1.3 Curriculum Enrichment

1.3.1 How often is the curriculum of the institution reviewed and upgraded for making it socially relevant and/or skill oriented / knowledge intensive and meeting the emerging needs of students and other stakeholders?

At institute level there no such mechanism of review and upgrading of curriculum but at university level the curriculum is reviewed and upgraded regularly which is followed by college.

1.3.2 During the last four years, how many new programs were introduced at the UG and PG levels? Give details.

* multi/inter-disciplinary
MDS course in various specialties namely

1. Conservative Dentistry and Endodontology,
2. Orthodontics and Dentofacial Orthopedics,
3. Prosthodontics and Crown and Bridge,
4. Periodontics.

* programs in emerging areas

Presently has no any specialized programme in emerging field of dentistry. However as mentioned before institute has proposed planning and formulation of new academic training program like implant and rotary endodontics.

1.3.3 What are the strategies adopted for the revision of the existing programs?
What percentage of courses underwent a syllabus revision?
Revision of existing programs/syllabus has been done at university level which is 100% for both the programmes.

1.3.4 What are the value-added courses offered by the institution and how does the institution ensure that all students have access to them?
Presently no any value added courses offered by the institute.

1.3.5 Has the institution introduced skills development programs in consonance with the national health programs?
Oral health is essential to general health and well-being. By keeping this in mind, public health dentistry department organizes programme such as oral health checkup/treatment camp in schools and villages with following aims
- Prevention of oral diseases in school children.
- Timely interception and treatment of oral diseases.
- Appropriate oral health care for rural population.

1.3.6 How does the institution incorporate the aspects of overall personality development addressing physical, mental, emotional and spiritual well-being of the student?
Institute encourage students to organize and participate in co-curricular and extracurricular activity in various local, state and national levels. Yearly celebration of cultural week, sports week where college organizes different sports competitions to enhance the overall personality development. There is separate badminton ground, volley ball ground and ground for cricket and football to create interest in sports. Indoor game facilities like table tennis, carom etc. are available in the hostels.

Concerned with the mental, emotional and spiritual well-being of the student institute has incorporated process like mentor system, psychosocial counselling by conducting seminars /lecturers by spiritual organization such as Sanatansanstha, Art of living, Ramakrishna Math etc.

1.3.7 Does the curriculum provide for adequate emphasis on patient safety, confidentiality, rights and education?
Yes, Institute follows curriculum approved and sanctioned and as laid down by MUHS Nashik as per the DCI regulation. This curriculum is
1.3.8 Does the curriculum cover additional value systems?
Yes the curriculum formulated by our university is followed by our institution which covers additional value system.

1.4 Feedback System
1.4.1 Does the institution have a formal mechanism to obtain feedback from students regarding the curriculum and how is it made use of?
Yes, the institute has formal mechanism to obtain feedback from the students. Analyses of feedback forms are done on regular basis and required changes are forwarded to university through BOS member.

1.4.2 Does the institution elicit feedback on the curriculum from national and international faculty? If yes, specify a few methods such as conducting webinars, workshops, online discussions etc. and their impact.
No, there is no such mechanism of taking feedback on curriculum from national and international faculty at college level but is done at university level.

1.4.3 Specify the mechanism through which affiliated institutions give feedback on curriculum and the extent to which it is made use of.
Not applicable.

1.4.4 Based on feedback, what are the quality sustenance and quality enhancement measures undertaken by the institution in ensuring the effective development of the curricula?
Feedback forms are analyzed by teaching learning committee and appropriate suggestions are given to the head of institute for further quality enhancement. Head of institute conducts meeting with respective HOD and forwards necessary suggestion to concerned board of study member for further implementation.

1.4.5 What mechanisms are adopted by the management of the institution to obtain adequate information and feedback from faculty, students, patients, parents, industry, hospitals, general public, employers, alumni and interns, etc. and review the activities of the institution?
There is internal quality assessment cell in place which looks after quality enhancement through feedback-analyze-reform method. IQAC takes feedback from faculty, students, parents, alumni and interns through questionnaire forms/with personal interaction with them. Feedbacks are analyzed and reports are discussed with appropriate committee/authority to improve quality. Separate standard feedback form for assessing patient’s satisfaction during her or his visit for examination, diagnosis and treatment being prepared which institute proposes to introduce on daily basis at the earliest.

Any other information regarding Curricular Aspects which the institution would like to include.
CRITERION II: TEACHING, LEARNING AND EVALUATION

2.1 Student Enrolment and Profile

2.1.1 How does the institution ensure publicity and transparency in the admission process?

a. Prospectus: Association of Managements of Unaided Private Medical and Dental College, Maharashtra.(Year wise).
Prospectus: Tatyasaheb Kore Dental College and Research Centre
- c. Advertisements in Regional/ National Newspapers : Times of India, Indian Express, Loksatta, Lokmat, Pudhari, Sakal etc.

The profile and the eligibility of students for the various courses offered by the university are advertised in all leading newspapers and in its web portal. The dates and regulations for applications for Common Entrance Test (ASSOC-CET) and the details of 28 centres across the country and International Countries are announced in the same. The admission process is carried out by inter se merit of marks obtained in the Common Entrance Test (ASSOC-CET) as detailed in the notification and prospectus. Results are published on the website and AMUPMDC, Mumbai website and notice board www.amupmdc.org

2.1.2 Explain in detail the process of admission put in place by the institution. List the criteria for admission: (e.g.: (i) merit, (ii) merit with entrance test, (iii) merit, entrance test, aptitude and interview, (iv) common entrance test conducted by state agencies and national agencies (v) any other criteria (specify).

The college is unaided Dental Institution run by Mahatma Gandhi Charitable Medical Trust, Waranagar.

Students are selected for admission at UG and PG levels by two channels. As per the approved procedure for admission for the MUHS, Nashik of and Pravesh Niytran Samithi, Government of Maharashtra Mumbai (PNS) along with the AMUPMDC, Mumbai conducts the Common Entrance Test for admission to medical and dental, UG/PG and super specialty courses in 28 different centres of the country and 3 International Countries.

Inter se merit of the candidates is worked out based on the marks secured by the candidates in the ASSOC-CET (Year wise). Admission is accorded after the rank based counselling process.

A merit cum interview based selection process is adopted since the academic year 2003 till date. Common entrance test ASSOC-CET conducted by Association of Managements of Unaided Private Medical
and Dental Colleges, The admissions are conducted on the basis of ‘merit cum preference’ in Asso-CET conducted by Association]

The college being Self Financial Dental Institution run by Mahatma Gandhi Charitable Medical Trust, Wararanagar at UG and PG levels by two channels.

- 85% Management seats are filled by the AMUPMDC, Mumbai.
- 15% of the seats are filled by the management as 15% NRI/OMS quota.

A candidate will be eligible for admission to Health Science Courses i.e. M.B.B.S, B.D.S, B.A.M.S, B.H.M.S, BPTh, BOTh, BSc-Nursing for the academic year 2005-06 on fulfilment of the following conditions:

1. The candidate may be an Indian National/ NRI/ Foreign Nationals. Candidate is required to produce proof in support of his/her nationality from a District Magistrate, Additional Magistrate or Metropolitan Magistrate. Valid passport also shall be considered as sufficient proof of Nationality.

2. The candidate must be born on before 01st January, 1989 to be eligible to appear for Asso-CET -2005. The secondary School Certificates (i.e. S.S.C) or equivalent examination certificate or the certificates of age and nationality endorsing the date of birth will constitute the valid proof.

3. The candidate must be medically fit and must submit a certificate of medical fitness as per the Performa

4. A candidate must have passed the qualifying examination i.e Higher Secondary Certificate (HSC) or equivalent examination (with English, Physics, Chemistry, Biology as subjects). NRI’s and Foreign Nationals shall submit eligibility certificate obtained from Maharashtra University of Health Sciences, Nashik.

5. For MBBS and BDS courses, a candidate must have obtained not less than 50% (i.e 150 out of 300) marks is Physics, Chemistry and Biology taken together at the HSC ( or equivalent) Examination. For B.Sc. Nursing candidate must have obtained not less than 45% (135 out of 300) marks in PCB taken together in the HSC (or equivalent) examination.

6. A Candidate belonging to Backward Class must have obtained not less than 40% (i.e 120 out 300) marks in Physics, Chemistry and Biology taken together at the HSC (or equivalent) Examination.

7. No rounding off, of the marks secured by the candidate will be done in individual subject or final total while converting marks of the individual subject out of 100 or total marks out of 300, percentage comes to 49.66 that will not qualify the candidate.

8. The candidates who are appearing for qualifying examination i.e HSC or equivalent in March/April – 2005 are also eligible to appear for Asso-CET 2005, provided they must fulfil the eligibility conditions.

9. ADMISSION TO MBBS and BDS Courses.
   A Candidate must secure not less than 50% marks in Physics, Chemistry and Biology (PCB) together at Common Entrance Test i.e Asso –CET -2005.

10. ADMISSION TO B.sc Nursing Course.
Candidate must secure not less than 45% marks in Physics, Chemistry and Biology taken together in the Common Entrance Test. i.e Asso-CET - 2005.

ADMISSION TO BAMS/BHMS /BOTH/BOTH and other Courses.
A candidate will be admitted on the basis of merit in Common Entrance Test Asso _CET -2005. To these course.

However, the eligibility conditions may vary in accordance with Judicial Pronouncements and orders issued by appropriate Authorities from time to time.

Age limit: The student should have completed 17 years.

The college being Self Financial Dental Institution run by Mahatma Gandhi Charitable Medical Trust, Wararanagar at UG and PG levels by two channels.

- 85% Management seats are filled by the Association of Managements of Unaided Private Medical and Dental Colleges(AMUPMDC), Mumbai.
- 15% of the seats are filled by the management as 15% NRI/OMS quota.

Common entrance test ‘ASSOC-CET’ is conducted by AMUPMDC. The admissions are conducted on the basis of ‘merit cum preference’

- AMUPMDC, Mumbai for admission to first year BDS course conducts Common Entrance Test (CET) and selects students ranking on the marks obtained through open counselling and by filling up preference forms from eligible candidates acquiring 50% marks in CET Entrance Exam and then the students are allotted their first BDS admission to concerned colleges depending upon their merit and preference through electronic media or displaying college wise merit list and allotment of students to first BDS admissions. Utmost transparency in the admission process is maintained. Selections are made merit wise by fulfilling statutory obligations.

- For 15% NRI/OMS management quota admissions are done by the institute by giving wide publicity through giving admission notification in National and Regional Newspapers and website and college notice board. Applications are called for by the Institution with specific cut-off date. Merit list is prepared from among the applicants and approval by Pravesh Niyantran Samithi, Mumbai (PNS) is obtained. Admissions are made purely on Merit basis.

2.1.3 Provide details of admission process in the affiliated colleges and the university’s role in monitoring the same.

College is affiliated to Maharashtra University of Health Sciences, Nashik which monitors the entire admission process of B.D.S and M.D.S courses
along with the approval and consent by Pravesh Niyamran Samithi, Mumbai (PNS) and DMER., Mumbai.
85% Management seats are filled by the AMUPMDC, Mumbai.
15% of the seats are filled by the management as 15% NRI/OMS quota. The management category seats are filled according to the merit list of applicants applied individually to college and approved by the university.

2.1.4 Does the institution have a mechanism to review its admission process and student profile annually? If yes, what is the outcome of such an analysis and how has it contributed to the improvement of the process?

As on there is no provision to review the admission process and student profile annually.

2.1.5 What are the strategies adopted to increase / improve access for students belonging to the following categories:
- SC/ST
- OBC
- Women
- Persons with varied disabilities
- Economically weaker sections
- Outstanding achievers in sports and other extracurricular activities

The institute promotes access to ensure equity by adhering to the statutory rules and regulations stipulated by the MUHS, Nashik University and State Govt. of Maharashtra by giving due representation to marginalized sections of the society in the following way.

i) 25% of the seats are filled in by Reservation quota underlined as four seats for SC Category, Two seats for ST Category, Five seats for OBC category and one each for others viz, NT 1, NT 2, VJ, Total 15 seats allotted against the intake capacity.

ii) 60% of the seats are filled in by Open, General Category quota seats.

iii) 15% seats as NRI / OMS quota.

iv) Vacancies occurring due to any reason are filled in by giving wide publicity as notification, Advertisement in Newspapers, Website notification, Notice boards and other Communication Medias.

Seats are filled in accordingly by providing access to these deprived sections of the society to ensure equity.

2.1.6 Number of students admitted in the institution in the last four academic years:

UG Students
Has the university conducted any analysis of demand ratio for the various programs of the university departments and affiliated colleges? If so, highlight the significant trends explaining the reasons for increase / decrease.

Not applicable

Were any programs discontinued/staggered by the institution in the last four years? If yes, specify the reasons.

No, there are no programs that were discontinued for the last four years.

2.2 Catering to Student Diversity
2.2.1 Does the institution organize orientation / induction program for fresher's? If yes, give details such as the duration, issues covered, experts involved and mechanism for using the feedback in subsequent years.

Yes, the institution does organize orientation program every academic year for the fresher’s along with their parents and guardians.

Yes, this program includes presentations from the Representative of the Management and the Principal and all Head of Departments of the first BDS subjects, which are included in the academic curriculum. Each presentation is made by the head of the department of the subject, which includes a brief idea of the syllabus, nature of work and future prospects of that particular specialty.

2.2.2 Does the institution have a mechanism through which the “differential requirements of the student population” are analyzed after admission and before the commencement of classes? If so, how are the key issues identified and addressed?

The institution follows the rules and regulations as per MUHS, Nashik regarding pre and post admission procedure as per Pravesh Niyantar Samitti and MUHS Nashik and DCI New Delhi.

2.2.3 How does the institution identify and respond to the learning needs of advanced and slow learners?

- Based on the performance of the students in the first internal assessment examination which is conducted in the first term, together with the performance of the students in practical and tutorial classes, the students are identified as slow learners and advanced learners.
  a. For slow learners remedial classes are arranged, in the subjects in whom he/she are deficient.
  b. For advanced learners steps are taken to further improve their knowledge and skills by motivating them to pursue for available postgraduate courses/competitive exams, and teaching staff guide them for the same on personal basis. Also introducing them to newer developments and methods in the field so that they can pursue higher goals in academics. They will be encouraged to develop research temperament.

2.2.4 Does the institution offer bridge / remedial / add-on courses? If yes, how are they structured into the time table? Give details of the courses offered, department-wise/faculty-wise?

The institution follows the rules and regulations as per MUHS, Nashik regarding pre and post admission procedure as per Pravesh Niyantar Samitti and Maharashtra University of Health Sciences Nashik and Dental Council of India New Delhi. Add on courses at college level for eg. Legal aspects of medical services, accounting etc.
2.2.5 Has the institution conducted any study on the academic growth of students from disadvantaged sections of society, economically disadvantaged, differently-abled, etc.? If yes, what are the main findings?

• Yes the institution conducts annual study on the academic growth of students from disadvantaged sections of society, economically disadvantaged, differently-abled. This information is collected from the respective departments and faculty and the necessary steps or measures are taken for their improvement.
• Free books are provided for SC/ST students.
• Scholarships are provided for BC/SC/ST and economically backward students and also other Reservation category students such as OBC/NT1/NT2/NT3 and VJ category students are promoted to avail the free ships granted by State Government of Maharashtra and also free ship scholarship granted by Government of India.
• Students from the economically backward classes are also sent for applying for EBC scholarship granted by DMER- Director of Medical Education and Research, Mumbai a body under the State Government of Maharashtra.
• Minority student’s class are also promoted to avail the Minority scholarship granted by DMER- Director of Medical Education and Research, Mumbai a body under the State Government of Maharashtra.

2.2.6 Is there a provision to teach the local language to students from other states/countries?
Yes, the institution assess and guides each students admitted to this institute on the basis of their academic performance personal skills, economic status, language training, which includes language speaking and confidence and intellectual levels. For this purpose management, college administrative staff, faculty and senior students play an active roles to track monitor and accomplish them. Here also the system of mentorship is applicable.

2.2.7 What are the institution’s efforts to teach the students moral and ethical values and their citizenship roles?
Yes the institution has allotted 10 hrs for teaching the students moral and ethical values and their citizenship roles.
As stated under 1.1.1, a goal of the college with regards to the BDS course it offers is to produce graduates who harbour the concepts of ethical practice. The institution aims for its graduates to not just become competent dentists, but also ideal and responsible citizens. By organising outreach activities in areas of need, the college aims to sensitise its students on the necessity of dental treatment for all strata of society. The college also provide students with guidance on personality development through a series of guest lectures.

The rich culture and heritage of our land is reinforced among students regularly through interactive sessions on ethics and values. These are re-emphasised at different points in time by the faculty, who also strive to set high standards for students to emulate. In our quest for excellence, we believe that by providing the best of resources and teaching-learning experiences to the
students, we cultivate an inherent desire in them to become the best and provide the best in return.

Outreach activities provide unique opportunities for students to hone their basic clinical and communication skills, and to provide culturally and ethically appropriate services for a multi-cultural environment. Also, the college collaborates with the national Societies to organise lectures on value-based education, which include personality development, control of the mind and its role in enhancing one’s professional and personal life— all of which have an underlying moral perspective.

Moreover, the importance of ethical dental practice is part of the prescribed undergraduate curriculum and covered under Public Health Dentistry. The do’s and don’ts constituting ethical practice as recommended by the DCI is highlighted and implemented during undergraduate training. The course on ethics includes definition, the Helsinki Declaration, WHO declaration of Geneva, International Code of Ethics, DCI Code of Ethics, doctor-patient relationship, truth and confidentiality, patient consent, malpractice and negligence and research ethics.

Application of the principles of ethics at the community level is given impetus—obtaining informed consent at the community level, maintaining confidentiality of records and other ethical concerns while providing oral health care at the community level are emphasised. Students are trained to identify the community’s concept of professional behavior and their subsequent expectation of the same from dentists. Students’ ethical and professional conduct is assessed in Community Dentistry on the college’s prescribed competency assessment form. Students are required to communicate with patients about their oral health condition and need to devise a treatment plan taking into consideration the chief complaint(s) of the patient and the demands of ethical clinical practice. Hence, under Community Oral Health Care and the fractionated dental care programme, students are also trained in the practice of ethical principles in the dental clinic. The definitive treatment plan.

2.2.8 Describe details of orientation/ foundation courses which sensitize students to national integration, Constitution of India, art and culture, empathy, women’s empowerment, etc.

Yes, the institution has allotted 5 hrs to sensitize students towards national integration, Constitution of India, art and culture, empathy, women’s empowerment, etc.

Every year, the college celebrates two national landmarks—the Independence Day and the Republic Day. The programmes include the customary hoisting of the Indian flag, the rendering of the National Anthem, as well as addresses by senior college administrators about the significance of the day. In addition, it is the tradition that the college’s best graduating student unfurls the tricolour on Republic Day and this student addresses the gathering on topical issues.

In addition, classes on the Indian Constitution are covered in I BDS by our own faculty who serves as a guest faculty to the college. The college’s policy on policy on non-discrimination discourages practices that could preclude the fair and equal treatment of women; there are policies and procedures in place wherein female students have avenues for redressing
their grievances. Furthermore, the college is in compliance with MUHS, Nashik guidelines which have a zero tolerance towards any form of gender discrimination, exploitation and harassment. In this regard, the college has constituted a ‘Women’s Welfare Cell’.

As elaborated before, the college facilitates the conduct of lectures organised by other societies, which are derived from India’s rich cultural heritage that encompass the concepts of harmony, non-violence and empathy.

2.2.9 Has the institution incorporated the principles of Life Style Modifications for students based on Eastern approaches in their day to day activities?

The college’s Management, It propagates the tenets of Eastern philosophy such as non-violence. Consequently, the college campus harbours an exclusive vegetarian dining facility and consumption of meat is prohibited. Furthermore, the campus is a tobacco-free and a non-alcoholic zone. The discourses of personnel includes means and methods for life-style modification to cope with the stress of daily life.

2.2.10 Has Yoga/Meditation/any other such techniques been practiced by students regularly as self-discipline?

Yes, over the past few months the provision of meditation through the art of living is regularly conducted in college campus for both student and staff. Yogasana /meditation/and other such techniques are practiced regularly as self-discipline by students in their individual capacity. The college encourages its students to stay fit—which in effect is an extension of a lifestyle that reflects self-discipline—by virtue of providing numerous facilities, be it outdoor sport and athletics, or an indoor facility that includes shuttle badminton and multi-gym.

2.2.11 How does the institution attend to the diverse health issues (physical and mental) of students and staff?

Yes, the institution has a provision of 175 bedded multispecialty hospital which cater to the health issues of both staff and students, Nursing and Social Public. The Department of Medicine is the designated Student Health Centre and caters to health consultations of students during college hours. Dr. Jayawant Patil, the college’s Physician and Head of the Department of Medicine, attends to students’ health issues during and after college hours. Furthermore, free/subsidised consultation, examination, investigation and treatment is available for students in the allied medical hospital system. This information is made available to students in the Policies book. The college mandates that students be immunised against infectious diseases such as measles, mumps, rubella, chicken pox, Hepatitis A and B, and Typhoid. The Department of Medicine undertakes vaccinations for enteric fever, Hepatitis A and B, and pre-overseas travel (e.g., Varicella
Zoster); the department also conducts screening and health check-up of students, employees of the on-campus student dining facility and security personnel, and comprehensive health check-up of recently admitted students. This information is made available to students.

2.2.12 Does the institution cater to the needs of groups / individuals requiring special attention by conducting group classes / special individual trainings / focused group discussion / additional training measures etc.?

a) For slow learners remedial classes are arranged, in the subjects in which he / she are deficient.

b) For advanced learners steps are taken to further improve their knowledge and skills by motivating and introducing them to newer developments and methods in the field so that they can pursue higher goals in academics. They will be encouraged to develop research temperament.

c) A group of students is informed to prepare a pre-decided topic for tutorial to be held on a specified day, date, time and place. The difficulties faced by the students during the tutorial are solved by the faculty on the spot through modalities of ‘Targeted Learning’ and ‘Self-Guided Group Discussions’.

A group of individuals requiring special attention are slow learners, and strategies to address the issue were detailed under 2.2.3 and 2.2.4. Efforts by the college to organise remedial tutorial sessions and classes for students, as essential, was also described under 2.2.4. Another group that may require special attention would be students unfamiliar with the local language which, at times, may prove important in patient communication. Strategies for addressing this his has been detailed under 2.2.6. individual training for students have also been organised in several departments when it was determined that such a measure was essential both for academic progress of such a student, as well as to provide impetus and motivation to the student’s effort.

Focused group discussion is a routine mode of teaching–learning, particularly in the clinical setting; for example, at the undergraduate level, prior to clinical care commencement, discussions are held on pertinent topics that have implications to oral health care.

2.3 Teaching-Learning Process

2.3.1 How does the institution plan and organize the teaching-learning and evaluation schedules such as

Academic calendar

The institute abides with the rules and regulations formulated by MUHS Nasik and as per the direction of DCI. All academic activities of our institute are in synchronization with the academic calendar of MUHS Nashik.

At the inception the college admission process is completed by 30th September which is the cut-off date for all medical and dental admissions and to overcome the loss of teaching hours which are supposed to start accordingly by 1st August every year. we promote and start the academic
year immediately on 1st October. A meeting of the academic council comprising all the HODs is held at the beginning of the academic year to plan the yearly program of the teaching-learning process. The proposed yearly plan of action is prepared involving all the HODs and the same is printed as College Calendar for that academic year.

• Master plan
After the completion of admission process the regular academic classes start and all the departments are asked to hold their departmental meetings so as to come out with a tentative yearly plan of their department to be discussed in the staff council. The academic schedule approved by the academic council would be organized scrupulously as all the staff members are involved in the designing the schedule.

• Teaching plan
An academic diary designed by the institute would be given to all the departments at the beginning of the academic year. The teachers of the department have to fill up the academic diary on daily basis as a record of work done by the department.

Rotation plan
The interns are posted in different departments based on the guidelines given by Maharashtra University Of Health Sciences, Nashik & Dental Council of India. Every year by July/ August

• Course plan
The institution provides the details of the curriculum, syllabus, both theory and practical at commencement of each academic session which also comprises of rules, regulations of the institution and hostels, including other relevant data through modes of personal counselling notices circulars and at the same time display on website. Every student is informed about the syllabus, minimum mandatory clinical and laboratory work that the student has to complete within the stipulated time frame.

• Unit plan
The college calendar is provided to all the students at the beginning of the academic year with the schedule of plans, tentative dates of university exams, internal assessment exams, public holidays, summer vacation, cultural and sports events etc., for the benefit of the students.

• Evaluation blue print
The academic council which decides the course of action of that particular year scrutinizes the academic plan after taking into the suggestions from the departments, students and previous academic year performance.
The academic council meets twice in an academic year to ensure that the planned format is implemented in a proper way without any interruptions. Periodical circulars are released by the Principal to supplement the plan of action. The academic committee and the curriculum committee work in tandem to evaluate the implementation of decisions taken up in periodic meetings.

- **Outpatient teaching**
  All dental and medical departments

**In-patient teaching**
Available at the teaching hospital in the departments of General Surgery and General Medicine

- **Clinical teaching in other sites**
  The college has two peripheral centres which cater to the treatment needs of the population of that particular area. The students are posted at these centres also to enable learning in rural setup also.

- **Teaching in the community**
  The interns posted in the department of preventive and community dentistry are posted for community camps in the form of screening and treatment camp.
  - During these camps the students are accompanied by the community department staff and other department postgraduate through which the teaching at the community level is achieved. Conducting awareness programme in the form of adds, skits, poster presentation, models and live demonstrations.

2.3.2 **Does the institution provides course objectives, outlines and schedules at the commencement of the academic session? If yes, how is the effectiveness of the process ensured?**
The institution as per standard guidelines of MUHS Nashik and DCI new Delhi prepares, presents and provides all information regarding the course specifically the objectives outlines and schedules at the commencement of each academic year. Thereby this ensures awareness and readiness regarding the forthcoming academic session for the faculty as well as students.

2.3.3 **Does the institution face any challenges in completing the curriculum within the stipulated time frame and calendar? If yes, elaborate on the challenges encountered and the institutional measures to overcome these.**

- Yes all the public holidays scheduled as per the MUHS Nashik university calendar are curtailed and only the distinct national holidays are observed to overcome the lack of 2 months teaching hours specially for first year classes., All the other classes of the 2nd 3rd and final re compensated like wise..
- During the planning procedure the academic schedule is planned to have a one month revision period for revision of the syllabus. Any delay in completion of the syllabus is taken care off in this revision period.
2.3.4 How is learning, made student-centric? Give a list of participatory learning activities adopted by the faculty that contributes to holistic development and improved student learning, besides facilitating life-long learning and knowledge management.

- The institute firmly ensures that learning is made student-centric by taking frequent feedback from the students and Information and Communication Technology – mediated resources from the entry level, students are encouraged to involve in the teaching-learning process. Theory classes are made more illustrative and interactive. During practical/clinical/tutorial sessions, ample stress is given to impart what the student requires rather than what the teacher knows. Various academic programs of the institute are aimed at providing good professional skills to students who will be engaged in quality health care and research. The learning will not end with acquiring a degree and an individual trained in this institute will continue to fulfill his or her obligation to the society by being a lifelong learner. Extra classes, tutorials, seminars, Multiple Choice Questions (MCQ’s) and Short Answer Questions (SAQ) type of question paper solving etc.

2.3.5 What is the institution’s policy on inviting experts / people of eminence to augment teaching-learning activities?

The institute follows a principle policy of expanding and inviting people of immense facilities, knowledge and respectively in the form of continuing education and practical training.

2.3.6 Does the institution formally encourage learning by using e learning resources?

Yes the institution encourages use of e-learning facilities, by providing well equipped classrooms with projector and acoustic facilities. And also by providing easy access to the e- journals /e- library facility in central library.

2.3.7 What are the technologies and facilities such as virtual laboratories, e-learning and open educational resources used by the faculty for effective teaching?

The institution provides for the latest technologies of learning, which are as follows:
- Well-equipped classrooms with projector and acoustic facilities.
- Maintenance of well-equipped central e-library and departmental library.
- Wide range learning materials which includes wide range of books, journals and ICT material.
- Separate computer with internet, scanner and printer facility is made available exclusively for postgraduate students of every department.
2.3.8 Is there any designated group among the faculty to monitor the trends and issues regarding developments in Open Source Community and integrate its benefits in the institution’s educational processes?

The institute till date did not form any specific committee for monitoring and tracking recent trends, issues and advances in field of health care and education. However its faculty volunteering interact with each other during ongoing case discussions, presentations or administrative meetings regarding progress of present ongoing activities and facilities, and the necessary developments required for improving upgrading and expanding them. In this way the institution and management has been kept aware of its present status, with ideal model of NAAC in front today. The institution proposes to designate either a new committee or utilize an existing committee for the purpose of monitoring and tracking advances occurring in today’s world, thereby for integrating and planning and implementing their benefits for the institutions education process.

2.3.9 What steps has the institution taken to transition from traditional classrooms into an e-learning environment?

The institution over the last few years gradually has taken initiatives as per academic experiences and available manpower skills to upgrade its teaching process in the classrooms and clinics, by introducing modern information and communication technology (ICT) processes. The institution has installed LCD projectors along with all necessary audio visual accessories in each classrooms, in addition to this all departments including the library, administrative office and students hostel have been given access to Wi-Fi network with solitary honest purposes of sharing and attaining good knowledge and education. It further proposes to use all these facilities for catering virtual classrooms.

2.3.10 Is there provision for the services of counselors / mentors/ advisors for each class or group of students for academic, personal and psycho-social guidance? If yes, give details of the process and the number of students who have benefitted.

Yes, available in the form of teaching faculty, administrative staff, clinician, students, employees etc. The institution right from its inspection has kept all relevant assistance round the clock for each students admitted. These services are kept available through management representative, teaching faculty, clinician, senior students, employees and trustees, who are more so ever available also within the campus. Due to this students are able to report discuss and resolve any occurring doubts, necessity problems etc. The institution also affords assistance and guidance to all its students, faculty and employees through the administrative office where a separate assistance cell has been created.

2.3.11 Were any innovative teaching approaches/methods/practices adopted and implemented by the faculty during the last four years? If yes, did they improve learning? What were the methods used to evaluate the impact of such practices? What are the efforts made by the
institution in giving the faculty due recognition for innovation in teaching?

• Yes the faculty continuously tries to include innovate practices to improve the student understanding. They are as follows:
  • Inclusion of demonstration videos
  • Taking working models to the classrooms
  • Tours to department labs to explain laboratory procedures when required
  • Series of case photos.
  • Postgraduate students assisting and undergraduate students observing cases done by the staff.
  • Undergraduate students assisting the postgraduate students in treating cases.
  • Most lectures are taken with the aid of multimedia aids (LCD projector and PowerPoint). In addition, lectures are also taken using conventional system of black board and through table clinics for small groups (e.g., Fixed Partial Denture in Prosthodontics). Clinical Demonstration by faculty precedes clinical procedures undertaken by students. Focused group-discussions address and supplement challenges encountered by students during clinical therapy. This and a comprehensive approach to oral health care prepare students to cope with problem-based learning (PBL) methods. Students are mandated to participate in field programmes and community-oriented health education. Home and clinical assignments expose the students to compiling information from the World Wide Web, exposing them to computer-assisted learning. This also assists them in pedagogy as well as preparing posters/ scientific oral presentations at external forums.

• The college promotes a concept of structured interactive sessions (SIS) that promotes students’ thought process and stimulates them intellectually. In addition sessions on critical thinking and communication skills are undertaken. These encourage lateral thinking, enabling self-management of knowledge- development and skill formation for a given circumstance. In addition, the college gives assignments, seminars, provides skill-building through simulated models and mandates field/ community visits with the objective of enhancing learning experiences.

• Furthermore, attention was drawn to the importance of referring to professional periodicals and journals, and obtaining information from various web-based resources. This was especially the case as part of the several undergraduate research projects—the experience ensured focused knowledge development in specific topics. The research projects were presented both within the college as well as at national and international conferences with some of them winning prizes.

• Apart from the university-prescribed modes of student evaluation, a prominent method used to evaluate the impact of innovative practices was the competency assessment of clinical treatment modalities (see also 2.3.1).

• The significance of continual dental education of the entire dental team is also highlighted to the students. Special importance is given to training
students in the use of the internet and other web-based resources for collection and assimilation of information related to the field of interest. In the current era of information dissemination, the patient can be expected to be considerably informed about his/her oral health condition and relevant treatments. Thus, it becomes imperative that dentists continue to be educated even after completing their formal training. Students are given topics in their fields of interest and are required to undertake a web-based search for information on the same. After collection of relevant information, students present the same to an audience of faculty and fellow students. Students who are involved in research activities are also familiarised with the collection of relevant information from various scientific journals and web-based resources. This contributes towards developing positive attitude and aptitude among students for continual dental education and lifelong learning.

2.3.12 How does the institution create a culture of instilling and nurturing creativity and scientific temper among the learners?

- The institution constantly encourages the undergraduate and post graduate students to regularly attend various state and national level conferences, workshops and CDE programs. They are also encouraged to present posters and papers at various levels.
- Special promotion through the scientific committee by way of providing financial grants, allowances and other exgracia.

As described under 1.2.2 (b), since 2010, undergraduate students have the option to be part of research projects, under faculty guidance in diverse departments. Usually, a group of undergraduate students undertake such projects under faculty guidance although, on occasion, a single undergraduate student may also pursue a project. The research is published and/or presented in conferences—both national and international. Moreover, news of accepted publications are prominently displayed in the college for view by students, faculty and patients, which potentially further impacts the drive for research and the pursuit of science.

Amongst the several lectures by external experts which the college organises are those related to business management and entrepreneurship? Several of the college’s graduates have pursued unconventional courses and have excelled, which further serves as inspiration and
- Motivation. All these combined instil a culture of creativity, entrepreneurship and scientific temper amongst the college’s students.

2.3.13 Does the institution consider student projects mandatory in the learning program? If yes, for how many programs have they been (percentage of total) made mandatory?

Not mandatory but for promotion we provide financial As well as technical assistants to the students to carry out research projects in the learning programme.

eg. CDE Programmes, students projects and financial assistance use provided.
- Role of faculty in facilitating such projects
The faculty plays a key role in communicating either different research institute, discussing various possibilities available, whether any alternate methods or sources are available. They pass on this valuable information to the students and thereby guiding them in the right direction.

Number of projects executed within the institution
Names of external institutions for student project work
1. Institute which is Maratha Mandal's Dental College Belgaon.
Role of faculty in facilitating such projects

Again, as described under 1.2.2 (b) and 2.3.12, BDS students have the option to be part of research projects, under faculty guidance in diverse departments. However, this is an elective option and not mandatory. More than 100 students have participated in such research initiatives.

On the other hand, research projects undertaken by MDS students is usually mandatory—for example, the MDS dissertation is completed as partial requirement of the Masters course, while additional short-term research projects may be undertaken for presentation in specialty conferences. A given number of presentations, which varies across departments, is mandatory for the MDS students. Including only the MDS dissertations, at least 50 research projects have been completed in the last five years.

In most of the research projects—under- or postgraduate—faculty members conceive and design the research, including its methodology and appropriate statistical analyses. The data procurement is usually undertaken by the student(s) while the interpretation of the results, the writing of the manuscript may be a combined effort. The final approval usually always rests with the supervising faculty member and, at times, may also involve the department Head.

2.3.14 Does the institution have a well-qualified pool of human resource to meet the requirements of the curriculum? If there is a shortfall, how is it supplemented?

Yes, the institution has a well-qualified pool of human resource to meet the requirements of the curriculum.

2.3.15 How are the faculty enabled to prepare computer-aided teaching / learning materials? What are the facilities available in the institution for such efforts?

- The faculty are provided with well-equipped staff rooms with
- Computer with internet facility, scanner and a printer
- Well-equipped departmental library
- Central library with various books and latest journals.
- Assistance of the Information Technology (IT) department of Tatyasaheb Kore Institute of Technology and Engineering College institutes as and when required.
2.3.16 **Does the institution have a mechanism for the evaluation of teachers by the students / alumni? If yes, how is the evaluation feedback used to improve the quality of the teaching-learning process?**

The institution has a mechanism for the evaluation of teachers by the students / alumni. The students are provided with evaluation forms as prescribed by the university. They are asked to evaluate various teachers; these forms are collected and sent to faculty development committee to take necessary measures.

2.3.17 **Does the institution use telemedicine facilities for teaching-learning processes? If yes, cite a few instances.**

- As per the new instructions framed by the Dental Council of India the institution is planning to utilize the telemedicine facilities.

2.3.18 **Does the institution utilize any of the following innovations in its teaching-learning processes?**

- Yes, the institution utilizes the following innovations in its teaching-learning processes:
  - ICT enabled flexible teaching system.
  - Reflective learning. .........?
  - Simulations.
  - Evidence based medicine.
    - Emphasis on development of required skills, adequate knowledge and appropriate attitude to practice medicine.
  - Problem based learning (PBL).
  - Student assisted teaching (SAT).
  - Self-directed learning and skills development (SDL).
  - Narrative based medicine.
  - Medical humanities.
    - The following are under consideration
  - Drug and poison information assistance centre.
  - Ayurveda practices.
  - Yoga practices.
  - Yoga therapy techniques.
  - Naturopathy and its practices.

**Yes ICT enabled flexible teaching system.**

Students are encouraged to obtain knowledge using modern learning tools and the use of the World Wide Web has been a very helpful tool adopted by students and faculty alike. Students are permitted during college hours by Heads of Departments to collect learning material and obtain knowledge from the Internet—both online journals and textbooks are downloaded.

The Internet per se is a vast resource of knowledge, which provides students with lectures on a number of topics and also gives the students access to computer-based 3D animations that assist in comprehension.

**Yes Simulations.**

Undergraduate students at the college have an extensive clinical curriculum that is structured across III BDS, IV BDS and Internship. Prior to entering clinics in III BDS, students are expected to obtain a satisfactory grading
and 50% marks in their year-end preclinical exercises’ university examinations in II BDS. The exercises are organised in the simulation labs (phantom head laboratory). Basic preclinical instruction in restorative dentistry begins in II BDS. Students in this year learn the principles of cavity preparation and restoration of adult dentition in the simulation clinics (phantom head laboratory). Silver amalgam, glass ionomer and composite restorations are included in this instruction. The aim of the preclinical exercises is to develop skills in various restorative procedures pertaining to the salvage of dentition before students start treating patients per se in III BDS.

**Yes  Evidence based medicine.**

The concept of evidence-based dentistry requires updating oneself with the latest research or literature-based evidence on current trends in the effectiveness of various treatment modalities. Faculty in the college update themselves regularly using conventional and modern means and apply the same in lectures, clinical teaching and treatment.

**Yes  Emphasis on development of required skills, adequate knowledge and appropriate attitude to practice medicine.**

The college emphasise on development of skills first through acquisition of sound knowledge. Hence, as much as possible, didactics, lectures and group discussions precede clinical and practical training. In some departments, clinical skills are first practiced on simulated cases/models. The teaching and assessment pattern ensures that, without sound knowledge practical and clinical skills cannot be developed. Through adequate exposure to treating patients—both in an urban and rural setting—the college believes that students are sensitised to develop an attitude of service essential to practicing dentistry and health sciences. Lectures on personality development and ethics also have a similar aim. Based on the college’s goals, the Comprehensive Oral Health Care programme is organised in the Department of General Dentistry, which serves as a one-stop clinical facility for some of the most common dental complaints. Providing comprehensive dental care prepares students for private clinical practice after graduation. The quick and effective patient service offered improves time management and enhances patient rapport.

**Problem based learning (PBL).**
**Student assisted teaching (SAT).**
**Self-directed learning and skills development (SDL).** Not available presently

**Yes  Drug and poison information assistance centre.**
Applicable through the able guidance of the drug information centre which is run with the help of department of pharmacology.

**Yes  Ayurveda practices.**
As described under 1.1.13, the college has organised continual dental education programmes and is promoting motivating dental students to make a use of modern Ayurvedic treatments in their day to day dental practises and dental care.

Yes Yoga practices. 
   Applicable through the art of living program 
Yoga therapy techniques.
   Not applicable 
Naturopathy and its practices.
   Not applicable

2.3.19 Does the institution have an Electronic Medical Records facility, staffed by trained and qualified personnel? Is it used for teaching-learning process?

Institution presently maintains all medical records manually in hard copies. Over a period of time observing the process all round globally, institution understands necessity at the same time advantages of installation and implementation of an Electronic Medical Record System of its hospitals and academic departments too, understanding the availability of trained and qualified manpower with their available skills, the institution is making honest efforts to upgrade and develop the skills of their presently available manpower in each representative departments, primarily consist of class III and Class IV. This has been done gradually and still going on, using available information technology modes and equipments by the existing qualified and skilled employees of the institution. The operating trust which runs this institution along with the hospital has passed a resolution and thereby decided to adopt the competent management software which could be incorporated in each and every process and system operating in both institutions and hospitals together. This will include medical records, management human resources, management accounting processes, modified management administrative processes, clinical systems etc. Which shall be linked through LAN network within the campus to each other.

However till date the teaching faculty definitely have and are utilizing all available information technology modes, equipments and material for their teaching, learning processes.

2.3.20 Does the institution have well documented procedures for case sheet writing, obtaining informed consent and the discharge process of the patients?

Yes, the institution has well documented procedures for case sheet writing, obtaining informed consent and the discharge process of the patients.

Yes, the college has a well-documented procedures for writing and entering information in the OHRs, which contains a detailed proforma for eliciting medical and dental history, investigations, diagnosis and referrals; the OHR also contains a general consent form which allows for obtaining initial consent from patients in the Department of Oral Medicine to undertake the clinical, radiological and laboratory examination procedures. This consent also outlines the need to use the patient’s clinical
photographs, if required, for teaching/research purposes. Students are taught about the importance of informed consent and its legal implications in the practice of dentistry. Faculty members ensure that students realise the importance of educating and involving the patient while making treatment-related decisions. Specific treatment consent forms are available and used in the respective departments. Lastly, there is a well-documented procedure discharge process of the patients, particularly in the departments of oral surgery, as well as in oral implantology.

2.3.21 Does the institution produce videos of clinical cases and use them for teaching-learning processes?

Yes, the institution produces videos of clinical cases and uses them for teaching-learning processes. More than videos a series of photographs of the patient treatment are used as teaching and self-learning modalities.

2.3.22 Does the institution perform medico legal/post-mortem procedures with a view to train the undergraduate and post graduate students in medico legal procedures?

Not applicable

2.3.23 Does the institution have drug and poison information and poison detection centres? How are these used to train the students?

Our college has a unit called Drug Information Centre which functions by collecting and displays the information regarding drug and poison information in the department and the college notice boards. This information is incorporated in the teaching schedule and informed to the students as and when necessary.

2.3.24 Does the institution have a Pharmacovigilance / Toxicology centre /clinical pharmacy facility / drug information centre/Centre for disease surveillance and control/ Prevention through Yoga/Promotion of positive health/Well-equipped Psychology Laboratory/ Naturopathic diagnostic centre, etc.?

• The department of pharmacology of this institution has created a pharmacovigilance and drug information centre for the relevant purposes.

2.3.25 Laboratories / Diagnostics

□ How is the student`s learning process in the laboratories / diagnostics monitored? Provide the laboratory time table (for the different courses).

The students are allotted laboratory hours based on the guidelines given by the university and DCI
• Student staff ratio in the laboratories / diagnostics
• Student staff ratio in the laboratories 1:3

2.3.26 How many procedures / clinical cases / surgeries are observed, assisted, performed with assistance and carried out independently by students in order to fulfil learning objectives?

• The following are the clinical cases exhibited in the form of tables / procedures / surgeries observed, performed with the assistance in the
beginning and later carried out independently under supervision: the following record is from November 2013 to October 2014.

Name of Department : ORAL MEDICINE AND RADIOLOGY

Table No. 1

<table>
<thead>
<tr>
<th>NO. OF CLINICAL CASES</th>
<th>UG</th>
<th>PG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observed</td>
<td>23637</td>
<td>NA</td>
</tr>
<tr>
<td>Assisted</td>
<td>--</td>
<td>NA</td>
</tr>
<tr>
<td>Performed under observation</td>
<td>--</td>
<td>NA</td>
</tr>
<tr>
<td>Performed independently</td>
<td>--</td>
<td>NA</td>
</tr>
</tbody>
</table>

A | Recording of detailed case histories of interesting cases | 10/ student (final year) |
B | Intra-oral radiographs (Periapical, bitewing, occlusal)   | 25/ student (final year) |
C | Saliva diagnostic check as routine procedure              | 10/ student (final year) |

Name of Department: CONSERVATIVE, ENDODONTICS

Table No. 2

<table>
<thead>
<tr>
<th>NO. OF CLINICAL CASES:</th>
<th>UG</th>
<th>PG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observed</td>
<td>10</td>
<td>30</td>
</tr>
<tr>
<td>Assisted</td>
<td>05</td>
<td>20</td>
</tr>
<tr>
<td>Performed under observation</td>
<td>17352</td>
<td>8215</td>
</tr>
<tr>
<td>Performed independently</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

1 | Restoration of extensively mutilated teeth | 5200 |
2 | Inlay and onlay preparations                | 20  |
3 | Use of tooth colored restorative materials | 4200|
4 | Treatment of discolored vital and non-vital teeth | 15 |
5 | Management of dento-alveolar fracture       | 15  |
6 | Management of pulpless, single – rooted teeth without periapical lesions | 2300|
7 | Management of acute dento-alveolar infections | 1450|
8 | Management of pulpless, single – rooted teeth | 1800|
Non-surgical management of traumatized teeth during formative period

**Name of Department**: ORAL PATHOLOGY & MICROBIOLOGY

**Table No. 3**

<table>
<thead>
<tr>
<th>NO.OF CLINICAL CASES</th>
<th>Per month by UG Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observed</td>
<td>10</td>
</tr>
<tr>
<td>Discussion of special cases</td>
<td>4 to 5</td>
</tr>
</tbody>
</table>

**Sr No** | **Type of work**                                      | **Per month by Department** |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>History- recording and clinical examinations</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>Blood, Urine and sputum examination</td>
<td>70 to 80</td>
</tr>
<tr>
<td>3</td>
<td>Exfoliative Cytology and smears study</td>
<td>05</td>
</tr>
<tr>
<td>4</td>
<td>Biopsy – laboratory procedure &amp; reporting</td>
<td>4 to 5</td>
</tr>
<tr>
<td>5</td>
<td>Ground sections</td>
<td>4 to 5</td>
</tr>
</tbody>
</table>

**Name of Department**: ORTHODONTICS & DENTOFACIAL ORTHOPEDICS

**Table No. 4**

<table>
<thead>
<tr>
<th>NO.OF CLINICAL CASES</th>
<th><strong>Per UG</strong></th>
<th><strong>Per PG</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Observed</td>
<td>15 cases</td>
<td>480 cases</td>
</tr>
<tr>
<td>Assisted</td>
<td>20 cases</td>
<td>30 cases</td>
</tr>
<tr>
<td>Performed under observation</td>
<td>5 cases</td>
<td>80 cases</td>
</tr>
<tr>
<td>Performed independently</td>
<td>None</td>
<td>20 cases</td>
</tr>
</tbody>
</table>

**PRACTICAL TRAINING DURING THIRD YEAR**

1. Straightening of wire of 6 cm 0.9 mm - 1 / student
2. Triangle of each side 4 cm length 0.9 mm - 1 / student
3. Square of each side 4 cm in length 0.9 mm - 1 / student
4. Circle of radius 3 cm - 1 / student
5. ‘5 U’ each segment of 2 cm - 1 / student
6. ‘5 V’ each segment of 2 cm - 1 / student
7. C clasp - 1 / student
8. Jackson’s clasp - 1 / student
9. Triangular clasp - 1 / student

**CLINICAL TRAINING DURING FINAL YEAR B.D.S.**
## PRACTICAL TRAINING DURING FINAL YEAR B.D.S.

<table>
<thead>
<tr>
<th>No.</th>
<th>Description</th>
<th>Quantities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Adams on posterior teeth 0.7 mm</td>
<td>1 / student</td>
</tr>
<tr>
<td>2.</td>
<td>Adam's Clasp on anterior teeth Gauge 0.7mm</td>
<td>1 / student</td>
</tr>
<tr>
<td>3.</td>
<td>Modified Adam's Clasp on upper arch Gauge 0.7mm</td>
<td>1 / student</td>
</tr>
<tr>
<td>4.</td>
<td>Single cantilever spring 0.6mm</td>
<td>1 / student</td>
</tr>
<tr>
<td>5.</td>
<td>Double cantilever spring 0.6mm</td>
<td>1 / student</td>
</tr>
<tr>
<td>6.</td>
<td>Finger spring for mesial movement 0.6mm</td>
<td>1 / student</td>
</tr>
<tr>
<td>7.</td>
<td>Finger spring for distal movement 0.6mm</td>
<td>1 / student</td>
</tr>
<tr>
<td>8.</td>
<td>U loop canine retractor 0.7mm</td>
<td>1 / student</td>
</tr>
<tr>
<td>9.</td>
<td>Reverse loop canine retractor 0.6mm</td>
<td>1 / student</td>
</tr>
<tr>
<td>10.</td>
<td>Buccal canine retractor 0.6mm</td>
<td>1 / student</td>
</tr>
<tr>
<td>11.</td>
<td>Palatal canine retractor 0.6mm</td>
<td>1 / student</td>
</tr>
<tr>
<td>12.</td>
<td>Short labial bow 0.7 mm</td>
<td>1 / student</td>
</tr>
<tr>
<td>13.</td>
<td>Long labial bow 0.7 mm</td>
<td>1 / student</td>
</tr>
<tr>
<td>14.</td>
<td>Fitted labial bow 0.7 mm</td>
<td>1 / student</td>
</tr>
<tr>
<td>15.</td>
<td>High Labial bow with Apron spring on upper arch (Gauge of Labial bow 0.9mm, Apron spring 0.3mm)</td>
<td>1 / student</td>
</tr>
<tr>
<td>16.</td>
<td>Coffin spring on upper arch Gauge 1mm</td>
<td>1 / student</td>
</tr>
<tr>
<td>17.</td>
<td>Begg’s labial bow</td>
<td>1 / student</td>
</tr>
</tbody>
</table>

### Appliance Construction in Acrylic

<table>
<thead>
<tr>
<th>No.</th>
<th>Description</th>
<th>Quantities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Upper &amp; Lower Hawley's Appliance</td>
<td>1 / student</td>
</tr>
<tr>
<td>2.</td>
<td>Upper Hawley's with Anterior bite plane</td>
<td>1 / student</td>
</tr>
<tr>
<td>3.</td>
<td>Upper Habit breaking Appliance</td>
<td>1 / student</td>
</tr>
<tr>
<td>4.</td>
<td>Upper Hawley's with Posterior bite plane with `Z' Spring</td>
<td>1 / student</td>
</tr>
<tr>
<td>5.</td>
<td>Construction of Activator</td>
<td>1 / student</td>
</tr>
<tr>
<td>6.</td>
<td>Lower inclined plane/Catalan's Appliance</td>
<td>1 / student</td>
</tr>
<tr>
<td>7.</td>
<td>Upper Expansion plate with Expansion Screw</td>
<td>1 / student</td>
</tr>
</tbody>
</table>
PRACTICAL TRAINING DURING PG

| 1 | Making upper alginate impression | 300 cases per year |
| 2 | Making lower alginate impression | 300 cases per year |
| 3 | Making lower alginate impression | - |
| 4 | Model Analysis |
| a. Pont's Analysis | 144 / year |
| b. Ashley Howe's Analysis | 144 / year |
| c. Carey's Analysis | 144 / year |
| d. Bolton's Analysis | 144 / year |
| e. Moyer's Mixed Dentition Analysis | 100 / year |

PRECLINICAL WORK DURING PG TRAINING

NON-APPLIANCE EXERCISE

Straightening of 6” & 8” long wire
Square
Rectangle
Triangle of 2” side
Circle of 2” side
Bending of 5u’s
Bending of 5v’s

CLASPS

¾ Clasps
Full clasps
Triangular clasps
Adam’s clasp-upper molar
Adam’s clasp-lower molar
Adam’s clasp-pre-molar
Adam’s clasp-incisor
Modification of adam’s-with helix
Modification of adam’s-with distal extension
Southend clasp
Modification of adam’s-with soldered tube
Duyzing clasps on molar

Labial bows
Short labial bow (upper & lower)
Long labial bow (upper & lower)
Reverse loop labial bow
Retention labial bow extending distal to second molar
Fitted labial bow
High labial bow – with apron spring’s
Mill’s labial bow
Reverse loop labial bow
Retention labial bow soldered to adams’s clasp
Retention labial bow extending distal to second molar
Fitted labial bow
Split high labial bow

**Springs**
- Finger spring-mesial movement
- Finger spring-distal movement
- Double cantilever spring
- Coffin spring
- T-spring

**Canine retractors**
- U loop canine retractor
- Helical canine retractor
- Palatal canine retractor
- Self-supporting canine retractor

**Appliances**
- Hawley’s retention appliance with anterior bite plane
- Upper hawley’s appliance with posterior bite plane
- Upper expansion appliance with coffin spring
- Habit breaking appliance with tongue crib
- Oral screen
- Lip bumper
- Catalans appliance
- Activator
- Bionator
- Frankel-fr 2 appliance
- Lingual arch
- Trans-palatal arch
- Pendulum appliance
- Quad helix
- Bihelix
- Utility arches

**Soldering exercise**
- Star
- Comb
- Christmas tree
- Soldering buccal tube on molar bands

**Welding exercise**
- Pinching and welding of molar, premolar, canine, and incisor bands
- Welding of buccal tubes and brackets on molar bands and incisor bands

Impressions of upper & lower arches in alginate: 80 per pg

**Study models preparation: 80 per pg**

**Model analysis**
1. Study model – 1
   - all permanent dentition analysis
2. Study model – 2
   - all permanent dentition analysis
3. Study model – 3
   - all mixed dentition analysis

**Cephalometrics:**
All cephalometric analysis.
Steiner’s analysis
Down’s analysis
Tweed analysis
Rickett’s analysis
Burstone analysis
Rakosi’s analysis
Mc namara analysis
Bjork analysis
Coben’s analysis
Harvold’s analysis
Soft tissue analysis- holdaway and burstone
Cog’s analysis

**Basics of clinical photography including digital photography:**
Intraoral and extraoral photographs of all allotted cases

**Light wire bending exercises for begg’s technique**
wire bending technique in 0.016” wire circle “z” omega
Bonwill – hawley diagram
Making a standard arch wire
Intermaxillary hooks- boot leg and inter maxillary type
Upper and lower arch wire
Bending a double back arch wire
Bayonet bends (vertical and horizontal offsets)
Stage- iii arch wire
Torquing auxiliary (upper)
Reverse torquing (lower)
Uprighting springs

**Typhodont exercises for begg’s technique**
Teeth setting in class ii division 1 malocclusion with maxillary anterior proclination
And crowding and mandibular anterior crowding
Band pinching , welding brackets and buccal tubes to the bands
Stage- i
Stage- ii
Pre stage - iii
Stage – iii

**PROSTHODONTICS, CROWN & BRIDGE, AESTHETIC DENTISTRY & ORAL IMPLANTOLOGY**

**UG Section**

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Month</th>
<th>Complete denture</th>
<th>Removable partial denture</th>
<th>Miscellaneous</th>
<th>Fixed partial denture</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>November-13</td>
<td>4</td>
<td>6</td>
<td>0</td>
<td>Metal 51, Ceramic 13</td>
</tr>
<tr>
<td>Sr. No.</td>
<td>Month</td>
<td>UG section</td>
<td>PG Section</td>
<td>TOTAL</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>-------------</td>
<td>------------</td>
<td>------------</td>
<td>-------</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>November-13</td>
<td>708</td>
<td>480</td>
<td>1188</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>December-13</td>
<td>909</td>
<td>541</td>
<td>1450</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>January-14</td>
<td>911</td>
<td>536</td>
<td>1447</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>February-14</td>
<td>823</td>
<td>495</td>
<td>1318</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>March-14</td>
<td>846</td>
<td>583</td>
<td>1429</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>April-14</td>
<td>830</td>
<td>546</td>
<td>1376</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>May-14</td>
<td>761</td>
<td>551</td>
<td>1312</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>June-14</td>
<td>646</td>
<td>567</td>
<td>1213</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>July-14</td>
<td>756</td>
<td>536</td>
<td>1292</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>August-14</td>
<td>635</td>
<td>476</td>
<td>1111</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>September-14</td>
<td>708</td>
<td>567</td>
<td>1275</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>October-14</td>
<td>610</td>
<td>457</td>
<td>1067</td>
<td></td>
</tr>
</tbody>
</table>

**PG Section**

TOTAL NUMBER OF PATIENT FROM NOV-2013 TO OCT-2014

Name of Department: ORAL & MAXILLOFACIAL SURGERY

Table No. 5

<table>
<thead>
<tr>
<th>No.of clinical cases</th>
<th>Ug</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observed</td>
<td>110</td>
</tr>
<tr>
<td>Assisted</td>
<td>90</td>
</tr>
<tr>
<td>Performed under observation</td>
<td>60</td>
</tr>
<tr>
<td>Performed independently</td>
<td>35</td>
</tr>
</tbody>
</table>
1. Inferior dental nerve block - 250
2. Mental foramen nerve block - 50
3. Anesthesia of Maxilla – 300
   a) Intra - orbital nerve block.
   b) Posterior superior alveolar nerve block
   c) Maxillary nerve block - techniques.
4. I.V. sedation with Diazepam – 8-10
5. Use of oxygen and emergency drugs.
6. Extractions - 4500
7. Surgical extractions - 150
8. Impactions - 150
9. Simple inter maxillary fixation - 40
10. Cysts Enucleation- 18
11. Incision and drainage – 4-5
12. Alveoplasties, biopsies & frenectomies etc – 45-50

Name of the Department - DEPARTMENT OF PEDODONTICS

Table No. 06

<table>
<thead>
<tr>
<th>PROCEDURES</th>
<th>OBSERVED</th>
<th>ASSISTED</th>
<th>PERFORMED WITH ASSISTANCE</th>
<th>CARRIED OUT INDEPENDENTLY</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>AO</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>BMP</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>OBTURATION(R C T)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>PULECTOMY</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>S S CROWN</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>RESTORATION</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>113</td>
<td>113</td>
</tr>
<tr>
<td>IPC</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>DPC</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>EXTRACTION</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>ORAL PROPHYLAXIS</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>52</td>
<td>52</td>
</tr>
<tr>
<td>FLUORIDE APPLICATION</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>43</td>
<td>43</td>
</tr>
<tr>
<td>SPACE MAINTAINER</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>OTHERS</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Name of Department: PUBLIC HEALTH DENTISTRY

Table No. 7

<table>
<thead>
<tr>
<th>No of clinical cases</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observed</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>Assisted</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performed under observation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performed independently</td>
<td>25</td>
<td>25</td>
<td>25</td>
<td>25</td>
<td>25</td>
<td>25</td>
</tr>
</tbody>
</table>

1) The students shall conduct health education sessions for individuals and groups on oral health, public health, nutrition, behavioral sciences, environmental health

2) They shall conduct an epidemiological survey to orient themselves towards the basics of research methodology

3) They shall arrange effective demonstration of

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Preventive and interceptive procedures to prevent dental diseases</td>
<td></td>
</tr>
<tr>
<td>b. Mouth rinsing and other oral hygiene demonstrations</td>
<td></td>
</tr>
<tr>
<td>c. Tooth brushing techniques</td>
<td></td>
</tr>
</tbody>
</table>

4) Conduction of oral health education programmes at

<table>
<thead>
<tr>
<th></th>
<th>- 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. School setting</td>
<td></td>
</tr>
<tr>
<td>b. Community setting</td>
<td>- 1</td>
</tr>
<tr>
<td>c. Adult education programmes</td>
<td>- 1</td>
</tr>
<tr>
<td>d. Industrial Setting</td>
<td>-1</td>
</tr>
<tr>
<td>e. Medically / Physically compromised patients</td>
<td>-1</td>
</tr>
</tbody>
</table>

5) Preparation of health education material – 1

6) Exposure to team concept and National Health Care Systems

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Observation of functioning of health infrastructure</td>
<td></td>
</tr>
<tr>
<td>b. Observation of functioning of health care team including multipurpose workers male and female, health educator and other workers</td>
<td></td>
</tr>
<tr>
<td>c. Observation of at least one national health programme</td>
<td></td>
</tr>
<tr>
<td>d. Observation of interlink ages of delivery of oral health</td>
<td></td>
</tr>
</tbody>
</table>
2.3.27 Does the institution provide patients with information on complementary and alternative systems of Medicine?

- The alternative systems of dentistry are in a very early stage of development. Any little information is available, it is provided to the patients.

2.3.28 What are the methods used to promote teaching-learning process in the clinical setting?

The following methods are used to promote teaching-learning process in the clinical setting

- Group discussions
- Chair side discussions
- Clinical case presentations
- Recent innovations in the techniques are taught.
- Comparison to the previous cases and methods followed.
- For promoting teaching-learning process in the clinical setting all the modern techniques and Audio visual systems provided are utilised for the purpose.

2.3.29 Do students maintain log books of their teaching-learning activities?

Yes, the students do maintain log books of their teaching learning activities which are according to university. Right from first year BDS course log books in the form of Journals/ Record books are maintained according to the stipulated syllabus by the MUHS, Nashik university and the laid down rules and regulations of DCI, New Delhi.

2.3.30 Is there a structured mechanism for post graduate teaching learning process?

Yes, There is a structured mechanism for post graduate teaching learning process which is based on the MUHS, Nashik University and DCI regulations.

2.3.31 Provide the following details about each of the teaching programs:

| Number of didactic lectures-- | 1590 (for I, II, III, IV BDS) |
| Number of students in each batch --- | 30 |
| Number of rotations -- | 2250 |

Third year, fourth year students and the interns are given rotatory clinical postings of all the subjects as prescribed by the university and DCI.

| Details of student case study / drug study ---- | NA |
| Nursing Care Conference (NCC) --- | NA |
| Number of medical / dental procedures that the students get to see | |
The students get to see over 100 procedures in an academic year.

Mannequins / Simulation / skills laboratory for student teaching—50

Number of students inside the operation rooms at a given time - 2–4

Average number of procedures in the ORs per week, month and year

<table>
<thead>
<tr>
<th></th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Per Week</td>
<td>2–4</td>
<td>3-4</td>
<td>3-5</td>
<td>4-5</td>
<td>4-6</td>
</tr>
<tr>
<td>Per Month</td>
<td>8–16</td>
<td>8-16</td>
<td>8-18</td>
<td>8-18</td>
<td>8-20</td>
</tr>
<tr>
<td>Per Year</td>
<td>96 – 192</td>
<td>98-195</td>
<td>100-198</td>
<td>100-198</td>
<td>105-200</td>
</tr>
</tbody>
</table>

Autopsy / Post-mortem facility --- NA

2.4 Teacher Quality

2.4.1 How does the institution plan and facilitate its faculty to meet the changing requirements of the curriculum?
- The staff is motivated for to attend Medical education training programmes (MET)
- Deputing the staff to attend refresher courses, conferences, workshops, seminars etc.
- Advance teaching learning processes, use of e-library, e-journals, digital library books, library books, journals etc.
- ICT enabled teaching
- Computer proficiency

2.4.2 Does the institution encourage diversity in its faculty recruitment? Provide the following details (department / school wise).

<table>
<thead>
<tr>
<th>Departmen t</th>
<th>% of faculty from the same institutio n</th>
<th>% of faculty from other institution s within the State</th>
<th>% of faculty from institution s outside the State</th>
<th>% of faculty from other countrie s</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14</td>
<td>12</td>
<td>88</td>
<td>35</td>
<td>nil</td>
</tr>
<tr>
<td>2012-13</td>
<td>15</td>
<td>85</td>
<td>36</td>
<td>nil</td>
</tr>
<tr>
<td>2011-12</td>
<td>9</td>
<td>91</td>
<td>35</td>
<td>nil</td>
</tr>
<tr>
<td>2010-11</td>
<td>10</td>
<td>90</td>
<td>45</td>
<td>nil</td>
</tr>
</tbody>
</table>

2.4.3 How does the institution ensure that qualified faculty are appointed for new programs / emerging areas of study? How many faculty
members were appointed to teach new programs during the last four years?

• As per the rules and Regulations laid down by MUHS, Nashik University there is a procedure to select and approve teaching staff/teaching faculty by following a staff selection committee which continuously monitors the staff requirement yearly. To teach new programs the committee appoints the staff of the same college who is expert in that particular speciality. When required the committee also invites faculty from other colleges as visiting/guest lectures and university as an when require.

2.4.4 How many Emeritus / Adjunct Faculty / Visiting Professors are on the rolls of the institution?
None

2.4.5 What policies/systems are in place to academically recharge and rejuvenate teachers? (E.g. providing research grants, study leaves nomination to national/international conferences/seminars, in service training, organizing national/international conferences etc.)

The institution provides research grants up to 0.25% to the entire faculty for research carried out in the college.
The college also encourages the staff to attend national/international conferences by allotting a grant for paper presentation for every national or international conference.
The college also provides travelling and daily allowances for seminars, in-service training, participation in extensive activities

2.4.6 How many faculty received awards / recognitions for excellence in teaching at the state, national and international level during the last four years?
None

2.4.7 How many faculty underwent professional development programs during the last four years? (Add any other program if necessary)

<table>
<thead>
<tr>
<th>Faculty Development Programs</th>
<th>Number of faculty attended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Induction programs</td>
<td>25</td>
</tr>
<tr>
<td>Re-orientation programs</td>
<td>10</td>
</tr>
<tr>
<td>Refresher courses</td>
<td>03</td>
</tr>
<tr>
<td>Capacity building programs</td>
<td>15</td>
</tr>
<tr>
<td>Programs by regulatory / apex bodies</td>
<td>25</td>
</tr>
</tbody>
</table>
2.4.8 How often does the institution organize academic development programs (e.g.: curriculum development, teaching-learning methods, examination reforms, content / knowledge management, etc.) for its faculty aimed at enriching the teaching-learning process?

MUHS, Nashik University constantly carrying out teachers training programme at Pune Regional Centre. Which is made use of by our teaching staff in which college deputes their teachers to avail this facility for the up gradation of their teaching knowledge. The college organises the following programmes constantly

a  Teacher training programs every Three months.

b  Zonal CDE programme once in a year for each department

c  Eight CDE programs in year.

2.4.9 Does the institution have a mechanism to retain faculty? What is the annual attrition rate among the faculty?

• Yes, the staff selection committee which continuously monitor the faculty requirements, promotions and increments.

2.4.10 Does the institution have a mechanism to encourage Mobility of faculty between institutions/universities for teaching/research?

Institution till date used to conduct academic advances update continuing dental education programs in the form of clinical presentation case discussions reviews and hands on training speciality department wise where it used to involve post graduate students, dental graduates and reputed specialists from various faculties in the form of trainees participants and/or guest lecturers.

On the IQAC recommendation the institution proposed and has taken initiative for creating more opportunities for speciality training and academics by signing a memorandum of understanding with a reputed college situated around 125 km from the campus at Belgaum, Karnataka for various purposes relating to faculty and students academic and extracurricular activities out of which one of them is creation and generation of globally competent and committed specialist or super specialist.

Faculty exchange programs with national and international bodies?

No.

2.4.11 Does the institution have well defined career advancement policy for Health Science professionals? If yes, outline the policy.

• Yes, the institution has a provision for career advancement policy
  • The students of same college are taken into the jobs as tutors after BDS and as senior lecturers after their post graduation.
• The Tatyasaheb Kore Dental College and Research Centre, New Pargaon also helps the students for placement in various positions in different institutes and hospitals.
• The institution also encourages the UG students to get PG courses in health sciences.

2.4.12 How does the institution create synergies with other PG institutes for generating required number of specialists and super specialists?

Institution till date used to conduct academic advances update continuing dental education programs in the form of clinical presentation case discussions reviews and hands on training speciality department wise where it used to involve post graduate students, dental graduates and reputed specialists from various faculties in the form of trainees participants and/or guest lecturers.

On the IQAC recommendation the institution proposed and has taken initiative for creating more opportunities for speciality training and academics by signing a memorandum of understanding with a reputed college situated around 125 km from the campus at Belgaum, Karnataka for various purposes relating to faculty and students academic and extracurricular activities out of which one of them is creation and generation of globally competent and committed specialist or super specialist.

2.4.13 Does the institution conduct capacity building programs / courses in subspecialties for its faculty?

the institution frequently conducts academic update and practical hands on training programs for its faculty.

2.5 Evaluation Process and Reforms

2.5.1 How does the institution ensure that all the stakeholders are aware of the evaluation processes that are in place?

• The college calendar is provided to all the students at the beginning of the academic year with the schedule of plans, tentative dates of internal assessment exams, university exams.
• Periodical circulars are released by the Principal to supplement the plan of action. The academic committee and the curriculum committee work in-tandem to evaluate the implementation of decisions taken up in periodic meetings.
• The college has an examinations section and the Principal is designated by the affiliating university as the Chief Superintendent of Examinations for the college. Dr. Suryakant Metkari, faculty member in Oral Pathology Department, is the In charge of Examinations and assists the Principal, Superintendent of Examinations in supervising the conduct of university examinations held in the college. Based on the directive and guidelines of the MUHS, Nashik the Section provides protocols and procedures on various aspects of the conduct of the university examination—such as entry of marks during answer script evaluation and uploading of marks to the university—to concerned faculty members of diverse departments.
Some of the staff and faculty members have also undergone training pertaining to the same in the university a few years ago.

- During the evaluation process, the institution appoints a Custodian as mandated by the University, who assists the Chief/Deputy Chief Superintendent of Examinations. The Custodian is responsible for the conduct of the evaluation process and is the liaison between the college and the University. It is also the responsibility of the Custodian to instruct the faculty members regarding their function as evaluators.
- With regards to internal assessments, individual departments orient students on evaluations conducted, which are normally held three times each academic year; the same holds true for competency assessments, which is assessed at least once for diverse treatment modalities. Information related to student conduct and discipline in written examinations, adopted from the MUHS, Nashik is detailed in the ‘Policies’ book which is distributed to all students and faculty members.

2.5.2 What are the important examination reforms implemented by the institution? Cite a few examples which have positively impacted the examination system.

Maharashtra University of health sciences Nashik under the office of controller of examinations frequently reviews and recommends necessary modifications amendments and/or reforms in its routine processes. The institution abides with these laid down guidelines

2.5.3 What is the average time taken by the University for Declaration of examination results? In case of delay, what measures have been taken to address them? Indicate the mode adopted by the institution for the publication of examination results (e.g. website, SMS, email, etc.).

- Approximately 40 days
- The institute displays the results in the notice boards and informs all the student parents about the results.

The college is affiliated to the MUHS, Nashik which conducts the year-end examination and awards the degrees. The results are usually declared on time and average approximately six weeks from the end of examinations. One must note that the academic year in the college commences four weeks from the end of the examinations and irrespective of the declaration of results (an exception being the commencement of internship, which begins only after declaration of the IV BDS results). The results are declared on the university’s website which the students can access on the World Wide Web.

2.5.4 How does the institution ensure transparency in the evaluation process?

The institution has adopted and experiments numerous process for prohibition and prevention of malpractice in examination day to day academics and administration clinical practice dealing with patient care and management etc. some important methods specifically utilized and/or suggested for implementation as per experiences in day to day academics are as below,
1 CCTV installations in all classrooms administrative offices concerned clinical departments etc.

2 Prohibition of use of mobile phones ipads laptops etc other similar ICT modes in teaching college premises.

3 Security check of all material in any form for all by security guards and/or departmental faculty / staff / supervisors / observers etc. both while entering and leaving college premise.

4 Monitoring of clinicians and students way of patient management and care. At the same time accepting suggestions/complaints of patients / attendants and resolving them satisfactorily within 24 hours

Till date no case of malpractice in any form has been notified nor reported.

2.5.5 What are the rigorous features introduced by the university to ensure confidentiality in the conduct of the examinations?

Maharashtra university of health science Nashik ensures total confidentiality in the conduct of all its concerned processes and procedures. Some features introduced and followed are as below:-

1) Answer sheets are bar coded

2) Question papers are sent to concerned centers maintaining all confidentiality and in a secure state and condition two days prior to examination. University is in process of approving more confidential process where the question paper shall be communicated directly to the center of examination two hour prior to examination time.

• Reliable and experienced Center observers are deputed with all necessary authorities and liabilities at each examination center.

• Three step evaluation procedure.

Several features have been introduced by the university to ensure confidentiality in the conduct of the examinations. For example, codes are provided accessible only to examination superintendent/deputy superintendent for downloading the question papers minutes prior to the commencement of the written examination; also, following evaluation, specific procedures and protocols exist for uploading the results/marks and freezing, ensuring that it is not tampered with further.

2.5.6 Does the institution have an integrated examination platform for the following processes?

• The institution follows all process related to examination as per guidelines of Maharashtra university of health science Nashik.

• The university actively involves faculty from affiliated colleges in these processes through their regional offices or at the University for Purposes as mentioned in below headings.
• Pre-examination processes – Time table generation, hall ticket, OMR, student list generation, invigilators, squads, attendance sheet, online payment gateway, online transmission of questions and marks, etc.
  Examination process – Examination material management, logistics, etc.
• Post-examination process – Attendance capture, OMR-based exam result, auto processing, result processing, certification, etc.

2.5.7 Has the university / institution introduced any reforms in its evaluation process?
Maharashtra University of health sciences Nashik under the office of controller of examinations frequently reviews and recommends necessary modifications amendments and/or reforms in its routine processes. The institution abides with these laid down guidelines

2.5.8 What is the mechanism for redressal of grievances with reference to examinations? Give details.
• The Maharashtra University of health sciences Nashik have a standard legal mechanism for hearing and addressing grievances for students faculty examinations college issues etc. a brief detail regarding the mechanism followed for examination related issues is mentioned below. The student can apply to the university through the college for any grievance in examinations. They are given an opportunity to have a look at their exam papers in the office of the controller of examination and report any grievance directly to the university through the Principal as per rules laid down for recounting and verification. The university charges Rs 1500/- per paper for recounting and attaining a photocopy of it per subject.
  Students are made aware of their performance following the internal assessment examinations—they are allowed to scrutinise their answer scripts and encouraged to clarify doubts or outstanding issues concerning their performance with faculty members. If the faculty evaluator is satisfied, student grades can be revised. With regards to issues concerning the year-end university examinations, students have two options of seeking redress: (1) apply for reviewing photocopy of their answer script(s), and (2) apply for verification/re-totalling of answer script(s).

2.5.9 Does the institution have a Manual for Examinations and if yes, does it specifically take cognizance of examination malpractices by students, faculty and non-teaching staff?
Institution does not have its own manual for examination however it conducts all examination process as per the guidelines of competent authorities from MUHS, Nashik which has its own official strict mechanism regarding dealing with examination malpractices.

2.5.10 What efforts have been made by the university to streamline the operations at the Office of the Controller of Examinations? Mention any
significant efforts which have improved the process and functioning of the examination division/section.

The Maharashtra university of health sciences Nashik has a very competent office and official for controlling and conducting all concerned processes and procedures. The controller of examination very frequently involves institutional teaching faculty of all college affiliated for assisting and operating their processes. It constantly keeps a track and monitors all concerned activities and thereby makes efforts to make its system more transparent and efficient.

It is fully equipped in all aspects with qualified and experienced manpower, equipment, ICT modes, infrastructure, facilities, transport etc.

The following efforts have been constantly observed:

- Involvement of competent faculty from affiliated colleges as centre observers and also as members of flying raid squads.
- Encouraging and funding of affiliated colleges for conducting written theory and practical examinations using their infrastructure.
- Encouraging and funding faculty of affiliated colleges for actively participating as examiners paper setters moderators etc.
- Improving communication and correspondence methods by promptly and feasibly personally utilizing them and binding their adoption by affiliated colleges amongst each other predominantly through ICT modes.
- Persistent experimenting and adoption of newer rules, techniques and procedures for examination paper setting and moderation.
- Monitoring and maintenance of strict discipline and at the same time all laid down rules and regulations by manpower involved in the university and from affiliated colleges.

2.5.11 What are the efforts of the institution in the assessment of educational outcomes of its students? Give examples against the practices indicated below:

- **Compatibility of education objectives and learning methods with assessment principles, methods and practices.** Institution follows all guidelines laid down by dental council of India and MUHS Nashik mandatory for assessing students academic progress. In addition the institution through its faculty covers and copes with all other areas it feels necessary for assisting and guiding its students overall performances through other possible modes of learning and practices.

- **Balance between formative and summative assessments.** The institution always makes efforts for its students development and progress throughout its course tenure. As per university guidelines students are monitored as per a fixed academic assessment schedule summatively. However as the institution through its faculty and administration monitors and tracks the students on a day to day basis considering academics, extracurricular activities, personality behaviour discipline etc. it formatively comes to its conclusion annually with a positive motivational
and encouraging view of uplifting all of its students as per their performances academically. In this way it has been observed that due to consideration of each students overall progress both summatively and formatively a satisfactory balance is maintained.

- **Increasing objectivity in formative assessments.**
  The institution presently has adopted summative form of internal assessment for its students yearly progress as per guidelines of the university. However it has been recommended by the teaching faculty to introduce objective form of assessment within the institution for recording and assessing students yearly academic and extracurricular progress.

- **Formative (theory / orals / clinical / practical) internal assessment; choice based credit system; grading / marking.**
  In formative the internal assessment periodic test/orals/ clinical / practical are conducted which are meeting the requirements of the curriculum which helps in achieving education objectives.

- **Summative (theory / orals / clinical / practical).**
  - Theory – structure and setting of question papers – essays, long answers, shorts answers, MCQs, questions bank and key answers.
  - The theory and the practical exams are structured according to the guidelines of MUHS, Nashik University. The students are trained in a similar way by conducting the internal theory and practical exam in the same way. By doing this the students are well aware of exam pattern, how to manage time and how to prepare for the examinations.
  - The following methods of modern competitive examination and assessment are yet under consideration and formulation by the Maharashtra university of health sciences
    - Objective Structured Clinical Examination (OSCE).
    - Objective Structured Practical Examination (OSPE).

2.5.12 Describe the methods of prevention of malpractice, and mention the number of cases reported and how are they dealt with?

The institution has adopted and experiments numerous process for prohibition and prevention of malpractice in examination day to day academics and administration clinical practice dealing with patient care and management etc. some important methods specifically utilized and/or suggested for implementation as per experiences in day to day academics are as below,

1. CCTV installations in all classrooms administrative offices concerned clinical departments etc.
2. Prohibition of use of mobile phones ipads laptops etc other similar ICT modes in teaching college premises.
3. Security check of all material in any form for all by security guards and/or departmental faculty / staff / supervisors / observers etc. both while entering and leaving college premise.
4. Monitoring of clinicians and students way of patient management and care. At the same time accepting suggestions/ complaints of patients / attendants and resolving them satisfactorily within 24 hours.
Till date no case of malpractice in any form has been notified nor reported.

2.6. **Student Performance and Learning Outcomes**

2.6.1 **Has the institution articulated its Graduate Attributes? If so, how does it facilitate and monitor its implementation and outcome?**

The institution responsibly articulates its graduate’s attributes. It guides and assists its students regarding academics, social involvement, community participation, career opportunities, and professional values.

**It monitors and tracks** its students’ progress and performance through day-to-day occurring activities, thereby observing and identifying any obvious lacunas or weak areas requiring development and improvement. To resolve them, honest efforts are made on the behalf of faculty through modes of counselling, extra classes, practicals, projects, clinical demonstrations, etc.

It also makes efforts through its faculty to create and develop a committed and dedicated approach and feeling towards the society as clinical professionals and sincere citizens of this country. They are frequently motivated and encouraged for voluntary active participation in frequently conducted health care check and awareness camps organized by the institution in rural and peripheral areas of this adjacent region for the sake of community service of the needy patients.

In addition to the above, in order to train and develop them to become competent clinical professionals, the students are guided and assisted throughout their course tenure in fields other than academics too, predominantly relating to law, management, and administration skill development, etc. These are done with a clear intention for opening numerous career-oriented and professional job opportunities for them after their course completion while entering the global era.

2.6.2 **Does the institution have clearly stated learning outcomes for its academic programs/departments? If yes, give details on how the students and staff are made aware of these?**

- This institution practices standard academic and administrative procedures regarding students’ day-to-day performances. These practices are conducted and operated by teaching faculty in the form of departmental, interdepartmental, and/or fortnightly faculty administration discussions, presentations, or meetings. These are conducted as a routine usually at the beginning of the year and the information, observations, recommendations, and progress are circulated and notified amongst students, parents, faculty administration, and management, through modes of notices, circulars, letters, emails, etc.
2.6.3 How are the institution’s teaching-learning and assessment strategies structured to facilitate the achievement of the intended learning outcomes?
We follow the structured assignment strategies lead down by MUHS Nashik which facilitate the achievement of the intended learning outcomes.

2.6.4 How does the institution ensure that the stated learning outcomes have been achieved?
The Institution ensure that the stated learning outcomes have been achieved through

1. Tutorials
2. Group discussions
3. Seminars
4. Presentations are continuously monitoring which ensures the stated learning outcomes

Any other information regarding Teaching-Learning and Evaluation which the institution would like to include.
CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

3.1 Promotion of Research

3.1.1 Is there an Institutional Research Committee which monitors and addresses issues related to research? If yes, what is its composition? Mention a few recommendations which have been implemented and their impact.

Yes, our institution has a research committee, that comprises of faculty members from all the departments that helps in undertaking research projects in a coordinated manner. It monitors and addresses the issues related to research by following the guidelines put forwarded by the research committee.

The composition of our institutional research committee are enlisted as below.

Chairman : Dr. Shailesh Kore  
Member secretary: Dr Harish Kulkarni  
Research Dean : Dr Gayatri Kulkarni  
Members: Dr Chetan Hotkar  
Dr Premraj Jadhav  
Dr Sangeeta Golwalkar  
Dr Abhijeet Gurav  
Dr K K Mane  
Dr Dharmadikari  
Dr Deepak Patil  
Dr Rahul Chougule  
Dr Chetan Sugandhi

Recommendations:
1. Faculty members are insisted to participate actively in carrying out research activities.
2. Proposes to publish a research journal in a near future.
3. Provision of grants to conduct research projects.
4. MOU with other dental, technical and allied health institutes thereby facilitating advanced research facilities.
5. Establishment of drug information centre, IPR and CDE cell.
6. To motivate Faculty/ students for publishing research papers in national/ international journals.

Impact of the above mentioned recommendations:
1. The staff members of our institution are actively guiding our students in taking up research projects and also they play an instrumental role in designing the research study proposals.
2. In order to create interest among the students, Research committee plays a vital role in organising events like scientific paper and poster presentations and arranging table clinics.

3. Depending upon the merit, need as well as the usefulness of the study to the society, scientific committee has decided to provide grants among the faculty and students.

4. Proposals were submitted by faculty/ students for funding.

3.1.2 Does the institution have an institutional ethics committee to monitor matters related to the ethics of inclusion of humans and animals in research?

Yes, this institution has a ethical committee to monitor matters related to the ethics of inclusion of humans and animals in research.

The Composition of Institutional Ethics Committee is as follows:

**CHAIRMAN:**
Dr Shirish Kulkarni

**MEMBER SECRETARY:**
Dr. Harish Kulkarni

**TRUST NOMINEE:**
Dr. Shailesh Kore

**MEMBERS:**
Dr. C. A Dharmadhikari
Dr. Deepak Patil
Dr. Manisha Herekar
Dr.Dilip Bandodkar
Dr.Varsha Rathod
Dr.Tejashree Pradhan
Adv, Narvekar
Mr Sanjay Misal

3.1.3 What is the policy of the university to promote research in its affiliated / constituent colleges?

As our institution is affiliated to the MUHS, Nashik and abide its policy. The university has its own policy to promote research in affiliated colleges by providing research grants of Rs 1 lakh for carrying out major studies to the faculty members and Rs 25000/- for minor projects to the undergraduate students. And also it organises inter-institution competition called as Avishkar to carry out research projects among the students.

3.1.4 What are the proactive mechanisms adopted by the institution to facilitate the smooth implementation of research schemes/projects?

a. Externally funded projects (both government and private agencies): -
Not applicable

- Advancing funds for sanctioned projects.
- Providing seed money.
- Simplification of procedures related to sanctions / purchases to be made by the investigators.
- Autonomy to the principal investigator/coordinator for utilizing overhead charges.
- Timely release of grants.
- Timely auditing.
- Submission of utilization certificate to the funding authorities.
- Writing proposals for funding.
- Any training given for writing proposals.

b. Institution sponsored projects:

- **Availability of funding for research/training/resources.**
  Till date the institution has a separate fund providing for research/training/resources. However the institution has created beneficial and assistance scheme for committed and competent faculty intended in conducting research projects/activities by launching a research scholarship grant with effect from academic year 2014 onwards. (1st December 2014 – 31st May 2015)

- **Availability of access to online data bases.**
  Currently there is no online database but institute is in process of procuring online data bases. However institution provides facilities like- internet services, e-journals, e-books etc.

3.1.5 How is multidisciplinary / interdisciplinary / transdisciplinary research promoted within the institution?

- **Between/among different departments,**

  The scientific committee of our institution plays a vital role in identifying and designing the research proposals in such a manner where interdepartmental participation is anticipated. Once the proposal has been put forwarded, the committee recognises the need for involvement of inter/transdisciplinary approach to conduct the research project. The committee also seeks the advice from the expertise of respective departments in planing and fulfilling the research study. The scientific committee also emphasizes the issues regarding a particular disease in the community and it recommends to conduct the research activities where it should be beneficial to the community.

- **Collaboration with national/international institutes / industries.**

  For health care purpose and allied health care services.
• Provision of health care facilities for the members, employs and theirs of warana complex right from its inception. Institution is runned by Mahatma Gandhi charitable trusts which has its governing council consisting of all supreme authorities of the organisations coming under the Warana Industrial and educational complex.

• Collaboration with Mahatma Gandhi Medical Institute of Medical sciences, Seva gram Wardha for the post MBBS and post-graduation mandatory rural health care services of their students.

• Very recently new collaborations in the form of MOU between the management of this institution with one of the reputed institution from Belgaum, Karnataka have been initiated for the purpose of dental health care services, education and research.

3.1.6 Give details of workshops/ training programs/ sensitization programs conducted by the institution to promote a research culture in the institution.

Institute right over the past few years regularly conducts Continuing Dental Educations, clinical demonstrations, workshops, practical training programmes, seminars, exchange programmes. In addition to these activities social, sensitization and awareness programmes predominantly related to health care are conducted in the institution and also frequently in the peripheral, rural region where free medical and dental check-up examinations are conducted.

The institution proposes in the near future to further actively make honest practical efforts to promote and at the same time conduct and develop a research approach culture within the institution by encouraging and motivating its faculty/ students to undertake and plan beneficial research oriented projects.

Till date the following programmes related to this subject were conducted as mentioned below:

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Subject</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Forensic Odontology</td>
<td>08/02/2008</td>
</tr>
<tr>
<td>2</td>
<td>Why IDA</td>
<td>14/03/2008</td>
</tr>
<tr>
<td>3</td>
<td>Orthognathic Surgery</td>
<td>15/04/2008</td>
</tr>
<tr>
<td>4</td>
<td>II Zonal Student scientific Convention</td>
<td>19/10/2008</td>
</tr>
<tr>
<td>No.</td>
<td>Topic</td>
<td>Date</td>
</tr>
<tr>
<td>-----</td>
<td>------------------------------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>5</td>
<td>Ultra Sonography</td>
<td>19/06/2009</td>
</tr>
<tr>
<td>6</td>
<td>Getting started with implants</td>
<td>24/06/2009</td>
</tr>
<tr>
<td>7</td>
<td>What after BDS</td>
<td>23/07/2009</td>
</tr>
<tr>
<td>8</td>
<td>Medicolegal issues</td>
<td>11/09/2009</td>
</tr>
<tr>
<td>9</td>
<td>Medicolegal Aspects</td>
<td>12/09/2009</td>
</tr>
<tr>
<td>10</td>
<td>Diagnostic approaches in oral diseases</td>
<td>23/11/2009</td>
</tr>
<tr>
<td>12</td>
<td>My experiences in Australia</td>
<td>03/12/2009</td>
</tr>
<tr>
<td>13</td>
<td>Premalignant lesions</td>
<td>14/12/2009</td>
</tr>
<tr>
<td>14</td>
<td>Diagnostic Premalignant lesions</td>
<td>09/02/2010</td>
</tr>
<tr>
<td>15</td>
<td>Fourth Phase Dentistry</td>
<td>30/03/2010</td>
</tr>
<tr>
<td>16</td>
<td>Introduction to art of living</td>
<td>12/04/2010</td>
</tr>
<tr>
<td>17</td>
<td>Pain Management</td>
<td>20/04/2010</td>
</tr>
<tr>
<td>18</td>
<td>Yoga</td>
<td>20/07/2010</td>
</tr>
<tr>
<td>19</td>
<td>Physical Fitness</td>
<td>20/08/2010</td>
</tr>
<tr>
<td>20</td>
<td>Implant</td>
<td>04/10/2010</td>
</tr>
<tr>
<td>21</td>
<td>Patient Management</td>
<td>16/12/2010</td>
</tr>
<tr>
<td>22</td>
<td>Investment Planning</td>
<td>24/12/2011</td>
</tr>
<tr>
<td>23</td>
<td>Clinical Photography</td>
<td>12/03/2011</td>
</tr>
<tr>
<td>24</td>
<td>Full mouth habitation</td>
<td>04/04/2011 to 05/04/2011</td>
</tr>
<tr>
<td>25</td>
<td>CDE, Programme</td>
<td>18/04/2011</td>
</tr>
<tr>
<td>26</td>
<td>Esthetics IAACD foundation Day</td>
<td>07/09/2011</td>
</tr>
<tr>
<td>27</td>
<td>Biomechanics in the treatment orthodontic patients</td>
<td>04/12/2011</td>
</tr>
<tr>
<td>28</td>
<td>Advance Prosthodontics</td>
<td>30/09/2012</td>
</tr>
<tr>
<td>29</td>
<td>Concept of Removable Partial denture and RPD designing</td>
<td>12/10/2012 &amp; 13/10/2012</td>
</tr>
<tr>
<td>30</td>
<td>Conservative Dentistry and Endodontics: Rotary Endodontics</td>
<td>18/10/2012</td>
</tr>
</tbody>
</table>
3.1.7 How does the institution facilitate researchers of eminence to visit the campus? What is the impact of such efforts on the research activities of the institution?

Institution periodically conducts CDE and CME programmes in the form of clinical demonstration, workshops, hands on training, audio visual interactions. For this purpose reputed and renowned faculty from the medical and dental fraternity are invited to share their knowledge and experience with the faculty and the students of this institution in the form of case presentation, discussions, interactive sessions and databases etc. Due to these type of interactions it was observed, rather being still observed that the faculty and students of these institutions taking part in the extra-curricular update programmes are academically and practically benefitting themselves. Thereby the institution proposes to increase its concentration on conducting and organising more academic and research oriented programmes inorder to create the positive impact to the development of this institution.

3.1.8 What percentage of the total budget is earmarked for research? Give details of heads of expenditure, financial allocation and actual utilization.

Around 0.5 % of the total institution budget has been allotted for research purpose with immediate effect from 1st December, 2014. The heads of expenditure assured under this budget are – research projects, publications, case presentation, poster presentation, participation in international and national conferences etc.

This budget was propose to utilized and allocated as per a standard procedure under governance of research committee which would assess, scrutinise, approve and recommended the deserving faculty and or students for sanctions in forms of scholarships. Till date the institutions did not specifically sub- classify a separate budget for this purpose. However it use to fund research and academic oriented programs organised by respective departments and not as a such under a specific heads of research.

<table>
<thead>
<tr>
<th>No.</th>
<th>Event Description</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>31</td>
<td>Symposium on Orthodontics Management of Non-complaint Patients</td>
<td>21/10/2012</td>
</tr>
<tr>
<td>32</td>
<td>Basic Concepts in Complete denture</td>
<td>03/11/2012 &amp; 04/11/2012</td>
</tr>
<tr>
<td>33</td>
<td>Oral Surgery - Photography Workshop, TKDC</td>
<td>2013</td>
</tr>
<tr>
<td>34</td>
<td>IDA Counselling Lecture by</td>
<td>2013</td>
</tr>
<tr>
<td>35</td>
<td>CDE lecture on Local Anesthesia</td>
<td>2014</td>
</tr>
<tr>
<td>36</td>
<td>CDE lecture on Emergencies in Dental office</td>
<td>2014</td>
</tr>
</tbody>
</table>
As a new innovation, the institution with the expertise guidelines of NAAC has constituted a CDE cell who’s basic objectives would be to conduct and organise academic and research oriented activities more frequently.

<table>
<thead>
<tr>
<th>Year</th>
<th>Research &amp; Development Expenditure</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>2,10,000</td>
<td>5%</td>
</tr>
</tbody>
</table>

3.1.9 In its budget, does the university earmark funds for promoting research in its affiliated colleges? If yes, provide details.

Not applicable

3.1.10 Does the institution encourage research by awarding Postdoctoral Fellowships/Research Associateships? If yes provide details like number of students registered, funding by the institution and other sources.

Till date the institution has not allotted or awarded any type of fellowship or associateship concerned to research projects. However in the near feature it has an objective before it, which it would like to fulfil year by year by instituting such beneficial and inspiring type of super specialised courses and projects for the benefit of bright and meritorious faculty and students.

3.1.11 What percentage of faculty have utilized facilities like sabbatical leave for pursuit of higher research in premier institutions within the country and abroad? How does the institution monitor the output of these scholars?

Till date no faculty could get an opportunity, neither create an opportunity to utilise facilities like sabbatical leave for the pursuit of achieving or undergoing higher education or research in renowned institutions which avail such facilities within India and abroad.

3.1.12 Provide details of national and international conferences organized by the institution highlighting the names of eminent scientists/scholars who participated in these events.

The department of radiodiagnosis of the affiliated Mahatma Gandhi Hospital in association with D Y Patil University Kolhapur had the proud opportunity to organise the national Indian Radiological and Imaging Associations continuing medical education 2012 on behalf of the Indian college of Radiology and Imaging in August 2012. Some eminent personalities from the concerned medical fraternity who actively participated and contributed in these events were:

1. Dr. Jagadish Takkhar from Mumbai (President IRIA)
2. Dr Rajesh Kapur from New Delhi (ex-President IRIA)
3. Dr. N. Chidambaranathan from Chennai (Chairman ICRI)
4. Dr. Kishore Taori from Nagpur (President Maharastra medical council and ex-President IRIA)
5. Dr. S H Pawar (Vice chancellor D Y Patil University Kolhapur)
6. Dr. Pramod Loniker from Aurangabad (Secretary general IRIA)
7. Dr Bhupendra Ahuja from Agra (well known Radiologist)
8. Dr. Nikit Mehata from Miraj (Renowned Radiologist)

And many other prominent dignitaries in the field of radio diagnosis from all over the country.

This institution also had the proud opportunity of organising the western Maharashtra State dental Conference in collaboration with the IDA branch around 5 years back. Eminent speakers from this fraternity who participated-

1. Dr. Ashok Dhobale (National Secretary General IDA)
2. Dr Ajit Shaligram
3. Dr. Ajit Oak
4. Dr Varsha Rathod

3.1.13 **Mention the initiatives of the institution to facilitate a research culture in the below mentioned areas:**

- **Training in research methodology, research ethics and biostatistics.**

The institute recently proposed and immediately took a positive initiative towards conducting a workshop on research methodology which encompass for the post graduate students and staff members.

- **Development of scientific temperament.**

The institute dealing with the Health Care Sciences has and make persistently tries to maintain and follow a good principle for patient care and doctor management. The faculty, clinicians and students are always kept aware for adopting, maintaining and following a descent systematic careful practical approach while dealing with the needy patients.

A standard required while managing a patient has been designed, keeping in mind the development of scientific temperament. Basically patient is examined following a protocol of history taking, general physical examination, vital parameter monitoring, systemic examination, required investigations, reaching a provisional diagnosis followed by advice of further management either conservative or surgical. This is then followed up by
routine follow-ups of the patient. During this protocol the faculty, clinicians and students as per the respective speciality, study present, discuss and conclude with the patient management on the basis of available history, symptoms, signs, findings, investigation reports and treatment action. During the case studies, many modes of interaction are adopted Ex-Paper presentations, seminar, case- presentation, demonstrations and discussions.

- **Presence of Medical / Bio Ethics Committee.**

  As per the rules and regulations laid by the MUHS, Nasik. This institution has established an ethical committee since the year 2009.

- **Research linkages with other institutions, universities and centers of excellence. (National and International).**

  The institution proposes and has initiated steps to gradually develop research linkages with related academic and health care institutions. As and over the last few months the first MOU for the same purpose was made with reputed college in Belgaum, Karnataka.

- **Research programs in Basic Sciences, Clinical, Operational Research, Epidemiology, Health Economics, etc.**

**Clinical Sciences Research:**

Since 2009 the institute has standard recognised post graduation courses in four specialties. Admitted post graduate students their by as per mandatory criteria within their syllabus to conduct, prepare and present dissertation research project related to clinical sciences. The faculty of all specialties in this institution personally conduct study and present clinical sciences research projects in the form of publications in national and international indexed journals.

**Health Economics:**

The operating trust is basically established on the basis of monitoring contribution from its member who are farmers associated with sister concerned sugar factory and milk dairy. Fixed amount used to be deducted annually from their individual sugarcane and milk distribution. On the basis of which annual corpus was created and generated to partially sustain occurring expenses and thereby run for the purpose of constructions and infrastructure development. Due to these contributions the trust right from its inception offered economical policy for all these members and families,
where they provided total health care management throughout the year at a special discount rates.

Promotional avenues for multi-disciplinary, inter-disciplinary research.

Our institution promotes multi/inter/trans disciplinary research within the departments and the medical departments. In certain scenarios requiring the assistance of other agencies, Mahatma Gandhi charitable trust assist in promotion inter/multi disciplinary research.

Promotional avenues for translational research.

Classes are conducted for the 1st year post graduate students to orient them towards the basic science subjects. Prompt assistance is taken from the basic science departments as and when required, in order to enhance the quality of research.

Instilling a culture of research among undergraduate students.

Institution proposes and has taken initiative with effect from 1st December 2014 to plan and organise research scholarship grant which will be annually awarded on the basis of a standard procedure to meritorious, deserving faculty, clinicians and students.

Publication-based promotion/incentives.

Institution follows the rules and regulations laid down by DCI regarding criteria for eligibility and promotions of a teaching faculty on the basis of experience and research publications. Thereby deserving incentives or salary scale elevation are considered as per departmental and institutional authorities recommendation

Providing travel grant for attending national/international conference and workshops.

Institution till date did not have any specific account head as travelling/research grant. However it used to encourage its faculty to attend regional, state, national and if economically possible international conferences for presentation of any cases or paper. These faculty who showed interest along with the evidence for the above purpose used to be partially, monetarily assisted. However the institution recently have created a new budgetary provision under the heading of research scholarship grant which will be sanctioned on annual bases as per a standard merit based
selection process for the purposes of research projects, publications, poster presentations, case presentations, extra-curricular activities etc.

3.1.14 Does the institution facilitate:

- R&D for capacity building and analytical skills in product development like diagnostic kits, biomedical products, etc. for the national/international market:

  Till date the institute did not facilitate R&D for capacity building and analytical skills in product development like diagnostic kits, biomedical products, etc. for the national/international market.

- Development of entrepreneur skills in health care

  The academic schedule for the undergraduate and postgraduate students is designed to make them competent both in terms of clinical acumen and interpersonal skills. Thereby institution tries to offer academic knowledge and training regarding patient health care and management, use and mechanics of health care examination, diagnosis and therapeutic equipments, instruments their related laws and restrictions, cost effectiveness and or significance of related higher costs, effective utilisation and maintenance etc. with an intention of making and keeping them aware of necessary skills and at the same time respect regarding their profession and its utilities.

- Taking leadership role for stem cell research, organ transplantation and harvesting, Biotechnology, Medical Informatics, Genomics, Proteomics, Cellular and Molecular Biology, Nanoscience, etc.:

  Institution around 3 months back has signed a MOU with a reputed college at Belgaum, Karnataka state basically with a positive intention of conducting academic oriented, research oriented and extra-curricular joint activities in the form of faculty/student exchange, discussion are in process between both institutions governing leadership for conducting a joint research project regarding cellular and molecular biology between both institutions microbiology department. This institution intends to support this projects and its concerned department for this purpose.

3.1.15 Are students encouraged to conduct any experimental research in Yoga and/or Naturopathy:

Students are encouraged and kept aware regarding the advantage of yoga and naturopathy techniques. As such till date no students have been involved in experimental research regarding Yoga/Naturopathy.
3.2 Resource Mobilization for Research

3.2.1 How many departments of the institution have been recognized for their research activities by national / international agencies (ICMR, DST, DBT, WHO, UNESCO, AYUSH, CSIR, AICTE, etc.) and what is the quantum of assistance received? Mention any two significant outcomes or breakthroughs achieved by this recognition.

Till date no department of this institution has been recognised for their research activities by the competent agencies neither have they received any monetary quantum assistance.

3.2.2 Provide the following details of ongoing research projects of faculty:

List of ongoing research projects of faculty members:

CONSERVATIVE & ENDODONTICS:

2. Comparative evaluation of apical sealing ability of gutta flow and ah plus sealer.
3. Comparison of bleaching efficacy of 35% carbamide peroxide with established intra coronal bleaching agent - an in vitro study.
5. Effect of fiber placement or flowable resin lining on microleakage in a class II adhesive restoration –
6. Management of a rare combined resorption with MTA & Triple antibiotic paste-

PERIODONTICS

1. Effect of selective cox-2 inhibitor an adjunct to scaling and root planning in chronic generalized periodontitis patients when compared to scaling and root planning alone - a double blind, randomized, placebo controlled clinical trial.
4. “Effect of scaling and root planning along with topical application of commercially available curcuma gel on superoxide dismutase and
malondialdehyde levels in saliva of chronic periodontitis patients- a randomized double blind placebo controlled clinical trial.”

PROSTHODONTICS:
1. Comparison and evaluation of gingival tissue retraction efficacy by using two different tissue retraction system- a clinical study.
2. Evaluation of the correlation between maxillary central incisor form, face form and arch form in Western Maharastrian region.
3. Comparative evaluation of stress distribution on bone around an implant using angled abutments in the anterior maxilla- a three dimensional finite element analysis.
4. Evaluation of stresses in the mandibular alveolar ridge by two different attachment types in mandibular implant retained over denture: a 3D finite element analysis.

ORTHODONTICS:
1 “A Comparative Cephalometric Study of Pharyngeal Airway Dimensions in Skeletal Class II Subjects with Different Growth Patterns
2 “A Comparative Study of Skeletal and Dental Components in Class II division 1 Patients with and without Deepbite”
3 A Comparative evaluation of the clinical efficiency of Forsus appliance and the Powerscope appliance in the treatment of skeletal class II patients.
4 Post Treatment Stability Of Orthodontic Treatment- A Follow Up Study

PEDODONTICS:
1. Caries prevalence amongst mentally retarded children.

ORAL PATHOLOGY:
1. An Estmation of serum C-reactive protein in patients with chronic generalized periodontitis.
2. Study of serum total lactate dehydrogenase enzyme in patients with chronic generalized periodontitis.

BIOCHEMISTRY:
1. Study of lipid profile in obesity.
3. A biochemical analysis of salivary antioxidants in chronic periodontitis patients
3.2.3 Does the institution have an Intellectual Property Rights (IPR) Cell?

The institution has created an Intellectual Property Right Cell which will operate under the perview of information technology policy. Presently its functions are being formulated by the concerned authorities of the Information technology cell.

3.2.4 Has the institution taken any special efforts to encourage its faculty to file for patents? If so, how many have been registered and accepted?

Till date only one patent has been registered.

ii) International collaborations:

Till date no international collaborations has been done for the development of research activities in the campus.

3.2.5 Does the institution have any projects sponsored by the industry/corporate houses? If yes, give details such as the name of the project, funding agency and grants received.

The institution till date has not been sponsored for any of its undergoing research projects by any industry/corporate houses.

3.2.6 List details of

a. Research projects completed and grants received during the last four years (funded by National/International agencies). Inter-institutional collaborative projects and grants received

Till date no grants have been received by national and international agencies.

3.2.7 What are the financial provisions made in the institution budget for supporting students’ research projects?

Institution has taken a positive initiative to create an institutional budget for supporting deserving research projects undertaken by its faculty/students. It has created account head in the of Research Scholarship Grant were around Rs 2.5 lakhs annually has been allocated for this purposes.

3.3 Research Facilities

3.3.1 What efforts have been made by the institution to improve its infrastructure requirements to facilitate research? What strategies have been evolved to meet the needs of researchers in emerging disciplines?

Our institution has an institutional research committee, it consists of board of members from various faculties with immense potential. The research committee understands the needs of the researchers and as well as
requirements of the study. The committee tries to overcome these deficiencies by implementing various strategies in order to improve research facilities by providing:

1. Utilization of medical and dental laboratories.
2. Basic Equipments and chemicals required for the study.
3. Enough subjects to carry out research studies.
4. Basic library facilities - includes scientific journals, books and digital library facilities
5. Conducting various CDE programmes like workshop on research methodology to upgrade their research skills
6. MOU with other institutions had been done to usage advanced research laboratories and also to conduct research projects in joint collaborations.
7. It makes strategy for conducting various research projects and motivating for publications in indexed journals.

3.3.2 Does the institution have an Advanced Central Research facility?
If yes, have the facilities been made available to research scholars?
What is the funding allocated to the facility?

Our institution consists of enough medical and dental laboratories and equipments to conduct basic research projects. However as such we don’t have Advanced Central Research facility but in the last few months back MOU had been made with renowned institution at Belgaum, Karnataka. By this our research scholars can utilize the advanced research facilities in order to conduct research projects.

3.3.3 Does the institution have a Drug Information Centre to cater to the needs of researchers? If yes, provide details of the facility.

YES, our institution has a drug information centre. It caters the needs of researchers by-

- Providing information about most commonly used drugs.
- Reporting further adverse drug reactions and further management
- Analysis of data
- Pharmacovigilence
- Research methodology
- Recent advances and drug delivery system
- MOU with pharmacy college
- Good prescription habits
- Rational and irrational drug combination
- Drug information literature and references
3.3.4 Does the institution provide residential facilities (with computer and internet facilities) for research scholars, post-doctoral fellows, research associates, summer fellows of various academies and visiting scientists (national/international)?

Yes, For our research scholars institution has made provision for utilizing residential facilities with computer and internet services within the campus.

3.3.5 Does the institution have centres of national and international recognition/repute? Give a brief description of how these facilities are made use of by researchers from other laboratories.

Institution does not have any centres of national and international recognition/repute.

3.3.6 Clinical trials and research

- Are all the clinical trials registered with CTRI (Clinical Trials Research of India)?
- List a few major clinical trials conducted with their outcomes.

Nil

3.4 Research Publications and Awards

3.4.1 Does the institution publish any research journal(s)? If yes, indicate the composition of the editorial board, editorial policies and state whether it/they is/are listed in any international database.

Till date the institution has yet not been able to publish their own research journal. However it proposes to create and publish their own case presentations, research articles along with deserving and eligible articles and or studies from other adjacent research institutions. It has formulated its own editorial board which are formulating their policies and preparing the database for the same.

3.4.2 Give details of publications by the faculty and students:

- Number of papers published in peer reviewed journals: 168
  - National: 59
  - International: 109
- Monographs: Nil
- Chapters in Books
Books edited –
1. Dr. Ritam Naiktari.

Effect of periodontal therapy on acute phase proteins and leukocyt count.

Books with ISBN with details of publishers –
1. ISBN no: 3860, 2013 Lap Lambert Publisher Germany

Number listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, EBSCO host, Google scholar, etc.) : 109

Citation Index – range / average : 0.1- 5.54/ 2.3
Impact Factor – range / average : 0-27/ 13.7
Source Normalized Impact per Paper (SNIP) : 0.531- 2.13
SCImago Journal Rank (SJR) : 0.12- 4.74
h-index : 0-5.45

3.4.3 Does the institution publish any reports/compilations/clinical round-ups as a part of clinical research to enrich knowledge, skills and attitudes?

Till date our institution does not publish any reports/ compilations/ clinical round-ups but it proposes the same inorder to enrich knowledge, skills and attitudes.

3.4.4 Give details of

Faculty serving on the editorial boards of national and international journals

Dr. Abhijit Gurav serves as a reviewer on the editorial board of the following journals:
2. Journal of Diabetes and Endocrinology
3. International Journal of Dental Hygiene
5. Journal of Pharmacy Research
6. African Journal of Microbiology Research

Dr Abhijeet Shete
Serves as a reviewer on the editorial board of the following journals:
1. Archives of oral biology
2. European journal of medical research
3. European journal of dentistry
4. Medical principal and practices

Dr. Ritam Naik Tari serves as a reviewer on the editorial board of the following journals:
1. Dental Research Journal
2. Journal of International Society of Preventive & Community Dentistry

Oral pathology
Dr Suryakant Metkari
Editorial board of committee member of Dental Dialogue.

Faculty serving as members of steering committees of national and international conferences recognized by reputed organizations/societies
NIL

3.4.5 Provide details for the last four years

Research awards received by the faculty and students-

Research awards received by the students:

Department of Oral Pathology

1. Nanobiopsy - Second prize for the best paper presentation in 1st international Dental student Conclave. CONNEXON 2014 by Tushar Wankhade

Department of Conservative And Endodontics

1. Opportunity knocking at the door – Rural India – first prize for paper presentation at 2nd west zone PG student convention 2013 Mumbai by Dr Neha K
2. Restoring endodontically treated teeth withendocrowns- case study – Second prize for paper presentation at PG student convention 2013 Dharward by Dr Neha K

Department of Orthodontics

Dr. Shraddha Shetti –

1. best paper in IAACD foundation day in 2011
2. Best paper award in IDA state conference Mumbai.

3. Nominee for PG BITEIN award 2013

Staff members
Department of Biochemistry
Dr Kishore K Mane -
1. Outstanding scientists worldwide -2007
2. Top 100 scientist 2012
3. BIOGRAPHICAL profile in ‘Emerald Who’s Who in Asia’

- National and international recognition received from reputed professional bodies and agencies –

  Following are the list of faculty members who has received recognition from reputed professional bodies and agencies.

1. Dr Chetan Hotkar – Executive member of Indian Endodontic Society for the year 2012-13.
2. Dr Chetan Hotkar - Member for board of studies for post graduates
3. Dr. Raghavendra K – President IDA Warananagar branch
4. Dr Yojana Patil – Executive committee member of IAPHD Maharastra since 2011
5. Dr Kishore K Mane - Outstanding scientists worldwide -2007: from international biographical centre, Cambridge, England

3.4.6 Indicate the average number of post graduate and doctoral scholars guided by each faculty during the last four years.

On an average, each faculty guides one post graduate student per year

3.4.7 What is the official policy of the institution to check malpractices and plagiarism in research? Mention the number of plagiarism cases reported and action taken.

The institutional research committee is responsible for checking malpractices and plagiarism, associated with scientific articles. The committee also utilizes software to detect plagiarism in the scientific papers submitted. No such cases of malpractice or plagiarism have been reported so far.

3.4.8 Does the institution promote multi/interdisciplinary research? If yes, how many such research projects have been undertaken and mention the number of departments involved in such endeavors?

Yes, the institution promotes multi/interdisciplinary research. A total of 10 interdisciplinary/multi-disciplinary projects have been undertaken by the institution during the last 4 years. Around more than 07 departments work together in a research centric atmosphere.
3.4.9 Has the university instituted any research awards? If yes, list the awards.

Not applicable

3.4.10. What are the incentives given to the faculty and students for receiving state, national and international recognition for research contributions?

Institution follows the rules and regulations laid down by DCI regarding criteria for eligibility and promotions of a teaching faculty on the basis of experience and research publications. Thereby deserving incentives or salary scale elevation are considered as per departmental and institutional authorities recommendation. However the institution recently have created a new budgetary provision under the heading of research scholarship grant which will be sanctioned on annual bases as per a standard merit based selection process for the purposes of research projects, publications, poster presentations, case presentations, extra-curricular activities etc.

3.4.11 Give details of the postgraduate and research guides of the institution during the last four years

GUIDES FOR POSTGRADUATE STUDENTS

Department of Conservative Dentistry

Dr. Chetan Hotkar

- Dr. Rutuja Jadhav (2009-10)
- Dr. Srikant Shingane (2009-10)
- Dr. amit Padmaite (2009-10)
- Dr. Vishnu Pratap (2010-11)
- Dr. Amol Joshi (2011-12)
- Dr. Neha (2011-12)
- Dr. Ojas (2012-13)
- Dr. Prajakta (2012-13)
- Dr. Sai sravan (2013-14)
- Dr. Vinay Sharma (2013-14)
- Dr. Sripal Oswal (2014-15)
- Dr. Akshay Sakhare (2014-15)

Department of Periodontics

Dr. Abhijit Gurav

- Dr. Kadam Sagar (2014-15)
- Dr. Dhanashree (2013-14)
- Dr. Sumeet (2012-13)
- Dr. Girish (2012-11)
- Dr. Sourabh (2012-11)
Dr. Rahul Patil
- Dr. Khataavkar Pradnya (2014-15)
- Dr. Nilima (2013-14)
- Dr. Sapan (2012-13)

Department of Prosthodontics
Dr. Premaraj Jadhav
- Dr. Patil Shweta (2014-15)
- Dr. Snehal Shende (2013-14)
- Dr. Vinayak Shukla (2012-13)
- Dr. Ketaki Patil (2011-12)
- Dr. Yogita Patil (2010-11)
- Dr. Prashant Jadhav (2009-2010)

Dr. Abhijit Deshpande
- Dr. Bhalerao Rahul (2014-15)
- Dr. Sarswati Chavare (2013-14)
- Dr. Sanket Ingale (2012-13)
- Dr. Siddharth Patwardhan (2011-12)

Department of Orthodontics
Dr. Sangita Golvalkar
- Dr. Sagar Kapse (2011-12)
- Dr. Ganesh Kotalwar (2013-14)
- Dr. Vikram Todkar (2012-13)
- Dr. Borwankar Pratiksha Ravindra (2014-15)

Dr. Kishore Chougule
- Dr. Dr. Vijay Kamble (2011-12)
- Dr. Khushnuma Choksy (2012-13)
- Dr. Sneha Valgadde (2013-14)
- Dr. Sanket Patil (2014-15)

3.5 Consultancy

3.5.1 What are the official policy/rules of the institution for structured consultancy? List a few important consultancies undertaken by the institution during the last four years

The institution offers consultancy services in the form of fixed schedule and campaigned schedules, basic official policy for offering expertise services are to provide standard affordable health care services in the form of examination, investigations, treatment advice, guidance, counselling, rehabilitation etc.
Few consultancies undertaken by the institution over the past two years were as follows:

1. Health care screening at peripherally created outreach centres.
2. Frequent health care examination, awareness, counselling camps and campaigns in the adjacent rural peripheral and health care facility devoid areas.
3. School children health care awareness counselling, educational camps and programmes in the adjacent talukas and districts of this region.
4. Industrial health care check ups and further guidance regarding health and safety as per factories act 1948 for allied sister concern industries of the Warana complex.

3.5.2 Does the university have an industry institution partnership cell?
If yes, what is its scope and range of activities?
As per the available information the university does not seem to have a specific industry institute partnership cell. However this institution right from its inception is allied with two sister concern major industries which are sugar and milk dairy industry. As per the governing trusts memorandum scope, this institution makes a constant efforts for maintain a healthy and safe environment for the working employees and running employer by annually and or as required examining, recording and maintaining their health status.

3.5.3 What is the mode of publicizing the expertise of the institution for consultancy services? Which are the departments from whom consultancy has been sought?
The institution publicizes its consultancy services through in the form of handbills, display boards, through its websites, local newspapers, mouth publicities through its workers etc.

The departments more so providing counselling service are Public Health dentistry, Oral Medicine and Radiology from this institution and Radio diagnosis from the teaching hospital, department of ophthalmology, General Medicine, blood bank. Recently new consultancy service has been established on behalf of the trusts managing trustee who himself is a government of India registered occupational physician. This consultancy is for industrial health care.

3.5.4 How does the institution utilize the expertise of its faculty with regard to consultancy services?
This institution actively involves its faculty in all consultancy services by organising relevant and concerned speciality, patient check -ups, counselling camps, treatment camps etc as per their availability and convenience. At the
same time needy patients requiring further health care diagnosis and management are referred from the peripheral outreach centres and conducted health care check-up and awareness camps.

3.5.5 Give details regarding the consultancy services provided by the institution for secondary and tertiary health care centers and medical/dental practitioners.

The institution has mentioned before provides outreach health care services at secondary and tertiary health care centres through their clinicians in the form of fixed screening, OPD services, general check ups and awareness camps, mobile OPD screening services. The needy patients are verbally scrutinized for suffering health care information and physically examined onsite and as per clinical condition and further necessity advice and guided further management either by treating them on spot with available instruments and medicines or referred to its teaching hospital for further specialist consultation, indoor admission and further management at the hospital itself. These patients referred to the teaching hospital are offered reasonable concession in their occurring expenses.

3.5.6 List the broad areas of consultancy services provided by the institution and the revenue generated during the last four years.

The broad areas of the consultancy services provided by the institute are:

1. Dental check-up and screening which is totally free onsite in peripheral outreach centres and in the general check up camps organised in needy places.
2. Free onsite eye examination and concessional subsequent operation at the teaching hospital.
4. Industrial health care consultancy services.
5. General health care check ups and examination camps which are done free onsite and in peripheral areas. And further patient treatment management at the teaching hospital in concessional rates.

Till date no specific nor separate record has been maintained regarding the revenue generated for these consultancy services. This was merely because onsite services are offered free and chargeable services were offered at concessional rates, all these were always merged with the general hospital day to day accounts. However the institution hence forward has decided to onset a standard system for recording and tracking each service of revenue generated predominantly from extra curriculum consultancy services.

3.6 Extension Activities and Institutional Social Responsibility (ISR)
3.6.1 How does the institution sensitize its faculty and students on its Institutional Social Responsibilities? List the social outreach programs which have created an impact on students’ campus experience during the last four years.

The institution follows the prime motto since its inception of true and honest service to mankind and believe that service is religion and serving needy patients is service of the holy lord. This infact was instituted and imprinted on each man power through the operating trust itself. Hereby the institution understanding the necessity and importance of developing a honest intention and positive motive amongst its faculty, clinicians, students and all other category employs makes persistent efforts to keep them aware and focussed on the above mentioned motto while carrying out their responsibilities and duties while serving the approaching rural needy patients clinically managing, educating and counselling them. For this purpose it makes efforts in the forms of training programmes, psychosocial lecture, audio-visual documentaries, posters, boards, street plays, prayer sessions, personality development programmes etc. Some social outreach programmes which have really shown some positive signs of impact in the actions of the studying students are free health care check-up, screening and awareness camps at peripheral backward health care facilities devoid areas.

- School children health care check-ups, counselling and awareness camps.
- Celebration of national health care programmes as per annual calendar in peripheral rural and backward areas

It was observed that due to such activities, the students become more aware of their actual future roles and necessities as health care practitioners predominantly in the rural region.

3.6.2 How does the institution promote university-neighborhood network and student engagement, contributing to the holistic development of students and sustained community development?

The institution as per its location concentrates more on basic principles of taking the institution and all its available facilities to the door steps of its surrounding rural, peripheral and backward neighbourhood inorder to accomplish and achieve its basic aim of establishment. For this purpose a network consisting of the faculty, clinicians, students, employs, local people etc is formed, maintained and developed for the purposes of providing health care services, education, counselling, assistance etc. During these activities the local village, grampanchayats, NGOs, political leaders, school teachers, youth generation clubs, government health centres and their staff are all made an active part of this health care and education provision network. Due to this year by year all adjacent areas are being gradually earmarked and connected to the institution.

The students play a very prominent voluntary role in these promoting and providing activities which has been observed that over a period of time they
get involved with the needy community from their heart for sharing and provision of their knowledge and services.

3.6.3 How does the institution promote the participation of the students and faculty in extension activities including participation in NSS, NCC, YRC and other National/International programs?

Institution being purely rural based health care organisation depends majorly on its outreach activities. Hereby right from its inception it created peripheral outreach primary health centres in adjacent areas for provision of door step health care services. And at the same time practical training of their students onsite through the institutional deputed faculty at each respective centre.

Activities conducted through these centre like OPD check ups and screening, possible onsite treatment provision diagnosis, awareness campaigns more so related to burning health care problems. In each respective area celebration of national health care programmes through concerned practical activities, patient counselling, school children, health care check ups and personal hygiene maintenance counselling etc. are all carried out by the voluntary participation of the students under the guidance of the deputed institutional faculty.

3.6.4 Give details of social surveys, research or extension work, if any, undertaken by the institution to ensure social justice and empower the underprivileged and the most vulnerable sections of society?

The governing trust running its institution right from its inception operates its own health care and awareness campaign for the basic purpose of extending its available health care facilities and clinical expertise along with health education and many other social causes and fulfilment of the basic necessities. Through this campaign it definitely tries to ensure social justice, empower the underprivileged and inspire most of the vulnerable sections of the society primarily regarding all issues related to health. This institution through its extension activities along with the governing trusts hospital together have concentrated on same sensitive and necessary issues like tobacco products and alcohol abuse, AIDS, hepatitis-B, TB, illiteracy, prohibition of female foeticide and infanticide, population control, environmental pollution, blood donation and importance of personal hygiene , guiding and assisting mentally and physically disabled, geriatric population, orphanages etc. All these above activities are voluntarily conducted onsite as responsible citizens of this country. As such till date no recorded surveys, nor research projects have been conducted. However this institution definitely proposes to look into these fields soon through a standard procedure and a honest intention.

3.6.5 Does the institution have a mechanism to track the students’ involvement in various social movements / activities that promote citizenship roles?

Institution follows the mandatory guidelines directed by the concerned competent authority while involving, allotting and monitoring each student
from respective phase as per requirement. This includes social and awareness campaign too. The institution understands the necessity to totally change the approach and attitude of each student towards the needy society as responsible citizens and health care practitioners of this country throughout their course career. The mechanism used here is as per the academic syllabus in monitoring their academic performance, behaviour, discipline, extra-curricular activity involvement and personality etc.

3.6.6 How does the institution ensure the involvement of the community in its outreach activities and contribute to community development? Give details of the initiatives of the institution that have encouraged community participation in its activities.

As mentioned before the institution makes effort to actively involves each and every session of the local community in its selected / earmarked area of health care service through its outreach activities. Whatever activities are conducted and undertaken are planned, discussed and enacted by the institution and these participating community representatives with a innocent intention of creating and maintaining a healthy and literate community while involving, selecting representatives from each area for each activity. The local people are convinced, encouraged and inspired to voluntarily participate before each activity. This institution in collaboration with its own IDA branch, Colgate India limited company, rural schools, principals, teachers and grampanchayats members frequently and annually come together to celebrate the world oral care month for examining, screening and counselling school children and further awarding them with certificates and providing them with toothpastes and tooth brushes too. From this activity the needy students that require further management are referred to the institution where they are offered 50% concession in the occurring costs. Recently the institution proposes and has taken initiatives to promote and conduct such activates on a regular bases throughout the year for local population, school and college children, mentally and physically disabled, old-age and orphanage homes, industries etc. These initiatives were taken merely due to the active involvement, participation and positive results, observed from other related activities.

3.6.7 Give details of awards received by the institution for extension activities and/contributions to social/community development during the last four years.

Institution conducts all its extension activities, services and campaigns with a honest intention and positive motive for the needy rural population without any type of expectation. However during each and every activity conducted in rural and backward areas, all participants of the institution are facilitated in the form of flowers and appreciation words by the jointly participating local social workers and community representatives.
3.6.8 What intervention strategies have been adopted by the institution to promote the overall development of students from rural/tribal backgrounds?

The institution tries to make honest efforts to assist and guide students from rural, tribal, backward and economically poor backgrounds. As per personal status, academic progress and development observed, some ways of assistance adopted and followed are tuition fee concessions, relaxation of payment deadline, hostel fee concessions, library book loan facilities etc.

3.6.9 What initiatives have been taken by the institution to promote social justice and good citizenship amongst its students and staff?

**How have such initiatives reached out to the community?**

As mentioned before the institute strictly and persistently promotes social justice and good principles among its students, staff and employs. Routine training programmes regarding work performance, responsibility fulfilment, personality and behavioural development, adoption of good principles while handling the patients and also during academic schedules within and out of the campus too etc. are conducted and organised with basic intention of creating awareness about their role and responsibility in the society as doctors. It has been observed over a period of time gradually both the students and staff starts developing and implementing the good practising principles amongst them.

3.6.10 How does the institution align itself with the annual themes/programs of WHO/ICMR?

Institution annually conducts, organises and celebrates all national and international (WHO) health care and awareness programmes in the form of health care checkups, camps, awareness campaigns, health education, lectures, practical demonstrations and enactments within institution and out of the institution in the form of plays etc.

Display boards and banners with useful information, symbols and signs, audio-visual documentaries and cultural programmes are other ways which are followed by the institution.

3.6.11 What is the role of the institution in the following extension activities?

- Community outreach health programs for prevention, detection, screening, management of diseases and rehabilitation by cost effective interventions.

Here the institution plays the role of extending and expanding all its facilities and expertise at the door step of the needy population for provision, treating and at the same time assessing the disease/clinical problems of that particular earmarked area.
- **Awareness creation regarding potable water supply, sanitation and nutrition.**  
  Here the institution plays the role for prohibiting and preventing water borne diseases predominantly arising due to polluted and impure collected water supply. Medical problems arising due to improper maintenance of personal and surrounding hygiene, open body waste excretory habits and also medical problems like dental fluorosis arising due to poor body growth development and unbalanced diet.

- **Awareness creation regarding water-borne and air-borne communicable diseases.**  
  Here the role is to create and maintain totally pollution free environment in the form of teaching, counselling and awareness campaign.

- **Awareness creation regarding non-communicable disease cardiovascular diseases, diabetes, cancer, mental health, accident and trauma, etc.**  
  Here the role is to create and maintain a health conscious, stress free and secure environment through modes of health education, awareness campaigns, safety training, psycho-social learning and naturopathy.

- **Awareness creation regarding the role of healthy life styles and physical exercise for promotion of health and prevention of diseases.**  
  Here the role is again to emphasize and educate the needy population, the importance of maintaining healthy life styles by adopting good habits, daily exercises, balanced diets, healthy personal interactions and relations, good practising principles, recreation time etc.

- **Awareness creation regarding AYUSH Systems of medicines in general and / or any system of medicine in particular.**  
  Here the role is to encourage and educate the basic principles of existence and utilisation of the AYUSH systems of the medicine for adopting any system of treatment, out of them in unavoidable and or unexpected circumstances as per clinical status.

- **Complementary and alternative medicine.**  
  Same as above

- **Pharmaco-economic evaluation in drug utilization.**
Here the role is to provide education regarding drug formulation, their use, side-effects, indications and contraindications, alternative available forms, costs etc during ongoing or proposed therapy phase. For this purpose the institution has established Drug information centre. The institute understands the inflating costs of medicines in various forms, purposes to establish and maintain its own pharmacy stores consisting of reliable, economical drug preparations (Generic forms)

- **Participation in national programs like Family Welfare, Mother and Child Welfare, Population Control, Immunization, HIVAIDS, Blindness control, Malaria, Tuberculosis, School Health, anti tobacco campaigns, oral health care, etc.**

Here the basic role is to actively participate, organise, conduct and celebrate these national health programmes in all areas of concern for primarily assisting in preventing and controlling and creating a secure and healthy environment through health education, counselling, awareness campaigns and demonstrations. These all purposes are achieved by active participation and involvement of faculty and students.

- **Promotion of mental health and prevention of substance abuse.**

Here is the role of institution to prohibit and prevent medical problems and complications that could arise due to stressful life, bad habits through health education, awareness campaigns, de-addiction camps, psychosocial learning etc. Institution right from its inception has strictly implemented rules regarding tobacco product and alcohol consumption within its campus by anyone. It also strictly prohibits drug abuse.

- **Adoption of population in the geographical area for total health care.**

The governing trust of this institution consists of members and farmers from the Warana industrial and educational complex. Hence its basic formulation was on the basis of adopting all these members, their families’ for health care management as and whenever required permanently. In addition to this as mentioned before the institution understanding hereby plays an additional role of gradually earmarking the rural and nearby areas in the adjacent region for the purpose of total health care management.

- **Research or extension work to reach out to marginalized populations.**

As mentioned before the role here is to extend and expand all available health care and educational facilities to the doorsteps of the needy rural population through outreach centres, health care and awareness campaigns, research surveys for the purpose of locating and assessing disease existence and epidemic risks.

3.6.12 **Do the faculty members participate in community health awareness programs? If yes, give details.**
All the faculty members of the institution predominantly from the concerned Public health dentistry department frequently participate in all conducted health care check up and awareness programme primarily through its outreach centres and or in their respective departments on specific occasions. All the other faculty from other speciality departments are also kept involved in extension activities for the general community through the institutional outreach centres and also within the institution in their respective departments. The needy patients which are examined in the rural and peripheral areas in the health check-up and awareness camps are either given opportunities for onsite treatment or management at the institution as per their clinical requirements observed from respective speciality department clinicians. As a motivational boost and encouragement for participating in such community activity. The institution with effect from 1st December 2014 launched a rural health care incentive schemes for its faculty and clinicians, on the basis of their academic contributions, individual institutional clinical work and also extra-curricular extension clinical work. Institution through this scheme has laid basic criteria of committed and dedicated active participation in day to day academic and clinical work for which it has decided to award incentives in beneficial forms against the income generated individually both in the institution and through the extension and outreach centres where it expects minimum of 60-75% generation of income individually against their monthly salary amount being paid.

3.6.13 How does the institution align itself and participate in National program for prevention and control of diseases?

Institution participates in association with the adjacent government health centre and or social organisation in all national health care programmes throughout the year. The institution plays its role in the form of clinical examination and diagnosis, provision of further management in concessional rates, health education, patient/public counselling, disease preventive and control measures, training, display of boards, banners, distribution of handbills, audio visual documentation etc

3.7 Collaborations

3.7.1 How has the institution’s collaboration with other agencies impacted the visibility, identity and diversity of campus activities? To what extent has the institution benefitted academically and financially because of collaborations?

As institution has recently collaborated itself with one of the reputed dental college from Belgaum, Karnataka which is at a distance of 120kms. Till date
no obvious impact could be created due to ongoing planing in formulation over suitable interactive exchange programme from either side.

3.7.2 Mention specific examples of how these linkages promote
- Curriculum development
- Internship
- On-the-job training
- Faculty exchange and development
- Publication
- Consultancy
- Extension
- Student placement
- Any other (specify)

As mentioned above the institution along with the collaborated colleges are still in process of planing and formulation of a beneficial exchange programme for the purpose of conducting and organising feasible modes of exchange relating to academic, research, training, consultancy and student placement etc. However once a specific model is available, the institution intends to launch the same with its presently collaborated college. It observes and monitors the impact and later on expand by collaborating with other reputed medical type institutions/ universities.

3.7.3 Has the institution signed MOUs or filed patents with institutions of national/international importance /other universities / industries /corporate houses etc.? If yes, how have they enhanced the research and development activities of the institution?
Till date the institution has signed the MOU with a very positive intention of enhancing its academic, research and development activities with a reputed college at Belgaum, Karnataka. However as mentioned before, the process of planing and formulation of an ideal model project beneficial for both. Institution is still in process and have no observation impacts could be notified.

3.7.4 Have the institution-industry interactions resulte in the establishment / creation of highly specialized laboratories / facilities?

The institution through its trusts managing trustee has recently become a registered occupational physician under the Govt of India ministry of labour and employement DGFASLI, Central labour institute, Industrial Medicine division has established its own industrial health and consultancy services. Hence following its mere interaction of adopting and managing the health
and safety issues of all the hazardous and non-hazardous industries in its own district and adjacent districts too, it seriously plans to extend its available health care facilities to them. Hereby it aims to achieve and attain good standards, principles by achieving its objectives year to year by possibly receiving resourceful support from all their industries for necessary upliftment and upgradation of the infrastructure, equipment, instruments, manpower and available facilities.

3.7.5 Give details of the collaborative activities of the institution with the following:

☐ Local bodies/ community

Institution regularly conducts and organises collaborative health care and awareness activities/ programmes along with the government rural hospital, primary health units, grampanchayats, village youth clubs, schools, Warana industrial complex, social NGO etc.

☐ State government / Central government / NGOs:

As mentioned above collaborative activities are conducted frequently for the benefit of needy patients and population along with government health bodies and social NGOs.

☐ National bodies:

The institute conducts collaborative health care awareness activities in association with IDA and IRIA predominantly for prevention of diseases, malpractices, counselling etc.

☐ International agencies:

Till date the institution has not collaborated with any international agency for any health care related activities

☐ Health Care Industry – Biomedical, Pharmaceutical, Herbal,

Clinical Research Organization (CRO) -

Till date our institute has not collaborated with any health care industry but in near future it makes sincere efforts to have a collaboration with Biomedical, herbal and Clinical Research Organization in order to carry out research as well as extension activities.

☐ Service sector

The governing trust right from its inception conducts its outreach health care awareness programmes involving the adjacent areas, government health units. However no official collaboration has been made with these centres by this institution during the social activities the trust and the centre come together and conduct beneficial programmes for the needy patients and related population voluntarily in free of cost.

☐ Any other (specify) - Nil
3.7.6 Give details of the activities of the institution under public-private partnership.

Basically this institution is being run by a charitable medical trust which was established on the basis of funds collected and donated by members more so farmers of the Warana Industrial Complex specifically sugar factory and Milk Dairy thereby all the following activities could come under its purview:

1. Multispecialty rural hospital providing primary health care services round the clock.
2. Recognised dental college and hospital providing dental health care services and dental education in the form of undergraduate and post graduate courses.
3. Nursing school providing education to post higher secondary educated girls from the adjacent rural region regarding nursing care.

Any other information regarding Research, Consultancy and Extension, which the institution would like to include.

Institution propose to enhance and expand its health care and education related services and facilities to the adjacent rural, peripheral, hilly, backward region, needy patients from health care facility and education devoid areas by starting and successfully running new professional courses and speciality services. With the positive motive and intent in front the governing trust has taken bold decision and step to start a Rural Medical College and upgrade its present Nursing school from ANM courses to GNM course. For the success and factual occurrence of these extremely beneficial projects along with an ideal system implemented under the NAAC criteria and guidance. The governing leadership understanding its present feasible capabilities, seriously proposes and plans to collaborate its activities with all possible interested concerned corporate, industries, institution and or universities in the coming future.
CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

4.1 Physical Facilities

4.1.1 How does the institution plan and ensure adequate availability of physical infrastructure and ensure its optimal utilization?

Institution right from its inception has always made honest efforts to create and maintain all necessary infrastructure & facilities for the faculty, students and all category employees. All requirements have been provided as per the mandatory norms laid down by Dental Council of India. The institution runs in a campus of around 27 acres.

All academic, administrative, recreational, resourceful, facilities are maintained and developed as per a standard system, through a separate maintenance department. This maintenance department has been divided into civil work, Land supervision and development, Sanitation and Transport.

All necessary equipments, instruments, furniture, fixtures, electrical, mechanical, natural facilities have been provided and are being maintained through annual maintenance contract from related external agencies and qualified and experienced manpower; working for the institution and Governing Trust. Round the clock related facilities in the form of electricity, water, medicines, first aid facilities, drinking water, food, transport, books and stationary, play grounds, recreational facilities, accommodation in the form of quarters and hostels; commonly used general items through general stores; ICT etc. have been kept intact and are being maintained for operation always.

All manpower teaching faculty doctors, students, paramedical staff, skilled and unskilled employees, patients, their attendant visitors are all informed and kept aware regarding these facilities for the sake of their optimal utilization and also long term maintenance through modes of display boards, brochures, handbills, notices, e-mails, website etc.

However understanding its present status, the institution is taking further initiatives for development and up gradation of available infrastructure, facilities and over all landscape. With a sincere and honest determination and intend to achieve national and international standards, the institution aims to develop its campus entirely.

4.1.2 Does the institution have a policy for the creation and enhancement of infrastructure in order to promote a good teaching-learning environment? If yes, mention a few recent initiatives.

Yes, based on need and utilization institute has added following physical facilities in last four years:

1) Development of separate centralized well equipped air conditioned implant clinic
2) Seminar hall in Oral surgery department
3) Examination cell and installation of CCTV in exam hall
4) De-addiction centre
5) Auditorium (open air)
6) The institution has initiated active steps for building and developing its own indoor stadium cum auditorium with the assistance of state government.
The project report for the same is in the final stages of preparation. In 2015, the institution proposes to start the work for auditorium.

7) Expansion of new building in future
The institution as per its financial status and the practical requirements plans each year as per a standard objective of upgrading at least one existing facility and/or starting and developing a new facility and service. The institution as per present requirement and with the targeted aim of upgrading and expanding its facilities it has started the construction expansion process which had been kept pending for the past few years due to financial restrictions. In this expansion, the institution plan includes a college, library section, and Examination hall, additional space for speciality department and common room facilities for students.

8) As per the institution IT policy and its available ICT facilities within the campus the institution proposes and plans to start an interactive online teaching learning programme/facility within its campus for faculty, clinician and students for academic and research activities.

4.1.3 Has the institution provided all its departments with facilities like office room, common room and separate rest rooms for women students and staff?
Institution has provided all its departments with facilities like office room, and common room. There is separate central restroom for women.

4.1.4 How does the institution ensure that the infrastructure facilities are barrier free for providing easy access to college and hospital for the differently-abled persons?
The institution right from its inception makes its efforts to keep and make available, all necessary facilities required for patient care, doctor management, patient mobilization, and student education, mobility within the campus for all and most predominantly for security purpose. Presently in the institution, starting from the entrance gate, roads, within the campus, entrance porch with ramps are being constructed for patient mobilization for all its needy patients and students. Institution in its original plan kept provision for lifts which it intends to make available practically in coming few years. Similarly, the teaching dental college have dental record department along with patients reception, waiting and registration cells and the teaching medical hospital is also in process and planning of expansion at the same time developing it as a multi speciality hospital for provision of primary health care as per NABH criteria, thereby it primarily plans to initiate urgent steps by creating easy mobilization, access of its patients within the form of ramps and patient lifts. Mobilization modes are available in the form of wheel chairs, stretcher trolleys and standard transport facilities.

4.1.5 What special facilities are available on campus to promote students’ interest in sports and cultural events/activities?
Within the campus, facilities for outdoor games are available in the form of playground adjacent to the hospital building. For indoor games, each hostel and also both the institution and the hospital have separate halls for their purpose. Regarding cultural events and other extra-curricular activities presently there are provisions in the hospital building for indoor and outdoor programmes/events. However, the institution as per its established plans is in
process of building its own indoor stadium/auditorium within its campus with assistance of available grants from the state government.

4.1.6 What measures does the institution take to ensure campus safety and security?

Entire campus has also been surveyed by private fire safety ensuring firm, which has installed related and concerned firefighting equipment and facilities all around. Mahatma Gandhi charitable trust has ensured its hospital and college for the purpose of standard fire and other special perils (policy). Every six months they conduct mock drills within the campus for creating and ensuring awareness among everyone in the campus. As the Governing Trust runs to institution dealing with patient care it strictly follows and monitors all laid down mandatory guidelines under radiation hazards caused due to ionizing radiation, e.g. X-ray, the biomedical waste act, environmental act, and water under pollution act. The governing trust delicately handles and monitors electrical facility utilization, fuel utilization and consumption, water availability and pure supply. College has made contract with Elite Sainik security services which provides 24x7 safety and security in the institution and hostel by their specially trained security gourds.

4.1.7 Facility of Animal House

The governing trust running this institution has recently proposed and planned to start medical college as per the guidelines of MCI. Thereby in the coming years a separate animal house facility is to be created and made available as per the MCI guidelines. Till date as the institution did not require an animal house neither was it conducting research activity utilizing experimental animals.

4.1.8 Provide the following details on the use of laboratories / museums as learning resources:

- Number : There are 02 laboratories functioning in the institution.
- Maintenance and up-gradation
  Both laboratories are well equipped and maintained, upgraded as per requirement and available resources.
- Descriptive catalogues in museums
  There are three museums in the college, one in anatomy department, one in general pathology and one in department of public health dentistry. All the three museums are well maintained with proper cataloging.
- Usage of the above by the UG/PG students
  Both laboratories and museums are used for teaching and learning purpose by the UG/PG students and for motivation of the patients in department of public health dentistry in particular.
4.1.9 Dentistry

Dental chairs in clinic speciality wise:

<table>
<thead>
<tr>
<th>Name of department</th>
<th>No of chairs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conservative dentistry</td>
<td>43</td>
</tr>
<tr>
<td>Prosthodontics</td>
<td>46</td>
</tr>
<tr>
<td>Oral surgery</td>
<td>18</td>
</tr>
<tr>
<td>Oral medicine</td>
<td>09</td>
</tr>
<tr>
<td>Orthodontics</td>
<td>21</td>
</tr>
<tr>
<td>Oral pathology</td>
<td>01</td>
</tr>
<tr>
<td>Periodontics</td>
<td>32</td>
</tr>
<tr>
<td>Public health dentistry</td>
<td>07</td>
</tr>
<tr>
<td>Pedodontics</td>
<td>12</td>
</tr>
</tbody>
</table>

Total dental chairs: **189**

Schedule of chair side teaching in clinics:

<table>
<thead>
<tr>
<th>Program</th>
<th>From</th>
<th>To</th>
</tr>
</thead>
<tbody>
<tr>
<td>BDS IV</td>
<td>8:30 AM</td>
<td>12:30 PM</td>
</tr>
<tr>
<td>BDS III</td>
<td>12:30 PM</td>
<td>4:00 PM</td>
</tr>
<tr>
<td>MDS</td>
<td>8:30 AM</td>
<td>4:00 PM</td>
</tr>
</tbody>
</table>

No of procedures in clinics per month and year

- College constitutes nine clinical departments working actively. Various clinical procedures are carried out routinely. Refer to Annexure 1.
- Mobile dental care unit is available

Facilities for dental and maxillofacial procedures:

1. Well-equipped speciality-wise nine dental department with a total of 189 dental chair units, four post graduate departments, Two major and one minor operation theatres (in medical hospital) are available.

- Dental laboratories
  Department of Prosthodontics and Department of Conservative dentistry are having well equipped dental laboratories with advanced equipments and instruments.

4.1.10 Pharmacy

There is a pharmacy shop within the campus which functions 24 hours for the benefit of patients and students.

4.1.11 Yoga and Naturopathy

The institution provides holistic wellbeing to staff and students by conducting courses on Art of living and yoga.

4.1.12 Homoeopathy

Not applicable

4.1.13 Nursing

We have nursing school with ANM courses, however the Governing Trust is in official process of up gradation of ANM course to GNM courses. Presently with this motto, to start with immediate effect from 2015, it proposes to upgrade it further in coming few years with BSc nursing courses (university recognized)

4.1.14 Ayurveda

Not applicable
4.1.15 Does the institution have the following facilities? If so, indicate its special features, if any.

The institution provides meditation hall as and when required by the students within its campus.

4.1.16 Provide details of sophisticated equipments procured during the last four years.

- Digital IOPA x-ray machine
- Ceramic furnace
- Endomicroscope
- Radiovisioigraphy
- Bleaching kit with curing lamp
- X-Smart Simulator
- Soft tissue Diode laser
- Ionophoresis unit
- Dental Loupes
- Implant kit
- Physiodispenser
- Stereomicroscope
- Milling Machine
- Induction casting machine
- Composite curing machine
- High volume Lathe with suction
- Titanium plates and screws kit
- Minor oral surgery kit
- Surgical straight handpiece
- Biostar machine
- Hydro Soldering unit
- Hanau Articulator
- LCD Projectors - 03

4.2 Clinical Learning Resources

4.2.1 Teaching Hospital

- Year of establishment : 1992
- Year of establishment of Dental College and Hospital : 2002
- Hospital institution distance: - Within in the campus.

Whether owned by the college or affiliated to any other institution?

- College and Hospital run by our own Trust.

Are the teaching hospitals and laboratories accredited by NABH, NABL or any other national or international accrediting agency?

- Medical hospital is accredited by ISO 9001:2008
- Number of beds: - 175 beds(as per its built up area total capacity of hospital is 300 beds, however 175 beds are in operation presently)
- Number of Dental Units : 189
- Number of speciality services
- Surgery, Medicine, Obs. & Gynecology, Orthopedics, ENT etc.
- Number of Speciality Services in the Dental College: - 1)Conservative Dentistry 2) Prosthodontics Dentistry 3) Periodontics Dentistry 4) Orthodontics Dentistry.
• Number of super-speciality services - None
• Number of beds in ICU / ICCU / PICU / NICU, etc.
  ICU of 15 Beds.
• Number of operation theatres
  02 Major, 01 Minor
• Number of Diagnostic Service Departments
  Pathology, Microbiology, Radiology, Blood Bank.
• Clinical Laboratories :02
• Service areas viz. laundry, kitchen, CSSD, Backup power supply, AC plant, *Manifold Rooms*, pharmacy services
  Available.
• Blood Bank services :- Available
• Ambulance services :- Available
• Hospital Pharmacy services :- Available
• Drug poison information service : Available
• Pharmacovigilance:-through drug information centre
• Mortuary, cold storage facility : No

**Does the teaching hospital display the services provided free of cost?**
Yes. The hospital displays the services provided free of cost.

**What is the mechanism for effective redressal of complaints made by patients?**
Yes.
There are complaint boxes, help desk for the effective redressal of complaints by the patient.

Give four years statistics of inpatient and outpatient services provided.
Record of patients in the Tatyasaheb Kore Dental College institution

<table>
<thead>
<tr>
<th>Year</th>
<th>New Patient/month</th>
<th>Old Patient/month</th>
<th>Total/month</th>
<th>Average /day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 2010 – Dec 2010</td>
<td>16281</td>
<td>26840</td>
<td>43121</td>
<td>149</td>
</tr>
<tr>
<td>Jan 2011 – Dec 2011</td>
<td>20987</td>
<td>41654</td>
<td>62641</td>
<td>208</td>
</tr>
<tr>
<td>Jan 2012 – Dec 2012</td>
<td>24021</td>
<td>36713</td>
<td>60734</td>
<td>202</td>
</tr>
<tr>
<td>Jan 2013 – Dec 2013</td>
<td>25132</td>
<td>37152</td>
<td>62284</td>
<td>208</td>
</tr>
</tbody>
</table>
Record of patients in Mahatma Gandhi Hospital for last four years

<table>
<thead>
<tr>
<th>Period/ year</th>
<th>OPD</th>
<th>IPD</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 2010- March 2011</td>
<td>7674</td>
<td>1117</td>
</tr>
<tr>
<td>April 2011- March 2012</td>
<td>10171</td>
<td>1018</td>
</tr>
<tr>
<td>April 2012- March 2013</td>
<td>9441</td>
<td>924</td>
</tr>
<tr>
<td>April 2013- March 2014</td>
<td>6620</td>
<td>680</td>
</tr>
</tbody>
</table>

- **Does the hospital display charges levied for the paid services?**
  Yes. The hospital displays charges levied for the paid services.

- **Are the names of the faculty and their field of specialization displayed prominently in the hospital?**
  Yes. The names of the faculty and their field of specialization displayed prominently in the hospital.

- **Is pictorial representation of the various areas of the hospital displayed in a manner to be understood by illiterate patients?**
  Yes. Pictorial representation of the various areas of the hospital displayed in a manner to be understood by illiterate patients.

- **Is there a prominent display of ante-natal, mother and child health care facilities?**
  Yes. There is a prominent display of ante-natal, mother and child health care facilities.

- **How does the hospital ensure dissemination of factual information regarding rights, responsibilities and the health care costs to patient and the relatives/attendants?**
  Yes. The hospital authority has ensured dissemination of factual information regarding rights, responsibilities and the health care costs to the patients and their relatives/attendants through display boards, charts and flexes.

- **How does the hospital ensure that proper informed consent is obtained?**
  Yes. The hospital ensures that proper informed consent is obtained through verbal and written consent format.

- **Does the hospital have well-defined policies for prevention of hospital-acquired infections?**
  Yes. 1) Sanitization 2) MPCM 3) Internal Hygiene Audits and Corrective actions 4) CSSD in hospital and Proposed CSSD in the college. 5) Infection Control cell and 6) Awareness.

- **Does the hospital have good clinical practice guidelines and standard operating procedures?**
Yes.

- **Does the hospital have effective systems for disposal of bio-hazardous waste?**
  Yes, Institution is following stringent measures laid down under the environmental act 1983 and Bio-medical waste at and water under policy Act.
  Policy has been implemented where all types of waste, specifically solid variety is disposed through via a private Ltd. Firm for waste disposal where waste material is collected at 12 various places in the campus and every two days transferred to a central collecting place. From this place a private firm transport vehicle collects the waste and disposes as per Legal guidance in their campus.

- **How does the hospital ensure the safety of the patients, students, doctors and other health care workers especially in emergency department, critical care unit and operation theatres? Are the safety measures displayed in the relevant areas?**
  The hospital ensures the safety of all categories of needy patients, requiring critical medical care through their casualty unit, Intensive Care Unit and Operation theatres following an effective operating procedure. Relevant safety measures, guidelines are displayed in these concerned areas and other patient’s safety areas.

- **How are the Casualty services/Accident and Emergency Services organized and effectively managed?**
  All casualty and emergency services are organized and effectively managed as per standard operative procedure of the hospital.

- **Whether the hospital provides patient friendly help-desks at various places.**
  Yes, various help desk have been organized at the patient’s areas around the hospital. At these help desk, Class III and Class IV are frequently trained and kept aware regarding and creating a doctor friendly environment.

- **Does the hospital have medical insurance help desk?**
  The hospital does not have specific National or private policy insurance schemes implemented. However the Mahatma Gandhi Charitable Trust which runs the institution has premium free health care schemes for its members, employees and their families. KLE health care insurance scheme for members of Warana complex is available at the hospital.

- **What are the other measures taken to make the hospital patient friendly?**
  - Counseling method.
  Other important measures taken are in the form of frequent staff training programs where they are made and kept aware to concentrate on patient care and doctor’s managements. Similarly new health care schemes are first experimented and if found useful subsequently implemented by each specific clinical department e.g. (Blood bank has started a blood donor discount card scheme where a donor is benefited for bag of blood where he or she is awarded along with their own family members lifelong discount for OPD and IPD respectively.)

- **Health care campus**
Patient counseling and examination is done on spot. Further treatment is made available at hospital at discount rates. For keeping patient attracted the internal and external hygiene audits are maintained by hygiene programs.

- **How does the hospital achieve continuous quality improvement in patient care and safety?**
  Hospital has its own standard operating protocol for each department specifically for patient care and management which are routinely monitored, recorded and rectified.

- **What are the measures available for collecting feedback information from patients and for remedial actions based on such information?**
  For the sake of assisting and guiding patient’s attendance the hospital has an objective policy of primarily daily collection of feedback, suggestions and compliance regarding the hospital services attended, where the objective is to collect scrutinize, verify and resolve them within 24 hours. The modes of collection are through boxes fitted at various places of hospital and mobile registers rotated and maintained by office assistance. The institution proposes to shortly implement a standard feedback form for the same above purposes, wherein which, each old and new patients shall be requested to fill and submit their visit to the hospital a targeted date to start this is 1st January, 2015.

- **How does the institution ensure uniformity in treatment administered by the therapists?**
  The institution has total faith and confidence in each of their practicing clinician. Regarding uniformity in their treatment regular follow ups and result monitoring is usually done by each respective clinician and subordinates. Institution follows a transparent procedure regarding purchasing, Maintaining and usage of standard therapeutic material. Frequent training procedures within the department by the respective clinician and their subordinates and nurses regarding orientation and treatment administration are carried out.

- **Does the institution conduct any orientation training program for AYUSH-based para-medical staff?**
  Institution does not have paramedical staff selected on the basis of AYUSH. However institution does conduct continuing orientation programs for appointed paramedical staff.

4.2.2 **What specific features have been included for clinical learning in the out-patient, bedside, community and other clinical teaching sites?**
For the purpose of clinical learning for all OPD, IPD and diagnostic sections of the hospital and at the same time for outreach centers of the departments following modes are utilized.
1. Discussions, conducting practicals and demonstration
2. Showing audio visual aids – Documentaries
3. Charts and posters
4. Models - teaching aids
5. Street plays
6. Virtual Classrooms
7. Network Facility

4.3 Library as a Learning Resource

4.3.1 Does the library have an Advisory Committee? Specify the composition of the committee. What significant initiatives have been implemented by the committee to render the library student / user friendly?

Yes. The library has an 'Advisory Committee', called Library Committee, which is part of IQAC. It is composed of the following teaching faculty

**CHAIRMAN**

Dr. Shailesh Kore

**MEMBER SECRETARY**

Dr. Harish Kulkarni

**MEMBERS:**
1. Dr. Gayithri Kulkarni
2. Dr. Gangadhar Sansuddi
3. Dr. Abhijit Gurav
4. Dr. Suryakant Metkari
5. Dr. Vikrant Shetty
6. Mr. Suhas Chavan

- The Committee is looks with procurement of books and journals, and other print and e-format reading materials. Formulation of policies for organization and administration of library, to look after budget, allocation of funds, Monitor and ensure that the library facilities are utilized properly. It meets twice a year, usually in the first and second half of the calendar year, and as and when necessary.

4.3.2 Provide details of the following:

Total area of the library (in sq. Mts.): 800 Sq. Mt.

Total seating capacity : 200

**Working hours (on working days, on holidays, before examination, during examination, during vacation)**

On working days : 8.30 A.M. to 9.00 P.M.
On Holidays : 10.00 A.M. to 5.00 P.M.
During examination days : 8.30 A.M. to 11.00 P.M.
Reading Room : 8.30 A.M. to 11.00 P.M.
Layout of the library (individual reading carrels, lounge area for browsing and relaxed reading, IT Zone for accessing E-resources.

The Library includes a stack area, undergraduate and postgraduate areas, faculty lounge, internet browsing centre, audio-visual room, circulation counter, photocopy section, and ‘group think’ for discussions.

Clear and prominent display of floor plan; adequate sign boards; fire alarm; access to differently-abled users and mode of access to collection

Yes. A clear and prominent floor plan is displayed in the Library; there are adequate sign boards indicating exits and fire safety.

There is a provision of by hand delivery of books for differently-abled persons.

List of library staff with their qualifications

The Following is the list of Library staff and their qualifications:

<table>
<thead>
<tr>
<th>Name</th>
<th>Designation</th>
<th>Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Mr. Chavan Suhas B.</td>
<td>Librarian</td>
<td>M.L.I. Sc. M. Phil.</td>
</tr>
<tr>
<td>* Mr. Sakharpe Arvind N.</td>
<td>Asst. Librarian</td>
<td>M. Lib.</td>
</tr>
<tr>
<td>* Mrs. Kanade Arachna D.</td>
<td>Asst. Librarian</td>
<td>M. Lib.</td>
</tr>
<tr>
<td>* Mr. Mulik Tanaji</td>
<td>Xerox Operator</td>
<td>SSC</td>
</tr>
<tr>
<td>* Mr. Walekar Mehboob</td>
<td>Library Attendant</td>
<td>SSC</td>
</tr>
</tbody>
</table>

4.3.3 Give details of the library holdings:

Print (books, back volumes, theses, journals)

BOOKS : 3675
BACK VOLUMES : 576
DISSERTATIONS : 20
JOURNAL : 39

Average number of books added during the last four years

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Year</th>
<th>Total Collection</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2010-11</td>
<td>382</td>
</tr>
<tr>
<td>2</td>
<td>2011-12</td>
<td>98</td>
</tr>
<tr>
<td>3</td>
<td>2012-13</td>
<td>204</td>
</tr>
<tr>
<td>4</td>
<td>2013-14</td>
<td>78</td>
</tr>
</tbody>
</table>

Non Print (Microfiche, AV)

CDS / DVDS : 141
Electronic (e – books, e – journals)

E- BOOKS :

E- JOURNALS: Quintessence Publication

Special collections (e.g. text books, reference books, standards, patents)

Nil

Book bank:

Yes, Book Bank Scheme available in the library

Question bank:

Both print and e-format question banks are available for I–IV BDS as well as for MDS.

4.3.4 To what extent is ICT deployed in the library? Give details with regard to

The Library services are automated through a software programme called SLIM 21, developed by Algorhythms Consultants Pvt. Ltd. All Library material is bar-coded and is circulated through the aforementioned software. The SLIM 21 has the Online Publication Access Catalogue (OPAC) module for easy access to the Library material.

Total number of computers for general access

The Library houses 12 computers for general access.

Total numbers of printers for general access

One network printer is available for general access in the copy/printer section of the Library

Internet band width speed * 2mbps * 10 mbps *

The internet band width speed in the college and Library is 12 Mbps

Institutional Repository

In 2014, the college library commenced the compilation of an institutional Digital Repository, assembling together e-copies of PDFs of journal articles/theses, class lecture notes, PowerPoint presentations, etc., for access by all members of the college. The Digital Repository is accessible on the college intranet using the college IP address and allows computer-based access and search to extensive amounts of college teaching-learning and scholarly material such as published papers, dissertations and e-book

Content management system for e–learning :

Participation in resource sharing networks / consortia
4.3.5 Give details of specialized services provided by the library with regard to

Manuscripts
The library does not provide specialised services in relation to manuscript preparation and submission, however, research-experienced faculty members usually assist other faculty members and students in this process.

Reference
Yes. Facility exists for selective dissemination of information, with the Library providing both general and specific references.

Reprography/scanning
Yes. The Library includes a reprography/printing/scanning facility.

Inter-library Loan Service
This institution is not affiliated to any adjacent library however it does not offer this facility to its students and faculty as per standard procedure.

Information Deployment and Notification:
Students and faculty members are made aware of the new arrivals by exhibiting the same on the display section, which is located prominently within the Library. Notices on new acquisitions are also displayed on the Library announcement board. Furthermore, faculty members are informed of new arrivals through circulation of notices/emails to different departments.

OPACS:
As aforementioned, the SLIM 21 has the Online Publication Access Catalogue (OPAC) module for easy access to the Library material. The OPAC module has an option to view the new arrivals in the Library.

Internet access:
The college and the Library provides Wi-Fi internet access of 12 Mbps bandwidth.

Downloads:
Staff and students are allowed to download information on the current issues & back issues to enhance their knowledge.

Students and faculty members’ queries related to downloading content is handled by the Library concerned technical staff, and resolution provided on a need basis.

Printouts:
The printouts generated in the photocopy section.

Year-wise breakup of the prints generated in the library’s printing section

<table>
<thead>
<tr>
<th>Year</th>
<th>Approximate Average Number of Copies per Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>100-125</td>
</tr>
<tr>
<td>2010-11</td>
<td>130-150</td>
</tr>
<tr>
<td>2011-12</td>
<td>140-180</td>
</tr>
</tbody>
</table>
Reading list / Bibliography compilation:

The OPAC module provides access to the Library reading list and bibliography compilation.

In – house / remote access to e – resources:

User Orientation:

At the beginning of every academic year an orientation programme is organized by library for newly admitted students. Orientations programme includes library tour, familiarity with online resources, OPAC, reference and allied tools useful for dental research. Students are guided by the library staff to be familiar with the collection and its location within the library.

Assistance in searching Databases:

As aforementioned, the Library staff educate and guide students and faculty members in the use of the OPAC and other e-resources.

INFLIBNET / HELINET:

4.3.6 Provide details of the annual library budget and the amount spent for purchasing new books and journals.

LAST FOUR YEARS

<table>
<thead>
<tr>
<th>SR.NO</th>
<th>YEAR</th>
<th>BOOKS</th>
<th>JOURNALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>2010-2011</td>
<td>Rs. 6,45,192/-</td>
<td>Rs. 8,12,366/-</td>
</tr>
<tr>
<td>3.</td>
<td>2011-2012</td>
<td>Rs. 3,44,520/-</td>
<td>Rs. 8,93,571/-</td>
</tr>
<tr>
<td>4.</td>
<td>2012-2013</td>
<td>Rs. 2,24,951/-</td>
<td>Rs. 10,63,655/-</td>
</tr>
<tr>
<td>5</td>
<td>2013-2014</td>
<td>Rs. 56,474/-</td>
<td>Rs. 14,43,526/-</td>
</tr>
</tbody>
</table>

4.3.7 What are the strategies used by the library to collect feedback from its users? How is the feedback analyzed and used for the improvement of the library services?

The college obtains feedback from the students on the services offered in the Library. The survey includes responses on the availability of books at the Library, the ambience, personnel, and work hours of the Library. A majority of students have rated these parameters as ‘Very Good’ or ‘Good’. The Principal discusses the results of the survey with the Chairperson of the Library Committee and the Librarian for an appropriate analyses and implementing possible improvements there of
4.3.8 List the efforts made towards the infrastructural development of the library in the last four years.

Several infrastructural upgrades have been undertaken in the preceding four years.
- Reading room seating arrangement was increased from 100 to 200 in year 2011.
- In year 2012 Library made separate IT Section of 12 computers with N-computing system.
- In year 2012 Library provided separate journal room as well as Audio Visual Section & separate photocopier room.
- The internet bandwidth was increased to 12 mbps in year 2014.

4.4 IT Infrastructure

4.4.1 Does the institution have a comprehensive IT policy with regard to:

* IT Service Management – Yes
* Information Security - Yes
* Network Security - Yes
* Risk Management - Yes
* Software Asset Management - Yes
* Open Source Resources - Yes
* Green Computing – Yes

Network Security

The college network is secured by a firewall provided by cyberoam Technologies which helps in filtering the internet content and also to make legitimate use of the contents. Users are provided with user id and password which helps in secured use of the internet. It also helps in proper use of bandwidth.

Risk Management

The firewall provided by cyberoam helps in preventing the attack by,

1) Malware
2) Virus
3) Worms
4) Internal Hacking
5) Data loss
6) Unauthorized use

Software Asset Management

The college ensure genuine legal operative systems as well as softwares.

Open Source Resources

As per the IT policy relevant operating systems and softwares shall be henceforth downloaded.
**Green Computing**

College has undertaken following measures on green computing.
1. CRT Monitors are replaced by LCD and LED monitors.
2. Replacing older generation computers with newer less energy consuming computers.
3. Updating the computers wherever possible instead of going for new systems.
4. Putting the system in sleep mode after 15 minutes of ideal- state.
5. Turning off the computers at the end of the work.

**Policy**

The I.T technicians are appointed on contract basis for the Annual Maintenance to provide I.T facilities ensure information and network security and software asset Management.

1. Access to Wi-Fi connectivity is permitted only for legalized activities. Anyone found using the facility for anti –social and anti-national activities has to face legal action as per law.
2. Single user will have single connectivity, i.e each user has to use Wi-Fi facility on only registered Laptop.
3. In case of Desktop, if wired connection is not available at user’s location then only Wi-Fi connection will be given on his Desktop system.
4. Users are forbidden to send unsolicited mail, spam mail and virus on the network.
5. Access to anti – national and pornographic sites, and chat servers/newsgroups related to these is strictly forbidden. Users violating these norms will lose their right to access internet form the TKDC campus and disciplinary action will be initiated, against them including the rustication/termination from the college/hospital.
6. Any user found misusing the facility, like bringing their friends/outsiders, etc; will lose their right to access the Internet /Wi-Fi facility.
7. Institute will not be liable for any damages arising from the use of this facility. Users have to make their own arrangements for the Security of their systems.
8. User should maintain his system on this network with updated Antivirus software, and should attempt to keep his system free from viruses, worms, Trojans, and other similar programs.
9. The Wi-Fi network service (including speed) is provided by TKDC and is completely at its discretion. Users access to the network may be blocked, suspended, or terminated at any; time for any reason.
10. We are not responsible for the reliability or quality of information found on the internet.
11. Data usage is not accumulative in future.
12. The management can change their policy regarding Wi-Fi connection without any prior intimation.
13. Management is not responsible for content of the net work.

4.4.2 **How does the institution maintain and update the following services?**

* Hospital Management Information System (HMIS)
Electronic Medical Records System (EMR)

Digital diagnostic and imaging systems including PACS

The institute is currently in the process of establishing HMIS & EMR in association with a reputed IT firm to implement a paperless data system throughout the college. This system integrates the central and departmental working with special emphasis on patients’ processes.

The diagnostic and imaging systems present in Oral Radiology, Department of Radio Diagnosis and allied concerned specialties in the hospital are maintained regularly by the authorized personnel.

4.4.3 Give details of the institution’s computing facilities i.e., hardware and software.

* Number of systems with individual configurations

1. Core – 2 Duo – 2 GB RAM. 1.8GHz 320GB
2. Dual – Core. 2 GB RAM. 1.8 GHz 160GB
3. Core I3. 4 GB RAM. 500 GB Hard Disk
4. Intel P4. 1GB RAM. 40 GB.
5. Intel P1. 1GB RAM. 160 GB Hard Disk

Laptops

6. Core – 2 Duo. 2GB RAM. Compaq. 160 GB
7. I3, 3rd Gen. Dell 4 GB RAM. 500 GB

8. Encomputing extension display

* Computer-student ratio – 1:12

* Dedicated computing facilities
All computers have stand alone facility

* LAN facility
Local Area Network [LAN] available for all the computers.

* Wi-Fi facility
Wi-Fi facility available throughout the campus from 1st March, 2014 onwards.

* Proprietary software
Proprietary Software – Library
1. We have Slim 21 for the library.
2. Windows 8 operating system.

* Number of nodes/computers with internet facility
26

* Any other (specify)

LCD - 5
Printers - 12 (4 All in one Printers)
Scanner - 3
Copier - 1
OHP - 4
4.4.4 What are the institutional plans and strategies for deploying and upgrading the IT infrastructure and associated facilities?
1. Regular upgradation of Hardware and Software as per the requirement.
2. ICT enabled classrooms have been introduced.
   - Every department has internet facility for browsing and research.
   - Increasing the LAN speed from 2 Mbps to 12 Mbps
   - Plans to tie up with open source resources for the benefit of faculty and students
   - Plans to purchase and increase the provision of electronic aids in the field of learning and teaching e.g LCD Projectors, Scanners, Smart board facilities.
   - To increase more number of Wi-Fi ports for better access to internet.

4.4.5 Give details on access to on-line teaching and learning resources and other knowledge and information database/packages provided to the staff and students for quality teaching-learning and research.
- E- Journal access through M.U.H.S, Nashik university and Quintessence Science.com private Ltd.
- Centralised LAN facility for Interdepartmental communication.
- Virtual Classroom- The institute shortly planes to introduce the virtual classroom thereby utilizing the IT campus for live recording of the lectures.
- Access to online teaching and learning resources during working and non-working hours.

4.4.6 What are the new technologies deployed by the institution in enhancing student learning and evaluation during the last four years and how do they meet new / future challenges?
- Online interaction with faculty.
- Encouraging the students to develop the habit of reading journals.
- The campus has been made Wi-Fi enabled to help student and staff to have instant access to internet predominantly for academic purposes.
- NMEICT facility

4.4.7 What are the IT facilities available to individual teachers for effective teaching and quality research?
- Computers
- Internet facility
- Wi-Fi facility
- L.C.D Projectors
- Access to web – based open resources.
- Access to NMEICT

4.4.8 Give details of ICT-enabled classrooms/learning spaces available within the institution. How are they utilized for enhancing the quality of teaching and learning?
The institute has well furnished five (5) lecture halls. All the five lecture halls are provided with:
1. Computer with OS
2. LCD Projectors
3. V.G.A cable connection
4. Internet facility
5. Mobile Jammers

**4.4.9 How are the faculty assisted in preparing computer-aided teaching-learning materials? What are the facilities available in the institution for such initiatives?**

The institution stresses the importance of computer knowledge and encourages the preparation of teaching material based on ICT modules. The institute provides:

2. LAN & Wi-Fi connectivity to these computers.
3. Computers along with LCD projectors for teaching.

**4.4.10 Does the institution have annual maintenance contract for the computers and its accessories?**

The system administrator appointed by the institute constantly inspects the systems. If required Computer service Managers of the particular company are called to fix any problems. The vision Enterprises, Sangli has been given the AMC for Wi-Fi maintenance.

**4.4.11 Does the institution avail of the National Knowledge Network (NKN) connectivity? If so, what are the services availed of?**

NMEICT – Till date the institution avails all the facilities related to NMEICT. Further it proposes to understand and avail other facilities available under the NKN.

**4.4.12 Does the institution avail of web resources such as Wikipedia, dictionary and other education enhancing resources? What are its policies in this regard?**

Yes, all references are utilized using the above web resources are frequently availed.

**4.4.13 Provide details on the provision made in the annual budget for the update, deployment and maintenance of computers in the institution.**

The institutional budget provides for specific percentage for the upgradation and maintenance of the system. It varies according to the requirements made by the system administrator. A budget of 2.5 lacks corpus fund is kept available for routine upgradation and new purchases.
4.4.14 What plans have been envisioned for the transfer of teaching and learning from closed institution information network to open environment?

A comprehensive database are being maintained for important cases and procedures which will be used for the transfer of teaching and learning from closed institution information network to open environment.

4.5 Maintenance of Campus Facilities

4.5.1 Does the institution have an estate office / designated officer for overseeing the maintenance of buildings, class-rooms and laboratories? If yes, mention a few campus specific initiatives undertaken to improve the physical ambience.

Yes, the institution has a designated Civil and Maintenance supervisor who oversees the Maintenance of all infrastructures, buildings, Classrooms. For purpose of campus development the institution does not have separate estate officer, however an appointed land maintenance supervisor whose duty and responsibility is to maintain and develop the physical ambience of the campus. In order to improve the physical ambience institution has prepared and implemented standard operating protocols and scheduled for these supervisors where they have been trained, directed and advised to conduct daily rounds in all concerned areas and departments for observing, recording tracking and rectifying each and every necessary work related to maintain ace of the building and infrastructures, equipments, instruments, furnitures, fixtures, campus environment and landscape natural resources etc. Institution has already initiated organizational development measures in the form of construction and completion of pre-planned, pending infrastructure.

4.5.2 How are the infrastructure facilities, services and equipments maintained? Give details.

The infrastructure facilities services are maintained as mention above by standard operating procedures by the appointed maintenance sections consisting of civil, sanitary, vehicle and land supervisors. Daily rounds by the concerned supervisors are conducted where concerned finding and observations are recorded and rectified. Routine internal audits are conducted as a part of monitoring and thereby fulfilment of all necessary work. All these records are maintained in the form of logbooks, registers, charts by each concerned departmental worker or an officer. Regarding the major equipments of the institution annual maintenance contract have been made with each concerned company or an engineer.

4.5.3 Has the institution insured its equipments and buildings?

The Mahatma Gandhi charitable Trust has insured its campus including building and equipments with National Insurance Company which has been renewed up to March 2015.

*Any other information regarding Infrastructure and Learning Resources*
which the institution would like to include.
The institution would definitely like to mention that it honestly proposes and has its present future plans to develop, maintain and upgrade its infrastructure facilities and all other resources including learning as per required standards.
CRITERION V:

STUDENT SUPPORT AND PROGRESSION

5.1 Student Mentoring and Support

5.1.1 Does the institution have a system for student support and mentoring? If yes, what are its structural and functional features?

Yes, available in the form of teaching faculty, administrative staff, clinician, students, employees etc. The institution, right from its inspection has kept all relevant assistance round the clock for each student admitted. These services are kept available through management representative, teaching faculty, clinician, senior students, employees and trustees, who are more so ever available also within the campus. Due to this, students are able to report, discuss and resolve any occurring doubts and problems. The institution also offers assistance and guidance to all its students, faculty and employees through the administrative office where a separate assistance cell has been created.

5.1.2 Apart from classroom interaction, what are the provisions available for academic mentoring?

Apart from classroom interaction, for undergraduate students, topic wise group discussions are taken in the department during regular clinical postings by the subject specialists. Additionally most of the procedures of the specialty are demonstrated during clinical postings for better understanding.

For post graduate students, regularly seminars/ journal clubs/ case discussion are conducted. Demonstrations of all procedures to be performed by them are given individually by their guides.

5.1.3 Does the institution have any personal enhancement and development schemes such as career counseling, soft skills development, career-path-identification, and orientation to well-being for its students? Give details of such schemes.

In case of medical and dental courses, the graduates and post graduate students prefer either for self-employment or further studies. Desired guidance and required counseling isextended by the senior faculty and the Career counseling cellpertaining to avenues for higher education, training and placement. Counseling regarding various opportunities after graduationis an on-going process and is done routinely during student-teacher interaction. The students are necessitated to engage in meaningful activities and they are introduced to various concepts related to their overall development.

5.1.4 Does the institution have facilities for psycho social counseling for students?

Yes, Psycho social counseling is conducted by our own institution, management representatives, teaching staff, non-teaching staff, senior students, employers, trustees on a pure voluntary basis with a motive and honest intension of developing students in to good human beings and responsible citizens of the country. In addition to this, institution also involves social and intellectual organization like Art of Living for the
same purpose predominantly for psychosocial counseling. In this activity our institution’s primary aim is at removing existing stress, creating awareness regarding diet and diet related stresses, importance of team work and to improvise ability to interact freely with people and many more.

5.1.5 Does the institution provide assistance to students for obtaining educational loans from banks and other financial institutions?
YES. After the admissions are over, there is a counseling session to all the students along with their parents, the availability of financial support, educational loans, etc. are announced by the bank officials in presence of the principal and faculty. Interested students then approach the office and collect the relevant information for obtaining the educational loans. The students are facilitated by way of making compliance of essential requirement on the part of institution, such as providing no objection, bonafide certificates etc.

5.1.6 Does the institution publish its updated prospectus and handbook annually? If yes, what are the main issues / activities / information included / provided to students through these documents? Is there a provision for online access?
Yes. The college publish the prospectus that contain information about the profile of the institution, the list of faculty members and their specializations, various programs and courses offered, regulations and eligibility conditions, fees, others support facilities like the Library, Hostels etc. The prospectus and information brochures are generally updated. The said information is also hosted on College website.

5.1.7 Specify the type and number of institution scholarships / freesthips given to the students during the last four years. Was financial aid given to them on time? Give details. (in a tabular form)
The colleges encourage and facilitate the students applying for government scholarships available for various categories such as backward classes, EWS, private merit etc.

5.1.8 What percentages of students receive financial assistance from state government, central government and other national agencies?
Nearly 26% of the students are availing the financial assistance in the form of scholarship and freesthip from the government.

5.1.9 Does the institution have an International Student Cell to attract foreign students and cater to their needs?
At present there are no students from foreign country. However all necessary facilities available for other students could be provided.

5.1.10 What types of support services are available for

* overseas students
* physically challenged / differently-abled students
* SC/ST, OBC and economically weaker sections
* students participating in various competitions/conferences in India
and abroad
* health centre, health insurance etc.
* skill development (spoken English, computer literacy, etc.)
* performance enhancement for slow learners.
* exposure of students to other institutions of higher learning/corporates/business houses, etc.
* Publication of student magazines, newsletters.

Overseas students
The institution till date has no overseas students. However all necessary facilities available for other students could be provided.

Physically challenged I differently-abled students:
The institute provides barrier free environment and has instituted / earmarked a separate clinic for them. Special one-to-one service is provided to the differently-abled students in the library to locate the books. The numbers of differently abled students enrolling for the courses are limited. At present the institution does not have severely physically challenged students/ differently-abled students. Mobilization of patients within the institution is handled delicately. Ramp provision is being made at the institution entrance for easy & prompt access. Wheel chairs, & stretcher trolleys are available always at entrance and reception areas of the institution. The Institution takes initiatives to train its related attendant employees the importance and methods of handling, escorting & interacting with patients within a health care campus.

SC/ST, OBC and economically weaker sections: For the students coming from disadvantaged sections of the society the College helps them in all possible ways by providing assistance in the form of-
  * Academic Support-Book Bank facility.
  * Facilitate scholarship application, processing and disbursement.
We follow all government guidelines in supporting SC/ST/OBC/Economically weaker students.

Students participating in various competitions/conferences in India and abroad: The College promotes and encourages the participation of students in extracurricular and recreational activities. The students who are proficient in sports and co-curricular activities are given the following incentives:
  * Extra classes and clinical postings for missed durations are provided.
  * Separate or additional improvement internal exams are taken for students who missed scheduled exams.
  * The colleges give awards, certificates, gold medals, shields, etc. to deserving sports persons and performers to motivate them to achieve excellence in their field.
Health Centre, Health Insurance etc.: The College has its own hospital for taking care of medical needs of students.

Skill development (Spoken English, Computer Literacy, etc.): Institution till date did not find it necessary to provide special assistance regarding spoken English predominantly because of the available in born skill of the student admitted to college who in fact is well-versed with English language both verbally and written. However for other skill development which are frequently required like behavior, discipline, declamation, computer operation, personality, assistance is provided voluntarily by the faculty, institutional administration management, senior students and institutional invites or guest speakers through the modes of training, presentations documentaries, enactments, plays, interviews, practical demonstration, hand-on training, inspirational lectures and exercises etc.

Performance enhancement for slow learners: The teachers of the subject will identify the students and find suitable measures to increase the performance of slow learners and the same will be implemented without revealing the identity.

Exposure of students to other institutions of higher learning corporate/business houses, etc.: The institution proposes and has taken initiative for collaboration with other reputed academic institutions, universities and organizations. In the past few months, with the basic positive intention of external academic and extracurricular exposure, primarily for students, it has signed a memorandum of understanding with institution situated about 120 km in Belgaum in Karnataka. Till date both the institution are in the process of planning and formulation of ideal student and faculty exchange model which in the long run would be beneficial for both in all fields. In addition to this with such and ultimately planned collaborative model, the institution proposes to expand its services, education and research facilities to its faculty and students along with other professional higher educational institutions of other fields too. (E.g. engineering, pharmacy, management administration branches etc.)

Publication of student magazines: YES. The Colleges is publishing the student magazines annually. To oversee its publication, a magazine committee is constituted at the beginning of each academic year. College published “Impression” in 2005, “Vision” in 2007, “Plexus” in 2009, and “Impulse” every year since 2011. Eco-friendly magazine, Impulse 2011 was very innovative approach and Impulse 2014 is an online journal to matchup with today’s internet era. Members of this committee motivate students to contribute essays, short stories, poems, limericks, sketches, etc. The magazine serves as a channel through which students can not only exhibit their literary and artistic skills but also give expression to their views and perspectives on the changing trends in higher education and their aspirations for the future.

5.1.11 Does the institution provide guidance and/or conduct coaching classes for students appearing for competitive examinations (such as USMLE, PLAB, GPAT, NCLEX, CGFNS, IELTS)? If yes, what is the
outcome?
Career counseling cell provides information regarding competitive exams and opportunities abroad to the interested students.

5.1.12 Mention the policies of the institution for enhancing student participation in sports and extracurricular activities through strategies / schemes such as

* additional academic support and academic flexibility in examinations
* special dietary requirements, sports uniform and materials
* any other (specify)

- The students have been participating in extra-curricular activities and recreational activities actively.
- The college also organizes cultural programs to nurture and updates the students' talents.
- The college supports their sports and dietary requirements as requested.
- The college has spacious sports ground. It consists of volley ball court, kho-kho court and ground for a cricket. The college is in the process of building its own indoor stadium and auditorium with in its campus with an assistance of available grants from state government.
- Special classes are arranged to the students who miss the regular classes due to participation in sports/inter collegiate Cultural competitions.
- Flexible schedule for taking Continuous internal evaluation and exams for such students is made available.

5.1.13 Does the institution have an institutionalized mechanism for student placement? What are the services provided to help students identify job opportunities, prepare themselves for interviews, and develop entrepreneurship skills?

No. There is no institutionalized mechanism but there is career counseling cell that provide career guidance and placement facilities to students. Details are provided under 5.1.3.

5.1.14 How does the institution provide an enriched academic ambience for advanced learners?

An enhanced academic ambience for advanced learners is provided by access to e-books, digital library, Wi-Fi facility etc. College also encourages them to participate in co-curricular, extra-curricular, research activities and original studies.

5.1.15 What percentage of students drop-out annually? Has any study been conducted to ascertain the reasons and take remedial measures?

Only one student is dropped out till date. The faculty participates in academic and personal counseling of the students. They counsel the students, identify their problem regarding academics and gives suggestions to students.

5.1.16 Give the number of students selected during campus interviews by different employers (list the employers and the number of companies who visited the campus during the last four years).

In case of dental courses, the graduates and post graduate students opt either for self-employment or further studies and hence there is no role as such for an institutional placement cell for the purpose of gainful
employment. However, desired guidance and required counseling is extended by the senior faculty and the career counseling cell pertaining to avenues for higher education and training.

5.1.17 Does the institution have a registered Alumni Association? If yes, what are its activities and contributions to the development of the institution?

The college has very recently formed alumni association and conducted its first alumni meet in the month of September 2014. In this meet it was proposed to meet regularly. Registration of alumni and by-laws is under process. There is a significant progress in creation of database of all the alumni with information about their employment, their employers and nature of their present work, contact addresses, phone numbers and e-mail IDs. Such information will help the present students to contact the alumni for suitable guidance. This database also enables the IQAC to obtain the feedback information from the alumni and their employers. Such information provides important inputs for revision, modifications and introduction of new academic programs. We invite alumni to the college and arrange their interaction with current batch of students.

ALUMNI ASSOCIATION
Chief Patron: Dr. G.S. Sansuddi
President: Dr. Shyam Mane.
Vice-President: Dr. Sagar Kadam.
Hon. Secretary: Dr. Snehal Shende.
Hon. Joint Secretary: Dr. Shweta Patil.
Hon. Treasurer: Dr. Harshda Lokhande.

5.1.18 List a few prominent alumni of the institution.
• Dr. Samar Padmai – Cleared MPSC exam 2013.
• Dr. Jitendra Mete – Cleared AIPG entrance exam and completed MDS (Prosthodontics) at Govt. Dental College, Aurangabad.
• Dr. Siddharth – Cleared AIPG entrance exam and procuring MDS in Conservative Dentistry & Endodontics at Government Dental College, Pondicherry.

5.1.19 In what ways does the institution respond to alumni requirements?
The college encourages alumni association to actively participate in all the activities of college and it facilitates to conduct program every year for outgoing students both PG & UG about career opportunities. College provides infrastructure and other facilities to conduct alumni meet and related programs.

5.1.20 Does the institution have a student grievance redressal cell? Give details of the nature of grievances reported. How were they redressed?
The college has a "Grievance Redressal Cell" to redress the grievances of the stakeholders (students and faculty).
• The students can approach the Cell on various issues relating to accommodation, academic matters, financial matters, health services, library and transportation and other services and the cell facilitates quick disposal of the said grievances.
• The committee also redresses the grievances of the other stakeholders as and when required. As a result of this mechanism, there is a pleasant
ambient atmosphere and good work culture with in-built goodwill and mutual understanding among the stakeholders.

5.1.21 Does the institution promote a gender-sensitive environment by (i) conducting gender related programs (ii) establishing a cell and mechanism to deal with issues related to sexual harassment? Give details.

The institution provides equal opportunities and benefits to women students and employees. Gender sensitization is an inbuilt philosophy in our institution as majority of students in the institution are girls. Special security system is in place and made very effective.

YES. Women’s complaints committee at our college is based on the guidelines formed by M.U.H.S, and it is actively functioning. However, there are no incidents of sexual harassment in the college since its inception in 2002.

5.1.22 Is there an anti-ragging committee? How many instances, if any, have been reported during the last four years and what action has been taken in these cases?

College has an anti-ragging committee as per regulations of M.U.H.S and no such incidents have been reported during the last four years. Hostel wardens are taking every care against ragging by regular visit to the hostels with a team of anti-ragging squad.

5.1.23 How does the institution elicit the co-operation of all its stakeholders to ensure the overall development of its students?

The College Governing Council (Local Management Committee) has members from its employers and faculty members. These members give suitable inputs to the overall improvement of the institute. Through uniform student representation in various committees and cells, college facilitates interaction of student with all stakeholders. The college gets feedback from the employers, patients, peers, alumni, parents and students, and tries to adopt their suggestions by suitably modifying it.

5.1.24 How does the institution ensure the participation of women students in intra- and inter-institutional sports competitions and cultural activities? Provide details of sports and cultural activities where such efforts were made.

- College encourages the girl students equally along with the boys to participate in inter and intra-college cultural and sports activities.
- The wardens of the women’s hostels, who also are women counselor, counsel the women students regularly and help them in solving their personal problems besides encouraging them to be competitive academically and extra academically.
- A number of medals and endowments have been awarded for the encouragement of the women students.

5.1.25 Does the institution enhance the student learning experience by providing for rotation from the teaching hospital to the community and district hospital during the internship period?
YES. Three months of compulsory community dentistry posting is provided in internship period. Regularly camps are conducted by the department in surrounding villages and apart from that our college is situated in rural area. There are two satellite centers in the remote area where interns are posted. So interns get exposure of working in rural areas in community setups and are benefitted in several ways.

5.1.26 Does the institution have immunization policy for its students and staff?
YES. Institutional immunization policy aims to protect the overall health, safety, and welfare of the Tatyasaheb Kore Dental College campus and community.

5.1.27 Does the institution give thrust on students growth in terms of:
* Physical development,
* Emotional control,
* Social dimension and
* Spiritual growth.

Yes, the institution gives immense importance to the development of the above by the following ways

1. **Physical development:** Free facility and well equipped fitness centers for students has made available by the institution. (Refer 5.1.12)
2. **Emotional control:** A psycho-social counseling and guidance is provided by Art of Living classes which are conducted regularly. (Refer 5.1.4)
3. **Social dimension:** Camps and various awareness campaign in villages are conducted. Institution has two satellite centers in rural areas. Above all interaction with community help the students to improve their social dimension.
4. **Spiritual dimension:** is enhanced by organizing various religious functions, courses by various organizations such as art of living, Ramkrishna mission. (Refer 5.1.4)

5.2 Student Progression

5.2.1 What is the student strength of the institution for the current academic year? Analyze the Program-wise data and provide the trends (UG to PG, PG to further studies) for the last four years.

The student strength of the college is 324 for the current academic year. 300 across the five years (60*5) of the BDS program, and 24 across the three years (8*3) of the MDS program. Around 20 percent of the students passing from our institution are pursuing/pursued post-graduation in various institutes all over India.

5.2.2 What is the number and percentage of students who appeared/qualified in examinations for Central / State services, Defense, Civil Services, etc.?

One alumni from our college cleared state civil service exam. As such, it is still uncommon for dentists to appear for central/state services, defense civil services. Career counseling cell provide all necessary information regarding civil services exam.

5.2.3 Provide category-wise details regarding the number of post
graduate dissertations, Ph.D. and D.Sc. theses submitted/accepted/rejected in the last four years.

Since the last four year, 16 MDS dissertations have been submitted and accepted.

5.2.4 What is the percentage of graduates under AYUSH programs employed in the following?
* AYUSH departments/Hospitals,
* Multinational companies,
* Health clubs,
* Spas,
* Yoga wellness centers,
* Yoga studios,
* Health clubs,
* Own Yoga cubes/studios?

Till date no student applied or employed under AYUSH program.

5.3 Student Participation and Activities

5.3.1 List the range of sports, cultural and extracurricular activities available to students. Furnish the program calendar and provide details of students’ participation.

College conducts sports and cultural week every year. Sports activity involves outdoor games like volley ball, football, kabaddi, kho-kho, throw ball matches between classes. Indoor games include badminton, table tennis, carom, and chess. Individual competitions in athletics for both girls and boys are conducted on final day of sports week.

Cultural activity involves singing, dancing, drama, mad ads, antakshari, quiz competition etc. students also participate positively in art, rangoli, nail painting, face painting and soap carving competitions.

Other than this, college actively involves all the students for oral hygiene day, international brushing day, teacher’s day, tobacco cessation day, college foundation day, fresher’s day, AIDS day etc. College also arranges grand annual day every year involving teaching, non-teaching staff, students and interested student’s parents. Graduation day for interns is also a part of our culture.

5.3.2 Give details of the achievements of students in co-curricular, extracurricular and cultural activities at different levels: University / State / Zonal / National / International, etc. during the last four years.

Students participate at different levels of sports activities. Suraj Bagwan has been selected as a flag bearer for Maharashtra University of health sciences at all India inter university swimming competitions successively for second year in 2014.
### Level of competition and year | Type of sports | Awards/Recognition
--- | --- | ---
Interstate 2011 | Swimming 4X 100 Relay | Suraj Bagwan bagged Gold medal
Interstate 2012 | Swimming | Suraj Bagwan bagged one Silver medal and two bronze medals
Interuniversity 2013 | Swimming | Suraj Bagwan bagged five gold medals and one silver medal
Interuniversity 2014 | Swimming | Suraj Bagwan bagged eight gold medals

5.3.3 Does the institution provide incentives for students who participate in national / regional levels in sports and cultural events?
Yes. College provides incentives in the form of sports and dietary requirements as per their request.

5.3.4 How does the institution involve and encourage its students to publish materials like catalogues, wall magazines, college magazine, and other material? List the major publications/materials brought out by the students during the last four academic sessions.
YES. The College is publishing the student magazines annually. To oversee its publication, a magazine committee is constituted at the beginning of each academic year. College published “Impression” in 2005, “Vision” in 2007, “Plexus” in 2009, and “Impulse” every year since 2011. Eco-friendly magazine, Impulse 2011 was very innovative approach and Impulse 2014 is an online journal to match with today’s internet era. Members of this committee motivate students to contribute essays, short stories, poems, limericks, sketches, etc. The magazine serves as a channel through which students can not only exhibit their literary and artistic skills but also give expression to their views and perspectives on the changing trends in higher education and their aspirations for the future.

5.3.5 Does the institution have a Student Council or any other similar body? Give details on its constitution, activities and funding.
Yes, the institution has student council according to the guidelines given by the M.U.H.S. It constitutes President, Secretary, cultural secretary, sports secretary, scientific secretary, treasurer, and representatives from each class. It participates and encourages the students in cultural, sports and other extra-academic activities.
Its major activities are:
- Communicating the needs of the student community to the staff and college management and eliciting the co-operation of fellow students in successfully accomplishing the goals and objectives of the college.
- Sharing their ideas and opinions on various curricular, co-curricular and extracurricular issues.
- Organizing programs such as Inaugural and Valedictory functions of the students’ forum, Fresher’s Day, Sports week, Cultural week etc., under the
supervision of the conveners of the Cultural Committee and Sports Committee.

- Rendering voluntary service during workshops, seminars and conferences.

**Funding of Students Council:**
The Students Council is primarily funded by voluntary contributions of students. The college supports the activities of the council during Sports events, cultural events, and community visits.

5.3.6 **Give details of various academic and administrative bodies that have student representatives in them. Also provide details of their activities.**
Student representatives are a part of the following committees of the institution:

a) Students council

b) Grievance committee

Any other information regarding Student Support and Progression which the institution would like to include.
**CRITERION VI: GOVERNANCE, LEADERSHIP AND MANAGEMENT**

6.1 Institutional Vision and Leadership

6.1.1 State the vision and the mission of the institution.

**VISION**

Excellence, innovation and service in dental education and oral health care.

**MISSION**

SERVICE IS RELIGION

To be universally recognized health care institute in the rural area with the centre of excellence in oral health care and education. Operating along with collaborative research training that provides unparalleled quality oral health care and education for all including predominantly backward and devoid sections of the society.

Providing standard dental education to make students globally competent ethically and socially responsible by inculcating value systems among them.

Offering the best oral health care and engaging in research, scholarship and creative endeavours to improve the health of highly diverse populations provide quality education to faculty development and affordable teaching learning resources and facilities thereby contributing to national development.

6.1.2 Does the mission statement define the institution’s distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, the institution’s tradition and value orientations, its vision for the future, etc.?

Yes, the mission statement defines the institution’s distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, the institution’s tradition and value orientations, its vision for the future.

6.1.3 How is the leadership involved in

- Developing E- Governance strategies for the institution?
  The governing leadership has initiated active steps towards developing and incorporating a centralized operating system for the management of all related academic and administrative models of teaching college, hospital and allied offices. The process of the system is been done through a recognized and reputed software firm. Through this system the trust management, college administration, faculty, students and office administration, office sections shall be interlinked to each other for all necessary mandatory purposes.
  Till date the governing leadership over the past 10 -12 years gradually introduced E-Governance strategies initially on experimental basis and subsequently after assuring, confident operators have tried to implement and utilize this system for the benefit of convenient administrative and academic governance. This was and has however done depending on the available manpower, individual skills, economical feasibility,
department and personal faculty involvement etc. Thereby to ensure that reasonable and user friendly operating management system is to be developed. The governing leadership along with institutional administration proposed and concluded that a single operative system for all these purposes is necessary to be prepared.

For this, in order to achieve and implement the same and to ensure continuous improvement the governing leadership proposed the dire necessity of upgrading and developing the skills of presently available manpower through the modes of training, practical demonstration, certification computer operation courses etc. For monitoring the same, a time bound program for selection, purchase and implementation of new proposed management system has planned and is been tracked.

- **Interacting with its stakeholders?**
Governing leadership organizes and conducts regular meetings with all its concerned and related members including trust members, teaching faculties, clinicians, non–teaching faculty, students, parents, patients, accompanying attendance, allied distributors, bankers, managers etc. These meetings are usually in form of open hall discussions, awareness programs, training sessions, personal discussions as per prior appointments, outreach health care camps, counselling etc. All clarifications, suggestions, complaints are feasibly discussed and resolved or clarified.

- **Reinforcing a culture of excellence?**
Governing leadership always promotes and encourages its teaching and non-teaching faculty, clinicians and students for organizing, participating and conducting extra-curricular, academic and health care activities, predominantly research work, continued education programs, workshops. Offering and availing incentives, scholarships for sincere, hardworking, meritorious, innovative minded teaching faculty and students, predominantly for academic contribution like research projects, publications, paper presentations, guest lectures, etc, selected and graded by standard system, governed by committee consisting of reputed academicians and clinicians. Similarly, the leadership also encourages active contribution and participation of faculty and students at intercollege and university level cultural and sports activities. The leadership persistently believes in making efforts and creating good clinicians under the same time offering standard and affordable healthcare services to the needy patients with an honest intention.

- **Identifying organizational needs and striving to fulfill them?**
Governance leadership strictly follows a principle of keeping a track of organizational needs and requirements, gradually as possible fulfill them, for this it conducts master observational rounds, regular meetings of LMC and IQAC members, where all the matters recorded and discussed, planned, assessed in a priority wise classified manner, sanctioned, and approved for fulfillment. The organizational needs basically stressed on are regarding patient’s senses. Therapeutic material, finance availability and investment, academic programmes conducted standard outreach healthcare activities, institutional beneficial activities, faculty motivational activities, patient care facilities, innovative and research projects etc. The leadership understanding the root cause now proposes
and intends to make honest efforts for motivating, developing and upgrading available manpower skills which were found lacking in fulfilling organizational needs, thereby in near future with the NAAC as an ideal module in front of it, institution seriously plans to formulate and implement and maintain a standard system process regarding understanding the needs and thereby fulfilling them.

6.1.4 Were any of the top leadership positions of the institution vacant for more than a year? If so, state the reasons.

No the top leadership Positions were never kept Vacant for any period of time.

6.1.5 Does the institution ensure that all positions in its various statutory bodies are filled and meetings conducted regularly?

Yes, all positions in its various statutory bodies are filled and meetings conducted regularly that is once in a Month.

6.1.6 Does the institution promote a culture of participative management? If yes, indicate the levels of participative management.

Yes, the Institution promotes the culture of Participative Management. The working of the institution is smoothly carried out by following Academic and Administrative bodies as follows. Following flow chart explains the decentralization of administration
6.1.7 Give details of the academic and administrative leadership provided by the university to its affiliated colleges / constituent units and the support and encouragement given to them to become autonomous.

Not Applicable.

6.1.8 Have any provisions been incorporated / introduced in the University Act and Statutes to provide for conferment of degrees by autonomous colleges?

Not Applicable.

6.1.9 How does the institution groom leadership at various levels? Give details.

The Institution grooms its leadership at various levels.

i) By grooming the Leadership qualities among the staff.

ii) By research

iii) By academic Orientation

iv) By clinical Expertise

The staff member is groomed in above levels and based on their performances appraisal is done which may be even in the form of leadership position or other incentives as decided by Management.

At the student level the elections are carried out to elect the monitors to monitor the quality of Academic, Extra-Curricular and cultural Activities. At the same time the efforts are made to inculcate the leadership qualities among the students there by continuing grooming of the students.

6.1.10 Has the institution evolved a knowledge management strategy which encompasses the following aspects such as access to

- Information Technology
  - Yes.
- National Knowledge Network (NKN),
  - YES Through implementation of NMEICT Institute is seamlessly integrated with National Knowledge Network (NKN),
  - Data Bank,
  - Yes.
- Other open access resources along with effective intranet facilities with unrestricted access to learners.
  - Yes.

If yes, give details.

1) The institution promotes the above knowledge management strategy by subscribing to Wikipedia which is e-journal data bank of all the dental subjects which includes International, National and Local Journals.
2) The library is facilitated with more than 2200 titles, 4474 Volumes of these titles and 39 Journals of which 29 are International and 10 National Journals.
3) Internet facilities are available with unrestricted access to learners.
6.1.11 How are the following values reflected in the functioning of the institution?

- Contributing to National development
  The institution has a rural setup and affordable treatment serving the people of this region.

- Fostering global competencies among students
  College encourages the staff and students to participate and/or organize workshops, continued dental education programs, conferences etc. so as to interact with respective eminent professionals and peers and to improvise knowledge and skill by sharing. College is offering post graduate course in four subjects which will enable the students to excel and master the skills, which build scientific temper, and promote self-learning thereby achieving exuberant knowledge. Quality of teaching and teachers is ensured by the means of self-appraisal system feedback on syllabus, teachers etc. by student, alumni, and peers. In order to develop global competencies among students, college is providing world class learning resources such as full-fledged library, advanced e-learning resources like e-journals, collaborations with colleges of Pharmacy and Ayurveda for research and library sharing, collaboration with industries for research etc.

- Inculcating a sound value system among students
  ‘Service is religion is the mission statement of our college. College is providing quality health services to about 100-120 patients in rural areas every day, 24 X 7 emergency service on non-profit basis which is itself a role model for student; inculcating qualities like service and sacrifice. Peer tutor teaching system inculcates the empathy and lifelong learning. College promotes extracurricular activities and co-curricular activities. Students volunteer in organizing such programs which inculcates values like cooperation and teamwork. Through the activities of student council, students learn leadership and responsibility. Post graduate course is designed in such a way that students learn self-learning, working in team. Students participate in dental camps and oral health talks in rural areas which enables them to understand the diversity and different needs of society. Here they learn the ability to communicate effectively with patients, in particular, to use active listening skills, to gather and impart information effectively, to handle patient emotion sensitively and to demonstrate empathy, rapport, ethical awareness and professionalism.

- Promoting use of technology
  College is providing 2Mbps leased line and additional 10 Mbps (NMEICT) for internet connectivity (lined &/or Wi-Fi) in library, all the departments of college and hostels. There is Information and communication Centre in library.

We are training the students in statistical software, online indexing services (PUBMED etc.) through research methodology workshops. Also curriculum has included computer skills and facilities like e-journals, e-library and digital learning material on college website provided by the college.
* Quest for excellence
Internal quality assessment cell has been established in the college so as to enhance the quality of institute. Through the process like self-appraisal for teaching and non-teaching staff, feedback from student, alumni, academic peers, parents of students, patients etc. decentralization of administration, formation and internalization of innovative process IQAC is striving for self-improvement of institute

6.1.12 Has the institution been indicted / given any adverse reports by National Regulatory bodies? If so, provide details.

None. College has not been indicted any adverse reports by national regulatory bodies.

6.1.13 What are the projected budgetary provisions towards teaching, health care services, research, faculty development, etc.?

<table>
<thead>
<tr>
<th>Year</th>
<th>Salary</th>
<th>Recurring Expenses</th>
<th>Non Recurring Expenses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Teaching</td>
<td>Non-Teaching</td>
</tr>
<tr>
<td>2012-13</td>
<td>21403891</td>
<td>746073</td>
<td>4157826</td>
</tr>
<tr>
<td>2013-14</td>
<td>22330531</td>
<td>1217947</td>
<td>4654014</td>
</tr>
</tbody>
</table>

Provisional Budget for the year 2014-15.

<table>
<thead>
<tr>
<th>Year</th>
<th>Salary</th>
<th>Recurring Expenses</th>
<th>Non Recurring Expenses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Teaching</td>
<td>Non-Teaching</td>
</tr>
<tr>
<td>2014-15</td>
<td>25350000</td>
<td>450000</td>
<td>4140000</td>
</tr>
</tbody>
</table>

Provisional Budget for Development Fund 2014-15

- Infrastructure & Contractual Upgradation: 200000
- Equipment & Instrument Upgradation: 625000
- Academics & Expertise Upgradation: 625000
- Research & Scholarship grants: 210000
- IT Corps Fund: 210000
- Library Up-gradation: 210000
- Any Other: 210000
6.2 Strategy Development and Deployment

6.2.1 Does the institution have a perspective plan for development? If yes, what aspects of the following are considered in the development of policies and strategies?

- Vision and mission
  Policies and strategies of the colleges is based on vision and mission of the college. In order to become an internationally recognized dental institute college envisioned to get NAAC accreditation, ISO certification, NABH certification and finally autonomous dental institute.

- Teaching and learning
- Decentralization by the means of separate Dean of academics to look after teaching learning process
- Quality teacher selection, retention and promotion and conducting programs for continuous quality enhancement for teachers
- creation of academic ambiance
- promotion of self-learning
- Promotion of use of ICT for teaching-learning
- Feedback – analysis - and reform is basis for quality enhancement
  Feedback from student (both UG and PG)

- Research and development
- Community engagement / outreach activities
- Human resource planning and development
- Industry interaction
- Internationalization
6.2.2 Describe the institution’s internal organizational structure (preferably through an organogram) and decision making processes and their effectiveness.
6.2.3 Does the institution conduct regular meetings of its various Authorities and Statutory bodies? Provide details.

Yes, the institution conduct regular meetings of its various Authorities and Statutory bodies thrice a year. Details are available in the administrative office.
6.2.4 Does the institution have a formal policy to ensure quality? How is it designed, driven, deployed and reviewed?

Yes, Local Management Committee has formed Internal Quality Assurance Cell to ensure the quality of the institution through decentralization of power (various committee and deans) and system of continuous feedback analysis and reform, regular internal and external audits, internalization and institutionalization of processes, promotion of innovative and best practices.

6.2.5 Does the institution encourage its academic departments to function independently and autonomously and how does it ensure accountability?

Yes, the institution encourage its academic departments to function independently and autonomously. Accountability is ensured by conducting (both internal and external) regular audit for academic, administrative and patient quality and safety activities.

6.2.6 During the last four years, have there been any instances of court cases filed by and / or against the institution? What were the critical issues and verdicts of the courts on these issues?

Yes institution had been filed court cases regarding inspections conducted by regulatory bodies and verdict of all cases has gone in favor of college.

6.2.7 How does the institution ensure that grievances / complaints are promptly attended to and resolved effectively? Is there a mechanism to analyze the nature of grievances for promoting better stakeholder-relationship?

Yes, there is grievances committee in the college which analyzes nature of grievance, to look for amicable solutions and take appropriate actions.
6.2.8 Does the institution have a mechanism for analyzing student feedback on institutional performance? If yes, what was the institutional response?

Yes, student feedback are analyzed by IQAC cell and recommendations are forwarded to Local Management committee for appropriate action.

6.2.9 Does the institution conduct performance audit of the various departments?

Institute evaluates performance of various departments through academic and administrative audit and audit for health care quality and patient safety.

6.2.10 What mechanisms have been evolved by the institution to identify the developmental needs of its affiliated / constituent institutions?

There are no affiliated / constituent institutions to our college.

6.2.11 Does the institution and hospital have their own updated websites? If so, is the information regarding faculty and their areas of specialization, days of availability, timings, and consultation charges available on the website?

Yes. Information regarding faculty and their area of specialization, timings are available on website.

6.2.12 What are the feedback mechanisms and documentations to evaluate the outcomes of these exercises?

IQAC has mechanism to collect, analyze feedback from patients, Students, Parents, teaching and non-teaching staffs, alumni members, academic peer etc. Reports are presented to IQAC for further evaluation.

6.3 Faculty Empowerment Strategies

6.3.1 What efforts have been made to enhance the professional development of teaching and non-teaching staff? What is the impact of Continuing Professional Development Programs in enhancing the competencies of the university faculty?

The institute encourages the faculty for research activities, paper presentation, and poster presentation on recognized platform. As an additional boost and as a source of inspiration the institution is shortly implementing research scholarship grant for this purpose which shall be granted through a committee of faculty authorities of reputed status formulated by internal quality assurance cell. Selection has been proposed to be on the basis of fixed marking criteria. Out of this only the best presenter or performer shall be awarded the grant which shall be done on the annual basis. The institution is making the efforts to improve the skills of each teaching and non teaching faculty in the form of professional health care educational programmes, clinical demonstration, training workshops etc.

With these efforts initiatives being implemented the institution is observing positive changes in the basic attitudes of each category and faculty and thereby believes that in the long run the above initiatives along with other innovative projects/ programmes, progress and development will be possible. In addition to this the institution has formulated new beneficiary scheme for academic and clinical upliftment of faculty on the basis of his/her performance and positive and beneficial contributions to their department and institution by and large.
This will be new basis for awarding promotions, incentives and class wise gradations as per NAAC rules.

6.3.2 What is the outcome of the review of various appraisal methods used by the institution? List the important decisions.

The institution has formulated and prepared an appraisal method which will be a combination of each staff’s self assessment, academic administrative and extracurricular performances. This appraisal method being a confidential report of a faculty has been proposed to be verified and scrutinized within the institute at two levels. First level will be, faculties self assessment submission in his /her own handwriting with supportive evidence. Second level will be scrutiny and approval by a committee, nominated by the principal in association with IQAC. This appraisal method will be available for teaching and nonteaching faculty. The IQAC has studied and prepared a standard appraisal format for teaching and nonteaching faculty. While formulating this combined appraisal method, the IQAC has proposed with a positive intention that, each staff’s confidentiality of all concern information and evidences should be strictly maintained and recorded by IQAC itself.

The IQAC also has recommended, which in fact has been implemented effectively by 2014 should be the basic for decision making and consideration regarding each faculties appointments, promotions, demotions, upliftment etc. The IQAC, on the basis of appraisal method has directed all faculties to strictly follow and adhere to all academic and administrative regulations mandatory to each of them as per MUHS and DCI. They are supposed to maintain their individual records in the form of log books and files consisting of their individual and annual activities.

6.3.3 What are the welfare schemes available for teaching and non-teaching staff? What percentage of staff have benefitted from these schemes in the last four years? Give details.

Faculty welfare schemes as per standard rules regarding salary deductions are available for nonteaching staff in the form of provident fund, gratuity fund. However with the effect from 1st Dec 2014 IQAC has proposed an initiative steps to start beneficiary and welfare schemes for both category of staffs. Recommended schemes are research scholarships grants for encouragement in conducting and participating in activities related to academics, extracurricular health care and research. As an motivational boost and encouragement for participating in community activity, the institution with the effect from 1st December 2014 has launched rural healthcare incentive scheme for its faculty and clinicians on the basis of their academic contributions, individual institutional clinical work and also extra curricular clinical work. Institution through this scheme has laid down basic criteria of committed and dedicated active participation in day to day academic and clinical work for which it has decided to award incentives in beneficial forms against the income generated individually both in institution and through extension outreach centers where it expects minimum of 60-75% generation of income individually against their monthly salary amount being paid. The staff also benefits in the form of free
accommodation, transport and facility for advanced amount of the salary whenever it is needed.

6.3.4 **What are the measures taken by the institution for attracting and retaining eminent faculty?**

The institution right from its inception follows a prime principle of providing standard education to the students and provision of good and affordable healthcare services for needy patients. Thereby all faculty appointed and involved in the institution are selected on the basis of these principles as per their presented qualifications, experience and till date contributions to the society. These appointed faculties are thereby formally interviewed in detail by the management and explained all their necessary and expected roles and responsibilities. Only after a satisfactory acceptance of applicant faculty, management and the institutional head together jointly conclude the possible facilities to be given and at the same time eligible cadre to be designated. Further the procedure for appointment is done with a preview of long term participation of staff based on prime factors of awarding attractive salary scale further performance based increments, additional facilities and or conveyance etc. The management believes, takes honest efforts in trying to keep each and every faculty comfortable and satisfied throughout their tenures. Thereby persistently encouraging and keeping them inspired impersonally upgrading and developing themselves to a higher grade throughout their academic performance.

6.3.5 **Has the institution conducted a gender audit during the last four years? If yes, mention a few salient findings.**

Institution has not conducted regular gender audit as a matter of fact. However, a separate as per mandatory rules and regulations has been established few years back basically to motivate encourage and empower women. This cell takes the responsibility of conducting training sessions, workshops and other such activities with positive intentions of their skills in all aspects. Regarding the manpower evolution, statistics are available in the office categorically regarding the working and studying gender ratio. The institution runs an active campaign since its inception under the banner of the trust against the female feticide and infanticide basically with an objective of prohibiting the differentiation of male and female.

6.3.6 **Does the institution conduct any gender sensitization programs for its faculty?**

Institution conducts gender sensitization programs frequently for students and staff its academic and clinical programs and also through its awareness campaign.

6.3.7 **How does the institution train its support staff in better communication skills with patients?**

Institution conducts regular training programs for its respective departmental support staff basically for improving and developing their skills and knowledge and psychology. These training sessions are conducted through the modes of lectures, presentations, practical demonstrations audio visual documentaries etc.
6.3.8 **Whether the research interests of teaching faculty are displayed in the respective departments?**

Each concerned departmental teaching faculty involved in research activities display their material in their department in the form of posters, charts, audio visual displays, boards, CDs etc.

6.3.9 **Do faculty members mentor junior faculty and students?**

Yes. Mentoring is done periodically by the staff, especially after publishing the results for either internal or university examinations for undergraduates and postgraduates. The senior faculty members supervise and guide junior faculty members in their academic activities.

6.3.10 **Does the institution offer incentives for faculty empowerment?**

The institution has proposed and taken initiatives to encourage their faculties for participating and contributing in academics and extracurricular activities by declaring research scholarship grants which shall be awarded to the deserving by the institution by the IQAC as per laid down standard criteria. At the same time another beneficiary scheme has also been launched from 1st December 2014 for individual faculty to contribute actively and beneficially for the betterment of their department and by and large for the institution. The institution offer incentives for a faculty for attending conferences, seminars, workshops, research projects and helps in the publishing the books.

6.4 **Financial Management and Resource Mobilization**

6.4.1 **What is the institutional mechanism available to monitor the effective and efficient use of financial resources?**

This institution is run by a charitable medical trust which right from its inception has established accounts management department. Under this department qualified and experienced graduated staff’s have been appointed to maintain and manage all routine accounting procedure. Till date the system utilized by them is manual bases. However gradually over the last ten years since this institution was established computer based accounts recording and further management was introduced in a phase wise manner. For this purpose the institution preferably appointed graduated accountants with basic IT skills. All together the trust and hospital and college accountants working as a team, record, monitor and maintain all accounts on daily, weekly, monthly, quarterly and yearly basis through the modes of register, statements, documents etc.

Each of these accountants are trained by their immediate seniors, management, internal auditors and chartered accountants. Basically in order to see that they are updated and aware of standard accounting procedure. The institution shortly proposes to implement standard operating system (software) for the smooth and efficient functioning of the accounts department. At the same time the institution understanding its lacunas is on the search for qualified experimental post graduate financial managers in order to develop and strengthen the present financial system and manpower.

6.4.2 **Does the institution have a mechanism for internal and external audit?**

Give details.
The institution does have a standard mechanism for internal and external audits as required under mandatory rules and regulations concerning Charitable medical trust and academic institutions. Internal audits are regularly conducted by the qualified auditors appointed by the trust charted accountants. External audits are conducted frequently by recognized government auditors. During both these internal and external audits, observations, suggestions for improvements and non conformances are notified by them and the accountant persons of the institute are given directions with the time bound deadline in order to comply and feasibly rectify them. In such a manner these audit cycles are kept on occurring in order to consistently make efforts to upgrade and develop the accounts managements and resource mobilization.

6.4.3 Are the institution’s accounts audited regularly? Have there been any audit objections, if so, how were they addressed?

As mentioned in 6.4.2 institutional accounts are mandatorily audited regularly as per the system enacted by the CA of the trust. As mentioned above, audit objections are notified and are rectified in the phase wise manner as per the time bound deadline programmes.

6.4.4 Provide the audited statement of accounts with details of expenses for academic, research and administrative activities of the last four years.

The audited statement of Accounts with details of expenses for Academic research and Administrative activities will be available for verification in the institute.

6.4.5 Narrate the efforts taken by the institution for resource mobilization.

The institution takes various efforts for resource mobilization as below.

1) Tuition fees- The institution as per laid down guidelines of the Hon’ble supreme court, scrutinizes and on the final basis of its audited accounts figures utilizing calculation formula, formulated by state Shikshan Shulka Samiti, comes to a conclusion of a feasible tuition fees for each academic year. This tuition fee is discussed, scrutinized and finally approved before the Hon’ble retired judge heading the state Shikshan Shulka Samiti. Two fees are finalized, first being tuition fees and second being developmental fee. This developmental fee approved by samiti is maintained and utilized as a corpus fund for occurring beneficial schemes and projects for the institution for example (infrastructure up gradation, new equipments, purchase, library books and journals, software, research activities scholarships etc).

2) Hospital income- Consists of income from the dental hospital and medical hospital OPD and IPD sections. The hospital maintains records in each of these sections regarding daily collections and monitors these daily figures from month to month basis with standard quality objective of increasing patient flow and at the same time income minimum by 20%. Tracking records are prepared and maintained as per our standard format. This system has been newly implemented in the institution from 1st December 2014.

3) Outreach activity- On the basis of the above mentioned quality objective and thereby prepared tracking records the institution plans outreach healthcare activities with a clear intention to create an additional service and source of income. These activities are organized in the forms of peripheral centers, free examination camps, mobile clinics etc.
Another quality objective implemented by the institution from 1\textsuperscript{st} December 2014 is to start and create a new healthcare service in the institution every year.

6.4.6 \textbf{Is there any provision for the institution to create a corpus fund? If yes, give details.}

The institution proposes that there are definitely necessary provisions which need to be incorporated in order to create corpus funds for various activities. Thereby the institution has separately allocated the developmental fee which is 10\% of the tuition fees approved by the Shikshan Shulk Samiti for the purpose of creating corpuses for various necessities. Out of them, institution has taken two steps in this direction in order to create and save corpus funds for beneficial activities. First of these is to under the IT policy, an IT corpus fund is proposed to be created on the basis of income resources generated through utilization of IT modes of the institution within the campus. The second one is research scholarship corpus fund for the various purposes of academic, research extracurricular healthcare activities, etc. as well as infrastructure upgradation, new equipments purchased library books, journals, software etc.

6.4.7 \textbf{What are the free / subsidized services provided to the patients in the hospital?}

1) BPL/APL-scheme as per public charitable trust act the hospital is bound by mandatory rules and Regulations in order to provide totally free services for the patients who come under the category of below poverty line for this purpose the institution has to contribute and spend minimum 10\% of the trust income every month. Similarly concessional services (up to 50\%) are supposed to be offered to patients coming under the category of above the poverty line. All these services are recorded and maintained by the medical records and accounts department which are subsequently every month scrutinized and verified by the District Charity Commissioner. The funds utilized for this purpose are recorded and maintained through the competent bank in the form of pass book

2) The institution is being run by a charitable medical trust which consist of members and farmers of Warana industrial group right from its inception as a health care beneficial scheme for all the members employs and their families. 25\% concession is awarded to all these category patients on submission and presentation of valid documents.

3) Blood donors schemes-the hospital runs a central government registered blood bank which has a beneficiary scheme for blood donors. Against the donation of single bag of blood, the donor and his/her own family members are awarded with the lifelong discount card for availing OPD and IPD services. For OPD minimum 50\%, on selective services is granted and for IPD 25\% discount is awarded on the final bill.

4) Outreach activities- frequent healthcare camps are held in peripheral and backward areas where free examination is done on site and concessional services are provided for these selected patients who require further medical or dental management at the hospital.
6.4.8 Does the institutions receive fund from philanthropic organizations / individuals towards patient care? If yes, give details.
The trust which runs this institution was in fact established on the basis of yearly resource contributions accumulated from each members and farmer of the sister concern organization predominantly sugar factory and dairy. Rupees three per ton of sugarcane per member per farmer and rupees two per liter of milk supplied by member per farmer use to be annually deducted accumulated and transferred from the sister concern accounts to the trust. However with effect from year 2001 these deductions were unfortunately stopped in total by the orders of state cooperative commissioner. Since 2001 onwards no other funds were received from any sister concern or philanthropic organization towards patients care or organizational up gradation.

6.4.9 Do patients from other states / abroad come for treatment, reflecting the unique quality health care provided by the institution?
Needy patients from adjacent districts and states (Karnataka, UP, Haryana, Bihar) do come for availing treatment and healthcare management on regular basis as and when required. Basically these patients approach the institution for the same purpose due to availability of affordable, speciality services.

6.5 Internal Quality Assurance System

6.5.1 Does the institution conduct regular academic and administrative audits? If yes, give details.
The institution very recently that is with effect from 1st December 2014 has started conducting regular administrative audits (predominantly Hygiene and Infection Control Audits) It also has started conducting interdepartmental administrative audits, were functioning of each administrative office is routinely monitored, recorded and rectified. Regular academic audits were previously conducted, however not regularly monitored. However with effect from 1st December 2014 as per regulations laid down by each competent authority they are being monitored and recorded.

6.5.2 Based on the recommendations of the Academic Audit, what specific follow up measures have been taken by the institution to improve its academic and administrative performance?
Basically as the audits have been initiated, monitored and recorded and rectified w.e from 1st December 2014 the institution is now focusing on improving and developing its standards both academically and administratively. However the systems implemented in Mahatma Gandhi Hospital which is attached to the Dental College and Hospital were recommended by the competent Authority of the organization to be adopted and gradually implemented for the benefit of the institution.

6.5.3 Is there a central unit within the institution to review the teaching-learning process in an ongoing manner? Give details of its structure, methodologies of operations and outcome?
There is no Central unit as such in the institution to conduct reviews regarding ongoing teaching and learning processes. In fact till date the institution use to
review these processes every month in the formulation of Local Management Committee and routinely by the Principal and concerned departmental faculty Heads. Most of these reviews were not frequently recorded but discussed, reviewed and improved verbally. New committee has been formulated for these purpose from December 2014 under the NAAC which have been allotted the responsibility of presenting and implemented its functional structure, methodology to be adopted and expected outcome.

6.5.4 How has IQAC contributed to institutionalizing quality assurance strategies and processes?

IQAC has approached Mahatma Gandhi Hospital ISO Co-ordinator and MR for their guidance and assistance in sharing training, implement Quality Assurance process for the Dental college and Hospital which the process is already been initiated on December 2014.

6.5.5 How many decisions of the IQAC have been placed before the statutory authorities of the institution for implementation?

The IQAC has placed more than seven decisions before the statutory authorities of the institution for implementation.

6.5.6 Are external members represented in the IQAC? If so, mention the significant contribution made by such members.

Yes, the prominent and reputed personalities in field of management of medicine and IT have been nominated in the IQAC. Due to their nomination each of them have respectively, actively participated and contributed especially its policies and decision making regarding adoption of management system and process, Quality control and Assurance, Infection control and manpower motivation and development etc.

6.5.7 Has the IQAC conducted any study on the incremental academic growth of students from disadvantaged sections of society?

The IQAC is in process of conducting beneficial academic growth studies from students from disadvantage students of society.

6.5.8 Are there effective mechanisms to conduct regular clinical audit of the teaching hospital? Give details.

Yes, there are effective mechanisms which are in process of being conducted with immediate effect in order to regularly conduct clinical audits of concerned hospital. The clinical audit is conducted to audit patients, case paper, clinical record in the department and to improve patient to doctor relationship

6.5.9 Has the institution or hospital been accredited by any other national / international body?

The Mahatma Gandhi hospital which is attached to TatyaSaheb Kore dental college is been accredited by ISO 9001:2008.
6.5.10 Does the hospital have institutional and individual insurance schemes to cover indemnity claims?

The hospital has institutional and individual professional indemnity insurance to cover indemnity claims.

*Any other information regarding Governance, Leadership and Management which the institution would like to include.*
7.1 Environment Consciousness

7.1.1 Does the institution conduct a Green Audit of its campus?
Yes, the institute started conducting green audit of its campus and its facilities, from 1st December, 2014 onwards. The purpose is
- To enable Proper Waste Reduction and Recycling Practices through education.
- To create awareness for using reusable components for manual use.
- To reduce the use of Plastic Materials.
The campus is full of various kinds of trees and plants. Green audit of the campus is regularly conducted by the land maintenance officer of the trust and his staff to make the area eco-friendly.

7.1.2 What are the initiatives taken by the institution to make the campus eco-friendly?

* Energy conservation
- The natural light is used to its maximum. Non-essential lights are turned off whenever possible.
- ELCB are installed on each floor which helps to cut off the power supply completely at each floor when not needed.
- The electricity supply is totally cut off in the campus on Mondays between 4 to 5.30 pm.
- Posters and placards on energy conservation are displayed in the campus.
- The Diesel consumption by the Generator and MSCB Electricity consumption are analyzed per week and a schedule is finalized for the use of generator and electricity with the intention of saving energy.

* Use of renewable energy
- Solar powered panels for water heating in the hostels, doctors quarters and hospitals are installed and are functioning.
- Food waste used for biogas production for college mess.
- Paperless office – Using IT facility for routine administrative and academic work with pure intention of saving energy at thereby adopting paperless office policy.
- The waste water is used for watering the plants.

* Water harvesting
- Institute has installed water harvesting plant and is functioning.

* Solar panels
- Solar panels are fitted in the all the hostels, residential staff quarters and hospital for hot water facility.

* Efforts for carbon neutrality
- Institution is following stringent measures laid down under the environmental act 1983 and biomedical waste act and water under pollution Act.
1. Policy has been implemented where all types of waste, specifically solid variety is disposed through via a private Ltd. Firm for waste disposal where waste material is collected at 12 various places in the campus and every two days transferred to a central collecting place. From this place a private firm transport vehicle collects the waste and disposes as per Legal guidance in their campus.

   Regarding Liquid waste to septic tanks are available in the campus where all drainages of concerned regions are connected to them, further onwards one septic tank has been connected to an effluent treatment plant where it is treated and re - circulated for agricultural use due to this an effort is being made to maintain a clean environment.

2. The institution is trying to implement a strict policy regarding uses of vehicles by restricting use of vehicles in the campus for the students.

3. The institution does not permit unnecessary uses of LPG gas and also burning of any form of waste material (predominantly glassware, Electrical waste, Medicines etc.)

4. A common transport is provided to the students and staff coming from distant places with an intention of saving energy and carbon neutrality.

5. Efforts are being taken to create awareness amongst all the staff and students regarding fuel conservation.

6. Tree plantation programs are frequently organized within the campus.

   - **Plantation - Botanical or Medicinal significance**
     The campus already has numerous plantations of sandal wood, Eucalyptus and Neem trees. A part from this the campus has coconut, Mango and Chikoo plantations. Hence forward the institution proposes to concentrate more on medicinal her plantation related to Naturo-therapy which could encourage initiating of Naturo-therapy centre.

   - **Bio-hazardous waste management**
     Institution is following stringent measures laid down under the environmental act 1983 and Bio-medical waste at and water under policy Act.

     Policy has been implemented where all types of waste, specifically solid variety is disposed through via a private Ltd. Firm for waste disposal where waste material is collected at 12 various places in the campus and every two days transferred to a central collecting place. From this place a private firm transport vehicle collects the waste and disposes as per Legal guidance in their campus.

   - **E-waste management**
     The institution follows a system of buy-back and selling of computer and its accessories and purchasing new computers.

     Effluent treatment and recycling plant

     Institution has initiated its pending process of treating the liquid waste leading to septic tank no. 2 for treatment and re- circulation. At the same time the institution also has initiated a process for decommissioning its existing and available water filter plant.

   - **Recognition / certification for environment friendliness**

   - **Any other (specify)**
7.1.3 How does the institution ensure that robust infection control and radiation safety measures are effectively implemented in campus?
Institution has already implemented all rules and regulations related to biomedical wastes, water under pollution, radiation hazard and safety act etc. Licenses for the same have been availed from concerned competent state authorities.

7.1.4 Has the institution been audited / accredited by any other agency such as NABL, NABH, etc.?
Mahatma Gandhi Hospital attached to dental college has been accredited and certified as per ISO 9001:2008 standards.

7.2 Innovations
7.2.1 Give details of innovations introduced during the last four years which have created a positive impact on the functioning of the institution.
Standard systems (2010 – 2013) and protocols were prepared over the last three years which were audited and physically verified by DNV accreditation and Certification system of Norway under the ISO, thereby which was approved by their National auditors in year 2013 on basis of which ISO 9001:2008 was awarded to Mahatma Gandhi Hospital for management and administrative systems for a multi specialty rural health care hospital. Due to this certification some of these protocols are being implemented and practiced in the dental college and hospital.

As a part of an effort to improve and develop the skills of each category employee trainee session are conducted frequently in order to establish good practices dealing with patient care and doctor management and up grading their knowledge regarding clinical practices relating to their respective jobs.

7.3 Best Practices
7.3.1 Give details of any two best practices that have contributed to better academic and administrative functioning of the institution.
The Institution right from its inception believed and believes in adopting in outing and following good practices for the benefit of good academics and at the same time patient health care management. These good practices were planned, implemented and maintained on a day to day basis through concerned departments and offices. To specifically mention about two of such practices it is submitted as below.

I – Student orientation and progress based on academic performance, personality skills, discipline, behavior and attitude both towards their profession and the needy patients of the society. For this purpose management representatives, administration teaching faculty, clinicians, senior student’s employees and trustees voluntarily participate for conducting, tracking, monitoring, recording and motivating these students for better outcome, right from the 1st day till the last day of students course and training efforts are made to achieve a basic goal of
creating and developing global. Committed, competent and dedicated health care professional. Due to this practice the institution has been observing that reputation and standard of the college is gradually showing positive signs of progress. As this is a voluntary process conducted by each individual of this campus the institution did not record this practice in any manner. However the institution now seriously proposes and it is taking initiatives to onset this programme in the form of best practice by observing it as an official process.

II – The affiliated teaching hospital was recently accredited and certified for management and administrative protocols under ISO – 9001:2008. Policy and quality objectives laid down by the hospital for this purpose have been purposed by the governing trust to be incorporated too. This institution too. This is for the prime benefit of improving the administrative functioning of the institution. The quality and policy objectives are as below.

**Quality Policy**

- Always keep expanding our services all over this region to the needy people according to their economic status with sincere intention and true honest motive, without discriminating between people of respective class creed or sex.
- Develop this rural health care organization as an explicit example of quality, standard, excellence, sincerity, honesty, dedicated and devoted services and education, robust, well integrated, both medically and socially.
- Build the trust with our customer that has always driven us to the best – at infrastructure, at technology, at our physician team, at our patient care team, at our processes and at our emotions.
- Follow, implement and monitor all applicable statutory and regulatory loss applicable both to our hospital and medical team.
- Communicate and review our quality policy at frequent specified intervals for its continuing suitability.

**Quality Objectives**

- To increase number of patients and revenue by 20% as compared to last year
- To resolve patient complaints within 24 hours
- To improve service quality, hygiene and sanitation of institute beyond expectation of the patient.
- Add one more service per year in the service chart with state of the art technology and equipment.

Any other information regarding Innovations and Best Practices which the institution would like to include.
3 EVALUATIVE REPORT OF DEPARTMENT
Evaluative Report of the Department of Periodontics

1. Name of the Department: Department of Periodontics
2. Year of establishment: 2002
3. Is the Department part of a college/Faculty of the university? Yes, Department is a part of the college.
4. Names of programs offered (UG, PG, Pharm D, Integrated Masters; M.Phil., Ph.D., Integrated Ph.D., Certificate, Diploma, PG Diploma, D.M./M.Ch., Super specialty fellowship, etc.)
   U. G. (B.D.S.), P. G. (M.D.S.)
5. Interdisciplinary programs and departments involved: None
6. Courses in collaboration with other universities, industries, foreign institutions etc.: None
7. Details of programs discontinued, if any, with reasons
   Till date there is no incidence of discontinuation of program.
8. Examination System: Annual/Semester/Trimester/Choice Based Credit System:
   Undergraduate Semester
   Postgraduate: After completion of three academic years.
9. Participation of the department in the courses offered by other departments NIL
10. Number of teaching posts sanctioned, filled and actual
    (Professors/Associate Professors/Asst. Professors/others)

<table>
<thead>
<tr>
<th></th>
<th>Sanctioned</th>
<th>Filled</th>
<th>Actual (including CAS &amp; MPS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>01</td>
<td>02</td>
<td></td>
</tr>
<tr>
<td>Associate Professor/Reader</td>
<td>02</td>
<td>02</td>
<td></td>
</tr>
<tr>
<td>Assistant Professor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lecturer</td>
<td>03</td>
<td>03</td>
<td></td>
</tr>
<tr>
<td>Tutor / Clinical Instructor</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. Faculty profile with name, qualification, designation, area of specialization, experience and research under guidance

<table>
<thead>
<tr>
<th>Name</th>
<th>Qualification</th>
<th>Designation</th>
<th>Specialization</th>
<th>No. of Years of Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Abhijit Gurav</td>
<td>M.D.S.</td>
<td>Prof. &amp; Head</td>
<td>Periodontics</td>
<td>10Y6M28D</td>
</tr>
<tr>
<td>Dr. Priti Patil</td>
<td>M.D.S.</td>
<td>Professor</td>
<td>Periodontics</td>
<td>18Y2D</td>
</tr>
<tr>
<td>Dr. Rahul Patil</td>
<td>M.D.S.</td>
<td>Reader</td>
<td>Periodontics</td>
<td>7Y9M13D</td>
</tr>
<tr>
<td>Dr. Abhijit Shete</td>
<td>M.D.S.</td>
<td>Reader</td>
<td>Periodontics</td>
<td>4Y10M15D</td>
</tr>
<tr>
<td>Dr. Ritam Naik Tari</td>
<td>M.D.S.</td>
<td>Lecturer</td>
<td>Periodontics</td>
<td>3Y11M15D</td>
</tr>
<tr>
<td>Dr. Sahana Kolar</td>
<td>M.D.S.</td>
<td>Lecturer</td>
<td>Periodontics</td>
<td>1Y5M22D</td>
</tr>
<tr>
<td>Dr. Chetan Sugandhi</td>
<td>M.D.S.</td>
<td>Lecturer</td>
<td>Periodontics</td>
<td>5M6D</td>
</tr>
</tbody>
</table>

12. List of senior Visiting Fellows, adjunct faculty, emeritus professors
    Not applicable
13. Percentage of classes taken by temporary faculty - program-wise information
    Not applicable
14. **Program-wise Student Teacher Ratio**

<table>
<thead>
<tr>
<th></th>
<th>Theory</th>
<th>Practical</th>
</tr>
</thead>
<tbody>
<tr>
<td>III – BDS</td>
<td>8.5:1</td>
<td>1:1</td>
</tr>
<tr>
<td>IV – BDS</td>
<td>8.5:1</td>
<td>1:1</td>
</tr>
<tr>
<td>Post graduate student</td>
<td>0.85:1</td>
<td>0.85:1</td>
</tr>
</tbody>
</table>

15. **Number of academic support staff (technical) and administrative staff: sanctioned, filled and actual**

<table>
<thead>
<tr>
<th>NO</th>
<th>Qualification</th>
<th>SANCTIONED</th>
<th>FILLED</th>
<th>ACTUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Nursing staff</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Attendants</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Receptionist</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

16. **Research thrust areas as recognized by major funding agencies:** NIL

17. **Number of faculty with ongoing projects from**
   a) National b) international funding agencies and c) Total grants received. Give the names of the funding agencies, project title and grants received project-wise. None

18. **Inter-institutional collaborative projects and associated grants received**
   a) National collaboration b) International collaboration None

19. **Departmental projects funded by ICMR; DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received.** None

20. **Research facility / centre with**

   - state recognition
   - national recognition
   - international recognition

   None

21. **Special research laboratories sponsored by / created by industry or corporate bodies:** None

22. **Publications:** Number of papers published in peer reviewed journals (national / international) – 44
   Monographs - Not applicable
   Chapters in Books - Not applicable
   Books edited - Not applicable
   Books with ISBN with details of publishers –
   DR. RITAM NAIKTARI (Lecturer)
   Effect of periodontal therapy on acute phase proteins and leukocyte count.
   ISBN no: 3860, 2013 Lap Lambert Publisher Germany

   Number listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, Medline, etc.)
   27
   Impact factor
23. Details of patents and income generated
   none

24. Areas of consultancy and income generated
   consultancy services in the form of health care screening at outreach centers, in the adjacent peripheral rural areas, in the health care devoid areas, in the schools of adjacent talukas and districts of this region and in the sister concern industries of Warana complex.

25. Faculty selected nationally / internationally to visit other laboratories / institutions / industries in India and abroad
   none

26. Faculty serving in
   a) National committees b) International committees c) Editorial Boards d) any other (specify)
   Dr. Abhijit Gurav serves as a reviewer on the editorial board of the following journals:
   2. Journal of Diabetes and Endocrinology
   3. International Journal of Dental Hygiene
   5. Journal of Pharmacy Research
   6. African Journal of Microbiology Research
   Dr. Abhijeet Shete
   Serves as a reviewer on the editorial board of the following journals:
   1. Archives of oral biology
   2. European journal of medical research
   3. European journal of dentistry
   4. Medical principal and practices
   Dr. Ritam Naik Tari serves as a reviewer on the editorial board of the following journals:
   1. Dental Research Journal
   2. Journal of International Society of Preventive & Community Dentistry

27. Faculty recharging strategies (Refresher / orientation programs, workshops, training programs and similar programs).
   Our faculties attended
   39th National conference of Indian Society of Periodontology
   Dr Abhijit Gurav, Drbrace Naik Tari
   38th National conference of Indian Society of Periodontology
   Dr Abhijit Gurav, Dr Abhijeet Shete, Drbrace Naik Tari
   36th National conference of Indian Society of Periodontology
   Dr Abhijit Gurav, Dr Abhijeet Shete
   Research methodology Workshops 2012
   Dr Abhijit Gurav, Dr Priti Patil
   Research methodology Workshops 2012
   Dr Rahul Patil, Dr Abhijeet Shete, Drbrace Naik Tari
   Basic Life Support Course 2013
   Dr Abhijit Gurav, Dr Rahul Patil, Dr Abhijeet Shete, Drbrace Naik Tari
   Rotary Endodontic Workshop 2013
28. Student projects
- percentage of students who have taken up in-house projects including inter-departmental projects: 100%
- percentage of students doing projects in collaboration with other universities/industry/institute: 20%

29. Awards/recognitions received at the national and international level by

- Faculty:
  - Doctoral/post-doctoral fellows
  - Students

- Post graduate student
  1) Dr. Dhanashree Agrawal won First prize for paper & poster presentation - “Managing oral hygiene in autistic child” at 1st national conference of COMHAD India on Child Disability.
  2) Dr. Nilima Kadam won Third prize for paper & poster presentation - “Down syndrome & its implication in Periodontal practice” at 1st national conference of COMHAD India on Child Disability.

30. Seminars/Conferences/Workshops organized and the source of funding (national/international) with details of outstanding participants, if any.
None

31. Code of ethics for research followed by the department
Institutionalized ethical committee

32. Student profile program-wise:

1. FINAL BDS

<table>
<thead>
<tr>
<th>YEAR</th>
<th>Applications received</th>
<th>Selected Male</th>
<th>Selected Female</th>
<th>Pass percentage Male</th>
<th>Pass percentage Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014 summer</td>
<td>9</td>
<td>6</td>
<td>3</td>
<td>83.33</td>
<td>66.66%</td>
</tr>
<tr>
<td>2013 winter</td>
<td>53</td>
<td>13</td>
<td>30</td>
<td>76.92%</td>
<td>100%</td>
</tr>
<tr>
<td>2013 summer</td>
<td>16</td>
<td>4</td>
<td>12</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>2012 winter</td>
<td>41</td>
<td>10</td>
<td>31</td>
<td>80%</td>
<td>93.54%</td>
</tr>
<tr>
<td>2012 summer</td>
<td>43</td>
<td>16</td>
<td>27</td>
<td>87.5%</td>
<td>100%</td>
</tr>
</tbody>
</table>

2. FINAL MDS

<table>
<thead>
<tr>
<th>YEAR</th>
<th>Applications received</th>
<th>Selected Male</th>
<th>Selected Female</th>
<th>Pass percentage Male</th>
<th>Pass percentage Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>100%</td>
<td>-</td>
</tr>
<tr>
<td>2014</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>100%</td>
<td>-</td>
</tr>
</tbody>
</table>
3. Diversity of students

<table>
<thead>
<tr>
<th>Name of the Program (refer to question no. 4)</th>
<th>% of students from the Same university</th>
<th>% of students from other Universities within the State</th>
<th>% of students from universities outside the State</th>
<th>% of Students From Other Countries</th>
</tr>
</thead>
<tbody>
<tr>
<td>MDS – 2010</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MDS – 2011</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MDS – 2012</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MDS - 2013</td>
<td>50%</td>
<td>50%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MDS - 2014</td>
<td>50%</td>
<td>50%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

34. How many students have cleared?
Civil services and Defense Services examinations, NET, SET, GATE, USMLE, PLAB, GPAT, NCLEX, CGFNS, IELTS and other competitive examinations? Give details category-wise. NIL

35. Student progression-

<table>
<thead>
<tr>
<th>Student progression</th>
<th>Percentage against enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final BDS passing year</td>
<td>2006</td>
</tr>
<tr>
<td>UG to PG (Periodontics)</td>
<td>3.3%</td>
</tr>
<tr>
<td>PG to M.Phil, DM / M Ch / DNB</td>
<td></td>
</tr>
<tr>
<td>PG to Ph.D.</td>
<td></td>
</tr>
<tr>
<td>Ph.D. to Post-Doctoral</td>
<td></td>
</tr>
<tr>
<td>Employed</td>
<td></td>
</tr>
<tr>
<td>• Campus selection</td>
<td></td>
</tr>
<tr>
<td>• Other than campus recruitment</td>
<td></td>
</tr>
<tr>
<td>Entrepreneurs</td>
<td></td>
</tr>
</tbody>
</table>

36. Diversity of staff

<table>
<thead>
<tr>
<th>Percentage of faculty who are graduates</th>
<th>UG</th>
<th>PG</th>
</tr>
</thead>
<tbody>
<tr>
<td>of the same university</td>
<td>14.28%</td>
<td></td>
</tr>
<tr>
<td>from other universities within the State</td>
<td>14.28%</td>
<td>14.28%</td>
</tr>
<tr>
<td>from universities from other States</td>
<td>71.42%</td>
<td>85.72%</td>
</tr>
<tr>
<td>from universities outside the country</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

37. Number of faculty who were awarded M.Phil., DM, M Ch, Ph.D., D.Sc. and D.Litt. during the assessment period:- NIL

38. Present details of departmental infrastructural facilities with regard to Library- Available.
Internet facilities for staff and students
Wi-Fi zones are available for all staff in their respective chambers, students in their rooms.
Total number of class rooms - 01 - Seminar room
Class rooms with ICT facility and 'smart' class rooms – ICT facility available
Students laboratories - NIL
Research laboratories – NIL

39. List of doctoral, post-doctoral students and Research Associates
   a) from the host institution/university -
   b) from other institutions/universities Not applicable

40. Number of post graduate students getting financial assistance from the university. Nil

41. Was any need assessment exercise undertaken before the development of new program(s)? If so, highlight the methodology. Nil

42. Does the department obtain feedback from
   a) faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize the feedback?
   b) students on staff, curriculum and teaching-learning-evaluation and how does the department utilize the feedback?
   c) alumni and employers on the programs offered and how does the department utilize the feedback?
   - College Has Centralized System For Feedback By IQAC. Obtained feedback is utilized to improve the quality of teaching, learning and clinical skills.

43. List the distinguished alumni of the department (maximum 10) - none

44. Give details of student enrichment programs (special lectures / workshops / seminar) involving external experts.
   Workshop on research methodology in year 2014
   Dr. Sumit Shetgar, Dr. Sapan Doshi, Dr. Nilima Kadam, Dr. Dhanashree Agarawal, Dr. Sagar Kadam, Dr. Pradnya Khatavkar
   Workshop on basic life support in year of 2013
   Dr. Girish Deore, Dr. Saurabh Inamdar, Dr. Sumit Shetgar, Dr. Sapan Doshi, Dr. Nilima Kadam, Dr. Dhanashree Agarawal

45. List the teaching methods adopted by the faculty for different programs including clinical teaching.
   Under graduate students:
   Didactics, Tutorials, Seminars, Revision class, Preclinical activities, Clinical demonstrations
   Post graduate students:
   Case based discussions, Chair side clinical discussion, Seminars, Journal Clubs
   Preclinical activities, Clinical demonstrations

46. How does the department ensure that program objectives are constantly met and learning outcomes are monitored?
   Apart from formative and summative evaluation methods, through clinical case discussions, continuous clinical/practical monitoring, continuous evaluation of dissertations seminars and journal clubs.
Internal assessment:
- IV year BDS: Periodontics
- 2 Internal assessment theory and 2 practicals Mock examination of postgraduate program

47. Highlight the participation of students and faculty in extension activities
Student and faculty of department participate in health care checkup camp and awareness camp and school oral health checkup.

48. Give details of "beyond syllabus scholarly activities" of the department.
- Nil

49. State whether the program/department is accredited/graded by other agencies? If yes, give details. - NIL

50. Briefly highlight the contributions of the department in generating new knowledge, basic or applied.
Through 44 publication and total 14 research project department of periodontology has contributed enormously in the field of applied periodontal therapy

51. Detail five major Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department.
Strengths: full time highly qualified dedicated teaching staff
- clinical material and vast variety of clinical procedures
- Research publication and research studies
- Infrastructure
- maintaining strict infection control measures in the department
Weaknesses: Sophisticated instruments and equipment required for research, Lack of diploma courses, Lack of certificate courses.
Opportunities: increasing intake capacity of post-graduation, starting of diploma and certificate courses, aiming for recognized research center
Challenges: changing rules and regulation of regulatory bodies and university regarding admission process. Resource mobilization for development

52. Future plans of the department.
- increasing intake capacity of post-graduation
- Starting of diploma and certificate courses in phase wise manner.

Evaluative Report of the Department of Prosthodontics

1. Name of the Department: Department of Prosthodontics
2. Year of establishment: 2002
3. Is the Department part of a college/Faculty of the university?
   Yes, Department is a part of the college.
4. Names of programs offered (UG, PG, Pharm D, Integrated Masters; M.Phil., Ph.D., Integrated Ph.D., Certificate, Diploma, PG Diploma, D.M./M.Ch., Super specialty fellowship, etc.)
   B.D.S. and M.D.S.
5. Interdisciplinary programs and departments involved: none
6. Courses in collaboration with other universities, industries, foreign institutions, etc.: NIL
7. Details of programs discontinued, if any, with reasons- None
8. Examination System: Annual/Semester/Trimester/Choice Based Credit System
Undergraduate:
First and second year – Annual pattern
Final year-semester pattern
Postgraduate:
After completion of three academic years.

9. Participation of the department in the courses offered by other departments - None
10. Number of teaching posts sanctioned, filled and actual (Professors/Associate Professors/Asst. Professors/others)

<table>
<thead>
<tr>
<th></th>
<th>Sanctioned</th>
<th>Filled</th>
<th>Actual (including CAS &amp; MPS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>01</td>
<td>03</td>
<td></td>
</tr>
<tr>
<td>Associate Prof.</td>
<td>02</td>
<td>00</td>
<td></td>
</tr>
<tr>
<td>Assistant Prof.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lecturer</td>
<td>04</td>
<td>04</td>
<td></td>
</tr>
<tr>
<td>Tutor / CI</td>
<td>01</td>
<td>01</td>
<td></td>
</tr>
</tbody>
</table>

11. Faculty profile with name, qualification, designation, area of specialization, experience and research under guidance

<table>
<thead>
<tr>
<th>Name</th>
<th>Qualification</th>
<th>Designation</th>
<th>Specialization</th>
<th>No. of Years of Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Premraj Jadhav</td>
<td>MDS</td>
<td>Prof. &amp; Head</td>
<td>Prosthodontics</td>
<td>12 yrs &amp; 6 months</td>
</tr>
<tr>
<td>Dr. Ashok Patil</td>
<td>MDS</td>
<td>Prof</td>
<td>Prosthodontics</td>
<td>18 years 1 Month</td>
</tr>
<tr>
<td>Dr. Abhijit Deshpande</td>
<td>MDS</td>
<td>Prof</td>
<td>Prosthodontics</td>
<td>10 yrs &amp; 11 months</td>
</tr>
<tr>
<td>Dr. Prashant Jadhav</td>
<td>MDS</td>
<td>Lecturer</td>
<td>Prosthodontics</td>
<td>1 yr &amp; 10 months</td>
</tr>
<tr>
<td>Dr. Kalpesh Revankar</td>
<td>MDS</td>
<td>Lecturer</td>
<td>Prosthodontics</td>
<td>1 yr &amp; 2 months</td>
</tr>
<tr>
<td>Dr. Mokshada Badare</td>
<td>MDS</td>
<td>Lecturer</td>
<td>Prosthodontics</td>
<td>6 months</td>
</tr>
<tr>
<td>Dr. Virsen Patil</td>
<td>MDS</td>
<td>Lecturer</td>
<td>Prosthodontics</td>
<td>2 months</td>
</tr>
<tr>
<td>Dr. Deepali Kokatnur</td>
<td>BDS</td>
<td>Tutor</td>
<td>NA</td>
<td></td>
</tr>
</tbody>
</table>

12. List of senior Visiting Fellows, adjunct faculty, emeritus professors: Not applicable
13. Percentage of classes taken by temporary faculty - program-wise information - Not applicable
14. Program-wise Student Teacher Ratio

UNDER GRADUATE
### POST GRADUATE

<table>
<thead>
<tr>
<th>Staff</th>
<th>Students</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>07</td>
<td>6</td>
<td>0.85:1</td>
</tr>
</tbody>
</table>

15. Number of academic support staff (technical) and administrative staff: sanctioned, filled and actual

<table>
<thead>
<tr>
<th>NO</th>
<th>Qualification</th>
<th>SANCTIONED</th>
<th>FILLED</th>
<th>ACTUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Technician</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>Attendants</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>Receptionist</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

16. Research thrust areas as recognized by major funding agencies: NIL

17. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Give the names of the funding agencies, project title and grants received project-wise.: NONE

18. Inter-institutional collaborative projects and associated grants received
   a) National collaboration b) International collaboration
   NONE

19. Departmental projects funded by ICMR; DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received. -NONE

20. Research facility / centre with
   - state recognition
   - national recognition
   - international recognition
   \[ \text{NONE} \]

21. Special research laboratories sponsored by / created by industry or corporate bodies

<table>
<thead>
<tr>
<th>II – BDS (practical and preclinical)</th>
<th>Staff</th>
<th>Students</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>07</td>
<td>60</td>
<td>8.5:1</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>III – BDS Clinics</th>
<th>Staff</th>
<th>Students</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>07</td>
<td>7 per Batch</td>
<td>1:1</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IV – BDS Clinics</th>
<th>Staff</th>
<th>Students</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>07</td>
<td>7 per Batch</td>
<td>1:1</td>
<td></td>
</tr>
</tbody>
</table>
22. Publications: **Number of papers published in peer reviewed journals (national / international)** - 25

Monographs – **No**
Chapters in Books - **No**
Books edited – **No**
Books with ISBN with details of publishers - **Not applicable**

Number listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, Medline, etc.)

<table>
<thead>
<tr>
<th>NAME OF FACULTY</th>
<th>INTERNATIONAL DATABASE (Google scholar)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Premraj Jadhav</td>
<td>04</td>
</tr>
<tr>
<td>Dr. Ashok Patil</td>
<td>03</td>
</tr>
<tr>
<td>Dr. Abhijit Deshpande</td>
<td>02</td>
</tr>
<tr>
<td>Dr. Prashant Jadhav</td>
<td>03</td>
</tr>
<tr>
<td>Dr. Kalpesh Revankar</td>
<td>01</td>
</tr>
<tr>
<td>Dr. Mokshadabadasare</td>
<td>03</td>
</tr>
<tr>
<td>Dr. Virsen Patil</td>
<td>01</td>
</tr>
</tbody>
</table>

SNIP - -
SJR - -
Impact Factor - range / average - -
h-index - -

23. Details of patents and income generated: NONE

24. Areas of consultancy and income generated: consultancy services in the form of health care screening at outreach centers, in the adjacent peripheral rural areas, in the health care devoid areas, in the schools of adjacent talukas and districts of this region and in the sister concern industries of Warana complex.

25. Faculty selected nationally / internationally to visit other laboratories / institutions / industries in India and abroad:
**Dr. Abhijit Deshpande visited Australia for group study exchange program by rotary club.**

26. Faculty serving in
a) National committees b) International committees c) Editorial Boards d) any other (specify) None

27. Faculty recharging strategies (Refresher / orientation programs, workshops, training programs and similar programs).

**Our faculties attended Research methodology Workshops**

1. Dr. Premraj Jadhav
   1. 37th Indian Prosthodontic Society Conference, Thrissur.
4. 12th Indian Prosthodontic Society Postgraduate students Convention, Chennai.
5. 65th IDA Conference 2012, Mumbai.
7. 38th Indian Prosthodontic Society Conference, Indore.

2. Dr. Ashok Patil

1. CDE Programme on endodontics by Dr. Hegade. 2009.
3. CDE on Advanced prosthodontics, TKDC, Kolhapur. 2012.
5. 65th Indian Dental Conference, IDA Mumbai. 2012.
6. CDE Programme on physiotherapy to overcome professional hazards of dentist, IDA Kolhapur. 2012.

3. Dr. Abhijit Deshpande

1. 12th Indian Prosthodontic Society Postgraduate students Convention, Chennai.
2. 38th Indian Prosthodontic Society Conference, Indore.
3. 65th IDA Conference 2012, Mumbai.

4. Dr. Prashant Jadhav

SPECIALITY CONFERENCES / WORKSHOP/ CDE PROGRAMMES ATTENDED:


28. Student projects
- percentage of students who have taken up in-house projects including inter-departmental projects 100%
- percentage of students doing projects in collaboration with other universities / industry / institute: none

29. Awards / recognitions received at the national and international level by
- Faculty:

Doctoral / post doctoral fellows

Students


30. Seminars/ Conferences/Workshops organized and the source of funding (national / international) with details of outstanding participants, if any.

1. Our department has conducted the CDE Programme on "Full mouth rehabilitation" Dr. Sharad Shetty is the resource person. Post-graduates from the department of Conservative & Prosthodontics from same institute and other institutes from the state and other states.

2. Our department has conducted the CDE Programme on "Advances in prosthodontics" Dr. Shivashankar is the resource person. Post-graduates from the department of Conservative, Prosthodontics & interns from various institutes attended the programme.

3. Our department arranged Workshop on full mouth rehabilitation by Dr. S. A. Gangadhar, Dr. Dhanajay G., Dr. Saraf attended by Post graduate students of TKDC and Maratha Mandal dental college. 2013.

4. Our department arranged ‘basic workshop on research methodology’ in collaboration with MUHS, NASHIK. On September 2014 attained by Post graduate students of TKDC and VasantdadaPatil dental college.

5. Our Department arranged workshop on Cast partial denture by Dr.(Col.) S. K. Agarwal for Post graduate students of TKDC and Maratha Mandal dental college. 2012.

6. Our department has conducted the CDE Programme on "Implantology" Dr. Aqua Fernandez is the resource person. Post-graduates from the department of Prosthodontics, Periodontology & interns from various institutes attended the programme 2013.

7. Our department arranged Lecture on Basic concepts in complete denture by Dr. S. A. Gangadhar, Dr. Dhanajay G., Dr. Saraf. On attended by Post graduate students of TKDC and Maratha Mandal dental college. 2013.

Source of funding: Tatyasaheb Kore Dental College & Research Centre and IDA Warananagar Branch

31. Code of ethics for research followed by the department

Institutionalized ethical committee

32. Student profile program-wise:

1. FINAL BDS
<table>
<thead>
<tr>
<th>YEAR</th>
<th>Applications received</th>
<th>Selected Male</th>
<th>Selected Female</th>
<th>Pass percentage Male</th>
<th>Pass percentage Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2012</td>
<td>42</td>
<td>17</td>
<td>25</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Winter 2012</td>
<td>13</td>
<td>5</td>
<td>8</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Summer 2013</td>
<td>36</td>
<td>8</td>
<td>28</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Winter 2013</td>
<td>16</td>
<td>5</td>
<td>11</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Summer 2014</td>
<td>54</td>
<td>14</td>
<td>30</td>
<td>93%</td>
<td>100%</td>
</tr>
</tbody>
</table>

2. FINAL MDS

<table>
<thead>
<tr>
<th>YEAR</th>
<th>Applications received</th>
<th>Selected Male</th>
<th>Selected Female</th>
<th>Pass percentage Male</th>
<th>Pass percentage Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>2013</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>-</td>
<td>100%</td>
</tr>
<tr>
<td>2014</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

33. Diversity of students

<table>
<thead>
<tr>
<th>Name of the Program (refer to question no. 4)</th>
<th>% of Students from the Same University</th>
<th>% of students from other Universities within the State</th>
<th>% of students from Universities outside the State</th>
<th>% of Students From Other Countries</th>
</tr>
</thead>
<tbody>
<tr>
<td>MDS – 2009</td>
<td>50%</td>
<td>Nil</td>
<td>50%</td>
<td>Nil</td>
</tr>
<tr>
<td>MDS – 2010</td>
<td>50%</td>
<td>50%</td>
<td></td>
<td>Nil</td>
</tr>
<tr>
<td>MDS – 2011</td>
<td>100%</td>
<td>Nil</td>
<td></td>
<td>Nil</td>
</tr>
<tr>
<td>MDS – 2012</td>
<td>100%</td>
<td>Nil</td>
<td></td>
<td>Nil</td>
</tr>
<tr>
<td>MDS - 2013</td>
<td>100%</td>
<td>Nil</td>
<td></td>
<td>Nil</td>
</tr>
<tr>
<td>MDS - 2014</td>
<td>100%</td>
<td>Nil</td>
<td></td>
<td>Nil</td>
</tr>
</tbody>
</table>

34. How many students have cleared Civil services and Defense Services examinations, NET, SET, GATE, USMLE, PLAB, GPAT, NCLEX, CGFNS, IELTS and other competitive examinations? Give details category-wise. **NIL**

35. Student progression-

<table>
<thead>
<tr>
<th>Student progression</th>
<th>Percentage against enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final passing year</td>
<td>2006</td>
</tr>
<tr>
<td>UG to</td>
<td>5</td>
</tr>
</tbody>
</table>
### Student Progression

<table>
<thead>
<tr>
<th>Final passing year</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>PG (Prosthodontics)</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>PG to M.Phil, DM / M Ch / DNB</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PG to Ph.D.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ph.D. to Post-Doctoral</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Campus selection</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Other than campus recruitment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Entrepreneurs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Diversity of Staff

<table>
<thead>
<tr>
<th>Percentage of faculty who are graduates</th>
<th>UG</th>
<th>PG</th>
</tr>
</thead>
<tbody>
<tr>
<td>of the same university</td>
<td>25%</td>
<td>28.57%</td>
</tr>
<tr>
<td>from other universities within the State</td>
<td>37.5%</td>
<td>42.86%</td>
</tr>
<tr>
<td>from universities from other States</td>
<td>37.5%</td>
<td>28.57%</td>
</tr>
<tr>
<td>from universities outside the country</td>
<td>Nil</td>
<td>Nil</td>
</tr>
</tbody>
</table>

### Number of faculty who were awarded M.Phil., DM, M Ch, Ph.D., D.Sc. and D.Litt. during the assessment period

**NIL**

### Present details of departmental infrastructural facilities with regard to Library

- Available.

### Internet facilities for staff and students

- **WI-FI zones are available for all staff in their respective chambers, students in their rooms.**
- Total number of class rooms - **01 - Seminar room**
- Class rooms with ICT facility and 'smart' class rooms – **ICT facility available**
- Students laboratories - **03 - Laboratories**
- Research laboratories –**NIL**

### List of doctoral, post-doctoral students and Research Associates

- a) from the host institution/university - **Not applicable**
- b) from other institutions/universities

### Number of post graduate students getting financial assistance from the university

**Nil**

### Was any need assessment exercise undertaken before the development of new program(s)? If so, highlight the methodology

**Nil**

### Does the department obtain feedback form

- a) faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize the feedback?
- b) students on staff, curriculum and teaching-learning-evaluation and how does the department utilize the feedback?
c) alumni and employers on the programs offered and how does the department utilize the feedback?

-College Has Centralized System For Feedback By IQAC. Obtained Feedback Is Utilized To Improve The Quality Of Teaching, Learning And Clinical Skills.

43. List the distinguished alumni of the department (maximum 10)

44. Give details of student enrichment programs (special lectures / workshops / seminar) involving external experts.

1. Our department has conducted the CDE Programme on "Full mouth rehabilitation” Dr. Sharad Shetty is the resource person. Post-graduates from the department of Conservative & Prosthodontics from same institute and other institutes from the state and other states.

2. Our department has conducted the CDE Programme on "Advances in prosthodontics” Dr. Shivashankar is the resource person. Post-graduates from the department of Conservative, Prosthodontics & interns from various institutes attended the programme.

3. Our department arranged Workshop on full mouth rehabilitation by Dr. S. A. Gangadhar, Dr. Dhanajay G., Dr. Saraf attended by Post graduate students of TKDC and Maratha Mandal dental college.2013.

4. Our department arranged 'basic workshop on research methodology’ in collaboration with MUHS, NASHIK. On September 2014 attained by Post graduate students of TKDC and VasantdadaPatil dental college.

5. Our Department arranged workshop on Cast partial denture by Dr.(Col.) S. K. Agarwal for Post graduate students of TKDC and Maratha Mandal dental college.2012.

6. Our department has conducted the CDE Programme on "Implantology” Dr. Aqua Fernandez is the resource person. Post-graduates from the department of Prosthodontics, Periodontology & interns from various institutes attended the programme 2013.

7. Our department arranged Lecture on Basic concepts in complete denture by Dr. S. A. Gangadhar, Dr. Dhanajay G., Dr. Saraf. On attended by Post graduate students of TKDC and Maratha Mandal dental college.2013

45. List the teaching methods adopted by the faculty for different programs including clinical teaching.

Under graduate students:
Didactics, Tutorials, Seminars, Revision class, Pre- clinical exercises, Clinical demonstrations

Post graduate students:
Case based discussions, Chair side clinical discussion, Seminars, Journal Clubs, Case presentations, Preclinical exercises, Symposium, Interdepartmental Seminar

46. How does the department ensure that program objectives are constantly met and learning outcomes are monitored?

Apart from formative and summative evaluation methods, through clinical case discussions, continuous clinical/practical monitoring, continuous evaluation of dissertations seminars and journal clubs.

Internal assessment:
- II Year BDS: Dental Materials
  3 internal assessments for theory, 3 for practicals are conducted.
- II Year BDS: Pre-clinical Prosthodontics
  3 internal assessments are conducted.
- IV year BDS: Prosthodontics, Crown and Bridge and Implantology
  2 Internal assessment theory and 2 practicals

MDS: Regular Discussions, Mock Examinations, Case Discussions

47. Highlight the participation of students and faculty in extension activities. NIL
Student and faculty of department participate in health care checkup camp and awareness camp and school oral health checkup.

48. Give details of "beyond syllabus scholarly activities" of the department. NIL

49. State whether the program/ department is accredited/ graded by other agencies? If yes, give details. NIL

50. Briefly highlight the contributions of the department in generating new knowledge, basic or applied: NONE

51. Detail five major Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department.

**Strengths:** The major strength of the department of prosthodontics is the quality of faculty.

**Strengths:**
- A majority of the faculty has strong and established knowledge in the area of removable prosthodontics, fixed prosthodontics, maxillofacial prosthodontics and implant dentistry.
- The faculties also have evidence of quality work and various publications.
- More number of patients
- Variety of special cases
- Most income generating department of the college

**Weaknesses:**
- No diploma courses
- No international collaborations
- Less clinical researches

**Opportunities:**
- There is an opportunity for the faculty member to get qualified as Ph.D. guides.
- The department can start advanced certificate courses in various branches of prosthodontics.
- There is an opportunity for the clinical researches.
- The department can start researches with international collaborations.
- Participation in multicentre clinical studies.

**Challenges:**
- With number of new dental colleges in India, chances of developing well organized department of prosthodontics is apparent.
- There is a need for developing new strategy planning to make our department more efficient and competent.
- To provide more funds for research and for advanced instruments and equipments other than DCI Requirement.

52. Future plans of the department.
- Collaboration with the departments of other universities in India & abroad in prosthodontics and restorative dentistry to conduct multicentre clinical research.
- Scholarly activity and / or board certification will be emphasized for each faculty members.
- The inclusion of the latest technology and teaching methodology into our Prosthodontic curriculum.
- To provide more research opportunities and encourage Prosthodontics research for BDS students.
- Strategic plan to develop specialized referral care clinics for maxillofacial prosthetics and Temporomandibular disorder.
- To develop and support sleep medicine, since this belongs to prosthodontics, specialized care for sleep dentistry program to promote our mission of scholarly activity patient care, service and education.
Evaluative Report of the Department

1. Name of the Department: Department Of Conservative & Endodontics
2. Year of establishment
   Since 2002.
3. Is the Department part of a college/Faculty of the university?
   Yes. Department is a part of the college.
4. Names of programs offered (UG, PG, PharmD, Integrated Masters; M.Phil.,
   Ph.D., Integrated Ph.D., Certificate, Diploma, PG Diploma, D.M./M.Ch.,
   Super specialty fellowship, etc.)
   UG (BDS) since 2002 to till date
   PG (MDS) since June 2009 till date
5. Interdisciplinary programs and departments involved.
   None
6. Courses in collaboration with other universities, industries, foreign
   institutions, etc.
   None
7. Details of programs discontinued, if any, with reasons
   None. Till date there is no incidence of discontinuation of program.
8. Examination System: Annual/Semester/Trimester/Choice Based Credit
   System
   Undergraduate:
   First and second year – Annual pattern
   Final year-semester pattern
   Postgraduate:
   After completion of three academic years.
9. Participation of the department in the courses offered by other departments:
   None
10. Number of teaching posts sanctioned, filled and actual
    (Professors/Associate Professors/Asst. Professors/others)

<table>
<thead>
<tr>
<th></th>
<th>Sanctioned</th>
<th>Filled</th>
<th>Actual (including CAS &amp; MPS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Associate Professor.Reader</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lecturer</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Tutor / Clinical Instructor</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Senior Resident</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

11. Faculty profile with name, qualification, designation, area of specialization,
experience and research under guidance

<table>
<thead>
<tr>
<th>Name</th>
<th>Qualification</th>
<th>Designation</th>
<th>No. of Years of Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Dr. Chetanganesh Hotkar</td>
<td>MDS</td>
<td>Professor &amp; Head.</td>
<td>18 yrs 10 months</td>
</tr>
<tr>
<td>2. Dr. Raghavendra K</td>
<td>MDS</td>
<td>Reader</td>
<td>4 yrs 6 months</td>
</tr>
<tr>
<td>3. Dr. Nandan Rao</td>
<td>MDS</td>
<td>Reader</td>
<td>4 yrs 6 months</td>
</tr>
<tr>
<td>4. Dr. Ajay Kadam</td>
<td>MDS</td>
<td>Lecturer</td>
<td>2 yrs 6 months</td>
</tr>
<tr>
<td>5. Dr. Amit Padma</td>
<td>MDS</td>
<td>Lecturer</td>
<td>1 year</td>
</tr>
<tr>
<td>6. Dr. Nithya</td>
<td>MDS</td>
<td>Lecturer</td>
<td>2 months</td>
</tr>
<tr>
<td>7. Dr. Gauri Kulkarni</td>
<td>BDS</td>
<td>Lecturer</td>
<td>1 year 2 months 13 days</td>
</tr>
<tr>
<td>8. Dr. Shyam Mane</td>
<td>BDS</td>
<td>Lecturer</td>
<td>3 years 3 months 24 days</td>
</tr>
</tbody>
</table>

12. List of senior Visiting Fellows, adjunct faculty, emeritus professors
   None

13. Percentage of classes taken by temporary faculty – program-wise information
   Not applicable

14. Program-wise Student Teacher Ratio

<table>
<thead>
<tr>
<th>COURSE</th>
<th>THEORY</th>
<th>PRACTICALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>II BDS</td>
<td>10:1</td>
<td>10:1</td>
</tr>
<tr>
<td>III BDS</td>
<td>10:1</td>
<td>1:1</td>
</tr>
<tr>
<td>IV BDS</td>
<td>10:1</td>
<td>1:1</td>
</tr>
</tbody>
</table>

Postgraduate: 1:6

15. Number of academic support staff (technical) and administrative staff: sanctioned, filled and actual

<table>
<thead>
<tr>
<th>NO</th>
<th>QUALIFICATION</th>
<th>SANCTIONED</th>
<th>FILLED</th>
<th>ACTUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ATTENDANTS</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>RECEPTIONIST</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>CLERK</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>NURSING STAFF</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>TECHNICIAN</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

16. Research thrust areas as recognized by major funding agencies
   NIL
17. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Give the names of the funding agencies, project title and grants received project-wise.
NIL

18. Inter-institutional collaborative projects and associated grants received
b) National collaboration b) International collaboration
GRANTS RECEIVED -None

19. Departmental projects funded by ICMR; DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received.
Non funded projects:
- Dr. Chetan Hotkar conducted a study
  Post-Obturation pain following one-visit and two-visit root canal treatment in necrotic anterior teeth Journal of International Oral Health 2014; 6(2)
  In collaboration with
  Vasantdada Patil Dental College & Hospital, Sangli, Maharashtra, India; K M Shah Dental College, Vadodara, Gujarat, India; Department of Conservative Dentistry & Endodontics, KLE’s Institute of Dental Sciences, Bangalore, Karnataka, India.
- Dr. Raghavendra Kandaswamy conducted a study
  In collaboration with
  Department of oral & maxillofacial surgery, Sibar Institute Guntur Andhra Pradesh. Dept of orthodontics KIMS Karad, Maharashtra, department of prosthodontics Bharathi Vidyapeeth Sangli Maharashtra, Department of conservative YCMM & RDF Ahmednagar.
  2. Post-Obturation pain following one-visit and two-visit root canal treatment in necrotic anterior teeth. Journal of International Oral Health 2014; 6(2)
  In collaboration with
  Vasantdada Patil Dental College & Hospital, Sangli, Maharashtra, India; K M Shah Dental College, Vadodara, Gujarat, India; Department of Conservative Dentistry & Endodontics, KLE’s Institute of Dental Sciences, Bangalore, Karnataka, India.
- Dr. Nandan Rao K
  In collaboration with
  Department of Conservative Dentistry & Endodontics, Krishnadhevaraya college of dental sciences, Yalahanka, Bengaluru, Karnataka, India.
  2. Post-Obturation pain following one-visit and two-visit root canal
treatment in necrotic anterior teeth Journal of International Oral Health 2014; 6(2)

In collaboration with
VasantdadaPatil Dental College & Hospital, Sangli, Maharashtra, India; K M Shah Dental College, Vadodara, Gujarat, India; Department of Conservative Dentistry &Endodontics, KLE’s Institute of Dental Sciences, Bangalore, Karnataka, India.

20. Research facility / centre with
• state recognition-No
• national recognition -no
• international recognition-no

21. Special research laboratories sponsored by / created by industry or corporate bodies -Nil

22. Publications:
* Number of papers published in peer reviewed journals (national / international)
  ➢ Eleven publications

* Monographs
  Nil

* Chapters in Books
  Nil

* Booksedited
  Nil

* Books with ISBN with details of publishersNil

* Number listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, Medline, etc.)Nil

<table>
<thead>
<tr>
<th>NAME OF FACULTY</th>
<th>INTERNATIONAL DATABASE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. ChetanHotkar</td>
<td>1</td>
</tr>
<tr>
<td>Dr. Raghavendra. K</td>
<td>2</td>
</tr>
<tr>
<td>Dr. Nandan. Rao.K</td>
<td>2</td>
</tr>
<tr>
<td>Dr Ajay Kadam</td>
<td>3</td>
</tr>
<tr>
<td>Dr.AmitPadmai</td>
<td>1</td>
</tr>
</tbody>
</table>

* Citation Index – range / average Nil

* SNIP Nil

* SJR

* Impact Factor – range / average 0.68

* h-index nil

23. Details of patents and income generated
   None

24. Areas of consultancy and income generated
consultancy services in the form of health care screening at outreach centers, in the adjacent peripheral rural areas, in the health care devoid areas, in the schools of adjacent talukas and districts of this region and in the sister concern industries of Warana complex.

25. Faculty selected nationally / internationally to visit other laboratories / institutions / industries in India and abroad

Nil

26. Faculty serving in
   a) National committees
   b) International committees
   c) Editorial Boards
   d) any other (specify)

YES

   Dr.Chetanhotkar – Member Board of studies. MUHS, Nashik
   Dr.Chetanhotkar—Indian endodontic society, executive committee member.

27. Faculty recharging strategies (Refresher / orientation programs, workshops, training programs and similar programs).

   Our faculty attended the below mentioned programs

Dr.ChetanHotkar

   • CDE program on Scope Of Endodontics by Dr.K.S.Banga 18-10-2012.

   • CDE program on Protapers, Rotary Endodontics -by Dr. Heeresh Shetty on 18 Oct 2012

   • CDE program on rotary endodontics-By Dr.Ajit Shaligram on 12-7-2014
   • Research methodology workshop in 2014.
   • Attended 14 IACDE/IES PG Convention, Dharwad from 7-9 June 2013
   • Presented paper on trauma to anterior teeth at 3rd IES West zone PG convention held on 21, 22,23rd March 2014 at DY Patil dental college Pune.
   • Attended 28th IACDE & 21ST IES National conference 2013 Hyderabad.
   • Attended 2nd West zone convention held from 22nd to 24th Feb. 2013 at Nair dental college, Mumbai.
   • Attended 26th FODI & 19th National conference from 11th to 13th Nov 2011 at New Delhi, India.

Dr.Raghavendra.K

   • CDE program on Scope Of Endodontics-by Dr.K.S.Banga on 18-10-2012.

   • CDE program on Protapers, Rotary Endodontics –by Dr. Heeresh Shetty-18 Oct 2012.

   • CDE program on rotary endodontics-By Dr.Ajit Shaligram on 12-7-2014.
   • Research methodology workshop in 2014.
   • Attended 14 IACDE/IES PG Convention, Dharwad from 7-9 June 2013.
   • Attended 3rd IES West zone PG convention held on 21, 22,23rd March 2014 at DY Patil dental college, Pune.

Dr.NandanRao.K

   • CDE program on Scope Of Endodontics-by Dr.K.S.Banga on 18-10-2012.
- CDE program on Protapers - Rotary Endodontics –by Dr. Heeresh Shetty on 18 Oct 2012.
- CDE program on rotary endodontics-By Dr.AjitShaligram 12-7-2014.
- Research methodology workshop in 2014.

Dr.AjayKadam
- CDE program on Scope Of Endodontics-by Dr.K.S.Banga on 18-10-2012
- CDE program on Protapers- Rotary Endodontics -by Dr. Heeresh Shetty on 18 Oct 2012
- CDE program on rotary endodontics-By Dr.AjitShaligram on 12-7-2014

Dr.AmitPadmai
- CDE program on Scope Of Endodontics-by Dr.K.S.Banga on 18-10-2012
- CDE program on Protapers, Rotary Endodontics – by Dr. Heeresh Shetty on 18 Oct 2012
- CDE program on rotary endodontics-By Dr.AjitShaligram on 12-7-2014

28. Student projects
- Percentage of students who have taken up in-house projects including inter-departmental projects
  100% of Post graduates
- Percentage of students doing projects in collaboration with other universities / industry / institute
  None

29. Awards / recognitions received at the national and international level by
- Faculty
- Doctoral / post doctoral fellows
- Students

<table>
<thead>
<tr>
<th>Name of the student</th>
<th>Prize</th>
<th>Event</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>DrNeha K.</td>
<td>1st prize for paper presentation--Opportunity knocking at the door- Rural India</td>
<td>2nd West Zone PG Student Convention 2013, Mumbai</td>
<td>2013</td>
</tr>
<tr>
<td></td>
<td>2nd prize for paper presentation</td>
<td>PG Convention 2013</td>
<td>2013</td>
</tr>
</tbody>
</table>
Restoring endodontically treated teeth with Endocrowns - case study

Dr. Amol Joshi

2nd prize for paper presentation

2nd West Zone PG Student Convention 2013, Mumbai

2013

DrOjas H.

2nd prize for poster presentation

2nd West Zone PG Student Convention 2013, Mumbai

2013

30. Seminars/Conferences/Workshops organized and the source of funding (national/ international) with details of outstanding participants, if any.
   Workshop organized on Rotary endodontics - By Dr. Banga .K.S
   Workshop organized on Rotary endodontics - By Dr. Ajit Shaligram
   Funded by IDA Warananagar branch.

31. Code of ethics for research followed by the departments
   Institutionalized ethical committee.

32. Student profile program-wise:

<table>
<thead>
<tr>
<th>Name of the Program (refer to question no. 4)</th>
<th>Year</th>
<th>Applications received</th>
<th>Selected Male</th>
<th>Selected Female</th>
<th>Pass percentage Male</th>
<th>Pass percentage Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>MDS</td>
<td>2012</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>2013</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>100%</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2014</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>BDS (IV YEAR)</td>
<td>Summer 2013</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>Summer Sem-22013</td>
<td>38</td>
<td>9</td>
<td>29</td>
<td>100%</td>
<td>88%</td>
</tr>
<tr>
<td></td>
<td>Winter 2013</td>
<td>16</td>
<td>5</td>
<td>11</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>Winter (Old)2013</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>100%</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>SummerSem-22014</td>
<td>52</td>
<td>12</td>
<td>40</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>BDS II YEAR</td>
<td>Summer2011</td>
<td>52</td>
<td>12</td>
<td>40</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>Winter2011</td>
<td>4</td>
<td>1</td>
<td>3</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>Summer 2012</td>
<td>51</td>
<td>10</td>
<td>41</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>Winter 2012</td>
<td>9</td>
<td>4</td>
<td>5</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>Summer 2013</td>
<td>55</td>
<td>17</td>
<td>38</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>Winter2013</td>
<td>8</td>
<td>3</td>
<td>5</td>
<td>100%</td>
<td>80%</td>
</tr>
</tbody>
</table>
33. Diversity of students

<table>
<thead>
<tr>
<th>Name of the Program (refer to question no. 4)</th>
<th>% of students from the same university</th>
<th>% of students from other universities within the State</th>
<th>% of students from universities outside the State</th>
<th>% of students from other countries</th>
</tr>
</thead>
<tbody>
<tr>
<td>MDS-2009</td>
<td>100%</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>MDS-2010</td>
<td>50%</td>
<td>50%</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>MDS-2011</td>
<td>50%</td>
<td>50%</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>MDS-2012</td>
<td>100%</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>MDS-2013</td>
<td>50%</td>
<td>50%</td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

34. How many students have cleared Civil Services and Defense Services examinations, NET, SET, GATE, USMLE, PLAB, GPAT, NCLEX, CGFNS, IELTS and other competitive examinations? Give details category-wise.
Nil

35. Student progression

<table>
<thead>
<tr>
<th>Student progression</th>
<th>YEAR of passing final BDS</th>
<th>Percentage against enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG to PG</td>
<td>2006</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>2007</td>
<td>1.66%</td>
</tr>
<tr>
<td></td>
<td>2008</td>
<td>1.66%</td>
</tr>
<tr>
<td></td>
<td>2009</td>
<td>11.62%</td>
</tr>
<tr>
<td></td>
<td>2010</td>
<td>6.64%</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>5%</td>
</tr>
<tr>
<td>PG to M.Phil, DM / M Ch / DNB</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PG to Ph.D.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ph.D. to Post-Doctoral</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Campus selection</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Other than campus recruitment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Entrepreneurs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

36. Diversity of staff

<table>
<thead>
<tr>
<th>Percentage of faculty who are graduates</th>
<th>UG</th>
<th>PG</th>
</tr>
</thead>
<tbody>
<tr>
<td>of the same university</td>
<td>37.5%</td>
<td>20%</td>
</tr>
<tr>
<td>from other universities within the State</td>
<td>12.5%</td>
<td>20%</td>
</tr>
<tr>
<td>from universities from other States</td>
<td>50%</td>
<td>60%</td>
</tr>
</tbody>
</table>
37. Number of faculty who were awarded M.Phil., DM, M Ch, Ph.D., D.Sc. and D.Litt. during the assessment period
   NIL
38. Present details of departmental infrastructural facilities with regard to
   a) Library : Yes
   b) Internet facilities for staff and students
      Yes – Wi-Fi zones are available for all staff & students in their respective chambers & rooms.
   c) Total number of class rooms- 1 seminar room
   d) Class rooms with ICT facility and ‘smart’ class rooms- ICT facility available
   e) Students’ laboratories – Yes-3
   f) Research laboratories- Nil
39. List of doctoral, post-doctoral students and Research Associates
   a) from the host institution/university : Nil
   b) from other institutions/universities : Nil
40. Number of post graduate students getting financial assistance from the university. : None
41. Was any need assessment exercise undertaken before the development of new program(s)? If so, highlight the methodology.
   None
42. Does the department obtain feedback from
   a. Faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize the feedback?
   b. Students on staff, curriculum and teaching-learning-evaluation and how does the department utilize the feedback?
   c. Alumni and employers on the programs offered and how does the department utilize the feedback?
      Yes there is centralized system for feedback by IQAC. Obtained feedback is utilized to improve the quality of teaching learning & clinical skills.
43. List the distinguished alumni of the department (maximum 10) : Nil
44. Give details of student enrichment programs (special lectures / workshops / seminar) involving external experts.
   - CDE program on Scope Of Endodontics- by Dr. K.S. Bangaon 18-10-2012
   - CDE program on Protapers- Rotary Endodontics—by Dr. Heeresh Shetty on 18 Oct 2012
   - APS in endodontics by Dr. Kulkarni
   - CDE program on rotary endodontics- By Dr. Ajit Shaligram on 12-7-2014
   - Research methodology workshop.
45. List the teaching methods adopted by the faculty for different programs including clinical teaching. : LCD projectors, Black boards for showing schematic pictures. Laptops are helpful to show them educational videos which are showed on regular basis to students. Plaster Models & other models will be shown during demonstration of tooth preparation exercise
which is much easier for the students to understand as they are larger in dimension.

46. How does the department ensure that program objectives are constantly met and learning outcomes are monitored?
Apart from formative & summative evaluation methods, through clinical case discussions, continuous clinical/practical monitoring, continuous evaluation of dissertations seminars & journal clubs.

INTERNAL ASSESSMENT:
II BDS - 3 internal assessments –theory &practicals
IV BDS - 2 internal assessments- theory &practicals
MDS - 3 mock exams

47. Highlight the participation of students and faculty in extension activities.
Student and faculty of department participate in health care checkup camp and awareness camp and school oral health checkup.

48. Give details of “beyond syllabus scholarly activities” of the department.Nil

49. State whether the program/ department is accredited/ graded by other agencies? If yes, give details. Nil

50. Briefly highlight the contributions of the department in generating new knowledge, basic or applied. NIL

51. Detail five major Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department.

   Strength
   Average patients treated are 67 per day.
   State of art instruments & equipments which is more than the requirements as specified by Dental council of India
   Post graduates treat average 7 patients per day.
   Dedicated staff, who are take up responsibility for all academic & extracurricular activities.
   Full time staff catering the needs of students (under graduates & post graduates as well).

   Weaknesses
   Less clinical faculty as compared to number of patients.
   Less number of external camps are being conducted by our department.

52. Future plans of the department.
   Planning for increase in post graduate seats from 2 to 3 per year.
   Renovation of the department for betterment.
   Planning to install air conditioners in post graduate department.

Procuring much more advanced equipments.

   Planning for digitalizing all the records including the patient records; & going for paperless processing.
3. **Evaluative Report of the Department**

1. Name of the Department – Orthodontics & Dentofacial Orthopedics

2. Year of establishment- 2002

3. Is the Department part of a college/Faculty of the university?
   Yes, Department is a part of the college.

4. Names of programs offered (UG, PG, PharmD, Integrated Masters; M.Phil., Ph.D., Integrated Ph.D., Certificate, Diploma, PG Diploma, D.M./M.Ch., Super specialty fellowship, etc.)
   
   U. G. (B.D.S.) , P. G. (M.D.S.)

5. Interdisciplinary programs and departments involved :Nil

6. Courses in collaboration with other universities, industries, foreign institutions, etc.– None

7. Details of programs discontinued, if any, with reasons — None

8. Examination System : Semester pattern

9. Participation of the department in the courses offered by other departments:None

10. Number of teaching posts sanctioned, filled and actual
    (Professors/Associate Professors/Asst. Professors/others)

<table>
<thead>
<tr>
<th></th>
<th>Sanctioned</th>
<th>Filled</th>
<th>Actual (including CAS &amp; MPS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Tutor / Clinical Instructor</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

11. Faculty profile with name, qualification, designation, area of specialization, experience and research under guidance

<table>
<thead>
<tr>
<th>Name</th>
<th>Qualification</th>
<th>Designation</th>
<th>Specialization</th>
<th>No. of Years of Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Sangeeta A. Golwalkar</td>
<td>MDS</td>
<td>Professor and HOD</td>
<td>Orthodontics</td>
<td>18 years 9 months and 24 days</td>
</tr>
<tr>
<td>Name</td>
<td>Qualification</td>
<td>Designation</td>
<td>Specialization</td>
<td>No. of Years of Experience</td>
</tr>
<tr>
<td>---------------------------</td>
<td>---------------</td>
<td>-------------</td>
<td>----------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Dr. Kishor A. Chougule</td>
<td>MDS</td>
<td>Professor</td>
<td>Orthodontics</td>
<td>13 years 2 months 23 days</td>
</tr>
<tr>
<td>Dr. Vikrant Shetty</td>
<td>MDS</td>
<td>Reader</td>
<td>Orthodontics</td>
<td>6 years 6 months 27 days</td>
</tr>
<tr>
<td>Dr. Indraneel Chavan</td>
<td>MDS</td>
<td>Assistant Professor</td>
<td>Orthodontics</td>
<td>2 years 6 months 10 days</td>
</tr>
<tr>
<td>Dr. Shraddha Shetti</td>
<td>MDS</td>
<td>Assistant Professor</td>
<td>Orthodontics</td>
<td>1 year 4 months 4 days</td>
</tr>
<tr>
<td>Dr. Bhagyashri Mirajkar</td>
<td>BDS</td>
<td>Tutor</td>
<td>-</td>
<td>1 year 1 month 15 days</td>
</tr>
</tbody>
</table>

12. List of senior Visiting Fellows, adjunct faculty, emeritus professors: None

13. Percentage of classes taken by temporary faculty – program-wise information: None

14. Program-wise Student Teacher Ratio

**THEORY**

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Number of Staff</th>
<th>Total Number of Student</th>
<th>Student Teacher Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>III  BDS</td>
<td>6</td>
<td>60</td>
<td>10:1</td>
</tr>
<tr>
<td>IV BDS</td>
<td>6</td>
<td>60</td>
<td>10:1</td>
</tr>
<tr>
<td>MDS</td>
<td>5</td>
<td>6</td>
<td>1:0.85</td>
</tr>
</tbody>
</table>

**PRACTICAL**

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Number of Staff</th>
<th>Total Number of Student</th>
<th>Student Teacher Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>III  BDS</td>
<td>6</td>
<td>60</td>
<td>10:1</td>
</tr>
<tr>
<td>IV BDS</td>
<td>6</td>
<td>60</td>
<td>10:1</td>
</tr>
<tr>
<td>MDS</td>
<td>5</td>
<td>6</td>
<td>1:0.85</td>
</tr>
</tbody>
</table>
15. Number of academic support staff (technical) and administrative staff: sanctioned, filled and actual.

<table>
<thead>
<tr>
<th></th>
<th>Sanctioned</th>
<th>Filled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laboratory Technician</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Clerk</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Peon</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Photographer</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Staff Nurse</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

16. Research thrust areas as recognized by major funding agencies: None

17. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Give the names of the funding agencies, project title and grants received project-wise: None

18. Inter-institutional collaborative projects and associated grants received
   c) National collaboration b) International collaboration - None

19. Departmental projects funded by ICMR; DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received. None

20. Research facility / centre with
   - state recognition
   - national recognition        None
   - international recognition

21. Special research laboratories sponsored by / created by industry or corporate bodies: None

22. Publications of staff members:
Number of papers published in peer reviewed journals (National / International) - 25.

* Monographs - None
* Chapters in Books - None
* Booksedited – None
* Books with ISBN with details of publishers – None
* Number listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, Medline, etc.)

<table>
<thead>
<tr>
<th>NAME OF FACULTY</th>
<th>INTERNATIONAL DATABASE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Sangeeta Golwalkar</td>
<td>02</td>
</tr>
<tr>
<td>Dr. Kishor Chougule</td>
<td>04</td>
</tr>
<tr>
<td>Dr.Vikranth Shetty</td>
<td>2</td>
</tr>
<tr>
<td>Dr.Shraddha Shetti</td>
<td>2</td>
</tr>
<tr>
<td>Dr.Indraneel Chavan</td>
<td>-</td>
</tr>
<tr>
<td>Dr.Bhagyashri Mirajkar</td>
<td>-</td>
</tr>
</tbody>
</table>

SNIP -
SJR -
Impact factor -
h-index -

23. Details of patents and income generated - 02 patents
   
   - Patent 1 – Application no 2821/MUM/2013 A
     Publication date 06/09/2013
     InternationalClassification: F21V29/00; F21V9/08
     Title of Invention: Micro light source utility model for various purpose
     Name of Inventor: Dr. Sagar Sunil Kapse. (PG student 2011-14 batch)

   - Patent 2 – Application no 3706/MUM/2013 A
     Publication date 20/12/2013
     International Classification: A61B17/30
Title of Invention: Motorized power ligature twister

Name of Inventor: Dr. Sagar Sunil Kapse. (PG student 2011-14 batch)

(Patent products are still not under manufacture so no income generated as yet.)

24. Areas of consultancy and income generated:

consultancy services in the form of health care screening at outreach centers, in the adjacent peripheral rural areas, in the health care devoid areas, in the schools of adjacent talukas and districts of this region and in the sister concern industries of Warana complex.

25. Faculty selected nationally / internationally to visit other laboratories / institutions / industries in India and abroad: - None

26. Faculty serving in

   a) National committees  
   b) International committees  
   c) Editorial Boards  
   d) any other (specify): – None

27. Faculty recharging strategies (Refresher / orientation programs, workshops, training programs and similar programs)

Our faculties attended

1. Research methodology Workshops
2. Clinical Photography Workshop
3. Basic Life Support

Dr. Sangeeta Golwalkar

1) Current Orthodontic Systems – August – 1993, at Govt. Dental College & Hospital, Mumbai.
2) Indian Orthodontic Society’s National Workshop for Post Graduate Education in India - October -1993 at Govt. Dental College & Hospital, Mumbai,
3) Advance Course on BEGG - May - June 1994 at Hyderabad
4) Beginners Preadjusted Edgewise Appliance Course- July 2000 - Chennai,
5) 13th IOS P, G Conventions at Davangere - March 2009
7) “Post Graduate Teachers Orientation Programme” - Tatyasaheb Kore Dental College, New Pargaon, Kolhapur held on 31st July 2009
8) CDE Programme on Photography - By Dr. Jayesh Rahalkar Tatyasaheb Kore Dental College, New Pargaon, Kolhapur held on 2011
9) CDE Programme on Biomechanics and Force Management in the Treatment of Orthodontic Patient - Tatyasaheb Kore Dental College New Pargaon, Kolhapur held on 4th July 2011,
Conferences –
International –
National -
1) Indian Orthodontic Conference - Hyderabad - 26 to 28 Nov, 1993
2) Indian Orthodontic Conference -Bangalore – Sept. 1999
3) Indian Orthodontic Conference – Chandigarh- 11 to 13 Nov. 2005
4) Indian Orthodontic Conference – Nagpur – 05 to 07 Jan 2008
5) Indian Orthodontic Conference – Mumbai-19 to 21Dec 2008
6) Indian Orthodontic Conference – Delhi – 05 to 08 Nov 2009
7) Indian Orthodontic Conference – Mangalore – 17 to 19 Dec 2010

Dr Kishor Chougule
1) 32nd Indian Orthodontic Conference at Goa in October 1997.
2) 33rd Indian Orthodontic Conference at Manipal in October 1998.
3) 34th Indian Orthodontic Conference at Bangalore in October 1999.
4) 35th Indian Orthodontic Conference at Jaipur in November 2000.
5) 36th Indian Orthodontic Conference at Cochin in September 2001.
6) 38th Indian Orthodontic Conference at Coimbatore in October 2003.
8) 42nd Indian Orthodontic Conference at Nagpur in January 2008.
9) 43rd Indian Orthodontic Conference at Mumbai in December 2008.
10) 44th Indian Orthodontic Conference at Delhi in November 2009.
11) 45th Indian Orthodontic Conference at Mangalore in December 2010.
12) 46th Indian Orthodontic Conference at Khajuraho in September 2011.
13) 48th Indian Orthodontic Conference at Ahmedabad in November 2013.

Dental Conferences attended :
2) Western Maharashtra Zonal conference at Panhala in April 2004.
4) 50th Indian Dental Conference at Pune in January 2007.
5) 8th Goa State Dental Conference at Goa in September 2007.
6) Attended “Teachers’ Training Workshop” conducted by Maharashtra University of Health Sciences, Nashik at V. P. Dental College, Sangli in February 2002.
7) Attended course by Dr. Mulligan at Davangere in November 2004.
9) Participated in the “Lingual Orthodontics Workshop” at KLE University, Belgaum in June 2008.
10) Participated in the “Post-graduate Teachers’ Orientation Programme” at Tatyasaheb Kore Dental College, New Pargaon in July 2009.
11) Participated in the Annual Conference of Kolhapur Medical Association in October 2010.
12) Participated in the hands on course on “Clinical Photography” held at Tatyasaheb Kore Dental College, New Pargaon in March 2011.
13) Participated in the Symposium on “Excellence in Orthodontics” held at Hubli in June 2011.
14) Participated in the Symposium on “Biomechanics in Orthodontics” held at Tatyasaheb Kore Dental College, New Pargaon in December 2011.
15) Participated in the ‘Hands on workshop on Lingual Orthodontics` held at Mangalore in January 2012.
16) Participated in the Symposium on “Class II Correction” held at MGM Dental College, Mumbai in July 2012.
17) Participated in “Basic Workshop in Research Methodology” held at Vasantdada Patil Dental College and Hospital, Kavalpur- Sangli in September 2012.
18) Participated in the workshop on `Orthodontic Management of non-compliant patients a hands-on course on Forsus at Kolhapur in October 2012.
19) Participated in the symposium organized by Nair Hospital Dental College, Mumbai in January 2013.

Dr Vikranth Shetty:
1) Attended Maharashtra state dental conference at Navi Mumbai held at 6th - 9th November 2008.
2) Attended Maharashtra state dental conference at Dombivali held at 10th - 13th December 2009.
3) Attended 45th Indian orthodontic conference held from 17th -19th December 2010 at Mangalore.
4) Attended the hands on course on lingual orthodontic conducted by Dr. Aisif Chatoo on 20th -21th of December,2010 held at Mangalore.
5) Participated in the program Excellence in orthodontics held on 4thjune 2011 held at Hubli.
6) Participated in the workshop Surgical Orthodontics on 28th and 29th January 2011 held at KLE, Belgaum.
7) Attended the hands on course on MBT treatment mechanics conducted by Dr. Sadashiv Shetty on 27th -30th of June 2011 held at Bapuji dental college, Davangere.
8) Attended the one day hand on course on Micro-implant conducted by Dr. Mani K.Prakash on 20thfebruary2011held at Central Park hotel Pune.
9) Attended the hands on course on Preadjusted edgewise revisited –A clinician perspective by Dr. B.Madhan on 14th and 15th of February ,2011 held at MGM dental college,Navi Mumbai.
10) Attended the hands on course on Clinical Photography conducted by Dr. JayeshRahalkar on 12thmarch 2011held at Tatyasaheb Kore dental college and hospital ,New pargaon.
11) Attended the hands on course on lingual orthodontics conducted by Locus lingual orthodontic training institute on 20th -22nd of January 2012 held at Mumbai.
12) Attended the symposium on Biomechanic and force management in the treatment of orthodontic patient conducted by Dr.Shailsh Deshmukh on 12thmarch 2011held at Tatyasaheb Kore dental college and hospital ,New pargaon.
13) Attended the International workshop on Class II correction on 27th and 29th of July 2011 held at MGM dental College,Navi Mumbai.
14) Attended the Symposium on orthodontic management on compliant patient conducted by Dr. Chetan Jayade on 21st October 2012 held at Tatyasaheb Kore dental college and hospital, New pargao.
15) Attended the hand on course on Forsus-the fatigue resistant conducted by Dr. Chetan Jayade on 22nd October, 2012 held at Tatyasaheb Kore dental college and hospital, New pargao.
16) Participated in the 17th IOS PG Convention held on 28th Feb – 3rd March 2013 held at Dr. T.M.A. Pai international convention centre, Mangalore

28. Student projects

Percentage of students who have taken up in-house projects including inter-departmental projects: 100%

Percentage of students doing projects in collaboration with other universities / industry / institute: Nil

29. Awards / recognitions received at the national and international level by Faculty- Doctoral / post doctoral fellows – Dr. Kishor Chougule (Professor)

Membership in Orthodontics Royal Surgeons of Glasgow (UK): UG

Students- Nil

Post graduate student –
Dr. Shraddha Shetti.

Best paper award in IDA state conference Mumbai.
Best paper award in IAACD Foundation Day, TKDC & RC, Kolhapur.

30. Seminars/Conferences/Workshops organized and the source of funding (national / international) with details of outstanding participants, if any.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of speaker</th>
<th>Name of Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dr. Vijay Jayade.</td>
<td>Excellence In Orthodontics (Seminar)</td>
</tr>
<tr>
<td>2</td>
<td>Dr. Chetan Jayade.</td>
<td>Orthodontic Management of Non – Complaint Patients” (Workshop)</td>
</tr>
<tr>
<td>3</td>
<td>Dr. Shailesh Deshmukh.</td>
<td>PEA Revisited – A Clinician’s Perspective. (Workshop)</td>
</tr>
<tr>
<td>4</td>
<td>Dr. Jayesh Rahalkar</td>
<td>Clinical Photography. (Workshop)</td>
</tr>
</tbody>
</table>

Workshop on Forsus Sponsored by 3M UNITEK, Saffron lingual laboratory Mumbai, Libral traders pvt. ltd company.

31. Code of ethics for research followed by the departments

Ethical committee approval as per College Guidelines
32. Student profile program-wise:

<table>
<thead>
<tr>
<th>Name of the Program (refer to question no. 4)</th>
<th>Applications received</th>
<th>Selected Male</th>
<th>Female</th>
<th>Pass percentage Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer – 2011</td>
<td>12</td>
<td>8</td>
<td>4</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Winter - 2011</td>
<td>49</td>
<td>7</td>
<td>42</td>
<td>100</td>
<td>97.62</td>
</tr>
<tr>
<td>Summer - 2012</td>
<td>6</td>
<td>4</td>
<td>2</td>
<td>100</td>
<td>50</td>
</tr>
<tr>
<td>Winter - 2012</td>
<td>42</td>
<td>16</td>
<td>26</td>
<td>93.75</td>
<td>100</td>
</tr>
<tr>
<td>Summer - 2013</td>
<td>13</td>
<td>4</td>
<td>9</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Winter - 2013</td>
<td>53</td>
<td>8</td>
<td>45</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Summer – 2014</td>
<td>9</td>
<td>6</td>
<td>3</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

33. Diversity of students

<table>
<thead>
<tr>
<th>Name of the Program (refer to question no. 4)</th>
<th>% of students from the Same university</th>
<th>% of students from other Universities within the State ^</th>
<th>% of students from universities outside the State ^</th>
<th>% of Students From Other Countries</th>
</tr>
</thead>
<tbody>
<tr>
<td>MDS- 2010</td>
<td>100%</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>MDS- 2011</td>
<td>100%</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>MDS- 2012</td>
<td>50%</td>
<td>50%</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>MDS- 2013</td>
<td>50%</td>
<td>50%</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>MDS- 2014</td>
<td>50%</td>
<td>50%</td>
<td>Nil</td>
<td>Nil</td>
</tr>
</tbody>
</table>

34. How many students have cleared Civil Services and Defense Services examinations, NET, SET, GATE, USMLE, PLAB, GPAT, NCLEX, CGFNS, IELTS and other competitive examinations? Give details category-wise.- Nil

35. Student progression
<table>
<thead>
<tr>
<th>Student progression</th>
<th>Percentage against enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Final passing year</td>
</tr>
<tr>
<td></td>
<td>UG to PG(Oral Pathology)</td>
</tr>
<tr>
<td></td>
<td>PG to M.Phil, DM / M Ch / DNB</td>
</tr>
<tr>
<td></td>
<td>PG to Ph.D.</td>
</tr>
<tr>
<td></td>
<td>Ph.D. to Post-Doctoral</td>
</tr>
<tr>
<td></td>
<td>Employed</td>
</tr>
<tr>
<td></td>
<td>• Campus selection</td>
</tr>
<tr>
<td></td>
<td>• Other than campus</td>
</tr>
<tr>
<td></td>
<td>recruitment</td>
</tr>
<tr>
<td></td>
<td>Entrepreneurs</td>
</tr>
</tbody>
</table>

36. Diversity of staff

<table>
<thead>
<tr>
<th>Percentage of faculty who are graduates</th>
<th>BDS</th>
<th>MDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>of the same university</td>
<td>50%</td>
<td>16.66%</td>
</tr>
<tr>
<td>from other universities within the State</td>
<td>33.33%</td>
<td>16.66%</td>
</tr>
<tr>
<td>from universities from other States</td>
<td>16.66%</td>
<td>66.67%</td>
</tr>
<tr>
<td>from universities outside the country</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

37. Number of faculty who were awarded M.Phil., DM, M Ch, Ph.D., D.Sc. and D.Litt. during the assessment period- Not applicable

38. Present details of departmental infrastructural facilities with regard to

a) Library -

| Number of Books in the Departmental | 103 |
| Number of Journals/Periodicals    | 08  |

b) Internet facilities for staff and students -Yes
c) Total number of class rooms-01
d) Class rooms with ICT facility and ‘smart’ class rooms-Yes
e) Students’ laboratories -Yes
f) Research laboratories –Yes

39. List of doctoral, post-doctoral students and Research Associates

a) from the host institution/university - No
b) from other institutions/universities - No

40. Number of post graduate students getting financial assistance from the university. - No

41. Was any need assessment exercise undertaken before the development of new program(s)? If so, highlight the methodology. -- NO

42. Does the department obtain feedback from

a. Faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize the feedback?

b. Students on staff, curriculum and teaching-learning-evaluation and how does the department utilize the feedback?

c. Alumni and employers on the programs offered and how does the department utilize the feedback?

Yes there is centralized system for feedback by IQAC. Obtained feedback is utilized to improve the quality of teaching learning & clinical skills.

43. List the distinguished alumni of the department (maximum 10) - No

44. Give details of student enrichment programs (special lectures / workshops / seminar) involving external experts.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of speaker</th>
<th>Name of Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dr. Vijay Jayade.</td>
<td>Excellence In Orthodontics (Seminar)</td>
</tr>
<tr>
<td>2</td>
<td>Dr. Chetan Jayade.</td>
<td>Orthodontic Management of Non – Complaint Patients” (Workshop )</td>
</tr>
<tr>
<td>3</td>
<td>Dr. Shailesh Deshmukh.</td>
<td>PEA Revisited – A Clinician’s Perspective.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Workshop )</td>
</tr>
<tr>
<td>4</td>
<td>Dr. Jayesh Rahalkar</td>
<td>Clinical Photography.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Workshop )</td>
</tr>
</tbody>
</table>

45. List the teaching methods adopted by the faculty for different programs including clinical teaching.

1. Lectures

A) Chalk and Board

B) Audio Visual Aids
2. Seminars
3. Journal clubs
4. Group discussions, Clinical Case Discussions etc

46. How does the department ensure that program objectives are constantly met and learning outcomes are monitored?

Department monitors the learning outcomes through regular class tests and internal assessment exams.
Apart from formative and summative evaluation methods, through clinical case discussions, continuous clinical/practical monitoring, continuous evaluation of dissertations seminars and journal clubs.
Internal assessment:

IV BDS- Orthodontics & Dentofacial Orthopedics
2 Internal assessment theory and 2 practicals

47. Highlight the participation of students and faculty in extension activities.

Student and faculty of department participate in health care checkup camp and awareness camp and school oral health checkup.

48. Give details of “beyond syllabus scholarly activities” of the department.

- Motivation of students for preparation of PG entrance exam.
- Encourage the student for paper and poster presentation in conferences.

49. State whether the program/department is accredited/graded by other agencies? If yes, give details. -No

50. Briefly highlight the contributions of the department in generating new knowledge, basic or applied. -Nil

51. Detail five major Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department.

Strength:
1. Department practices all the contemporary techniques for patients.
2. A Good patient to doctor coordination
3. The underprivileged strata of society from rural background with financial constraints get treatment done at subsidized treatment charges.
4. Excellent Inter departmental cooperation between faculty and students
5. Spacious department with separate departmental library.

Weakness:
1. International and national collaborations for research
2. Lingual Orthodontics Laboratory
3. Software’s like Nemoceph.
Opportunities
1. Superspecialization in the department
2. Opportunity to start certified courses in the department.
3. More number of clinical research.

Challenges
1. International publications
2. More number of Surgical Orthodontic cases
3. Misconceptions and myths about extractions during orthodontic treatment amongst general population.

52. Future plans of the department.
1. Encourage new research
2. Advance technology and their proper use
3. To start with certified lingual orthodontic course.
3. Evaluative Report of the Department

1. Name of the Department : Oral & Maxillofacial surgery
2. Year of establishment : 2002
3. Is the Department part of a college/Faculty of the university? Yes
4. Names of programs offered (UG, PG, PharmD, Integrated Masters; M.Phil., Ph.D., Integrated Ph.D., Certificate, Diploma, PG Diploma, D.M./M.Ch., Super specialty fellowship, etc.) : UG Course [BDS]
5. Interdisciplinary programs and departments involved: None
6. Courses in collaboration with other universities, industries, foreign institutions, etc. None
7. Details of programs discontinued, if any, with reasons: None
8. Examination System: Annual/Semester/Trimester/Choice Based Credit System: Semester – IV BDS
9. Participation of the department in the courses offered by other departments:
   Not Applicable
10. Number of teaching posts sanctioned, filled and actual (Professors/Associate Professors/Asst. Professors/others)

<table>
<thead>
<tr>
<th>Position</th>
<th>Sanctioned</th>
<th>Filled</th>
<th>Actual (including CAS &amp; MPS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>02</td>
<td>02</td>
<td></td>
</tr>
<tr>
<td>Associate Professor/Reader</td>
<td>01</td>
<td>01</td>
<td></td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>00</td>
<td>00</td>
<td></td>
</tr>
<tr>
<td>Lecturer</td>
<td>02</td>
<td>02</td>
<td></td>
</tr>
<tr>
<td>Tutor / Clinical Instructor</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Senior Resident</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
</tbody>
</table>

11. Faculty profile with name, qualification, designation, area of specialization, experience and research under guidance

<table>
<thead>
<tr>
<th>Name</th>
<th>Qualification</th>
<th>Designation</th>
<th>No. of Years of Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Gayithri H. Kulkarni</td>
<td>MDS</td>
<td>Professor and HOD</td>
<td>25 years 9 months</td>
</tr>
<tr>
<td>Dr. Harish S. Kulkarni</td>
<td>MDS</td>
<td>Senior professor and Principal</td>
<td>24 years 20 days</td>
</tr>
<tr>
<td>Dr. Shahanavaj.I.K.</td>
<td>MDS</td>
<td>Reader</td>
<td>5 years 20 days</td>
</tr>
<tr>
<td>Dr. Ehtesham.I</td>
<td>MDS</td>
<td>Senior Lecturer</td>
<td>08 months 23 days</td>
</tr>
<tr>
<td>Dr. Jyoti Biradar</td>
<td>MDS</td>
<td>Senior lecturer</td>
<td>3 months 21 days</td>
</tr>
</tbody>
</table>

12. List of senior Visiting Fellows, adjunct faculty, emeritus professors:
   None
13. Percentage of classes taken by temporary faculty – program-wise information: None

14. Program-wise Student Teacher Ratio:

<table>
<thead>
<tr>
<th>Undergraduates</th>
<th>Theory ratio</th>
<th>Practical ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>12:1</td>
<td>4:1</td>
</tr>
</tbody>
</table>

15. Number of academic support staff (technical) and administrative staff:

<table>
<thead>
<tr>
<th>Sl. no</th>
<th>Sanctioned</th>
<th>Filled</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Attender</td>
<td>02</td>
<td>02</td>
</tr>
<tr>
<td>2</td>
<td>Nursing Staff</td>
<td>01</td>
<td>01</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>03</td>
<td>03</td>
</tr>
</tbody>
</table>

16. Research thrust areas as recognized by major funding agencies: Not applicable

17. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Give the names of the funding agencies, project title and grants received project-wise. Two projects are being submitted to ICMR & MUHS (in process)

18. Inter-institutional collaborative projects and associated grants received:
   a) National collaboration
   b) International collaboration: None

19. Departmental projects funded by ICMR; DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received:
Two projects are being submitted to ICMR & MUHS (in process)

20. Research facility / centre with state recognition
   • national recognition: None
   • international recognition: None

21. Special research laboratories sponsored by / created by industry or corporate bodies: None

22. Publications:
   * Number of papers published in peer reviewed journals (national / international): 11
   * Monographs
   * Chapters in Books
   * Books edited
   * Books with ISBN with details of publishers
   * Number listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, Medline, etc.)

<table>
<thead>
<tr>
<th>NAME OF FACULTY</th>
<th>INTERNATIONAL DATABASE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Gayithri Kulkarni</td>
<td>02</td>
</tr>
<tr>
<td>Dr. Harish Kulkarni</td>
<td>03</td>
</tr>
<tr>
<td>Dr. Shahanavaz K</td>
<td>05</td>
</tr>
</tbody>
</table>

* Citation Index – range / average
  * SNIP
    Implant Dentistry: 0.868
    Journal of Prosthetic Dentistry: 1.608
CCD:
* SJR
  - Implant Dentistry: 0.441
  - Journal of Prosthetic Dentistry: 0.696
* Impact Factor – range / average
  - Journal of Prosthetic Dentistry: 1.913
  - Implant Dent: 1.110
* h-index: --

23. Details of patents and income generated: None
24. Areas of consultancy and income generated: consultancy services in the form of health care screening at outreach centers, in the adjacent peripheral rural areas, in the health care devoid areas, in the schools of adjacent talukas and districts of this region and in the sister concern industries of Warana complex.
25. Faculty selected nationally / internationally to visit other laboratories / institutions / industries in India and abroad: None
26. Faculty serving in
  a) National committees b) International committees c) Editorial Boards
  d) any other (specify):
  i. Dr Gayithri H Kulkarni – BOS member for UG clinical studies MUHS, Nashik.
  ii. Dr Harish S Kulkarni – IDA Maharashtra State Branch
27. Faculty recharging strategies (Refresher / orientation programs, workshops, training programs and similar programs):
  Research Methodology workshops attended by staff members.
  Dr Gayithri H Kulkarni
  31st annual conference of AOMSI, Jaipur 2005
  37th national conference of AOMSI, Hyderabad 2012
28. Student projects
  - percentage of students who have taken up-in-house projects including inter-departmental projects -
  - percentage of students doing projects in collaboration with other universities / industry / institute – None
29. Awards / recognitions received at the national and international level by None
30. Seminars/ Conferences/Workshops organized and the source of funding (national / international) with details of outstanding participants, if any.
  a. Seminars
    - Orientation of students organized by department & sponsored by IDA.
    - Observation of World AIDS day on 1st December 2014
31. Code of ethics for research followed by the departments:
   Local ethical clearance committee.
32. Student profile program-wise:
<table>
<thead>
<tr>
<th>Name of the Program (refer to question no. 4)</th>
<th>Applications received</th>
<th>Selected Male</th>
<th>Selected Female</th>
<th>Pass percentage Male</th>
<th>Pass percentage Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer - 2012</td>
<td>42</td>
<td>16 / 26</td>
<td></td>
<td>81.25%</td>
<td>88.46%</td>
</tr>
<tr>
<td>Winter - 2012</td>
<td>19</td>
<td>09 / 10</td>
<td></td>
<td>33.33%</td>
<td>40.02%</td>
</tr>
<tr>
<td>Summer - 2013</td>
<td>51</td>
<td>15 / 36</td>
<td></td>
<td>86.66%</td>
<td>94.44%</td>
</tr>
<tr>
<td>Winter - 2013</td>
<td>18</td>
<td>07 / 11</td>
<td></td>
<td>85.71%</td>
<td>90.90%</td>
</tr>
<tr>
<td>Summer – 2014</td>
<td>57</td>
<td>14 / 43</td>
<td></td>
<td>92.85%</td>
<td>100%</td>
</tr>
</tbody>
</table>

33. Diversity of students

<table>
<thead>
<tr>
<th>Name of the Program (refer to question no. 4)</th>
<th>% of students from the same university</th>
<th>% of students from other universities within the State</th>
<th>% of students from universities outside the State</th>
<th>% of students from other countries</th>
</tr>
</thead>
</table>

34. How many students have cleared Civil Services and Defense Services examinations, NET, SET, GATE, USMLE, PLAB, GPAT, NCLEX, CGFNS, IELTS and other competitive examinations? Give details category-wise. None

35. Student progression

<table>
<thead>
<tr>
<th>Student progression</th>
<th>Percentage against enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final passing year</td>
<td>2006</td>
</tr>
<tr>
<td>UG to PG(Oral Surgery)</td>
<td>1.66%</td>
</tr>
<tr>
<td>PG to M.Phil, DM / M Ch / DNB</td>
<td></td>
</tr>
<tr>
<td>PG to Ph.D.</td>
<td></td>
</tr>
<tr>
<td>Ph.D. to Post-Doctoral</td>
<td></td>
</tr>
<tr>
<td>Employed</td>
<td></td>
</tr>
<tr>
<td>• Campus selection</td>
<td></td>
</tr>
<tr>
<td>• Other than campus recruitment</td>
<td></td>
</tr>
<tr>
<td>Entrepreneurs</td>
<td></td>
</tr>
</tbody>
</table>
36. Diversity of staff

<table>
<thead>
<tr>
<th>Percentage of faculty who are graduates</th>
<th>UG</th>
<th>PG</th>
</tr>
</thead>
<tbody>
<tr>
<td>of the same university</td>
<td>33.33%</td>
<td></td>
</tr>
<tr>
<td>from other universities within the State</td>
<td>66.66%</td>
<td>100%</td>
</tr>
<tr>
<td>from universities from other States</td>
<td></td>
<td></td>
</tr>
<tr>
<td>from universities outside the country</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

37. Number of faculty who were awarded M.Phil. DM, M Ch, Ph.D., D.Sc. and D.Litt. during the assessment period: None

38. Present details of departmental infrastructural facilities with regard to:
   a) Library (books & journals): Yes
   b) Internet facilities for staff and students - Yes
   c) Total number of class rooms - 01
   d) Class rooms with ICT facility and ‘smart’ class rooms - Yes
   e) Students’ laboratories – Not applicable
   f) Research laboratories – Not applicable

39. List of doctoral, post-doctoral students and Research Associates:
   a) From the host institution/university
   b) From other institutions/universities - Not applicable

40. Number of post graduate students getting financial assistance from the university: Not applicable

41. Was any need assessment exercise undertaken before the development of new program(s)? If so, highlight the methodology.

42. Does the department obtain feedback form - Yes
   a. Faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize the feedback?
   b. Students on staff, curriculum and teaching-learning-evaluation and how does the department utilize the feedback?
   c. Alumni and employers on the programs offered and how does the department utilize the feedback?

College Has Centralized System For Feedback By IQAC. Obtained Feedback Is Utilized To Improve The Quality Of Teaching, Learning And Clinical Skills.

43. List the distinguished alumni of the department: None

44. Give details of student enrichment programs (special lectures / workshops / seminar) involving external experts.
   a. Special lectures – Nil
   b. Seminars conducted once a month by external experts & HOD, CDE programmes in collaboration with IDA Warananagar branch, interdepartamental activities like – World no tobacco day, World AIDS day.

45. List the teaching methods adopted by the faculty for different programs including clinical teaching.
   a. Audio visual aids - Yes
   b. OHP
   c. Black boards & screens
46. How does the department ensure that program objectives are constantly met and learning outcomes are monitored?
Apart from formative and summative evaluation methods, through clinical case discussions, continuous clinical/practical monitoring, continuous evaluation of dissertations seminars and journal clubs.

Internal assessment:
- IV year BDS: Oral Surgery
  2 Internal assessment theory and 2 practicals
  a) Constant monitoring of the students during university practical exams.
  b) Distribution of marks for the clinical chairside procedure like case history taking, local Anesthesia Injection technique, Extraction method, Journal evaluation, etc.

47. Highlight the participation of students and faculty in extension activities.
1) Student and faculty of department participate in health care checkup camp and awareness camp and school oral health checkup.

48. Give details of “beyond syllabus scholarly activities” of the department.
None

49. State whether the program/ department is accredited/ graded by other agencies? If yes, give details.
None

50. Briefly highlight the contributions of the department in generating new knowledge, basic or applied.
Department has contributed to the world of Implantology by proposing - A correlation between bone (B), insertion torque (IT), and implant stability (S): BITS scoreJProsthet Dent October 2014 Volume 112, Issue 4, Pages 805–810

51. Detail five major Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department.

Strength:
1. Full time highly qualified staff with wide vision
2. Good number flow of patients in the department

Weakness:
1. Lacking in research activity
2. Infrastructure,

Opportunity:
1. Research

Challenges:
1. Availability of financial resources for establishment of major OT in the Premises
   2. MDS PG Diploma, improvement in teaching aids,

52. Future plans of the department
   Establishment of major operation theatre
   Improvement in teaching aids
   In collaboration with the medical college going for post-graduation curriculum in Oral surgery and PG diploma courses.
Evaluative Report of the Department

1. Name of the Department: Department of Oral Pathology and Microbiology.
3. Is the Department part of a college/Faculty of the university? Yes, Department is part of college.
5. Interdisciplinary programs and departments involved: Nil
6. Courses in collaboration with other universities, industries, foreign institutions, etc. : Nil
7. Details of programs discontinued, if any, with reasons Till date there is no incidence of discontinuation of program.
8. Examination System: Annual/Semester/Trimester/Choice Based Credit System :Annual Examination Pattern
9. Participation of the department in the courses offered by other departments: Nil
10. Number of teaching posts sanctioned, filled and actual (Professors/Associate Professors/Asst. Professors/others)

<table>
<thead>
<tr>
<th>Position</th>
<th>Sanctioned</th>
<th>Filled</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>DCI</td>
<td>MUHS</td>
</tr>
<tr>
<td>Professor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate Professor/Reader</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Professor/Lecturer</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Tutor/Clinical Instructor</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. Faculty profile with name, qualification, designation, area of specialization, experience and research under guidance

<table>
<thead>
<tr>
<th>Name</th>
<th>Qualification</th>
<th>Designation</th>
<th>Specialization</th>
<th>Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Suryakant Metkari</td>
<td>MDS</td>
<td>Associate Professor</td>
<td>Oral Pathology &amp; Microbiology</td>
<td>8 years 3 Months</td>
</tr>
<tr>
<td>Dr. Someshwar Golgire</td>
<td>MDS</td>
<td>Lecturer</td>
<td>Oral Pathology &amp; Microbiology</td>
<td>2 years 4 months</td>
</tr>
</tbody>
</table>
Dr. Savita Thakkannvar  
MDS  
Lecturer  
Oral Pathology & Microbiology  
1month 22 days

12. List of senior Visiting Fellows, adjunct faculty, emeritus professors:
   No visiting staff

13. Percentage of classes taken by temporary faculty – program-wise information:
   No temporary faculty

14. Program-wise Student Teacher Ratio
   **THEORY**
<table>
<thead>
<tr>
<th>Year</th>
<th>Total Number of Staff</th>
<th>Total Number of Student</th>
<th>Student Teacher Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>I BDS</td>
<td>3</td>
<td>60</td>
<td>20:1</td>
</tr>
<tr>
<td>II BDS</td>
<td>3</td>
<td>60</td>
<td>20:1</td>
</tr>
<tr>
<td>III BDS</td>
<td>3</td>
<td>60</td>
<td>20:1</td>
</tr>
</tbody>
</table>

   **PRACTICAL**
<table>
<thead>
<tr>
<th>Year</th>
<th>Total Number of Staff</th>
<th>Total Number of Student</th>
<th>Student Teacher Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>I BDS</td>
<td>3</td>
<td>60</td>
<td>20:1</td>
</tr>
<tr>
<td>II BDS</td>
<td>3</td>
<td>60</td>
<td>20:1</td>
</tr>
<tr>
<td>III BDS</td>
<td>3</td>
<td>60</td>
<td>20:1</td>
</tr>
</tbody>
</table>

15. Number of academic support staff (technical) and administrative staff: sanctioned, filled and actual.

<table>
<thead>
<tr>
<th></th>
<th>Sanctioned</th>
<th>Filled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laboratory Technician</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Clerk</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Peon</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

16. Research thrust areas as recognized by major funding agencies: Nil

17. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Give the names of the funding agencies, project title and grants received project-wise. Nil

18. Inter-institutional collaborative projects and associated grants received
   a) National collaboration
   b) International collaboration

19. Departmental projects funded by ICMR; DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received. Nil

20. Research facility / centre with
   - state recognition
   - national recognition
   - international recognition

21. Special research laboratories sponsored by / created by industry or corporate bodies Nil

22. Publications of staff members:
Number of papers published in peer reviewed journals (National / International)- 16

* Monographs - None
* Chapters in Books - None
* Bookedited – None
* Books with ISBN with details of publishers – None
* Number listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, Medline, etc.)

<table>
<thead>
<tr>
<th>NAME OF FACULTY</th>
<th>INTERNATIONAL DATABASE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Suryakant Metkari</td>
<td>7</td>
</tr>
<tr>
<td>Dr. Someshwar Golgire</td>
<td>3</td>
</tr>
<tr>
<td>Dr. Savita Thakkannavar</td>
<td>0</td>
</tr>
</tbody>
</table>

SNIP -0.747
SJR -0.289
Impact factor – h-index – 1

23. Details of patents and income generated : Nil
24. Areas of consultancy and income generated :
   consultancy services in the form of health care screening at outreach centers, in the adjacent peripheral rural areas, in the health care devoid areas, in the schools of adjacent talukas and districts of this region and in the sister concern industries of Warana complex.
25. Faculty selected nationally / internationally to visit other laboratories / institutions / industries in India and abroad : Nil
26. Faculty serving in
   a) National committees b) International committees c) Editorial Boards d) any other (specify)

Dr. Suryakant Metkari
Editorial board of committee member of Dental Dialogue.
27. Faculty recharging strategies (Refresher / orientation programs, workshops, training programs and similar programs).

Workshops/ Conventions/ Preconferences/ Conferences Attended
Dr. Suryakant Metkari.

- 60th Indian Dental Conference, Pune. Jan-2007
- 6th Maharashtra State Dental Students Conference, Aurangabad. Sept-2008
- XVII National Conference of IAOMP, Kolkata. Dec-2008
- KLE University Workshop on “Evidence Based Dentistry”, Belgaum. April-2009
- KLE University Workshop on “OSCE-OSPE”, Belgaum. Feb- 2010
- National Workshop on Research Methodology, Karad. Apr- 2010
- MUHS Workshop on “Duties of Examination”, Nashik. May- 2010
- 10th National PG Convention of IAOMP, Coorg. June- 2010
- XIX National and International Conference of IAOMP, Chennai. Dec- 2010
- 49th Maharashtra State Dental Conference, Kalyan. Dec- 2010
- Slide Seminar, Pune. Jan 2011
- International Conference on Evidence Based Education System (EBES), Vadodara, 28th & 29th March 2011
- Slide seminar at VPDC Sangli.
- FDI 2014 Conference held at New Delhi.

Dilemma in oral lesions. Dr.Tupkari and Dr. Umarji. Dr Someshwar Golgire
- Slide seminar at VPDC Sangli.

Dilemma in oral lesions. DrTupkari and DrUmarji.

28. Student projects
   - percentage of students who have taken up in-house projects including inter-departmental projects Nil
   - percentage of students doing projects in collaboration with other universities / industry / institute Nil

29. Awards / recognitions received at the national and international level by
   - Faculty - Nil
   - Doctoral / post-doctoral fellows –Nil
   - Students

Details of awards:
      Student Name: TusharWankhede
      Batch: III BDS

30. Seminars/ Conferences/Workshops organized and the source of funding (national / international) with details of outstanding participants, if any.

Organized Students Dental conference (Western Zone) through IDA in 2009-2010 in Kolhapur. Number of registration: 220 students.
Venue: Kent Club, SadaleMadale, Kolhapur.
Source of Funding: IDA Warananagar Branch.

31. Code of ethics for research followed by the departments

32. Student profile program-wise:
<table>
<thead>
<tr>
<th>YEAR (I BDS)</th>
<th>Applications received</th>
<th>Selected</th>
<th>Pass percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Summer2012</td>
<td>60</td>
<td>15</td>
<td>45</td>
</tr>
<tr>
<td>Winter 2012</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Summer2013</td>
<td>60</td>
<td>11</td>
<td>49</td>
</tr>
<tr>
<td>Winter 2013</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Summer2014</td>
<td>60</td>
<td>09</td>
<td>41</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR (III BDS)</th>
<th>Applications received</th>
<th>Selected</th>
<th>Pass percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Summer2012</td>
<td>39</td>
<td>08</td>
<td>31</td>
</tr>
<tr>
<td>Winter 2012</td>
<td>13</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>Summer2013</td>
<td>51</td>
<td>11</td>
<td>40</td>
</tr>
<tr>
<td>Winter 2013</td>
<td>8</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Summer2014</td>
<td>53</td>
<td>15</td>
<td>38</td>
</tr>
</tbody>
</table>

33. Diversity of students - Not applicable

<table>
<thead>
<tr>
<th>Name of the Program (refer to question no. 4)</th>
<th>% of students from the Same university</th>
<th>% of students from other Universities within the State A</th>
<th>% of students from other Universities outside the State A</th>
<th>% of Students From Other Countries</th>
</tr>
</thead>
</table>

34. How many students have cleared Civil Services and Defense Services examinations, NET, SET, GATE, USMLE, PLAB, GPAT, NCLEX, CGFNS, IELTS and other competitive examinations? Give details category-wise. Nil

35. Student progression

<table>
<thead>
<tr>
<th>Student progression</th>
<th>Percentage against enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2006</td>
</tr>
<tr>
<td>Final passing year</td>
<td></td>
</tr>
<tr>
<td>UG to PG(Oral Pathology)</td>
<td>1.6%</td>
</tr>
<tr>
<td>PG to M.Phil, DM / M Ch / DNB</td>
<td></td>
</tr>
<tr>
<td>PG to Ph.D.</td>
<td></td>
</tr>
<tr>
<td>Ph.D. to Post-Doctoral</td>
<td></td>
</tr>
</tbody>
</table>
### Student Progression

<table>
<thead>
<tr>
<th>Final passing year</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Campus selection</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Other than campus recruitment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Entrepreneurs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Diversity of Staff

<table>
<thead>
<tr>
<th>Percentage of faculty who are graduates</th>
<th>BDS</th>
<th>MDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>of the same university</td>
<td>66.66%</td>
<td>33.33%</td>
</tr>
<tr>
<td>from other universities within the State</td>
<td>33.33%</td>
<td>33.33%</td>
</tr>
<tr>
<td>from universities from other States</td>
<td>33.33%</td>
<td>33.33%</td>
</tr>
<tr>
<td>from universities outside the country</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

### Number of Faculty

- 36. Number of faculty who were awarded M.Phil., DM, M Ch, Ph.D., D.Sc. and D.Litt. during the assessment period: Not applicable
- 37. Number of faculty who were awarded M.Phil., DM, M Ch, Ph.D., D.Sc. and D.Litt. during the assessment period: Not applicable
- 38. Present details of departmental infrastructural facilities with regard to:
  a) Library: Yes
  b) Internet facilities for staff and students: Yes
  c) Total number of class rooms: 1
  d) Class rooms with ICT facility and ‘smart’ class rooms: Yes, with ICT facility
  e) Students’ laboratories: Yes
  f) Research laboratories: No
  a) From the host institution/university
  b) From other institutions/universities: None
- 40. Number of post graduate students getting financial assistance from the university: None
- 41. Was any need assessment exercise undertaken before the development of new program(s)? If so, highlight the methodology: None
- 42. Does the department obtain feedback from
  a) Faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize the feedback?
  b) Students on staff, curriculum and teaching-learning-evaluation and how does the department utilize the feedback?
  c) Alumni and employers on the programs offered and how does the department utilize the feedback?

  Yes there is centralized system for feedback by IQAC. Obtained feedback is utilized to improve the quality of teaching learning & clinical skills.
- 43. List the distinguished alumni of the department (maximum 10): None
- 44. Give details of student enrichment programs (special lectures / workshops / seminar) involving external experts: None
Department has organized following student enrichment programmes with the collaboration of the IDA Warananagar branch.

1. CDE programme on “Forensic Odontology” by Dr. J. V. Tupkari
2. CDE programme on “Forensic Odontology” by Dr. Ashit Acharya
3. CDE programme on “Advanced Diagnostic Aids” by Dr. Priya Joshi.
4. CDE programme on “Diagnosis of White Lesions” by Dr. Kriti Bagari.
5. CDE programme on “Fourth Phase Dentistry” by Dr. Rishi Mathur.

In Department we conduct
-Seminars -Slide discussions -Interactive sessions
-Case history discussions - Demonstrations

45. List the teaching methods adopted by the faculty for different programs including clinical teaching.
   - Lectures, Chalk and Board, Audio visual aids, Demonstrations, Discussions, Seminars, Didactics, Tutorials

46. How does the department ensure that program objectives are constantly met and learning outcomes are monitored?
Department monitors the learning outcomes through regular class tests and internal assessment exams. Apart from formative and summative evaluation methods, through discussions, continuous clinical/practical monitoring, continuous evaluation of seminars.

Internal assessment:
I BDS – Dental Anatomy & Oral Histology
III BDS- Oral Pathology & Microbiology
2 Internal assessment theory and 2 practicals

47. Highlight the participation of students and faculty in extension activities. Students and faculty members participate in various activities like
   a) Anti tobacco Day
   b) Oral Health Day
   c) AIDS awareness programme

Student and faculty of department participate in health care checkup camp and awareness camp and school oral health checkup.

48. Give details of “beyond syllabus scholarly activities” of the department.
   a) Motivation of students for preparation of PG entrance exam.
   b) Encourage the student for paper and poster presentation in conferences.

49. State whether the program/ department is accredited/ graded by other agencies? If yes, give details. None

50. Briefly highlight the contributions of the department in generating new knowledge, basic or applied.
Our department arranges various CDE programmes and IDA guest lectures.

51. Detail five major Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department.

<table>
<thead>
<tr>
<th>Strength</th>
<th>Weakness</th>
<th>Opportunities</th>
<th>Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching staff</td>
<td>Charts</td>
<td>PG in the department</td>
<td>International publications</td>
</tr>
<tr>
<td>Teaching aids</td>
<td>Soft tissue specimen</td>
<td>More number of casts and models</td>
<td>Special stains &amp; IHC</td>
</tr>
<tr>
<td>Spacious department</td>
<td>Biopsies</td>
<td>Research projects</td>
<td>Providing required infrastructure to start P.G course</td>
</tr>
<tr>
<td>---------------------</td>
<td>----------</td>
<td>------------------</td>
<td>------------------------------------------------------</td>
</tr>
<tr>
<td>Department library</td>
<td>Research projects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tooth Specimens</td>
<td>No post graduation course</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

52. Future plans of the department.
   a) PG in the department
   b) Binocular Microscope
   c) New collections of slides
   d) Soft tissue specimens
Evaluative Report of the Department

1. Name of the Department - Public health dentistry
2. Year of establishment - with UG programme (BDS) since 2002.
3. Is the Department part of a college/Faculty of the university? - Yes, department is a part of the college.
4. Names of programs offered (UG, PG, PharmD, Integrated Masters; M.Phil., Ph.D., Integrated Ph.D., Certificate, Diploma, PG Diploma, D.M./M.Ch., Super specialty fellowship, etc.) -- UG (BDS)
5. Interdisciplinary programs and departments involved - None
6. Courses in collaboration with other universities, industries, foreign institutions, etc. - none
7. Details of programs discontinued, if any, with reasons -- Till date there is no incidents of discontinuation of program.
8. Examination System: Annual/Semester/Trimester/Choice Based Credit System: Semester
9. Participation of the department in the courses offered by other departments: Nil
10. Number of teaching posts sanctioned, filled and actual (Professors/Associate Professors/Asst. Professors/others)

<table>
<thead>
<tr>
<th></th>
<th>Sanctioned</th>
<th>Filled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate Professor/Reader</td>
<td>Two</td>
<td>Two</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lecturer</td>
<td>One</td>
<td>One</td>
</tr>
<tr>
<td>Tutor / Clinical Instructor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior Resident</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Qualification</th>
<th>Designation</th>
<th>Specialization</th>
<th>No. of Years of Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Yojana Patil</td>
<td>MDS</td>
<td>Reader</td>
<td>Public Health Dentistry</td>
<td>5 years, 3 months, 25 days</td>
</tr>
<tr>
<td>Dr. Sanjeev Terwadkar</td>
<td>BDS</td>
<td>Reader</td>
<td>Public Health Dentistry</td>
<td>26 years 11 month, 9 days</td>
</tr>
<tr>
<td>Name</td>
<td>Qualification</td>
<td>Designation</td>
<td>Specialization</td>
<td>No. of Years of Experience</td>
</tr>
<tr>
<td>---------------------------</td>
<td>---------------</td>
<td>-------------</td>
<td>-------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>Dr. Anuradha Bandiwadekar</td>
<td>MDS</td>
<td>Lecturer</td>
<td>Public Health Dentistry</td>
<td>5 month, 3 days</td>
</tr>
</tbody>
</table>

12. List of senior Visiting Fellows, adjunct faculty, emeritus professors
Not Applicable.

13. Percentage of classes taken by temporary faculty – program-wise
information – Not Applicable

14. Program-wise Student Teacher Ratio ---

<table>
<thead>
<tr>
<th></th>
<th>Theory</th>
<th>Practical</th>
</tr>
</thead>
<tbody>
<tr>
<td>III BDS</td>
<td>20:1</td>
<td>1.6:1</td>
</tr>
<tr>
<td>IV BDS</td>
<td>20:1</td>
<td>4:1</td>
</tr>
</tbody>
</table>

15. Number of academic support staff (technical) and administrative staff:
sanctioned, filled and actual - ----

<table>
<thead>
<tr>
<th></th>
<th>Sanctioned</th>
<th>Filled</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic support staff (technical)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrative staff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peon</td>
<td>One</td>
<td>One</td>
<td></td>
</tr>
</tbody>
</table>

16. Research thrust areas as recognized by major funding agencies – Nil

17. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Give the names of the funding agencies, project title and grants received project-wise -- None

18. Inter-institutional collaborative projects and associated grants received
d) National collaboration b) International collaboration – None

19. Departmental projects funded by ICMR; DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received. – None

20. Research facility / centre with
- state recognition
- national recognition
- international recognition --- none

21. Special research laboratories sponsored by / created by industry or corporate bodies --- none

22. Publications:
* Number of papers published in peer reviewed journals (national / international)

Four Articles.

Dr. YojanaPatil- 2


Dr. Anuradha Bandiwadekar


* Monographs -----
* Chapters in Books- none
* Book edited - none
* Books with ISBN with details of publishers - none
* Number listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, Medline, etc.)
  * Citation Index – range / average
  * SNIP - Community dental health 2011-0.531
  * SJR - Community dental health 2011-0.338
  * Impact Factor – range / average - Community dental health-0.932
  * h-index - 0

23. Details of patents and income generated - none

24. Areas of consultancy and income generated - consultancy services in the form of health care screening at outreach centers, in the adjacent peripheral rural areas, in the health care devoid areas, in the schools of adjacent talukas and districts of this region and in the sister concern industries of Warana complex.

25. Faculty selected nationally / internationally to visit other laboratories / institutions / industries in India and abroad road - none

26. Faculty serving in
   a) National committees
   b) International committees
   c) Editorial Boards
   d) any other (specify)- none

27. Faculty recharging strategies (Refresher / orientation programs, workshops, training programs and similar programs).

   Dr. Anuradha S Bandiwadekar attended --
   1. Orientation program “Empowering Public Health Dentists” at Chennai on 8/11/2014

28. Student projects
   • percentage of students who have taken up in house projects including inter-departmental projects – 0 %
- percentage of students doing projects in collaboration with other universities / industry / institute -- 0 %

29. Awards / recognitions received at the national and international level by Faculty

- Dr. Anuradha S Bandiwadekar held first place in scientific poster presentation held during 23/11/12 to 25/11/12, 17th National Conference IAPHD - Chennai.

Doctoral / post-doctoral fellows

Students

30. Seminars/ Conferences/Workshops organized and the source of funding (national / international) with details of outstanding participants, if any. - none

31. Code of ethics for research followed by the departments -- institutionalized ethical committee

32. Student profile program-wise:

Public Health Dentistry:

<table>
<thead>
<tr>
<th>Name of the Program (refer to question no. 4)</th>
<th>Applications received</th>
<th>Selected Male</th>
<th>Selected Female</th>
<th>Pass percentage Male</th>
<th>Pass percentage Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>BDS (Summer 2012)</td>
<td>42</td>
<td>17</td>
<td>25</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>BDS (Winter 2012)</td>
<td>59</td>
<td>19</td>
<td>40</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>BDS (Summer 2013)</td>
<td>32</td>
<td>14</td>
<td>18</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>BDS (Winter 2013)</td>
<td>53</td>
<td>12</td>
<td>41</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>BDS (Summer 2014)</td>
<td>9</td>
<td>6</td>
<td>3</td>
<td>83.33%</td>
<td>100%</td>
</tr>
</tbody>
</table>

33. Diversity of students

<table>
<thead>
<tr>
<th>Name of the Program (refer to question no. 4)</th>
<th>% of students from the same university</th>
<th>% of students from other universities within the State</th>
<th>% of students from universities outside the State</th>
<th>% of students from other countries</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

34. How many students have cleared Civil Services and Defense Services examinations, NET, SET, GATE, USMLE, PLAB, GPAT, NCLEX, CGFNS, IELTS and other competitive examinations? Give details category-wise. --- nil

35. Student progression
<table>
<thead>
<tr>
<th>Student progression</th>
<th>Percentage against enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final B.D.S passing year</td>
<td>2006</td>
</tr>
<tr>
<td>UG to PG</td>
<td>0</td>
</tr>
<tr>
<td>PG to M.Phil, DM / M Ch / DNB</td>
<td>0</td>
</tr>
<tr>
<td>PG to Ph.D.</td>
<td>0</td>
</tr>
<tr>
<td>Ph.D. to Post-Doctoral</td>
<td>0</td>
</tr>
<tr>
<td>Employed</td>
<td>0</td>
</tr>
<tr>
<td>- Campus selection</td>
<td>0</td>
</tr>
<tr>
<td>- Other than campus recruitment</td>
<td>0</td>
</tr>
<tr>
<td>Entrepreneurs</td>
<td>0</td>
</tr>
</tbody>
</table>

### 36. Diversity of staff

<table>
<thead>
<tr>
<th>Percentage of faculty who are graduates</th>
<th>UG</th>
<th>PG</th>
</tr>
</thead>
<tbody>
<tr>
<td>of the same university</td>
<td>33.33%</td>
<td>50.00%</td>
</tr>
<tr>
<td>from other universities within the State</td>
<td>33.33%</td>
<td>50.00%</td>
</tr>
<tr>
<td>from universities from other States</td>
<td>33.33%</td>
<td>50.00%</td>
</tr>
<tr>
<td>from universities outside the country</td>
<td>33.33%</td>
<td>50.00%</td>
</tr>
</tbody>
</table>

### 37. Number of faculty who were awarded M.Phil., DM, M Ch, Ph.D., D.Sc. and D.Litt. during the assessment period

- Nil

### 38. Present details of departmental infrastructural facilities with regard to

- a. Library – Yes
- b. Internet facilities for staff and students – Yes
- c. Total number of class rooms – none
- d. Class rooms with ICT facility and ‘smart’ class rooms --- None
- e. Students’ laboratories --- no
- f. Research laboratories ---- no

### 39. List of doctoral, post-doctoral students and Research Associates

- a. From the host institution/university
- b. From other institutions/universities: Not Applicable

### 40. Number of post graduate students getting financial assistance from the university

- Nil

### 41. Was any need assessment exercise undertaken before the development of new program(s)? If so, highlight the methodology.

- --- None

### 42. Does the department obtain feedback from

- a. faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize the feedback?
- b. students on staff, curriculum and teaching-learning-evaluation and how does the department utilize the feedback?
alumni and employers on the programs offered and how does the department utilize the feedback?
College has centralized system for feedback by IQAC. Obtained feedback is utilized to improve the quality of teaching, learning and clinical skills.

43. List the distinguished alumni of the department (maximum 10)
None

44. Give details of student enrichment programs (special lectures / workshops / seminar) involving external experts.
   Special Lectures on Success mantras in MDS by Dr. Suresh Shenavi arranged for interns. (In collaboration with oral and maxillofacial surgery)

45. List the teaching methods adopted by the faculty for different programs including clinical teaching.
   Under graduates – Seminars, Clinical demonstrations, revision classes, models, Power point presentation, videos presentation and chalk and talk methods are adapted.

46. How does the department ensure that program objectives are constantly met and learning outcomes are monitored?
   Apart from formative and summative evaluation methods, through clinical case discussions continues clinical/ Practical monitoring, continues evaluation of seminars, improvement examinations, self-assessment, assignments, regular viva and personal interaction to each students, case history discussion.

47. Highlight the participation of students and faculty in extension activities.
   Students and faculty are actively involved in delivering oral health care to the population through the conduction of camps. Students and faculties were posted in sub-centers to serve rural population. Extension services of the department covers school children, adult, geriatric, industrial, medically, mentally and physically compromised populations to render oral health care.

Faculty does Tobacco Cessation Counseling for the tobacco users regularly. Faculty and students conducts various health programs which are having significant effect on oral health. Faculty and students are involved in conducting oral health education programs, National tooth brushing day and other programs. Faculty and students are involved in conducting various rallies related to community health and welfare.

48. Give details of “beyond syllabus scholarly activities” of the department.
   Tobacco cessation counseling done by students and faculty.

49. State whether the program/ department is accredited/ graded by other agencies? If yes, give details. --- nil

50. Briefly highlight the contributions of the department in generating new knowledge, basic or applied. ------ none.

51. Detail five major Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department.
   Strengths ----
   Outreach programmes
   Tobacco cessation center
Subcenters serving in rural community.
School oral health programmes are regularly conducted.
Students are involved in various health programmes and rallies.
Very good academic result of the department.
Very good, efficient, hardworking teaching staff, non-teaching staff.
Weaknesses --
No postgraduates in the department
Community based Research
Opportunities ---
To have a postgraduates in the department
More sub centers in rural area
Community based research
Challenges ----
To obtain research, survey and programmes grant from external agencies
Providing onsite advanced treatment facilities for rural populations.
52. Future plans of the department.
   Post graduate program.
Oral health survey and Fluoride mapping of Kolhapur district.
Adoption of villages for providing comprehensive oral health care
Evaluative Report of the Department

1. Name of the Department - Oral Medicine and Maxillofacial Radiology
2. Year of establishment- 2002
3. Is the Department part of a college/Faculty of the university? Yes, Department is a part of college
4. Names of programs offered (UG, PG, PharmD, Integrated Masters; M.Phil., Ph.D., Integrated Ph.D., Certificate, Diploma, PG Diploma, D.M./M.Ch., Super specialty fellowship, etc.) UG course (BDS)
5. Interdisciplinary programs and departments involved None
6. Courses in collaboration with other universities, industries, foreign institutions, etc. None
7. Details of programs discontinued, if any, with reasons Till date no incidence of discontinuation of program.
8. Examination System: Annual/Semester/Trimester/Choice Based Credit System Final year - Semester
9. Participation of the department in the courses offered by other departments None
10. Number of teaching posts sanctioned, filled and actual (Professors/Associate Professors/Asst. Professors/others)

<table>
<thead>
<tr>
<th></th>
<th>Sanctioned</th>
<th>Filled</th>
<th>Actual (including CAS &amp; MPS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate Professor/Reader</td>
<td>01</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Asst. Professor /Lecturer</td>
<td>03</td>
<td>04</td>
<td>04</td>
</tr>
<tr>
<td>Tutor / Clinical Instructor</td>
<td></td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Senior Resident</td>
<td>-</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. Faculty profile with name, qualification, designation, area of specialization, experience and research under guidance

<table>
<thead>
<tr>
<th>Name</th>
<th>Qualification</th>
<th>Designation</th>
<th>No. of Years of Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Ashok Galav</td>
<td>MDS</td>
<td>Lecturer</td>
<td>1 yr &amp; 2 month</td>
</tr>
<tr>
<td>Dr. Hina Mathur</td>
<td>MDS</td>
<td>Lecturer</td>
<td>7 month</td>
</tr>
<tr>
<td>Dr. Veena B Pujari</td>
<td>MDS</td>
<td>Lecturer</td>
<td>4 month</td>
</tr>
<tr>
<td>Dr. Rajani Kulkarni</td>
<td>BDS</td>
<td>Dean of Administration Lecturer</td>
<td>12 Yrs &amp; 1 month</td>
</tr>
</tbody>
</table>

12. List of senior Visiting Fellows, adjunct faculty, emeritus professors None
13. Percentage of classes taken by temporary faculty, program-wise information
   No temporary faculty

14. Program-wise Student Teacher Ratio-

<table>
<thead>
<tr>
<th></th>
<th>Theory</th>
<th>Practical</th>
</tr>
</thead>
<tbody>
<tr>
<td>III BDS</td>
<td>20:1</td>
<td>2:1</td>
</tr>
<tr>
<td>IV BDS</td>
<td>20:1</td>
<td>3:1</td>
</tr>
</tbody>
</table>

15. Number of academic support staff (technical) and administrative staff: filled, sanctioned, actual.

<table>
<thead>
<tr>
<th>NO</th>
<th>Qualification</th>
<th>SANCTIONED</th>
<th>FILLED</th>
<th>ACTUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Technician</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Attendants</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Receptionist</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>Accountants</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

16. Research thrust areas as recognized by major funding agencies: None

17. Number of faculty with ongoing projects from - 01
   a) national
   b) international funding agencies
   c) Total grants received.
   Give the names of the funding agencies, project title and grants received project-wise.
   Non funded project: Dr. Ashok Galav - Research study (On going Title - Location of mental foramen in Kolhapur districts. Population – A study of 500 Panaoramic Radiographs

18. Inter-institutional collaborative projects and associated grants received
   National collaboration b) International collaboration – none

19. Departmental projects funded by ICMR; DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received

20. Research facility/centre with
    - state recognition
    - national recognition
    - international recognition
    None

21. Special research laboratories sponsored by/created by industry or corporate bodies None

22. Publications:
    Number of papers published in peer reviewed journals (national / international)- 01
SNIP -
SJR -
Impact factor – 1.8651
h-index – 00

* Monographs - None
* Chapters in Books - None
* Books edited – None
* Books with ISBN with details of publishers – None
* Number listed in International Database (For *e.g.* Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, Medline, etc.)

<table>
<thead>
<tr>
<th>NAME OF FACULTY</th>
<th>INTERNATIONAL DATABASE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Ashok Galav</td>
<td>00</td>
</tr>
<tr>
<td>Dr. Hina Mathur</td>
<td>01</td>
</tr>
<tr>
<td>Dr. Veena B. Pujari</td>
<td>00</td>
</tr>
<tr>
<td>Dr Rajani Kulkarni</td>
<td>00</td>
</tr>
</tbody>
</table>

23. Details of patents and income generated : None

24. Areas of consultancy and income generated:
   consultancy services in the form of health care screening at outreach centers, in the adjacent peripheral rural areas, in the health care devoid areas, in the schools of adjacent talukas and districts of this region and in the sister concern industries of Warana complex.

25. Faculty selected nationally / internationally to visit other laboratories / institutions / industries in India and abroad : None

26. Faculty serving in
   a) National committees b) International committees c) Editorial Boards d) any other (specify) None

27. Faculty recharging strategies (Refresher / orientation programs, workshops, training programs and similar programs).
   Dr. Rajni Kulkarni

Conferences attended:

1. Western Maharashtra state student conference, Kolhapur. 2009

   CDE programmes attended:

   1. A practical course on anterior composites and ceramic crowns, January 5, 2003, Kolhapur.
   2. CDE on Workshop on fixed prosthodontics. VPDC Sangli 2013
Workshop attended:

Advanced training programmes attended:
1. BLS (BASIC LIFE SUPPORT) TRAINING, 14th October 2013, at Tatyasaheb Kore Dental College & Research Centre Kolhapur.

28. Student projects
- Percentage of students who have taken up in-house projects including inter-departmental projects – 6.6%
- Percentage of students doing projects in collaboration with other universities/industry/institute: None

29. Awards/recognitions received at the national and international level by
- Faculty
- Doctoral/post-doctoral fellows
- Students

30. Seminars/Conferences/Workshops organized and the source of funding (national/international) with details of outstanding participants, if any
None

31. Code of ethics for research followed by the departments
We follow the code of ethics structured by TKDC &RC for all our research activities.

32. Student profile program-wise:

<table>
<thead>
<tr>
<th>Name of the Program (refer to question no. 4)</th>
<th>Applications received</th>
<th>Selected Male</th>
<th>Selected Female</th>
<th>Pass percentage Male</th>
<th>Pass percentage Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer - 2012</td>
<td>44</td>
<td>18/26</td>
<td></td>
<td>100%</td>
<td>96.15%</td>
</tr>
<tr>
<td>Winter - 2012</td>
<td>60</td>
<td>18/42</td>
<td></td>
<td>61.11%</td>
<td>90.47%</td>
</tr>
<tr>
<td>Summer - 2013</td>
<td>30</td>
<td>11/19</td>
<td></td>
<td>81.81%</td>
<td>100%</td>
</tr>
<tr>
<td>Winter - 2013</td>
<td>54</td>
<td>12/42</td>
<td></td>
<td>83.83%</td>
<td>100%</td>
</tr>
<tr>
<td>Summer – 2014</td>
<td>11</td>
<td>7/43</td>
<td></td>
<td>85.71%</td>
<td>75%</td>
</tr>
</tbody>
</table>

33. Diversity of students—Not Applicable

<table>
<thead>
<tr>
<th>Name of the Program (refer to question no. 4)</th>
<th>% of students from the same university</th>
<th>% of students from other universities within the State</th>
<th>% of students from universities outside the State</th>
<th>% of students from other countries</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

34. How many students have cleared Civil Services and Defense Services examinations, NET, SET, GATE, USMLE, PLAB, GPAT, NCLEX, CGFNS, IELTS and other competitive examinations? Give details
35. Student progression

<table>
<thead>
<tr>
<th>Student progression</th>
<th>Percentage against enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final passing year</td>
<td>2006</td>
</tr>
<tr>
<td>UG to PG (OMDR)</td>
<td>1.66%</td>
</tr>
<tr>
<td>PG to M.Phil, DM / M Ch / DNB</td>
<td></td>
</tr>
<tr>
<td>PG to Ph.D.</td>
<td></td>
</tr>
<tr>
<td>Ph.D. to Post-Doctoral</td>
<td></td>
</tr>
</tbody>
</table>

Employed
- Campus selection
- Other than campus recruitment

Entrepreneurs

36. Diversity of staff

<table>
<thead>
<tr>
<th>Percentage of faculty who are graduates</th>
<th>UG</th>
<th>PG</th>
</tr>
</thead>
<tbody>
<tr>
<td>of the same university</td>
<td></td>
<td></td>
</tr>
<tr>
<td>from other universities within the State</td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td>from universities from other States</td>
<td>75%</td>
<td>100%</td>
</tr>
<tr>
<td>from universities outside the country</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

37. Number of faculty who were awarded M.Phil., DM, M Ch, Ph.D., D.Sc. and D.Litt. during the assessment period : None

38. Present details of departmental infrastructural facilities with regard to
   a) Library - yes
   b) Internet facilities for staff and students –yes,Students and staffs are provided with Wi-Fi facility in the campus
   c) Total number of class rooms- None
   d) Class rooms with ICT facility and ‘smart’ class rooms- None
   e) Students’ laboratories - NA
   f) Research laboratories-NA

39. List of doctoral, post-doctoral students and Research Associates
   a) from the host institution/university
   b) from other institutions/universities None

40. Number of post graduate students getting financial assistance from the university.: Not applicable
   Was any need assessment exercise undertaken before the development of new program(s)? If so, highlight the methodology- None

41. Does the department obtain feedback from –
   d. faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize the feedback
   e. students on staff, curriculum and teaching-learning-evaluation and how
does the department utilize the feedback?
f. alumni and employers on the programs offered and how does the
department utilize the feedback?

-College Has Centralized System For Feedback By IQAC. Obtained feedback is
utilized to improve the quality of teaching, learning and clinical skills.

42. List the distinguished alumni of the department (maximum 10): - None

43. Give details of student enrichment programs (special lectures / workshops
/ seminar) involving external experts
   i. Held cancer screening awareness programme with collaboration of
department of community dentistry, November 2014
   ii. World AIDS day observation programme conducted, 1st Dec 2014

44. List the teaching methods adopted by the faculty for different programs
    including clinical teaching.
      2. LCD Projecter Presentation In PPT Format .
      3. Poster Based Teaching.
      4. Models Based Teaching .
      5. Case based live discussions .
      7. Black board & screens

45. How does the department ensure that program objectives are constantly met
    and learning outcomes are monitored ?
   1. Conducting regular internal assessment exam.
   2. Self assements.
   3. Assignments.
   4. Regular viva and interaction to each students

46. Highlight the participation of students and faculty in extension activities.
   i. Held cancer screening awareness programme with collaboration of
department of community dentistry,
   ii. World AIDS day observation programme conducted

47. Give details of “beyond syllabus scholarly activities” of the department. –
    None

48. State whether the program/ department is accredited/ graded by other
    agencies? If yes, give details
    None

49. Briefly highlight the contributions of the department in generating new
    knowledge, basic or applied.
    Student and faculty of department participate in health care checkup camp
    and awareness camp and school oral health checkup.

51. Detail five major Strengths, Weaknesses, Opportunities and Challenges
    (SWOC) of the department.

A.STRENGTH :-
   1. Patient inflow of about 100 new cases per day for evaluation and
      screening and treatment plan .
   2. A separate Radiology unit is available for intra oral radiography and
      extra oral radiography .
   3. Availability of Radiovisiography ( RVG ) .
   4. Availability of space for extension of the department .
5. Patient, Public and Faculty safety measures according to AERB norms for radiation protection and total infection control is followed.

B. WEAKNESS

Non availability of facility for chair side investigation and biopsy.

C. OPPORTUNITIES -
1. Set up of Digital OPG machine.
2. Availability of CBCT for patient.
3. Upgradation into PG curriculum.
4. Set up of EMR system

D. CHALLENGES :-
1. Availability of financial resources for digitalization of radiology department.

52. Future plans of the department.
   Expansion of the department premises
   Research projects, studies
   Set up of digital OPG machine
   Set up of chair side investigation equipment and material
 Availability of TENS therapy to the patients

3. Evaluative Report of the Department

1. Name of the Department – Pediatric and Preventive Dentistry
2. Year of establishment-2002
3. Department is a part of a college: Yes
4. Names of programs offered - UG (BDS)
5. Interdisciplinary programs and departments involved: none
6. Courses in collaboration with other universities, industries, foreign institutions, etc.: none
7. Details of programs discontinued, if any, with reasons: none
8. Examination System: Semester
9. Participation of the department in the courses offered by other departments: none
10. Number of teaching posts sanctioned, filled and actual
   (Professors/Associate Professors/Asst. Professors/others)
11. Faculty profile with name, qualification, designation, area of specialization, experience and research under guidance

<table>
<thead>
<tr>
<th>Name</th>
<th>Qualification</th>
<th>Designation</th>
<th>No. of Years of Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Rahul Chougule</td>
<td>MDS</td>
<td>Reader</td>
<td>6 years</td>
</tr>
<tr>
<td>Dr Sachin Bote</td>
<td>MDS</td>
<td>Lecturer</td>
<td>4 months</td>
</tr>
<tr>
<td>DR. Manali Desai</td>
<td>B.D.S.</td>
<td>Lecturer</td>
<td>12 years 1 month</td>
</tr>
<tr>
<td>Dr Ladika Chougule</td>
<td>B.D.S.</td>
<td>Tutor / Clinical Instructor</td>
<td>4 years 3 months</td>
</tr>
</tbody>
</table>

12. List of senior Visiting Fellows, adjunct faculty, emeritus professors - nil

13. Percentage of classes taken by temporary faculty – program-wise information – no

14. Program-wise Student Teacher Ratio-

<table>
<thead>
<tr>
<th>UNDER GRADUATE</th>
<th>Staff</th>
<th>Students</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>III – BDS Clinics</td>
<td>04</td>
<td>8 per Batch</td>
<td>2:1</td>
</tr>
<tr>
<td>IV – BDS Clinics</td>
<td>04</td>
<td>8 per Batch</td>
<td>2:1</td>
</tr>
</tbody>
</table>

15. Number of academic support staff (technical) - 1

16. Research thrust areas as recognized by major funding agencies: none

17. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Give the names of the funding agencies, project title and grants received project-wise.
nil

18. Inter-institutional collaborative projects and associated grants received
   e) National collaboration b) International collaboration
   nil

19. Departmental projects funded by UGC-SAP/CAS - nil

20. Research facility / centre with
    • state recognition - nil
    • national recognition - nil
    • international recognition - nil

21. Special research laboratories sponsored by / created by industry or corporate bodies : nil

22. Publications: by Dr Rahul Chougule
   * Number of papers published in peer reviewed journals (national / international) – 4 national: 02, international: 02
   * Monographs - No
   * Chapters in Books- No
   * Bookisedited - No
   * Number listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, Medline, etc.)- 2
   * Citation Index – range / average - No
   * SNIP- 0.454 to 0.784
   * SJR- 0.327 to 0.504
   * Impact Factor – range / average -
   * h-index -

23. Details of patents and income generated - nil

24. Areas of consultancy and income generated - The department offers free consultancy services in the form of health care screening at outreach centers, in the adjacent peripheral rural areas, in the health care devoid areas, in the schools of adjacent talukas and districts of this region and in the sister concern industries of Warana complex.
25. Faculty selected nationally / internationally to visit other laboratories / institutions / industries in India and abroad - nil

26. Faculty serving in
a) National committees b) International committees c) Editorial Boards d) any other (specify) – nil

27. Faculty recharging strategies (Refresher / orientation programs, workshops, training programs and similar programs).

- National conference of ISPPD in 2013 at Jaipur
- Maharashtra state conference by IDA at Pune in 2012
- first national conference of COMHAD held at Kolhapur in July2013

28. Student projects

- percentage of students who have taken up in-house projects including inter-departmental projects - nil
- percentage of students doing projects in collaboration with other universities / industry / institute - nil

29. Awards / recognitions received at the national and international level by

- Faculty-
  - Dr. Rahul Chougule
    - Joint organizing secretary for first national conference of COMHAD held at Kolhapur in July2013
    - Faculty at first national conference of COMHAD held at Kolhapur in July2013
    - faculty at MAHAPEDICON – State conference of pediatricians
    - had been a guest speaker at IDA student’s zonal conference at LoniPravaranagar in 2014
    - Had been a guest speaker at IDA Kolhapur, Jalana, Phalatan and Ichalakaranji.
  - Doctoral / post doctoral fellows

- Students

30. Workshops organized- Basic life support in 2013 - Source of funding (national / international) – self

31. Code of ethics for research followed by the department

   Institutionalized ethical committee
32. Student profile program-wise:

<table>
<thead>
<tr>
<th>YEAR</th>
<th>Applications received</th>
<th>Selected Male</th>
<th>Selected Female</th>
<th>Pass percentage Male</th>
<th>Pass percentage Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2012</td>
<td>44</td>
<td>17</td>
<td>27</td>
<td>89%</td>
<td>100%</td>
</tr>
<tr>
<td>Winter 2012</td>
<td>17</td>
<td>9</td>
<td>8</td>
<td>45%</td>
<td>50%</td>
</tr>
<tr>
<td>Summer 2013</td>
<td>45</td>
<td>12</td>
<td>33</td>
<td>75%</td>
<td>100%</td>
</tr>
<tr>
<td>Winter 2013</td>
<td>20</td>
<td>9</td>
<td>11</td>
<td>78%</td>
<td>91%</td>
</tr>
<tr>
<td>Summer 2014</td>
<td>54</td>
<td>14</td>
<td>30</td>
<td>93%</td>
<td>100%</td>
</tr>
</tbody>
</table>

33. Diversity of students

<table>
<thead>
<tr>
<th>Name of the Program (refer to question no. 4)</th>
<th>% of students from the same university</th>
<th>% of students from other universities within the State</th>
<th>% of students from universities outside the State</th>
<th>% of students from other countries</th>
</tr>
</thead>
</table>

34. How many students have cleared Civil Services and Defense Services examinations, NET, SET, GATE, USMLE, PLAB, GPAT, NCLEX, CGFNS, IELTS and other competitive examinations? Give details category-wise.

35. Student progression

<table>
<thead>
<tr>
<th>Student progression</th>
<th>Percentage against enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final passing year</td>
<td>2006 2007 2008 2009 2010 2011 2012</td>
</tr>
<tr>
<td>UG to PG(Prosthodontics)</td>
<td>0% 0% 1.66% 0% 1.66% 0% 0%</td>
</tr>
<tr>
<td>PG to M.Phil, DM / M Ch / DNB</td>
<td></td>
</tr>
<tr>
<td>PG to Ph.D.</td>
<td></td>
</tr>
<tr>
<td>Student progression</td>
<td>Percentage against enrolled</td>
</tr>
<tr>
<td>---------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Final passing year</td>
<td>2006 2007 2008 2009 2010 2011 2012</td>
</tr>
<tr>
<td>Ph.D. to Post-Doctoral</td>
<td></td>
</tr>
<tr>
<td>Employed</td>
<td></td>
</tr>
<tr>
<td>- Campus selection</td>
<td></td>
</tr>
<tr>
<td>- Other than campus recruitment</td>
<td></td>
</tr>
<tr>
<td>Entrepreneurs</td>
<td></td>
</tr>
</tbody>
</table>

36. Diversity of staff

<table>
<thead>
<tr>
<th>Percentage of faculty who are graduates</th>
<th>UG</th>
<th>PG</th>
</tr>
</thead>
<tbody>
<tr>
<td>of the same university</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>from other universities within the State</td>
<td></td>
<td></td>
</tr>
<tr>
<td>from universities from other States</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>from universities outside the country</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

37. Number of faculty who were awarded M.Phil., DM, M Ch, Ph.D., D.Sc. and D.Litt. during the assessment period: None

38. Present details of departmental infrastructural facilities with regard to
a) Library – Yes
b) Internet facilities for staff and students - Yes
c) Total number of class rooms- 1
d) Class rooms with ICT facility and ‘smart’ class rooms - yes
e) Students’ laboratories- NO
f) Research laboratories: none

39. List of doctoral, post-doctoral students and Research Associates
   a) from the host institution/university - NIL
   b) from other institutions/universities : none

40. Number of post graduate students getting financial assistance from the university: none
41. Was any need assessment exercise undertaken before the development of new program(s)? If so, highlight the methodology. : none

42. Does the department obtain feedback from

a. faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize the feedback? : none

b. students on staff, curriculum and teaching-learning-evaluation and how does the department utilize the feedback?

c. alumni and employers on the programs offered and how does the department utilize the feedback?

College Has Centralized System For Feedback By IQAC. Obtained Feedback Is Utilized To Improve The Quality Of Teaching, Learning And Clinical Skills

43. List the distinguished alumni of the department (maximum 10) : none

44. Give details of student enrichment programs (special lectures / workshops / seminar) involving external experts

Sep 2014 A CDE Programme was arranged on PRACTICE Management by Dr. Ashwin Javadekar From Terana Dental College, Navi Mumbai.

45. List the teaching methods adopted by the faculty for different programs including clinical teaching.

Didactics, Tutorials, Seminars, Revision class, Power Point presentations, Animated videos, Filmed videos, Live demonstrations, Black board chalk

46. How does the department ensure that program objectives are constantly met and learning outcomes are monitored?

Two Internal theory exams are conducted
Everyday discussions are conducted on clinical topics
Oral tests are conducted

47. Highlight the participation of students and faculty in extension activities.

Student and faculty of department participate in health care checkup camp and awareness camp and school oral health checkup.

48. Give details of “beyond syllabus scholarly activities” of the department. : none

49. State whether the program/ department is accredited/ graded by other agencies? If yes, give details. : none

50. Briefly highlight the contributions of the department in generating new knowledge, basic or applied. : none

51. Detail five major Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department.
a. Strengths
   i. No. of Patients
   ii. Infrastructure
   iii. Posted Students and Interns
   iv. Punctuality
   v. Patient follow up system.

b. Weaknesses
   i. Lack of advanced equipments.
   ii. Patients themselves cannot take decision for their treatment. Parents decide whether to go ahead with treatment or not.
   iii. No international collaborations
   iv. Less clinical researches
   v. No diploma courses

C. Opportunities
   i. We are treating patients from grass root level so we can create awareness of oral health
   ii. We have an opportunity to create cavity free next generation.
   iii. As ample no of patients are reporting to department carrying out research will be easy.
   iv. The department can start researches with international collaborations.
   v. There is an opportunity to start certified courses.

D. Challenges
   i. Misconceptions and myths about primary dentition amongst general population and parents.
   ii. Misconceptions and myths about primary dentition amongst general dentists.
   iii. Negativity of parents in regards to save primary teeth and tendency towards extraction.
   iv. Students light attitude towards subject.
   v. To provide more funds for research

52. Future plans of the department.
   a. To increase the OPD of the department by 10% every year.
b. To create interest for subject in the students.

c. To increase awareness amongst parents regarding oral health.

d. To increase awareness amongst parents regarding necessity of dental treatment preventive procedures.

e. To have conscious sedation machine in the department.

f. Planning to have postgraduate education course
Evaluative Report of the Department

1. Name of the Department - General Pathology and Microbiology
2. Year of establishment - 2002
3. Is the Department part of a college/Faculty of the university? - Yes
4. Names of programs offered (UG, PG, Pharm D, Integrated Masters; M. Phil., Ph.D., Integrated Ph.D., Certificate, Diploma, PG Diploma, D.M./M.Ch., Super specialty fellowship, etc.) – UG(BDS)
5. Interdisciplinary programs and departments involved - Yes
6. Courses in collaboration with other universities, industries, foreign institutions, etc. - None
7. Details of programs discontinued, if any, with reasons - None
8. Examination System: Annual
9. Participation of the department in the courses offered by other departments - None
10. Number of teaching posts sanctioned, filled and actual

(Professors/Associate Professors/Asst. Professors/others)

<table>
<thead>
<tr>
<th></th>
<th>Sanctioned</th>
<th>Filled</th>
<th>Actual (including CAS &amp; MPS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Associate Professor/Reader</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Lecturer</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Tutor / Clinical Instructor</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Senior Resident</td>
<td>-</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. Faculty profile with name, qualification, designation, area of specialization, experience and research under guidance

<table>
<thead>
<tr>
<th>Name</th>
<th>Qualification</th>
<th>Designation</th>
<th>Specialization</th>
<th>No. of Years of Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Tambekar R. G.</td>
<td>MD, DCP</td>
<td>Professor</td>
<td>Pathology</td>
<td>38 yrs, 6 months, 12 days</td>
</tr>
<tr>
<td>Dr. Dharmadhikari C. A.</td>
<td>M.Sc., Ph. D. (Medical Microbiology)</td>
<td>Professor</td>
<td>Microbiology</td>
<td>23 yrs, 10 months, 18 days</td>
</tr>
<tr>
<td>Dr. Sutar A. B.</td>
<td>MBBS, DCP</td>
<td>Lecturer</td>
<td>Pathology</td>
<td>7 yrs, 8 months, 15 days</td>
</tr>
<tr>
<td>Mr. Dhale R. P.</td>
<td>M.Sc. (Medical Microbiology)</td>
<td>Lecturer</td>
<td>Microbiology</td>
<td>11 yrs, 6 months, 18 days</td>
</tr>
<tr>
<td>Name</td>
<td>Qualification</td>
<td>Designation</td>
<td>Specialization</td>
<td>No. of Years of Experience</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>---------------</td>
<td>-------------</td>
<td>----------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>Dr. Arvind Kamble</td>
<td>MBBS</td>
<td>Lecturer</td>
<td>Pathology</td>
<td>9 months, 25 days</td>
</tr>
<tr>
<td>Dr. Basavraj Hanchnale</td>
<td>MD</td>
<td>Lecturer</td>
<td>Microbiology</td>
<td>9 months, 25 days</td>
</tr>
</tbody>
</table>

12. List of senior Visiting Fellows, adjunct faculty, emeritus professors - Nil
13. Percentage of classes taken by temporary faculty – Nil
14. Program-wise Student Teacher Ratio - 10:01
15. Number of academic support staff (technical) and administrative staff: sanctioned, filled and actual - technical - 01, attainer - 01
16. Research thrust areas as recognized by major funding agencies - No
17. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Give the names of the funding agencies, project title and grants received project-wise. - Nil
18. Inter-institutional collaborative projects and associated grants received - Nil
   f) National collaboration b) International collaboration
19. Departmental projects funded by ICMR; DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received. - No
20. Research facility / centre with - No
   • state recognition
   • national recognition
   • international recognition
   None
21. Special research laboratories sponsored by / created by industry or corporate bodies – None.
22. Publications:
   * Number of papers published in peer reviewed journals (national / international) – national: international: Monograph - None
   * Chapters in Books- None
   * Bookseparated - None
   * Books with ISBN with details of publishers- None
   * Number listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, Medline, etc.): None
   * Citation Index – range / average – 0.12 to 5.545, Average: 1.9635
   * SNIP - 0.11-1.82, Average 0.6630
   * SJR - 1.14 to 0.483 Average: 0.307
   * Impact Factor – range / average - 6 to 27, Average: 13.74
   * h-index – 0.12 to 5.545, Average : 1.9625
23. Details of patents and income generated - None
24. Areas of consultancy and income generated - None
25. Faculty selected nationally / internationally to visit other laboratories / institutions / industries in India and abroad - None
26. Faculty serving in
a) National committees b) International committees c) Editorial Boards d) any other (specify) – Nobody
27. Faculty recharging strategies (Refresher/orientation programs, workshops, training programs and similar programs). – Yes
   
   Dr. Dharmadhikari C.A.: 
   1) Attended the VIII Maharashtra Chapter Microbiology Conference, Indian Association of Medical Microbiologists, Dept. of Microbiology, Seth G. S. Medical College, Mumbai on 28\textsuperscript{th} – 29\textsuperscript{th} Sept. 2002. (State level)
   2) Worked as a treasurer in VII Maharashtra Chapter Microbiology Conference, Indian Association of Medical Microbiologist, Dept. of Microbiology, Govt. Medical College, Miraj on 30\textsuperscript{th} Sept. and 1\textsuperscript{st} Oct 2002. (State level)
   3) Attended the XI Maharashtra Chapter Microbiology Conference, Indian Association of Medical Microbiologists, Dept. of Microbiology, Dr. V. M. Govt. Medical College, Solapur on 23\textsuperscript{rd} - 29\textsuperscript{th} Sept. 2005
   4) Attained the Multifocal International Conference at KIMSDU at Karad on 3\textsuperscript{rd} to 6\textsuperscript{th} Dec. 2014

   Mr. Dhale R. P.: 
   1) Attended CME and presented a research paper and in VIII Maharashtra Chapter Microbiology Conference, Indian Association of Medical Microbiologists, Dept. of Microbiology, Seth G. S. Medical College, Mumbai on 28\textsuperscript{th} & 29\textsuperscript{th} Sept. 2002.
   2) Attended and presented a research paper, in XI Maharashtra Chapter Microbiology Conference, Indian Association of Medical Microbiologists, Dept. of Microbiology, Dr. V. M. Govt. Medical College, Solapur on 23\textsuperscript{rd} - 29\textsuperscript{th} Sept. 2005.
   3) Attended the conference (National level) of XXIV National congress, Indian Association of Medical Microbiologists, 17, 18\textsuperscript{th} & 19\textsuperscript{th} Nov-2000, in K. L. E.’ S Society’s Jawaharlal Nehru Medical College, Belgaum, INDIA.
   4) Participated and worked in VII Maharashtra Chapter Microbiology Conference, Indian Association of Medical Microbiologist, Dept. of Microbiology, Govt. Medical College, Miraj on 30\textsuperscript{th} Sept. and 1\textsuperscript{st} Oct 2002. (State level)
   5) Attended CME and presented a research paper and in Maharashtra Chapter Microbiology Conference, Indian Association of Medical Microbiologists, Dept. of Microbiology, KIMS, KARAD
   6) Attended the Multifocal International Conference at KIMSDU at Karad on 3\textsuperscript{rd} to 6\textsuperscript{th} Dec. 2014
   8) Completed study of NisargaSanverdhana training, under Shivaji university, Kolhapur of “Institute of environmental sciences, Sangli”, INDIA.

   Dr. Sutar A. B. 
   1) MAPCON CME 2011 at Dhule.
   2) Deccan Association of pathologist CME, 25\textsuperscript{th} March 2012.
   3) Deccan Association of pathologist CME, 20\textsuperscript{th} May 2012.
   4) Deccan Association of pathologist CME, 8\textsuperscript{th} July 2012.
9) Deccan Association of pathologist CME, 10th March 2013.
10) Deccan Association of pathologist CME, 10 Feb 2013.

28. Student projects - No
   - percentage of students who have taken up-house projects including inter-departmental projects - Nil
   - percentage of students doing projects in collaboration with other universities / industry / institute – Ni

29. Awards / recognitions received at the national and international level by - Nil
   - Faculty
   - Doctoral / post doctoral fellows
   - Students

30. Seminars/ Conferences/Workshops organized and the source of funding (national / international) with details of outstanding participants, if any. - Nil

31. Code of ethics for research followed by the departments - -

32. Student profile program-wise: Not applicable

<table>
<thead>
<tr>
<th>Name of the Program (refer to question no. 4)</th>
<th>Applications received</th>
<th>Selected</th>
<th>Pass percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>May 2014</td>
<td>57</td>
<td>12</td>
<td>45</td>
</tr>
<tr>
<td>Nov 2013</td>
<td>14</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>May 2013</td>
<td>55</td>
<td>18</td>
<td>37</td>
</tr>
<tr>
<td>Nov. 2012</td>
<td>10</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>May 2012</td>
<td>51</td>
<td>10</td>
<td>41</td>
</tr>
</tbody>
</table>

33. Diversity of students- Not applicable

<table>
<thead>
<tr>
<th>Name of the Program (refer to question no. 4)</th>
<th>% of students from the same university</th>
<th>% of students from other universities within the State</th>
<th>% of students from universities outside the State</th>
<th>% of students from other countries</th>
</tr>
</thead>
</table>
34. How many students have cleared Civil Services and Defense Services examinations, NET, SET, GATE, USMLE, PLAB, GPAT, NCLEX, CGFNS, IELTS and other competitive examinations? Give details category-wise. – Nil

35. Student progression- Not applicable

<table>
<thead>
<tr>
<th>Student progression</th>
<th>Percentage against enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG to PG</td>
<td></td>
</tr>
<tr>
<td>PG to M.Phil, DM / M Ch / DNB</td>
<td></td>
</tr>
<tr>
<td>PG to Ph.D.</td>
<td></td>
</tr>
<tr>
<td>Ph.D. to Post-Doctoral</td>
<td></td>
</tr>
<tr>
<td>Employed</td>
<td></td>
</tr>
<tr>
<td>• Campus selection</td>
<td></td>
</tr>
<tr>
<td>• Other than campus recruitment</td>
<td></td>
</tr>
<tr>
<td>Entrepreneurs</td>
<td></td>
</tr>
</tbody>
</table>

36. Diversity of staff

| Percentage of faculty who are graduates | All staff members are graduated and post graduated from Shivaji University, Kolhapur (MS) (100 %) |
| of the same university                |                                                                                           |
| from other universities within the State |                                             |
| from universities from other States  |                                                                                           |
| from universities outside the country |                                                                                           |

37. Number of faculty who were awarded M.Phil., DM, M Ch, Ph.D., D.Sc. and D.Litt. during the assessment period – Nil

38. Present details of departmental infrastructural facilities with regard to
a) Library - Yes
b) Internet facilities for staff and students - Yes
c) Total number of class rooms - 02
d) Class rooms with ICT facility and ‘smart’ class rooms- Yes, ICT facility available.
e) Students’ laboratories - 01
f) Research laboratories - 01

39. List of doctoral, post-doctoral students and Research Associates
   a) from the host institution/university - Nil
   b) from other institutions/universities – Nil

40. Number of post graduate students getting financial assistance from the university. Not applicable

41. Was any need assessment exercise undertaken before the development of new program(s)? If so, highlight the methodology. Not applicable

42. Does the department obtain feedback from
a. Faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize the feedback? Yes.- Department is considering feedback from the students, according to the feedback obtained from the students department is modifying accordingly.
b. Students on staff, curriculum and teaching-learning-evaluation and how does the department utilize the feedback? Yes. Department is utilizing the feedback and this is converted by conducting seminars, Internal assessment exams etc.
c. Alumni and employers on the programs offered and how does the department utilize the feedback? Not yet

43. List the distinguished alumni of the department (maximum 10) -Not applicable
44. Give details of student enrichment programs (special lectures / workshops / seminar) involving external experts. Seminars are allotted to the students for the enrichment of their knowledge.

45. List the teaching methods adopted by the faculty for different programs including clinical teaching. – by
   a) Demonstration,
   b) Practical & lectures through Blackboard,
   c) OHP and LCD projector.
46. How does the department ensure that program objectives are constantly met and learning outcomes are monitored? - By conducting internal assessment examinations.
47. Highlight the participation of students and faculty in extension activities.
   a) Seminars are conducted by participating the students along with teaching staff members.
   b) Group discussions on various topics by the students with teachers are also conducted.
48. Give details of “beyond syllabus scholarly activities” of the department. - Yes, by establishing a group of extra ordinary students, special coaching is made available.
49. State whether the program/ department is accredited/ graded by other agencies? – No . If yes, give details.
50. Briefly highlight the contributions of the department in generating new knowledge, basic or applied.- Yes,
   a) About 80 colour posters are displayed in the department also,
   b) Preparing a good specimen museum by a staff member for basic knowledge.
   c) Department is having good collection of Histopathology and Microbiology slide.
51. Detail five major Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department. –
   Strength :
   1. good experienced teaching staff
   2. Good teaching aids
   3. Good laboratory facility
   4. Good working environment
   Weakness:
   1. Lack of research projects.
Opportunities
1. More number of teaching aids
2. To develop infrastructure

Challenges:
1. Special stains and IHC in laboratory
2. International publications.

52. Future plans of the department. – 1) To improve the department with smart teaching/e-teaching facilities 2) Establishment of digital library 3) Availability for the students with modern educational facilities.
Evaluative Report of the Department

1. Name of the Department : General Human Anatomy Including Embryology and Histology
2. Year of establishment : 2002
3. Is the Department part of a college/Faculty of the university : Yes
5. Interdisciplinary programs and departments involved : Nil
6. Courses in collaboration with other universities, industries, foreign institutions, etc. : Nil
7. Details of programs discontinued, if any, with reasons : Nil
8. Examination System: Annual/Semester/Trimester/Choice Based Credit System : Annual
9. Participation of the department in the courses offered by other departments : Nil
10. Number of teaching posts sanctioned, filled and actual (Professors/Associate Professors/Asst. Professors/others)

<table>
<thead>
<tr>
<th></th>
<th>Sanctioned</th>
<th>Filled</th>
<th>Actual (including CAS &amp; MPS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>-</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Associate Professor/Reader</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Lecturer</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Tutor / Clinical Instructor</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Senior Resident</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
</tbody>
</table>

11. Faculty profile with name, qualification, designation, area of specialization, experience and research under guidance

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name</th>
<th>Qualification</th>
<th>Designation</th>
<th>Specialization</th>
<th>No. of Years of Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dr. Gangadhar S. Sansuddi</td>
<td>M.S</td>
<td>Reader &amp; HOD</td>
<td>Human Anatomy</td>
<td>24 Years</td>
</tr>
<tr>
<td>2</td>
<td>Dr. Arun P. Pisal</td>
<td>M.B.B.S</td>
<td>Lecturer</td>
<td>-</td>
<td>23 Years</td>
</tr>
<tr>
<td>3</td>
<td>Dr. Shrikant R. Nalawade</td>
<td>M.B.B.S</td>
<td>Lecturer</td>
<td>-</td>
<td>12 Years</td>
</tr>
</tbody>
</table>

12. List of senior Visiting Fellows, adjunct faculty, emeritus professors : No
13. Percentage of classes taken by temporary faculty – program-wise
information Nil
14. Program-wise Student Teacher Ratio 20 : 1
15. Number of academic support staff (technical) :- 1
and administrative staff: sanctioned, filled and actual
16. Research thrust areas as recognized by major funding agencies :- None
17. Number of faculty with ongoing projects from a) national b) international
funding agencies and c) Total grants received. Give the names of the
funding agencies, project title and grants received project-wise :- Nil
18. Inter-institutional collaborative projects and associated grants received :- Nil
   a) National collaboration b) International collaboration
19. Departmental projects funded by ICMR; DST-FIST; UGC-SAP/CAS,
DPE; DBT, ICSSR, AICTE, etc.; total grants received :- None
20. Research facility / centre with :- None
    • state recognition : - -
    • national recognition :- -
    • international recognition :- -
21. Special research laboratories sponsored by / created by industry or
corporate bodies :- None
22. Publications:
    * Number of papers published in peer reviewed journals (national / international) :- None
    * Monographs :- No
    * Chapters in Books :- No
    * Books edited:- No
    * Books with ISBN with details of publishers :- No
    * Number listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, Medline, etc.) :- No
    * Citation Index – range / average :- No
    * SNIP :- No
    * SJR :- No
    * Impact Factor – range / average :- Not applicable
    * h-index :- No
23. Details of patents and income generated: - No
24. Areas of consultancy and income generated :- No
25. Faculty selected nationally / internationally to visit other laboratories /
institutions / industries in India and abroad :- No
26. Faculty serving in
   a) National committees b) International committees c) Editorial Boards d) any other (specify):- None
27. Faculty recharging strategies (Refresher / orientation programs, workshops, training programs and similar programs) :-
28. Student projects
- percentage of students who have taken up in-house projects including inter-departmental projects: No
- percentage of students doing projects in collaboration with other universities / industry / institute: Nil

29. Awards / recognitions received at the national and international level by:
- Faculty
- Doctoral / post-doctoral fellows
- Students

30. Seminars/ Conferences/Workshops organized and the source of funding (national / international) with details of outstanding participants, if any:
- None

31. Code of ethics for research followed by the departments:
- Institutional Ethical Committee.

32. Student profile program-wise:
Department of Anatomy:

<table>
<thead>
<tr>
<th>Name of the Program (refer to question no. 4)</th>
<th>Applications received</th>
<th>Selected</th>
<th>Pass percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>BDS (Summer 2012)</td>
<td>62</td>
<td>45</td>
<td>94% 84.44%</td>
</tr>
<tr>
<td>BDS (Winter 2012)</td>
<td>6</td>
<td>6</td>
<td>100%</td>
</tr>
<tr>
<td>BDS (Summer 2013)</td>
<td>62</td>
<td>49</td>
<td>100% 93.87%</td>
</tr>
<tr>
<td>BDS (Winter 2013)</td>
<td>3</td>
<td>3</td>
<td>100%</td>
</tr>
<tr>
<td>BDS (Summer 2014)</td>
<td>59</td>
<td>51</td>
<td>87.5% 96.07%</td>
</tr>
</tbody>
</table>

33. Diversity of students:
- Not applicable

34. How many students have cleared Civil Services and Defense Services examinations, NET, SET, GATE, USMLE, PLAB, GPAT, NCLEX, CGFNS, IELTS and other competitive examinations? Give details category-wise:
- Nil

35. Student progression:
- Not applicable
Student progression

<table>
<thead>
<tr>
<th>Percentage against enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>PG to Ph.D.</td>
</tr>
<tr>
<td>Ph.D. to Post-Doctoral</td>
</tr>
<tr>
<td>Employed</td>
</tr>
<tr>
<td>• Campus selection</td>
</tr>
<tr>
<td>• Other than campus recruitment</td>
</tr>
<tr>
<td>Entrepreneurs</td>
</tr>
</tbody>
</table>

36. Diversity of staff :-

<table>
<thead>
<tr>
<th>Percentage of faculty who are</th>
<th>Graduates</th>
<th>Post Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>of the same university</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>from other universities within the State</td>
<td>66.66%</td>
<td>100%</td>
</tr>
<tr>
<td>from universities from other States</td>
<td>33.33%</td>
<td>-</td>
</tr>
<tr>
<td>from universities outside the country</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

37. Number of faculty who were awarded M.Phil., DM, M Ch, Ph.D., D.Sc. and D.Litt. during the assessment period :- Nil

38. Present details of departmental infrastructural facilities with regard to

a) Library: - Yes
b) Internet facilities for staff and students :- Yes
c) Total number of class rooms :- 02
d) Class rooms with ICT facility and ‘smart’ class rooms :- Yes
e) Students’ laboratories :- 02
f) Research laboratories :- 0

39. List of doctoral, post-doctoral students and Research Associates :- Nil
   a) from the host institution/university :- Nil
   b) from other institutions/universities :- Nil

40. Number of post graduate students getting financial assistance from the university :- Not applicable

41. Was any need assessment exercise undertaken before the development of new program(s)? If so, highlight the methodology :- Not applicable

42. Does the department obtain feedback from :- Yes
   a. Faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize the feedback
   b. Students on staff, curriculum and teaching-learning-evaluation and how does the department utilize the feedback?
   c. Alumni and employers on the programs offered and how does the department utilize the feedback? :-
      College has centralized system for feedback by IQAC. Obtained feedback is utilized to improve the quality of teaching, learning and clinical skills.

43. List the distinguished alumni of the department (maximum 10) :-

44. Give details of student enrichment programs (special lectures / workshops / seminar) involving external experts. :- None

45. List the teaching methods adopted by the faculty for different programs including clinical teaching.
   o Demonstration, practical & lectures through Blackboard, OHP and LCD projector.
46. How does the department ensure that program objectives are constantly met and learning outcomes are monitored? :-
   Apart from formative and summative evaluation methods, through clinical case discussions continues clinical/Practical monitoring, continues evaluation of seminars, improvement examinations, self-assessment, assignments, regular viva and personal interaction to each students, case history discussion.

47. Highlight the participation of students and faculty in extension activities.
   - Preparing charts & wet specimen and procuring dead bodies and Embalming.

48. Give details of “beyond syllabus scholarly activities” of the department.
   - Yes, by establishing a group of extra ordinary students, special coaching is made available.

49. State whether the program/department is accredited/graded by other agencies? If yes, give details:
   - None

50. Briefly highlight the contributions of the department in generating new knowledge, basic or applied.
   - Preparation of Charts
   - Museum Specimen
   - Collection of bones and for comparative anatomy animal bones.

51. Detail five major Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department

Strengths
   1. Teaching Faculty
   2. Teaching Aids e.g. Charts, clay models, transparencies, wet specimen and bones in good number.
   3. Good number of cadavers
   4. Histology slides and Adequate microscope
   5. LCD
   6. Educational Videos

Weakness:-
   1. Cold Storage
   2. Body Cutting machine

Opportunity:-
   1. Inter departmental seminars.
   2. Integrated teaching programmes.

Challenges:-
   1. To improve the performance of academically weak students.
   2. To generate overall interest of students in the subject.

52. Future plans of the department.
   1. To improve the department with smart classroom and e-teaching facilities.
   2. Establish e-departmental library.
Evaluative Report of the Department

1. Name of the Department - Physiology and Biochemistry
2. Year of establishment – October 2002
3. Is the Department part of a college/Faculty of the university?- Yes
4. Names of programs offered (UG, PG, Pharm D, Integrated Masters; M. Phil., Ph.D., Integrated Ph.D., Certificate, Diploma, PG Diploma, D.M./M.Ch., Super specialty fellowship, etc.) –UG (BDS)
5. Interdisciplinary programs and departments involved- None
6. Courses in collaboration with other universities, industries, foreign institutions, etc. - None
7. Details of programs discontinued, if any, with reasons - Nil
8. Examination System: Annual system
9. Participation of the department in the courses offered by other departments- Nil
10. Number of teaching posts sanctioned, filled and actual (Professors/Associate Professors/Asst. Professors/others)

<table>
<thead>
<tr>
<th></th>
<th>Sanctioned</th>
<th>Filled</th>
<th>Actual (including CAS &amp; MPS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Associate Professor/Reader</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Assistant Professor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lecturer</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Tutor / Clinical Instructor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior Resident</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. Faculty profile with name, qualification, designation, area of specialization, experience and research under guidance

<table>
<thead>
<tr>
<th>Name</th>
<th>Qualification</th>
<th>Designation</th>
<th>Specialization</th>
<th>No. of Years of Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. K.K. Mane</td>
<td>Ph.D.,(Med. Biochemistry)</td>
<td>Professor</td>
<td>Biochemistry</td>
<td>28 years 8 months 21 days</td>
</tr>
<tr>
<td>Dr. S.A. Divekar</td>
<td>M.D (Physiology)</td>
<td>Associate Professor</td>
<td>Physiology</td>
<td>24 years</td>
</tr>
<tr>
<td>Name</td>
<td>Qualification</td>
<td>Designation</td>
<td>Specialization</td>
<td>No. of Years of Experience</td>
</tr>
<tr>
<td>------------------</td>
<td>-----------------------------------</td>
<td>-------------</td>
<td>----------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>Mrs. Urmila Dravid</td>
<td>MSc, (Med. Biochemistry)</td>
<td>Lecturer</td>
<td>Biochemistry</td>
<td>8 years</td>
</tr>
<tr>
<td>Dr. Rohidas Suryavanshi</td>
<td>MBBS</td>
<td>Lecturer</td>
<td></td>
<td>1 year</td>
</tr>
<tr>
<td>Dr. Anusudha Suryavanshi</td>
<td>MBBS</td>
<td>Lecturer</td>
<td></td>
<td>1 year</td>
</tr>
<tr>
<td>Dr. Deepak Kate</td>
<td>MBBS, DOMS</td>
<td>Lecturer</td>
<td></td>
<td>1 year</td>
</tr>
</tbody>
</table>

12. List of senior Visiting Fellows, adjunct faculty, emeritus professors- None
13. Percentage of classes taken by temporary faculty – Nil
14. Program-wise Student Teacher Ratio- 15:1
15. Number of academic support staff (technical) and administrative staff: sanctioned, filled and actual - technical - 01, administrative staff - 00
16. Research thrust areas as recognized by major funding agencies- No
17. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Give the names of the funding agencies, project title and grants received project-wise. - Nil
18. Inter-institutional collaborative projects and associated grants received - Nil
g) National collaboration b) International collaboration
19. Departmental projects funded by ICMR; DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received. - Nil
20. Research facility / centre with - None
   • state recognition
   • national recognition
   • international recognition
21. Special research laboratories sponsored by / created by industry or corporate bodies – None.
22. Publications:
   * Number of papers published in peer reviewed journals (national / international) – national:10, international: 04
   * Monographs - None
   * Chapters in Books- None
   * Books edited - None
   * Books with ISBN with details of publishers- None
   * Number listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, Medline, etc.)- None
   * Citation Index – range / average -
   * SNIP-
- SJR-
- Impact Factor – range / average -
- h-index -

23. Details of patents and income generated - None
24. Areas of consultancy and income generated - None
25. Faculty selected nationally / internationally to visit other laboratories / institutions / industries in India and abroad - None
26. Faculty serving in
   a) National committees
   b) International committees
   c) Editorial Boards
   d) any other (specify) –
      Board of study Member of MUHS, Nashik.
27. Faculty recharging strategies (Refresher / orientation programs, workshops, training programs and similar programs).
   Dr. K. K. Mane attended 4 Refresher, 3 Orientation, 10 workshops, 2 training programmes.
28. Student projects - None
   • percentage of students who have taken up-house projects including inter-departmental projects - None
   • percentage of students doing projects in collaboration with other universities / industry / institute - None
29. Awards / recognitions received at the national and international level by -
   • Faculty
      Dr. K. K. Mane got
      1. National award - Emeralds India 2014.
   • Doctoral / post doctoral fellows: Dr. K. K. Mane got PhD in March 1999
   • Students
30. Seminars/ Conferences/Workshops organized and the source of funding (national / international) with details of outstanding participants, if any.- Nil
31. Code of ethics for research followed by the departments - - institutionalized ethical committee
32. Student profile program-wise: Not applicable

<table>
<thead>
<tr>
<th>Name of the Program (refer to question no. 4)</th>
<th>Applications received</th>
<th>Selected</th>
<th>Pass percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Male</td>
</tr>
<tr>
<td>BDS (Summer 2012)</td>
<td>62</td>
<td>17</td>
<td>45</td>
</tr>
<tr>
<td>BDS (Winter 2012)</td>
<td>12</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>BDS (Summer 2013)</td>
<td>62</td>
<td>13</td>
<td>49</td>
</tr>
<tr>
<td>BDS (Winter 2013)</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>BDS (Summer 2014)</td>
<td>63</td>
<td>10</td>
<td>53</td>
</tr>
</tbody>
</table>
33. Diversity of students- Not applicable

<table>
<thead>
<tr>
<th>Name of the Program (refer to question no. 4)</th>
<th>% of students from the same university</th>
<th>% of students from other universities within the State</th>
<th>% of students from universities outside the State</th>
<th>% of students from other countries</th>
</tr>
</thead>
</table>

34. How many students have cleared Civil Services and Defense Services examinations, NET, SET, GATE, USMLE, PLAB, GPAT, NCLEX, CGFNS, IELTS and other competitive examinations? Give details category-wise. –Nil

35. Student progression- Not applicable

<table>
<thead>
<tr>
<th>Student progression</th>
<th>Percentage against enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG to PG</td>
<td></td>
</tr>
<tr>
<td>PG to M.Phil, DM / M Ch / DNB</td>
<td></td>
</tr>
<tr>
<td>PG to Ph.D.</td>
<td></td>
</tr>
<tr>
<td>Ph.D. to Post-Doctoral</td>
<td></td>
</tr>
<tr>
<td>Employed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Campus selection</td>
</tr>
<tr>
<td></td>
<td>Other than campus recruitment</td>
</tr>
<tr>
<td>Entrepreneurs</td>
<td></td>
</tr>
</tbody>
</table>

36. Diversity of staff

<table>
<thead>
<tr>
<th>Percentage of faculty who are graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>of the same university</td>
</tr>
<tr>
<td>from other universities within the State</td>
</tr>
<tr>
<td>from universities from other States</td>
</tr>
<tr>
<td>from universities outside the country</td>
</tr>
</tbody>
</table>

37. Number of faculty who were awarded M.Phil., DM, M Ch, Ph.D., D.Sc. and D.Litt. during the assessment period -Nil

38. Present details of departmental infrastructural facilities with regard to
   a) Library -Yes
   b) Internet facilities for staff and students -Yes
   c) Total number of class rooms -02
   d) Class rooms with ICT facility and ‘smart’ class rooms- Yes
   e) Students’ laboratories -01
   f) Research laboratories -01

39. List of doctoral, post-doctoral students and Research Associates
   a) From the host institution/university - Nil
   b) From other institutions/universities -Nil

40. Number of post graduate students getting financial assistance from the university. Not applicable
41. Was any need assessment exercise undertaken before the development of new program(s)? If so, highlight the methodology. Not applicable

42. Does the department obtain feedback from
   a. faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize the feedback?
   b. students on staff, curriculum and teaching-learning-evaluation and how does the department utilize the feedback?
   c. Alumni and employers on the programs offered and how does the department utilize the feedback?
      College has centralized system for feedback by IQAC. Obtained feedback is utilized to improve the quality of teaching, learning and clinical skills.

43. List the distinguished alumni of the department (maximum 10) -Not applicable

44. Give details of student enrichment programs (special lectures / workshops / seminar) involving external experts. Seminars are allotted to the students for the enrichment of their knowledge. Nil

45. List the teaching methods adopted by the faculty for different programs including clinical teaching. –Demonstration, practical & lectures through Blackboard, OHP and LCD projector.

46. How does the department ensure that program objectives are constantly met and learning outcomes are monitored?
   Apart from formative and summative evaluation methods, through clinical case discussions continues clinical/ Practical monitoring, continues evaluation of seminars, improvement examinations, self-assessment, assignments, regular viva and personal interaction to each students.

47. - Highlight the participation of students and faculty in extension activities. -

48. Give details of “beyond syllabus scholarly activities” of the department. - Yes, by establishing a group of extra ordinary students, special coaching is made available.

49. State whether the program/ department is accredited/ graded by other agencies? – No. If yes, give details.

50. Briefly highlight the contributions of the department in generating new knowledge, basic or applied.- Yes, About 80 colour posters are displayed in the department also, preparing a good specimen museum by a staff member for basic knowledge.

51. Detail five major Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department. –
   Strengths.
   1. Good teaching staff
   2. Good laboratory
   3. Availability of teaching aids
   Weakness :
   Research projects
   Opportunities:
   Good and well equipped laboratory
   Challenges
   Advanced diagnostic aids.
52. Future plans of the department. – 1) To improve the department with smart teaching/e-teaching facilities 2) Establishment of digital library 3) Availability for the students with modern educational facilities.
Evaluative Report of the Department

1. Name of the Department - Pharmacology
2. Year of establishment - 2002
3. Is the Department part of a college/Faculty of the university? - Yes
4. Names of programs offered (UG, PG, Pharm D, Integrated Masters; M. Phil., Ph.D., Integrated Ph.D., Certificate, Diploma, PG Diploma, D.M./M.Ch., Super specialty fellowship, etc.) – UG (BDS)
5. Interdisciplinary programs and departments involved - None
6. Courses in collaboration with other universities, industries, foreign institutions, etc. - None
7. Details of programs discontinued, if any, with reasons - None
8. Examination System: Annual
9. Participation of the department in the courses offered by other departments -

10. Number of teaching posts sanctioned, filled and actual

<table>
<thead>
<tr>
<th>(Professors/Associate Professors/Asst. Professors/others)</th>
<th>Sanctioned</th>
<th>Filled</th>
<th>Actual (including CAS &amp; MPS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate Professor/Reader</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Assistant Professor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lecturer</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tutor / Clinical Instructor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior Resident</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. Faculty profile with name, qualification, designation, area of specialization, experience and research under guidance

<table>
<thead>
<tr>
<th>Name</th>
<th>Qualification</th>
<th>Designation</th>
<th>Specialization</th>
<th>No. of Years of Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Deepak S. Patil</td>
<td>MD, Reader</td>
<td>Pharmacology</td>
<td>12 years 8 months</td>
<td></td>
</tr>
<tr>
<td>Dr. TulasidasPatil</td>
<td>M.B.B.S, BSc, D.Pharm.</td>
<td>Lecturer</td>
<td>-</td>
<td>11 years 11 months</td>
</tr>
<tr>
<td>Dr. Nagesh Kumar</td>
<td>M.B.B.S. Lecturer</td>
<td>-</td>
<td>21 days</td>
<td></td>
</tr>
</tbody>
</table>
12. List of senior Visiting Fellows, adjunct faculty, emeritus professors - None
13. Percentage of classes taken by temporary faculty – None
14. Program-wise Student Teacher Ratio - 18:01
15. Number of academic support staff (technical) and administrative staff:
   sanctioned, filled and actual - technical - 01, administrative staff - 00
16. Research thrust areas as recognized by major funding agencies - None
17. Number of faculty with ongoing projects from a) national b) international
   funding agencies and c) Total grants received. Give the names of the
   funding agencies, project title and grants received project-wise. - Nil
18. Inter-institutional collaborative projects and associated grants received - Nil
   h) National collaboration b) International collaboration
19. Departmental projects funded by ICMR; DST-FIST; UGC-SAP/CAS,
   DPE; DBT, ICSSR, AICTE, etc.; total grants received. - None
20. Research facility / centre with - None
   • state recognition
   • national recognition
   • international recognition
21. Special research laboratories sponsored by / created by industry or
   corporate bodies – No.
22. Publications:
   * Number of papers published in peer reviewed journals (national / international) –
     national: 00, international: 00
   * Monographs - No
   * Chapters in Books - No
   * Books edited - No
   * Books with ISBN with details of publishers - No
   * Number listed in International Database (For e.g. Web of Science,
     Scopus, Humanities International Complete, Dare Database -
     International Social Sciences Directory, EBSCO host, Medline, etc.)- No
   * Citation Index – range / average - No
   * SNIP - No
   * SJR - No
   * Impact Factor – range / average - Not applicable
   * h-index - No
23. Details of patents and income generated - No
24. Areas of consultancy and income generated - No
25. Faculty selected nationally / internationally to visit other laboratories /
   institutions / industries in India and abroad - No
26. Faculty serving in
   a) National committees b) International committees c) Editorial Boards d) any
   other (specify) – Nobody
27. Faculty recharging strategies (Refresher / orientation programs,
   workshops, training programs and similar programs). -
28. Student projects -
   • percentage of students who have taken up-house projects including
     inter-departmental projects -
percentage of students doing projects in collaboration with other universities / industry / institute - Nil

29. Awards / recognitions received at the national and international level by - Nil
   - Faculty
   - Doctoral / post doctoral fellows
   - Students

30. Seminars/ Conferences/Workshops organized and the source of funding (national / international) with details of outstanding participants, if any.- Nil

31. Code of ethics for research followed by the departments - -
    Institutional Ethical Committe

32. Student profile program-wise: Not applicable

<table>
<thead>
<tr>
<th>Name of the Program (refer to question no. 4)</th>
<th>Applications received</th>
<th>Selected</th>
<th>Pass percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Summer 2012</td>
<td>51</td>
<td>9</td>
<td>42</td>
</tr>
<tr>
<td>Winter 2012</td>
<td>08</td>
<td>05</td>
<td>03</td>
</tr>
<tr>
<td>Summer 2013</td>
<td>54</td>
<td>16</td>
<td>38</td>
</tr>
<tr>
<td>Winter 2013</td>
<td>7</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Summer 2014</td>
<td>56</td>
<td>12</td>
<td>44</td>
</tr>
</tbody>
</table>

33. Diversity of students- Not applicable

<table>
<thead>
<tr>
<th>Name of the Program (refer to question no. 4)</th>
<th>% of students from the same university</th>
<th>% of students from other universities within the State</th>
<th>% of students from universities outside the State</th>
<th>% of students from other countries</th>
</tr>
</thead>
</table>

34. How many students have cleared Civil Services and Defense Services examinations, NET, SET, GATE, USMLE, PLAB, GPAT, NCLEX, CGFNS, IELTS and other competitive examinations? Give details category-wise. -Nil

35. Student progression- Not applicable

<table>
<thead>
<tr>
<th>Student progression</th>
<th>Percentage against enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG to PG</td>
<td></td>
</tr>
<tr>
<td>PG to M.Phil, DM / M Ch / DNB</td>
<td></td>
</tr>
<tr>
<td>PG to Ph.D.</td>
<td></td>
</tr>
<tr>
<td>Ph.D. to Post-Doctoral</td>
<td></td>
</tr>
</tbody>
</table>
### Student progression

<table>
<thead>
<tr>
<th>Employed</th>
<th>Percentage against enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Campus selection</td>
<td></td>
</tr>
<tr>
<td>• Other than campus recruitment</td>
<td></td>
</tr>
<tr>
<td>Entrepreneurs</td>
<td></td>
</tr>
</tbody>
</table>

36. Diversity of staff

<table>
<thead>
<tr>
<th>Percentage of faculty who are graduates</th>
<th>UG</th>
<th>PG</th>
</tr>
</thead>
<tbody>
<tr>
<td>of the same university</td>
<td>33.33%</td>
<td></td>
</tr>
<tr>
<td>from other universities within the State</td>
<td>66.66%</td>
<td>100%</td>
</tr>
<tr>
<td>from universities from other States</td>
<td></td>
<td></td>
</tr>
<tr>
<td>from universities outside the country</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

37. Number of faculty who were awarded M.Phil., DM, M Ch, Ph.D., D.Sc. and D.Litt. during the assessment period -Nil

38. Present details of departmental infrastructural facilities with regard to
   a) Library -Yes
   b) Internet facilities for staff and students -Yes
   c) Total number of class rooms -02
   d) Class rooms with ICT facility and ‘smart’ class rooms- Yes
   e) Students’ laboratories -01
   f) Research laboratories -00

39. List of doctoral, post-doctoral students and Research Associates
   a) from the host institution/university - Nil
   b) from other institutions/universities -Nil

40. Number of post graduate students getting financial assistance from the university. Not applicable

41. Was any need assessment exercise undertaken before the development of new program(s)? If so, highlight the methodology. Not applicable

42. Does the department obtain feedback from
   a. faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize the feedback?.
   b. students on staff, curriculum and teaching-learning-evaluation and how does the department utilize the feedback?

43. Alumni and employers on the programs offered and how does the department utilize the feedback?
   College Has Centralized System For Feedback By IQAC. Obtained Feedback Is Utilized To Improve The Quality Of Teaching, Learning And Clinical Skills.

44. List the distinguished alumni of the department (maximum 10) -Not applicable

45. Give details of student enrichment programs (special lectures / workshops / seminar) involving external experts. Seminars are allotted to the students for the enrichment of their knowledge.
46. List the teaching methods adopted by the faculty for different programs including clinical teaching. – Demonstration, practical & lectures, Tutorials, group discussion through Blackboard, OHP and LCD projector.

47. How does the department ensure that program objectives are constantly met and learning outcomes are monitored? - By conducting periodic feedback from the students.

48. How does the department ensure that program objectives are constantly met and learning outcomes are monitored? - By conducting periodic feedback from the students.

49. Give details of “beyond syllabus scholarly activities” of the department. - Yes, by establishing a group of extra ordinary students, special coaching is made available.

50. State whether the program/ department is accredited/ graded by other agencies? – No. If yes, give details.

51. Briefly highlight the contributions of the department in generating new knowledge, basic or applied. - Yes, charts are displayed in the department. New drugs information are displayed on board time to time. Adverse drug reactions are discussed in classroom.

52. Detail five major Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department. –

Strengths:
1. Teaching staff
2. Best Laboratory

Weakness:
1. Research projects

Opportunities
1. Clinical research
2. Development of information center

Challenges
1. International publications

53. Future plans of the department. – 1) To improve the department with smart teaching/e-teaching facilities 2) Establishment of digital library 3) Availability for the students with modern educational facilities. 4) Updating of drug information centre.
Evaluative Report of the Department of General Surgery

1. Name of the Department: Department of General Surgery
2. Year of establishment: 2002
3. Is the Department part of a college/Faculty of the university? Yes, Department is a part of the college.
4. Names of programs offered (UG, PG, Pharm D, Integrated Masters; M.Phil., Ph.D., Integrated Ph.D., Certificate, Diploma, PG Diploma, D.M./M.Ch., Super specialty fellowship, etc.)
   U. G. (B.D.S.)
5. Interdisciplinary programs and departments involved: None
6. Courses in collaboration with other universities, industries, foreign institutions etc.: None
7. Details of programs discontinued, if any, with reasons
   Till date there is no incidence of discontinuation of program.
8. Examination System: Annual/Semester/Trimester/Choice Based Credit System:
   Undergraduate Semester
9. Participation of the department in the courses offered by other departments
   NIL
10. Number of teaching posts sanctioned, filled and actual (Professors/Associate Professors/Asst. Professors/others)

<table>
<thead>
<tr>
<th></th>
<th>Sanctioned</th>
<th>Filled</th>
<th>Actual (including CAS &amp; MPS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate Professor/Reader</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lecturer</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Tutor / Clinical Instructor</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. Faculty profile with name, qualification, designation, area of specialization, experience and research under guidance

<table>
<thead>
<tr>
<th>Name</th>
<th>Qualification</th>
<th>Designation</th>
<th>Specialization</th>
<th>No. of Years of Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Rajiv Kore</td>
<td>MS</td>
<td>Reader/HOD</td>
<td>Gen. Surgery</td>
<td>15years 1month 3 days</td>
</tr>
<tr>
<td>Dr. Atul Ambole</td>
<td>MBBS</td>
<td>Reader</td>
<td>Gen. Surgery</td>
<td>14years 3 months 8 days</td>
</tr>
<tr>
<td>Dr. B R Kore</td>
<td>MS</td>
<td>Lecturer</td>
<td>Gen. Surgery</td>
<td>14year 1 month 27 days</td>
</tr>
</tbody>
</table>

12. List of senior Visiting Fellows, adjunct faculty, emeritus professors
   Not applicable
13. Percentage of classes taken by temporary faculty - program-wise information
   Not applicable
14. **Program-wise Student Teacher Ratio**

<table>
<thead>
<tr>
<th>Program</th>
<th>Theory</th>
<th>Practical</th>
</tr>
</thead>
<tbody>
<tr>
<td>III – BDS</td>
<td>20:1</td>
<td>20:1</td>
</tr>
</tbody>
</table>

15. Number of academic support staff (technical) and administrative staff: sanctioned, filled and actual

<table>
<thead>
<tr>
<th>NO</th>
<th>Qualification</th>
<th>SANCTIONED</th>
<th>FILLED</th>
<th>ACTUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Nursing staff</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Attendants</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>Receptionist</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>Ward boy cum Aaya</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

16. Research thrust areas as recognized by major funding agencies: NIL

17. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Give the names of the funding agencies, project title and grants received project-wise. None

18. Inter-institutional collaborative projects and associated grants received National collaboration: None

19. Departmental projects funded by ICMR; DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received. None

20. Research facility / centre with state recognition national recognition international recognition

21. Special research laboratories sponsored by / created by industry or corporate bodies: None

22. Publications: Number of papers published in peer reviewed journals (national / international) –

Monographs - none

Chapters in Books - none

Books edited –

Books with ISBN with details of publishers – none

Number listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, Medline, etc.)

SNIP - 

SJR - 

Impact Factor - range / average - 

h-index- 

23. Details of patents and income generated: none

24. Areas of consultancy and income generated

25. Faculty selected nationally / internationally to visit other laboratories / institutions / industries in India and abroad

26. Faculty serving in
27. Faculty recharging strategies (Refresher / orientation programs, workshops, training programs and similar programs).

28. Student projects
percentage of students who have taken up in-house projects including inter-departmental projects None
percentage of students doing projects in collaboration with other universities / industry / institute None

29. Awards / recognitions received at the national and international level by Faculty-
Doctoral / post-doctoral fellows- none

30. Seminars/ Conferences/Workshops organized and the source of funding (national /international) with details of outstanding participants, if any. None

31. Code of ethics for research followed by the department
Institutionalized ethical committee

32. Student profile program-wise:

<table>
<thead>
<tr>
<th>YEAR</th>
<th>Applications received</th>
<th>Selected Male</th>
<th>Selected Female</th>
<th>Pass percentage Male</th>
<th>Pass percentage Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014 summer</td>
<td>53</td>
<td>15</td>
<td>38</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>2013 winter</td>
<td>11</td>
<td>7</td>
<td>4</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>2013 summer</td>
<td>55</td>
<td>10</td>
<td>45</td>
<td>70%</td>
<td>100%</td>
</tr>
<tr>
<td>2012 winter</td>
<td>17</td>
<td>7</td>
<td>10</td>
<td>57%</td>
<td>90%</td>
</tr>
<tr>
<td>2012 summer</td>
<td>41</td>
<td>10</td>
<td>31</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

33. Diversity of students not applicable

34. How many students have cleared?
Civil services and Defense Services examinations, NET, SET, GATE, USMLE, PLAB, GPAT, NCLEX, CGFNS, IELTS and other competitive examinations? Give details category-wise. NIL

35. Student progression- Not applicable

36. Diversity of staff

<table>
<thead>
<tr>
<th>Percentage of faculty who are graduates of the same university</th>
<th>UG</th>
<th>PG</th>
</tr>
</thead>
<tbody>
<tr>
<td>from other universities within the State</td>
<td>66.66%</td>
<td>66.66%</td>
</tr>
<tr>
<td>from universities from other States</td>
<td>33.33%</td>
<td>33.33%</td>
</tr>
<tr>
<td>from universities outside the country</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>
37. Number of faculty who were awarded M.Phil., DM, M Ch, Ph.D., D.Sc. and D.Litt. during the assessment period:

38. Present details of departmental infrastructural facilities with regard to
Library- not available.
Internet facilities for staff and students present
Wi-Fi zones are available for all staff in their respective chambers, students in their room
Total number of class rooms - 01 - lecture room
Class rooms with ICT facility and 'smart' class rooms – ICT available
Students laboratories - NIL
Research laboratories – NIL

39. List of doctorial, post-doctoral students and Research Associates
a) from the host institution/university -
b) from other institutions/universities Not applicable

40. Number of post graduate students getting financial assistance from the university. Nil

41. Was any need assessment exercise undertaken before the development of new
program(s)? If so, highlight the methodology. Nil

42. Does the department obtain feedback from
a) faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize the feedback?
b) students on staff, curriculum and teaching-learning-evaluation and how does the department utilize the feedback?
c) alumni and employers on the programs offered and how does the department utilize the feedback?
- College Has Centralized System For Feedback By IQAC. Obtained feedback is utilized to improve the quality of teaching, learning and clinical skills.

43. List the distinguished alumni of the department (maximum 10) : Not applicable

44. Give details of student enrichment programs (special lectures / workshops / seminar) involving external experts. : None

45. List the teaching methods adopted by the faculty for different programs including clinical teaching.
Didactics, Tutorials, Seminars, Revision class, Clinical demonstrations, Case based discussions

46. How does the department ensure that program objectives are constantly met and learning outcomes are monitored?
By taking Internal assessment for III year BDS students i.e. 3 Internal assessment theory papers and 3 practical examination, case discussion and one to one discussion with students and viva of undergraduate program

47. Highlight the participation of students and faculty in extension activities NIL.

48. Give details of "beyond syllabus scholarly activities" of the department. Nil

49. State whether the program/ department is accredited/ graded by other agencies? If yes, give details. NIL

50. Briefly highlight the contributions of the department in generating new knowledge, basic or applied.:None
51. Detail five major Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department.
Strengths: more number of patients, diversity of patients, experienced faculty available for students
Weaknesses: research facilities
Opportunities: offering MBBS course.
Challenges: Conducting research projects, publications and generating academic interest among students
52. Future plans of the department.
To become a part of new medical college
Increasing patients OPD by 20%
Starting new schemes and services for patients
Improving critical medical care
Evaluative Report of the Department of Medicine

1. Name of the Department: Department of Medicine
2. Year of establishment: 2002
3. Is the Department part of a college/Faculty of the university?
   Yes, Department is a part of the college.
4. Names of programs offered (UG, PG, Pharm D, Integrated Masters; M.Phil.,
   Ph.D., Integrated Ph.D., Certificate, Diploma, PG Diploma, D.M./M.Ch.,
   Super specialty fellowship, etc.)
   U. G. (B.D.S.)
5. Interdisciplinary programs and departments involved: None
6. Courses in collaboration with other universities, industries, foreign
   institutions etc.: None
7. Details of programs discontinued, if any, with reasons
   Till date there is no incidence of discontinuation of program.
8. Examination System: Annual/Semester/Trimester/Choice Based Credit
   System:
   Undergraduate Semester
9. Participation of the department in the courses offered by other departments
   NIL
10. Number of teaching posts sanctioned, filled and actual
    (Professors/Associate
    Professors/Asst. Professors/others)

<table>
<thead>
<tr>
<th></th>
<th>Sanctioned</th>
<th>Filled</th>
<th>Actual (including CAS &amp; MPS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate Professor/Reader</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Assistant Professor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lecturer</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Tutor / Clinical Instructor</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. Faculty profile with name, qualification, designation, area of
    specialization, experience and research under guidance

<table>
<thead>
<tr>
<th>Name</th>
<th>Qualification</th>
<th>Designation</th>
<th>Specialization</th>
<th>No. of Years of Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Jayawant Patil</td>
<td>MD</td>
<td>Reader/HOD</td>
<td>MEDICINE</td>
<td>16 years 2 months</td>
</tr>
<tr>
<td>Dr. Shilpa Kothavalae</td>
<td>MD</td>
<td>Reader</td>
<td>MEDICINE</td>
<td>8 years 7 months</td>
</tr>
<tr>
<td>Dr. Apurva Kulkarni</td>
<td>MBBS</td>
<td>Lecturer</td>
<td>NA</td>
<td>1 year 1 month</td>
</tr>
</tbody>
</table>

12. List of senior Visiting Fellows, adjunct faculty, emeritus professors
    Not applicable
13. Percentage of classes taken by temporary faculty - program-wise
    information
    Not applicable
14. **Program-wise Student Teacher Ratio**

<table>
<thead>
<tr>
<th></th>
<th>Theory</th>
<th>Practical</th>
</tr>
</thead>
<tbody>
<tr>
<td>III – BDS</td>
<td>20:1</td>
<td>20:1</td>
</tr>
</tbody>
</table>

15. Number of academic support staff (technical) and administrative staff: sanctioned, filled and actual

<table>
<thead>
<tr>
<th>NO</th>
<th>Qualification</th>
<th>SANCTIONED</th>
<th>FILLED</th>
<th>ACTUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Nursing staff</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Attendants</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>Receptionist</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>Ward boy cum Aaya</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

16. Research thrust areas as recognized by major funding agencies: NIL

17. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Give the names of the funding agencies, project title and grants received project-wise. None

18. Inter-institutional collaborative projects and associated grants received National collaboration b) International collaboration  None

19. Departmental projects funded by ICMR; DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received. None

20. Research facility / centre with

   state recognition

   national recognition  None

   international recognition

21. Special research laboratories sponsored by / created by industry or corporate bodies : None

22. Publications: Number of papers published in peer reviewed journals (national / international) – none

   Monographs - Not applicable

   Chapters in Books - Not applicable

   Books edited - Not applicable

   Books with ISBN with details of publishers – none

23. Details of patents and income generated none

24. Areas of consultancy and income generated none

25. Faculty selected nationally / internationally to visit other laboratories / institutions / industries in India and abroad none

26. Faculty serving in

   a) National committees b) International committees c) Editorial Boards d) any other (specify) None

27. Faculty recharging strategies (Refresher / orientation programs, workshops, training programs and similar programs).

28. Student projects
percentage of students who have taken up in-house projects including inter-departmental projects None
percentage of students doing projects in collaboration with other universities / industry / institute None
29. Awards / recognitions received at the national and international level by Faculty- none
Doctoral / post-doctoral fellows- none
30. Seminars/ Conferences/Workshops organized and the source of funding (national /international) with details of outstanding participants, if any. None
31. Code of ethics for research followed by the department
Institutionalized ethical committee
32. Student profile program-wise:
1. FINAL BDS

<table>
<thead>
<tr>
<th>YEAR</th>
<th>Applications received</th>
<th>Selected Male</th>
<th>Selected Female</th>
<th>Pass percentage Male</th>
<th>Pass percentage Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014 summer</td>
<td>53</td>
<td>15</td>
<td>38</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>2013 winter</td>
<td>11</td>
<td>7</td>
<td>4</td>
<td>100%</td>
<td>75%</td>
</tr>
<tr>
<td>2013 summer</td>
<td>55</td>
<td>10</td>
<td>45</td>
<td>80%</td>
<td>100%</td>
</tr>
<tr>
<td>2012 winter</td>
<td>17</td>
<td>7</td>
<td>10</td>
<td>57%</td>
<td>90%</td>
</tr>
<tr>
<td>2012 summer</td>
<td>41</td>
<td>10</td>
<td>31</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

33. Diversity of students: Not applicable

34. How many students have cleared?
Civil services and Defense Services examinations, NET, SET, GATE, USMLE, PLAB, GPAT, NCLEX, CGFNS, IELTS and other competitive examinations? Give details category-wise. NIL
35. Student progression- Not applicable
36. Diversity of staff
37. Number of faculty who were awarded M.Phil., DM, M Ch, Ph.D., D.Sc. and D.Litt. during the assessment period: - NIL

38. Present details of departmental infrastructural facilities with regard to
Library- not available.
Internet facilities for staff and students present
Wi-Fi zones are available for all staff in their respective chambers, students in their room
Total number of class rooms - 01 - lecture room
Class rooms with ICT facility and 'smart' class rooms – not available
Students laboratories - NIL
Research laboratories – NIL

39. List of doctoral, post-doctoral students and Research Associates
a) from the host institution/university -
   b) from other institutions/universities Not applicable

40. Number of post graduate students getting financial assistance from the university. Nil

41. Was any need assessment exercise undertaken before the development of new program(s)? If so, highlight the methodology. Nil

42. Does the department obtain feedback from a) faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize the feedback?
   b) students on staff, curriculum and teaching-learning-evaluation and how does the department utilize the feedback?
   c) alumni and employers on the programs offered and how does the department utilize the feedback?
- College Has Centralized System For Feedback By IQAC. Obtained feedback is utilized to improve the quality of teaching, learning and clinical skills.

43. List the distinguished alumni of the department (maximum 10) - none

<table>
<thead>
<tr>
<th>Percentage of faculty who are graduates</th>
<th>UG</th>
<th>PG</th>
</tr>
</thead>
<tbody>
<tr>
<td>of the same university</td>
<td>33.33%</td>
<td>--</td>
</tr>
<tr>
<td>from other universities within the State</td>
<td>66.66</td>
<td>100%</td>
</tr>
<tr>
<td>from universities from other States</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>from universities outside the country</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>
44. Give details of student enrichment programs (special lectures / workshops / seminar) involving external experts. None
45. List the teaching methods adopted by the faculty for different programs including clinical teaching. Didactics, Tutorials, Seminars, Revision class, Clinical demonstrations, Case based discussions
46. How does the department ensure that program objectives are constantly met and learning outcomes are monitored? By taking Internal assessment for III year BDS students i.e. 2 Internal assessment theory papers and 2 practical examination, case discussion and one to one discussion with students and viva.of undergraduate program
47. Highlight the participation of students and faculty in extension activities NIL.
48. Give details of "beyond syllabus scholarly activities" of the department. Nil

49. State whether the program/department is accredited/graded by other agencies? If yes, Give details. NIL
50. Briefly highlight the contributions of the department in generating new knowledge, basic or applied. None
51. Detail five major Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department.
Strengths: more number of patients, diversity of patients, experienced faculty, spiritual mentorship available for students
Weaknesses: research facilities
Opportunities: offering MBBS course, basic life support certificate courses, Challenges: Conducting research projects, publications and generating academic interest among students
52. Future plans of the department.
To become a part of new medical college
Increasing patients OPD by 20%
Starting new schemes and services for patients
Improving critical medical care