



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

JMF'S ANNASAHEB CHUDAMAN PATIL MEMORIAL DENTAL COLLEGE

JMFS ACPM DENTAL COLLEGE POST BOX 145, SAKRI ROAD, DHULE 424001

MAHARASHTRA

424001

<https://acpmdental.com>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

“Education is not the filling of a pail, but the lighting of a fire.” - W.B. Yeats. With this firm belief, ACPM Dental College, Dhule, was started by visionary Dr Bhaidas Patil in 2002 and well connected to nearby cities like Nasik, Aurangabad and Indore by road. ACPMDC is a part of Jawahar Medical Foundation which is a non-profit organization that works with a purpose of making education a trusted means for achieving socio-economic development of the rural people in Central India region. The main motive of the college is to provide best educational and healthcare facilities at reasonable price in Central India region. The college is spread on a sprawling area of 35700 m². The green campus provides an environment for students away from the hustle and bustle of the city yet not too far away. The dental college started with an initial strength of 100 BDS seats in the year 2002. The MDS course started in 7 specialities in year 2012 with 3 PG students in each speciality. Today, the institute is a postgraduate college with 100 BDS seats and 29 PG seats in 7 specialities, affiliated to MUHS, Nashik and recognized by the Dental council of India. Along with this, Ph.D. program in two subjects with 3 seats in each branch and fellowship programs in Implantology are also offered. The institute has kept up with changing facets in oral healthcare provision and dental education. Along with regular treatment, highly advanced diagnostic and treatment facilities are provided to serve the rural population. The college also provides extension services through satellite clinics and camps. The campus houses all the facilities from ICT enabled class rooms, pre-clinical laboratories, clinics, hostels, canteen, library, residential facility and sports complex with 24x7 electricity backup. In line with the green initiative, the campus has environment friendly initiatives like STP. The institute provides a favourable oral healthcare environment, catering rural population with community-oriented curriculum and promotes learning with best educational practices.

Vision

ACPM Dental College envisions to become a centre for quality dental education and health care of international repute by creating dental healthcare professionals with sound academic knowledge and clinical skills, to train general, specialized and allied professional personnel to meet regional and national oral health care knowledge and skills, be efficient, effective, community acceptable and excel in service, education and research and to serve humanity with empathy, dedication and sincerity.

Mission

To achieve our vision of academic excellence and global competence in oral health care we aim to:

- Provide the finest education to the students.
- Contribute to the lifelong education of physicians throughout their careers.
- Improve health care available to the rural population in the surrounding.
- Deliver the highest quality of clinical care.
- Provide affordable, quality, evidence based oral healthcare to the needy, rural and all marginalized sections of the society, thus contributing towards national growth and development in the field of oral health care.

We have a responsibility to educate students to meet the primary and specialty health care needs of the region by providing highly skilled, cost-effective, patient-centered care in a variety of settings

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Institutional Strength

- Highly qualified and dedicated full time staff with a very low rate of attrition, the results of which are obvious in students securing high ranks in various examinations.
- The state of the art equipment and infrastructure ensures quality training for the students and treatment for patients. Adequate clinical material for satisfactory exposure of trainees.
- Experienced Board of Management, imparting quality education and providing immense support to all the college endeavours.
- The dental college is centrally located within the city and easily accessible. All basic facilities are available in the vicinity of the campus.
- Promoting the use of technology is a core value in teaching/learning/evaluation as well as administration. Significant effort towards minimizing inequality in oral health care: Oral care is provided at a subsidized cost to all patients. Free oral care is provided for differently abled persons, senior citizens and individuals from lower socio-economic strata.
- We have great inflow of patients from Dhule city and nearby places with daily OPD of average 300-400patients.
- Excellent rapport with the affiliated University (MUHS) and National Speciality associations. The institution conducts numerous Continuous Dental Education Programmes, hands-on workshops, Seminars, Symposia, Masterclass, health awareness programmes, career guidance programmes to promote and foster global competencies.
- Fulfilling Institutional Social Responsibilities through numerous extension activities and satellite centres. Undergraduate programme, postgraduate programmes, PhD programmes in different specialties of dentistry.
- Research is strongly promoted at both UG and PG levels through the required infrastructure, finances and recognized PG and PhD guides. Research and scientific output is reasonably high, evident in the number of PubMed and Scopus publications
- There is a strong outreach activity aided with the mobile dental unit where attempt is made to mobilize patients to the institution.
- The management and the college authorities lay stress on the regular conduction of Professional Continuing Education Program. Paper presentation and publications in reputed journals are encouraged.
- Our institutional ethics committee is as per norms of ICMR and is registered with Naitik.
- There is a tobacco cessation and de-addiction unit that hosts frequent activities. Being a highly reputed and respected institution, many organizations have entered into MOUs for collaborative purposes. The 100 bedded MCI and NABH accredited hospital provides us the advantage of inpatients as well as ability to carry out challenging investigations and surgeries.
- The college has CBCT, soft tissue laser and endo microscopes for advance treatment and diagnostic purpose.

Institutional Weakness

Institutional Weakness:

- Relatively low number of students pursuing higher education, particularly from MDS to PhD programmes.
- Need to enhance number of faculty pursuing PhD programmes.
- Lack of few of the latest, but very expensive equipment such as CAD-CAM unit, hard tissue laser, piezoelectric unit (even though they are not part of the DCI requirements)
- Lack of intra and extramural grants
- There are still lacunae of an incubation centre though steps are afoot to have it commissioned soon.
- Lack of LMS system
- Lack of international faculty on board

Institutional Opportunity

Institutional Opportunity

- To strengthen industry -institution interface to increase employment for students.
- Collaboration with the general hospital within the campus enhances opportunity for research.
- Patient records maintained and catalogued for easy retrieval provides opportunities for analytical research and finally translation into scientific publications.
- Our outreach camps help us to draw patients for the spectrum of oral health care through well established protocols in patient care and governance that lead to the concept of satisfied staff, students and patients.
- As the college is located in a rural area, the population in the vicinity can take advantage of various health schemes such as Ayushman Bharat and ECHS meant for people from less privileged status.

Institutional Challenge

Institutional Challenge

- Being a health science institute, it is also a arduous task to place the students graduating from college. This leads to fewer people wanting to seek admission in the college, which is a mirror of the national scenario.
- To motivate students toward using standardized textbook and library references to improve their knowledge since students prefer to use the plethora of information available more easily on Google.
- Lack of people awareness about various government health schemes and most dental treatments are not covered under these schemes.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

ACPMDC is an affiliated institution and follows the Dental curriculum as set down by the DCI and MUHS which recommends that the Dental graduates fulfil competencies that include knowledge, general skills, and attitude for diagnosis, treatment planning, and practice management in Dentistry with effective communication and management of community resources.

We focus on empowering each graduate to fulfil the above competencies by following clearly defined program objectives, for Undergraduate and Postgraduate courses. ACPMDC has curriculum committee, who routinely suggest changes in the curriculum and evaluation methods. The Curriculum committee, after reviewing the academic committee report of the previous academic year, recommends changes in curriculum delivery. These changes are implemented through the Academic planning committee. Teaching schedules are prepared at the beginning of the academic year, in order to deliver a structured learning experience, by all departments across the years of study along with Lesson plans and lesson formats. Evaluation of student academic performance is done through routine assessments. The UG / PG programs involve integration of basic sciences with clinical subjects. Integrated learning is implemented through interdisciplinary lectures. Value added topics are taken for the Undergraduates.

Curriculum enrichment ensures students keep abreast with latest advances in dentistry, through continuous dental education (CDE) programmes and workshops. An add-on course on professionalism, ethics, infection control, safety protocols and communication skills, has been initiated for UG and PG students before entering clinics. Structured feedback on curriculum is sought and the analyzed data is communicated to curriculum committee to take appropriate corrective / preventive actions, in order to sustain good practices.

Teaching-learning and Evaluation

Student admission is transparent and merit-based, through NEET, in compliance with

Government regulations. Students enroll from varied socioeconomic and cultural backgrounds. Upon admission, slow and advanced learners are identified and special programs are initiated for both. A robust mentorship program ensures individual attention to students with mentee-mentor ratio of 20:1. Parent teachers meeting are also conducted regularly. A strong Student Welfare Association is responsible for sustenance of innate talent. The learning experience of students is enhanced by various student centric methods. Various innovative teaching methods are also followed by different departments. The Institute has various clinical skill models with structured programs to provide the students with first hand simulated clinical experience. Several classroom and beyond classroom activities are conducted using ICT enabled tools. Orientation programmes, continuous performance assessment, mentorship, remedial classes and celebration of national festivals aid in catering to student diversity. Anti-ragging committee, Women cell committee for abating sexual harassment and the grievance committee redressal system are active.

The teaching-learning process is student[1]centric and incorporates innovative teaching-learning methods (web-based learning, seminars, focused group discussions, quiz, case studies, textbook reading), self-directed learning, teaching beyond syllabus (continuing dental education programmes), experiential learning (through dental

camps), UG research, short-term PG research projects and interdepartmental interactions.

ACPMDC has 171 dedicated full-time faculty with 32 PG guides and 4 PhD guides currently. UG student-teacher ratio is 3:1. Faculty retention is good with average teaching experience of 8-10 years. All faculty are trained in basic research methodology by the MUHS and PhD guides are trained in advanced research methodology. The teaching faculty are always supported in their academic and scientific pursuit. Learning outcome is evaluated through 03 internal assessments, posting-end tests, class tests. Reforms in evaluation include mock examination and regular tests for undergraduate students and postgraduate students.

Research, Innovations and Extension

Being one of the premier institutions, a great emphasis is laid on nurturing research environment amongst the faculty/ students members. The institution has 4 teachers recognized as PhD guides and 32 PG guides. The students and faculties are encouraged to apply for research grants. The Institution has Research Committee and Institutional Ethics Committee which oversee the implementation of the research projects with all the project work being subjected to the IEC clearance. The Institution has total of 145 PG degrees have been awarded in the last five years. 209 research papers have been published in various national/international journals and 6 books/ chapters have been written. In the pursuit of the vision and mission of our institute, various extension and outreach activities are run by the college. More than 100 extension and outreach activities every year are being carried out in collaboration with the community and various Government and Non- governmental organisations. A large number of collaborative research activities are being carried out in the Institution and there are 6 functional MOUs with Institutions/ Industries for academic, clinical training, project works and collaborative research programmes.

Faculty are invited as organizing committee members, guest speakers, chairpersons/judges in national and international conferences. They are members of Editorial Board and Review Panel of reputed journals. Many students win awards for scientific events in state, national forums every year. Faculty and students pursue short-term and long-term research projects, which are translated into presentations and publications.

School health programmes comprising oral health education through innovative games, screening and treatment, and Special camps oral precancer/cancer screening, cleft lip/palate are also conducted. In the last 5 years, about 200 camps were conducted through participation of 1,144 UG and PG students screening and treating 28,828 patients. A state-of-the-art mobile dental van with two completely equipped dental chairs has been specially designed. The institution has 3 satellite centres and conducts health awareness programmes regularly

Infrastructure and Learning Resources

We have an exemplary infrastructure that augments the teaching/learning/research process. The Dental College has a built-up area of 35700 m². A Medical Hospital, Staff quarters, hostels for boys and girls, a canteen are housed within the campus. There is one auditorium, with a seating capacity of 500. Additional facilities include museums, sports facilities, garden and ample parking space. The college has clinical and non clinical departments, ICT-enabled classrooms, library and the administrative block. The infrastructure of clinics and laboratories are in accordance with the MUHS and DCI guidelines. All the departments have pre-clinical laboratories, UG and PG clinics with well equipped dental chairs, patient waiting areas, patient education material and state of the art equipment. Some of the advanced equipment include Digital panoramic radiography unit, Cone beam computed tomography (CBCT) unit, Endo Microscopes and Soft tissue laser. The library is spacious and well-equipped with more than 4000 books, journals, CDs, DVDs, newspapers and

periodicals. The library is digitalized with Wi-Fi facilities and we have elibrary at K-Hub, K-Nimbus. We also have library management software. The Library Committee oversees the library requirements. Every department also has its own library. IT infrastructure includes LCD projectors, Wi Fi facility and audio-visual facilities in classrooms. The administration and examination sections are also computerized to handle admission process, student information and examinations.

A budget is earmarked annually for maintenance and upgradation of infrastructure. Qualified engineer and adequate support staff (inclusive of audiovisual technicians, security, housekeeping personnel, gardeners) are available for supervision and maintenance. Management ensures timely maintenance and fulfilling of infrastructure requirements.

Student Support and Progression

The institution provides necessary assistance to students to enable them to acquire meaningful experiences for learning at the campus & to facilitate their holistic development & progression. It also looks into performance & progression of students to higher education & gainful employment & alumni profiles. Students of the institution are benefited by scholarships/free-ships schemes by government. The institution has various capability enhancement & development programme for soft skill, language & communication skill, Yoga & Wellness, Human value, personality & professional development for the benefit of students. It also provides guidance for competitive examinations & career counselling which encourages & empowers students for higher education & self employment making them complete professionals.

Approachable faculty and mentorship provide constant support to the students.

Encouragement for scientific presentations in national and international conferences, recognition of academic and extracurricular achievements by the management, Group health insurance, encouragement for participation in intercollegiate events (both academic and extracurricular), Women Cell Committee, Anti-ragging cell, Student support and welfare committee as well as a Grievance Redressal System ensure additional student support.

The institution has required infrastructure & promotes active participation of students in social, cultural, sports & leisure activities to develop & enhance various skills & competencies. The institution is dedicated to overall development & welfare of students through structured student council which allows active participation of students in various academic & administrative bodies. Our students obtain a good number of University ranks and gold medals every year, and a consistently good pass percentage. 30-40% of students enroll in higher studies every year.

An active alumni association assures continuing bonds between ex-students and Alma-mater which contributes significantly to the development of institution. The Alumni Association is registered under the Registrar of Alumni society of Dhule.

Governance, Leadership and Management

ACPM Dental College envisions to become a centre for quality dental education and

health care of international reputation. All institutional academic and administrative activities are governed by it's

'Vision and Mission' statements. Participatory governance is encouraged as management; Dean and faculty play a proactive role in the governance and management of the institution. The academic, financial and logistic planning is carried out well in time and implemented. Policies are formed for covering academics, examinations, patient care, and research areas. Heads of the Departments oversee the functioning of their respective departments in association with Professors, readers and lecturers. Auxiliary staff of the institution include dental technicians, administration staff, attenders, engineer, audiovisual technician, hostel warden, gardeners, security and housekeeping personnel. A self appraisal system is in place for teaching staff.

Various committees are also set up which monitor the implementation of the strategies and policies. The institute has been continuously working for up-gradation and reinforcement of institutional quality, through enhancement of teaching methodology, faculty development and by fostering a conducive research environment. A clear well thought of budgeting procedure is in place for optimal resource utilization. Annual budget is prepared for all expenses to be incurred for the financial year like infrastructure development & maintenance, development & procurement of learning resources and monthly expenses for salaries of teaching and non-teaching faculties. The institution has a streamlined internal quality assurance mechanism and the Internal Quality Assurance Committee (IQAC) works in tandem with various other committees for quality improvement initiatives and conducts workshops / activities to enhance overall quality of all institutional processes.

The institution is self-financed and additional sources of income include tuition fees

obtained from the academic programmes and treatment. Efforts are taken to increase awareness on the diagnosis and treatment facilities available to increase the number of patients availing these facilities.

Institutional Values and Best Practices

Institutional values and social responsibilities:

Gender equity is emphasized upon in all aspects of the institution. Gender sensitization programmes are conducted for all students and faculty by Women cell committee regularly. Safety is ensured via security, camera surveillance, in-house counsellor and Grievance redressal cell and women cell committee.

Social responsibility approaches include subsidized treatment charges for senior citizens, poor patient fund, free treatment at dental camps and facilities for the physically-disabled in the campus, as well as community outreach programmes and health awareness programmes conducted in campus as well as neighbouring districts and states. Tolerance and harmony towards cultural, regional, linguistic, communal socio-economic diversities among students is achieved via orientation programmes at the beginning of the year, mentorship and celebration of national festivals.

Efforts towards environment sustainability is through energy conservation, waste segregation, water conservation facilities and a landscaped green campus.

Best practices:

ACPMDC has exemplary patient care facilities. Updated technology driven treatment in the hands of empathetic, ethical and trained professionals are the hallmark of patient care at our institution.

Service to the community has been the institute's best practice and have achieved it by establishing many rural and urban health centres and outreach programs to provide affordable treatments. Regular audits and feedback system has ensured that the quality of the institute has always been in accordance with the vision and mission of the institute.

Dental Part

The institute admission process is only through NEET common exam and attracts the high scoring students in the state as a preferential college for the programs. The admission process is carried out according to the specifications and registration is done under MUHS. The institute follows the mandatory protocols for immunisation, sterilisation and disinfection. There is a robust mechanism for waste disposal management.

The students admitted are oriented and inducted to the course through a scheduled program, which helps them to understand the program they have chosen. The institution keeps upgrading the facility and expose the students for learning the development in the field of dentistry. The departments are integrated and interdisciplinary approach towards patients are taught throughout the learning process.

The faculty are recruited through an interview system which allow the institute to select the best. The faculties are oriented towards the institutional vision and the appraisal system motivate them to achieve their personal and institutional goals. The specific competencies are achieved in a phased manner and the course outcome contribute to the success of the institute to achieve the feet. The college provides all the materials needed for the learning process for the departments to demonstrate and teach.

The college has various committees which organise programs for the faculties and emerging trends in material, teaching methodology, information technology and clinical science. The primary objective of the institute is to transform the institute to digital and implementation of the softwares and familiarise them among the faculties in coming years.

The entire UG and PG training is based on the dental attributes and specific competencies mentioned by the DCI and the college. The same has been mentioned on the website. Objective measures to attain such competencies include simulations, problem- based learning, posting end tests, projects, assignments and community health programmes in urban and rural areas. CDE programmes and workshops help keep students and faculty abreast with global advances in dentistry.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	JMF'S ANNASAHEB CHUDAMAN PATIL MEMORIAL DENTAL COLLEGE
Address	JMFs ACPM Dental College Post Box 145, Sakri Road, Dhule 424001 Maharashtra
City	Dhule
State	Maharashtra
Pin	424001
Website	https://acpmdental.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Arun Suresh Dodamani	2562-277924	7020669099	2562-279224	jmfacpmdc@gmail.com
IQAC / CIQA coordinator	Manish Sharma	2562-277224	8081259757	-	oralpathsd2021@gmail.com

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

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

Date of establishment of the college	01-01-2002			
University to which the college is affiliated/ or which governs the college (if it is a constituent college)				
State	University name	Document		
Maharashtra	Maharashtra University of Health Sciences	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC				
12B of UGC				
Details of recognition / approval by statutory / regulatory bodies other than UGC (MCI, DCI, PCI, INC, RCI, AYUSH, AICTE etc.)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
DCI	View Document	05-07-2007	100	permanent recognition with periodic inspection

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	JMFs ACPM Dental College Post Box 145, Sakri Road, Dhule 424001 Maharashtra	Urban	8.74	20391.66

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BDS,Dentistry	60	HSC	English	100	94
PG	MDS,Dentistry	36	BDS	English	5	5
PG	MDS,Dentistry	36	BDS	English	5	5
PG	MDS,Dentistry	36	BDS	English	3	3
PG	MDS,Dentistry	36	BDS	English	5	5
PG	MDS,Dentistry	36	BDS	English	5	5
PG	MDS,Dentistry	36	BDS	English	3	3
PG	MDS,Dentistry	36	BDS	English	3	3
Doctoral (Ph.D)	PhD or DPhil, Dentistry	48	MDS	English	3	1
Doctoral (Ph.D)	PhD or DPhil, Dentistry	48	MDS	English	3	3

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	38				27				84			
Recruited	26	12	0	38	19	8	0	27	52	32	0	84
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
	Lecturer				Tutor / Clinical Instructor				Senior Resident			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	16				6				0			
Recruited	9	7	0	16	0	6	0	6	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				143
Recruited	99	44	0	143
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				25
Recruited	24	1	0	25
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	26	12	0	19	8	0	52	32	0	149
UG	0	0	0	0	0	0	0	0	0	0
Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	9	7	0	0	6	0	0	0	0	22

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	143	0	0	0	143
	Female	346	0	0	0	346
	Others	0	0	0	0	0
PG	Male	24	0	0	0	24
	Female	63	0	0	0	63
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	3	0	0	0	3
	Female	2	0	0	0	2
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	3	2	2	0
	Female	6	7	6	9
	Others	0	0	0	0
ST	Male	0	2	1	0
	Female	3	2	3	4
	Others	0	0	0	0
OBC	Male	5	6	6	8
	Female	12	9	11	9
	Others	0	0	0	0
General	Male	26	9	18	23
	Female	51	69	59	53
	Others	0	0	0	0
Others	Male	9	7	6	0
	Female	14	16	17	17
	Others	0	0	0	0
Total		129	129	129	123

General Facilities	
Campus Type: JMFs ACPM Dental College Post Box 145, Sakri Road, Dhule 424001 Maharashtra	
Facility	Status
• Auditorium/seminar complex with infrastructural facilities	Yes
• Sports facilities	
* Outdoor	Yes
* Indoor	Yes
• Residential facilities for faculty and non-teaching staff	Yes
• Cafeteria	Yes

• Health Centre	
* First aid facility	Yes
* Outpatient facility	Yes
* Inpatient facility	Yes
* Ambulance facility	Yes
* Emergency care facility	Yes
• Health centre staff	
* Qualified Doctor (Full time)	18
* Qualified Doctor (Part time)	0
* Qualified Nurse (Full time)	37
* Qualified Nurse (Part time)	0
• Facilities like banking, post office, book shops, etc.	No
• Transport facilities to cater to the needs of the students and staff	Yes
• Facilities for persons with disabilities	Yes
• Animal house	No
• Power house	Yes
• Fire safety measures	Yes
• Waste management facility, particularly bio-hazardous waste	Yes
• Potable water and water treatment	Yes
• Renewable / Alternative sources of energy	Yes
• Any other facility	NA

Hostel Details		
Hostel Type	No Of Hostels	No Of Inmates
* Boys' hostel	1	92
* Girls's hostel	1	280
* Overseas students hostel	0	0
* Hostel for interns	0	0
* PG Hostel	0	0

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Affiliation with the universities representing different fields on the same campus, makes multidisciplinary research possible. ACPM Dental College focuses on multidisciplinary education by running BDS, MDS, PhD and Certificate Courses in Dental fraternity along with giving exposure to associate colleges of Jawahar Medical Foundation. Each subject is given a thorough and adaptable undergraduate dental curriculum that follows the guidelines set forth by the governing and regulating organizations like Dental Council of India. We are planning to introduce new offline and online certificate courses in research and dental practice so that goal set by NEP 2020 “By 2040, all higher education institutions (HEIs) shall aim to become multidisciplinary institutions and shall aim to have larger student enrolments preferably in the thousands” will be achieved, To encourage an all-encompassing approach in outcome-based learning, integrated teaching is implemented across the core dentistry courses. When instructing students as they gather case studies and carry out clinical procedures, it is suggested to combine value-based subjects including bioethics, ethics, and humanitarian concepts. Projects based on AYUSH/ICMR have made it possible to conduct multidisciplinary study. Collaborations between industries and academia support innovation, creativity, and entrepreneurship.
2. Academic bank of credits (ABC):	In the field of dentistry, the Academic Bank of Credit is yet to be applicable but for the benefit of students and their education perspective, there are certain programs are awarded by their length of duration like certificate courses for one year, Diploma courses for 2 years, Degree courses for 4 years and further specialization and PhD courses.
3. Skill development:	Dental Students, Undergraduates or Postgraduates have the chance to develop the skills necessary to become experienced practitioners through the Comprehensive/Integrated clinic and “Educate, Evaluate & Execute” EEE Program. Targeted skill-based evaluation is facilitated by workplace assessment techniques like OSCE/OSPE, Oral Structured Viva Voce, Mini-Clinical Evaluation Exercise, and Direct Observation of Procedural

	Skills. Through language workshops, value-based soft skills training, and pedagogy exercises, communication skills can be developed. Case-based and problem-based learning help students develop their higher-level, critical thinking skills.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Oral and Social Health Programs in regional languages are used to spread awareness among the rural and tribal populations so that the message can reach the bottom. To accommodate the linguistic diversity of the registered students, the library has a collection of rare books in local Indian languages. Since English is the country's primary language of instruction for dentistry education, there is a limited potential for teaching in regional languages. Patient interaction and verbal communication with relatives is usually follow local linguistic vocals
5. Focus on Outcome based education (OBE):	Program outcomes are determined based on the characteristics of graduates passed out from institution. To help students successfully complete competencies, build abilities, and gain information unique to each subject that is matched to the programme outcomes, a well-formulated set of course outcomes is created.
6. Distance education/online education:	A new world of opportunities for independent and distant learning has emerged thanks to the blended and online learning system that was built during the COVID-19 epidemic. The Institution has the chance for distance learning (ODL) by Google Meet and ZOOM platform to reach the unreachable with education. Both Faculty and Students are well worked with the use of online system to attend or participate in online education classes, webinars and workshops. Mooc, NPTEL Swayam and Coursera are other platforms, where e-contents are available for students and faculty members.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The primary objective of the club is to sensitize the student community about democratic rights which includes casting votes in elections. ACPM Dental College Established Electoral Literacy Club to conduct mock polling activity to give the experience
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	based learning of the democratic setup. We also planned to conduct cartoon drawing, debates, mock parliaments, elocution, essay writing and other programmes to create an awareness regarding the electoral procedures.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The BOM has approved and instituted an Electoral Literacy Committee & Club to sensitize the student community about democratic rights Dr Veerendra Kerudi Professor Chief Coordinator Dr Prashant V K Professor Sub- Coordinator Kushal Patil 1st BDS Coordinator Suyog Deore 2nd BDS Coordinator Saurabh Jain 3rd BDS Coordinator Sagar Shivilani 4th BDS Coordinator Sunny Rohila Intern Coordinator Dr Snehal Patil Post Graduate Coordinator
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	<ul style="list-style-type: none"> • Inauguration National Voter's Day 25th January • Republic Day Celebrations 26th Jan • Independence Day Celebration 15th August • Voting Awareness Rally • Voting Awareness Campaign and Home Visits • Mock Parliament • Mock Polling • Voter Id Registration Camp
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	ACPM Dental College Electoral Literacy Club Planning to conduct literacy events and awareness programs
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	Out of 581 student in campus 63.2% students are enrolled for voting in their constituency.

Extended Profile

1 Students

1.1

Number of students year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
514	512	622	601	581
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

1.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
130	134	122	136	105
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

1.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
123	129	0133	129	129
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

2 Teachers

2.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
170	165	150	160	156

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
171	165	150	160	156

File Description	Document
Institutional data in prescribed format(Data templ	View Document

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
229	159	248	318	231

File Description	Document
Institutional data in prescribed format(Data templ	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The Institute ensures effective curriculum planning, delivery and evaluation. The institute carries implementation of changes, reviews and development of curricula to address the ever changing needs of the society. To achieve the college goals for curriculum revision the institute always strives to develop *evaluation, design, implementation and evaluation of a competency based curriculum*;

The annual academic calendar is made for both undergraduate and postgraduate students every year before the commencement of the academic session. Orientation program on etiquette, ethics and deportation is conducted after admission for both undergraduate and postgraduate students. Theory lecture schedule, clinical discussion topics schedule are designed for undergraduates by individual departments.

The curriculum extensively covers information on primary health care and national health programs. The institute always encourages the Health education of rural population, collection of baseline health information. Students as a part of National Social Services by MUHS University, Nashik are involved in. Women's health is gaining importance in the areas such as nutrition, reproductive health, health consequences of violence, ageing lifestyles-related conditions and the occupational environment. Ethics and human values form an important dimension of the profession. The Students of our institute had taken various field visits during the preceding academic year. Students and staff members are dedicated to serve rural population by taking postings in Rural Primary Health Care. Every year the institute take students to industry visits such as milk pasteurization plant, oil mill, water filtration plant, incinerator plant to encourage personality development and life skills.

The postgraduate curriculum is also planned speciality wise which includes seminars, Journal club discussion, and clinical case presentations. Interdisciplinary clinical discussions are held and conduct training across various programmes offered by the college. The institute encourages students to take part in subject related certificate courses diploma, Add-on courses and value added courses. The institution implements the basic life support (BLS) training for all students, faculty and hospital support staff.

Few of our faculty members represent in Board of studies / Academic council, member of board of research of the affiliated University. The Internal Assessment committee of the institute formulates the internal assessment timetable and monitors the evaluation of theory and practical/clinical examinations for both undergraduate and postgraduate students. During the IQAC meetings, the progress of the curriculum delivery is monitored and if warranted additional lecture and practical / clinical hours are granted.

Feedback on the syllabus progression is obtained from students and required measures are implemented for timely completion. The curriculum has been developed keeping in mind three essential aspects of professional learning, academics, clinical skills and research. We employ an evidence based approach in our clinical teaching curriculum to revitalize the science underlying clinical decision making.

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

Other Upload Files	
1	View Document

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

Response: 0.37

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	1	0	0

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

1.2 Academic Flexibility

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

Response: 22.86

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

Response: 8

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

Response: 35

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

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

Response: 2.37

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

2021-22	2020-21	2019-20	2018-19	2017-18
13	12	13	16	13

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

1.3 Curriculum Enrichment

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

Response:**Introduction**

ACPM DC regards various cross cutting issues as key areas in which our students require initiation to enabling them to transform into not only quality professionals but also as socially responsible and morally ethical human beings in the society. In order to achieve this, the college conducts numerous events specific to issues pertaining but not limited to the above.

The institute always strives to enrich the curriculum without overloading it through the introduction of additional curricular activities which include, Professional Ethics, Human values, Gender equity, environment and sustainability, health determinants, right to health, which all will facilitate the development of interdisciplinary thinking and collaborative learning of the students.

1- Gender Sensitivity:

The institution attempts to address the Gender sensitization by involving gender related content, gender issues, laws and rights for women in the curriculum in the form of workshops. Regular talks and workshops are conducted to increase awareness about gender equality, women empowerment and laws for women safety. Women's day is celebrated to mark the respect towards women. Various platforms like field work, community outreach, seminars, conferences, guest lectures, essay competitions etc are provided to encourage the intermingling of students and to enhance the Gender sensitivity, respect and tolerance among them.

2- Human Values and Professional Ethics:

The integration of human values and professional ethics holds a great importance in the policy of the institution. This is accomplished via a multitude of programs addressing social causes which includes camps, donation campaign, creating awareness among the lesser privileged, etc. The participation of students in various community outreach activities like working in old age homes, spastic societies, orphanages etc aims at inculcating values, ethics and socially responsible qualities among students.

3- Environment and Sustainability:-

Constant efforts are made by the institution to promote greater awareness about the environmental issues and their possible solutions. Various activities such as guest lectures, industrial visits etc. are organized to sensitize the students about these problems. Environment related days are celebrated to enhance the inclination towards environmental protection and importance of preservation and protection of environment. Activities are organized under Swacch Bharat Abhiyan and Plantation drive both in the institute campus and the adjoining rural areas.

The course curriculum includes topics dedicated to biowaste and radiological waste and their proper management and disposal to reduce the environmental hazard posed by them. Courses are also taught regarding the safe use of drugs, their dosage and administration.

4- Health Determinant:-

The curriculum of Public Health and Pediatric & Preventive Dentistry encompasses that increase the understanding of health equity, special and vulnerable populations, health promotion behavioral change, and community and environmental factors that affect both individual and public health.

5- Right to health issue:-

Public Health Dentistry course addresses the issues of right to health and mass quarantine policies. They are addressed in the curriculum and implemented during clinical postings and internships. White coat ceremony is held apart from the taught topics.

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

Other Upload Files

1	View Document
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1.3.2 Number of value-added courses offered during the last five years that impart transferable and life skills.

Response: 3

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

Response: 3

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

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

Response: 12.21

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

2021-22	2020-21	2019-20	2018-19	2017-18
70	70	70	65	68

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

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

Response: 61.67

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

Response: 317

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

1.4 Feedback System

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

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

Response: C. Any 3 of the above

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

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

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

File Description	Document
Stakeholder feedback report	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document

Other Upload Files

1	View Document
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Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Due consideration is given to equity and inclusiveness by providing reservation of seats to all categories during the admission process. Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
47	47	47	47	47

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

2021-22	2020-21	2019-20	2018-19	2017-18
47	47	47	47	47

File Description	Document
Institutional data in prescribed format	View Document
Copy of letter issued by state govt. or and Central Government (which-ever applicable) Indicating the reserved categories to be considered as per the GO rule (translated in English)	View Document
Annual Report/ BOM report/ Admission report duly certified by the Head of the Institution	View Document
Link for Any other relevant informatio	View Document

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

Response: 99.07

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

2021-22	2020-21	2019-20	2018-19	2017-18
123	129	133	129	129

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

2021-22	2020-21	2019-20	2018-19	2017-18
129	129	133	129	129

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

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

Response: 0.16

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	1

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

2.2 Catering to Student Diversity

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

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

Response: A. All of the above

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

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

Response: 3.02

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

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

Response:

Extracurricular activities provide a positive impact on student's emotional, intellectual, social, and

interpersonal development. With an aim to foster overall development of a student, the institute appoints Student council every year comprising of General body and Executive body. Student's welfare committee (SWC) works along with Student council forming various clubs like cultural club, sports club, religious club, music and creativity club. Co-curricular and extracurricular activities are organized regularly under SWC to gain invaluable leadership as well as life skills. SWC has experienced faculty as incharges and student representatives from each year as members. Teacher in-charges monitor the activities. Our college facilitates innate talent of individual students by encouraging the students to actively participate in NSS, NCC and many IDA (Indian Dental Association) activities. They are encouraged to volunteer with NGOs (Non-Governmental organizations). Students have been actively participating in skits, short movies, etc and show great enthusiasm in various competitions held annually to promote beyond the classroom activities. Students are encouraged to take part in these initiatives. The activities also include sports, literary and cultural activities. We have cultural and sports day every year where our students (undergraduates and postgraduates) are encouraged to take part in sports and cultural programs actively. Various festivals like Janmashtami, Durga Pooja, Ganesh Chaturti along with national festivals like Republic and Independence Day are celebrated each year. Students (undergraduates and postgraduates) are encouraged to take up academic research projects and to do scientific paper presentations at the State, National, and International levels. They are appropriately guided by the faculty to write research articles to translate their research into useful publications, for wider readership. College also provides environment for the various recreational activities such as gym, badminton court inside hostel, Cricket, football, Volley ball, Throw ball, and indoor games like carom, chess etc.

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

2.3 Teaching- Learning Process

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

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

Response:

Experiential learning is an innovative method of learning and gaining knowledge through experience.

Students live experiences through simulation, clinical practice, peer tutoring, and review of cases in the literature. Discussion, Projects, and Journal clubs are given importance. Initially, using brainstorming, students express their opinions towards the topic. Then, students are allocated to working groups to develop projects in form of posters and models. The outcome of these projects is presented in the classroom to their peers. Finally, a discussion is stimulated by the teacher to encourage students to express their understanding of the topic.

Integrated/interdisciplinary learning:

Common topics between departments are unified to prevent frequent repetition. The time table for integrated teaching is reflected in the academic calendar. For undergraduates certain topics which have relevance in two or three department are combined into a single marathon lecture so all aspects of the topic are covered from the perspective of the concerned subjects.

For post graduates Two to three departments are clubbed together for certain seminar topics and case discussions so that the students gain from the experience and knowledge of other department faculties.

Participatory learning: Apart from didactic lectures, during the clinical posting a time slot is dedicated for students where topics are allocated priority and discussions are held wherein each student contributes to the discussion and the faculty plays the role of the moderator. The topics are selected from the prescribed syllabus or the clinical cases that present to the department. The students have to diagnose and formulate the treatment plan. The appointed faculty collects the opinion of the student members and finalizes the treatment plan.

The students are also given seminar topics and are guided to prepare using ICT enabled tools and teach their peers. This activity helps them to collect the educational material and involves them in learning while teaching.

Problem solving methodologies: Dentistry is not only a skill based but knowledge and treatment based discipline. Hence the students on a day today basis come across clinical cases where a new problem is presented on a day to day basis, with the teaching faculty acting as the facilitators guide the students in diagnosis and formulation of treatment plans and execution of the treatment plans.

Other than that during their preclinical training the teachers use past clinical case scenarios and patient models to help students diagnose, formulate treatment and execute them on simulation models to get a first hand experience.

Patient-centric and Evidence-based learning Students of the institution are taught in clinical subjects based on patient-centric methods. Evidence based dentistry is taught and practiced in departments for knowledge enhancement.

Learning in Humanities The goal of the institution is not only to encourage academic excellence among students but also imparting moral and ethical values to make them responsible and socially sensitive citizens. All the undergraduate and postgraduate students imbibe values of life that are essential for holistic development through advice from faculty, guest lecturers and experiential learning.

Project-based learning: Problem based projects are given for acquisition of lifelong learning skills. Clinical innovations to nurture their creativity and thinking skills are encouraged.

Role Play Three-dimensional models are shown before explaining about procedures and practical works. Simulations/mannequins are used in the preclinical work.

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

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

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

Response: B. Any three of the above

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

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

Response:

Teachers are using ICT-enabled tools for effective T/L. Use of Online E-resources makes T/L enriched and interesting for learners. Teachers are well versed in applying appropriate information technology in their teaching. All are getting trained through the health profession educational units and Medical Education Units in place at both campuses in making own slides for power point presentation in all courses. Faculty members are technology savvy in IT at their personal level. Class rooms and seminar halls are ICT-enabled. The entire campus is Wi-Fi and broad band internet enabled. During presentations, teachers utilize appropriate links to show live videos of demonstration and procedures. All use CDs and DVDs for teaching which are available at respective departments as well as central library.

Provision for video conferencing through Skype is also available. The Institution has a webinar system which is a boon in teaching-learning process. Students and faculty benefit from short-term programs of various reputed institutes in country and abroad. They see various online cloud based MOOC programs at their leisure. The MRCP Edinburgh and Massive Open Online Course (MOOC) such as - like coursera.org, SWAYAM, OMNICURIS, Docmode, INC, UGC resources are popular among students and faculty. Students and faculty members utilize e-reference books and journals available in the central library. The institute subscribes to on-line databases in order to facilitate students and teachers to access these e-resources. Students use tablets, android phones for latest scientific information and research out-come for enhancing their knowledge base and in research domain. Statistical packages like SPSS are available in e-library for teachers, students and research scholars for data analysis. All PG students undergo short training in biostatistics during their induction program soon after admission.

All the faculties of the institution use ICT-enabled tools for effective teaching and learning process. These include online study materials and e-resources. Delivery of knowledge is through chalk and blackboard, power point presentations and simulation based models. Wi-Fi facility is provided for free to all teachers as well as students. All lecture halls are enabled with computer, internet and audio-visual aids for effective learning of students. All clinical departments have individual seminar hall with projector facility which

enables micro-teaching. All teaching faculty of the college are well trained in use of ICT-enabled tools. Clinical procedures are taught to students with the help of various e-learning sources and through animated as well as clinical videos. Special surgical procedures which are done in the clinical departments are streamed live to the lecture halls for learning recent advances in the particular topic. Regular monitoring and feedbacks of all such activities are taken and amendments are made for future programs.

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

2.3.4 Student :Mentor Ratio (preceding academic year)

Response: 20.56

2.3.4.1 Total number of mentors in the preceding academic year

Response: 25

File Description	Document
Institutional data in prescribed format	View Document
Copy of circular pertaining the details of mentor and their allotted mentees	View Document
Link for any other information	View Document

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

Response:

The innovative teaching approaches are encouraged by the head of the institution and head of the departments. The innovative posters and three-dimensional models are made by the students under the guidance of faculty and used for teaching students and public. For better focussing and understanding, the lecture classes are timed up to 45 minutes and micro-teaching are more promoted in the respective department, thus the students are able to understand and learn the subject easily and effectively. The preclinical students are unaware of the reasons for learning basic subjects and feel it tedium. To ease this situation, they are permitted to visit clinical departments in small batches and acquaint themselves with

clinical procedures, the basics of which they are learning in the preclinical years. Students are taught beyond the syllabus. They present clinical innovations in scientific conferences. The students are encouraged by the faculty to participate in debates on controversial topics. The Institutional Review Board and Institutional Ethics Committee scrutinize all projects conducted in the institution. All students present their scientific presentations to be presented in conferences before the Institutional Review Board; this process ensures the high standard and quality of the same. Students are guided to take up short projects in the central research laboratory which is well monitored by the department faculty as well as by the research centre. Students are guided to use ICT facility to present seminars and do journal discussions in the departments. Students are encouraged to participate and present in state, national and international conferences to present scientific paper and posters under the guidance of faculty members. Students under the guidance of faculty publish scientific papers in national and international scientific journals. Students are trained in various public health related aspects like tobacco cessation, patient counselling and other motivation skills through the various speciality cells functioning in the institution. Students are encouraged and guided to design and delivery public awareness and education posters and models related various topics on the occasions of No-Tobacco Day, World AIDS Day, Oral Hygiene Day, Dentist Day, and so on.

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

2.4 Teacher Profile and Quality

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

Response: 99.88

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

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

Response: 1.25

2.4.2.1 Number of fulltime teachers with Ph.D/D.Sc./D.Lit./DM/M Ch/DNB in super specialities / other

PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils. Last five years data to be entered.

2021-22	2020-21	2019-20	2018-19	2017-18
2	2	2	2	2

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

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

Response: 6.79

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

Response: 1154

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

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

Response: 1.29

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

2021-22	2020-21	2019-20	2018-19	2017-18
11	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document
Certificate of completion of training for development of and delivery of e-contents / e-courses / video lectures / demonstrations	View Document
Link for additional information	View Document

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	00

File Description	Document
Institutional data in prescribed format	View Document
e-Copies of award letters (scanned or soft copy) for achievements	View Document
Link to additional information	View Document

2.5 Evaluation Process and Reforms

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

Response:

Since its inception, the college is providing annual calendar of events covering commencement of academic session, meetings of statutory bodies and their schedule, dates of curricular and co curricular activities, examination schedules, preparatory leave, vacations, college activities, etc. This calendar of events is made available to all stakeholders before commencement of calendar year. The academic calendar is the living document of the college that has evolved continuously. It gives academic directions

and provides set of strategies for accomplishing the academic mission of the college. As the calendar is given in the beginning of the academic year, students have ample time to plan and do their assignments, projects and prepare for exams. The timetable is so spaced that all students can participate in co-curricular and extra-curricular activities like sports, cultural and academic competitions. This ensures a proper balance between academics and other activities. The performances of all students admitted to the course are evaluated internally on a continuous basis. The distribution of marks and weightage of all assessments are decided by the concerned departments and are announced to students in advance, so they can prepare for the same. Evaluations can be in the form of Written Test, Clinical Examination, Practical Examination and Viva-voce. Mechanism to deal with examination related grievances are transparent, efficient and time-bound. Question papers are prepared by the concerned respective faculties with due consideration to the uniform representation from all topics of the syllabus. Internal assessment and final university examinations are conducted in separate examination hall. There is no room for malpractice as there are four or five faculty members who are assigned with exam duty at a time in the exam hall and at the same time, students are monitored by the exam superintendant through Closed Circuit Cameras (CCTV). Mobile Jammers are installed in the examination hall that ensures the blockade of electronic devices. All internal examinations are conducted and evaluated in an un-biased manner (Centralized Evaluation) by the concerned department faculties. The institution ensures that seminars, workshops, clinical society meeting, academic meetings, conferences, special lecturers, remedial classes and coaching classes are fit in the calendar of events and it does not hinder with the regular classes. Students find ample time to do projects, attend seminars, workshops, present scientific papers and posters in national and international conferences apart from their regular academic calendar events. The institution ensures no burden falls on students to complete their academic works.

The Principal of the college in consultation with the members of the College Academic Council prepares the framework of the academic year to be incorporated into the Academic Calendar of the institution. The syllabus of undergraduate and postgraduate programs are followed as per the Maharashtra University of health sciences guidelines. The schedule of teaching the syllabus is prepared at the beginning of the year for effective and smooth implementation of the curriculum.

Academic Calendar

The academic calendar acts as a diary of the institution for our students. It is essentially a comprehensive compilation of all the necessary information. The academic calendar also incorporates the complete Teaching-Learning and Evaluation schedules and list of meetings/events planned for an academic year. The finalized academic calendar will be made available in the institution's website at the beginning of the academic year for the students and faculties to access it.

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

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

Response:

The internal assessment for each year consists of three internal examinations conducted similar to the university examinations. The dates of these examinations are incorporated in the academic calendar distributed to the students at the beginning of each academic year which provides our students adequate time to plan and prepare.

Processes Involved in Grievance Redressal

After the conduct of internal examinations, the valued answer scripts are returned to the students

within one week. The students are then given one week's time to represent their grievances in valuation to the subject in-charge. The subject in-charge subsequently reverts back to the respective student with the responses to the raised grievance and the same is recorded in a register. In the event of any change in the marks, the revised score is updated in the relevant records and the same is intimated to the faculty year in-charge. During the period from 2014 to 2019, all the representations from students relating to evaluations in internal assessment were assessed and it was found that all the grievances were addressed by the HODs to the satisfaction of the aggrieved students.

University Examination Grievance Redressal

The university examinations are scheduled and conducted by the university and this happens twice in an academic year. The university examinations for the BDS program are conducted in August and February of every academic year. The rules, regulations regarding the conduct, valuation and grievances redressal systems are outlined in the university website and the institution ensures that all our students are aware of the same. Students with grievances regarding their marks can apply to the university for photo copy of their answer scripts. Retotalling or Revaluation of answer sheets is not permitted by the university since the valuation system is so designed that it eliminates the application for retotalling or revaluation from the students.

But the students can receive the photocopy of their answer scripts on payment of the prescribed

fees. Students can also discuss with their mentors regarding their answers and get guidance to improve their performance in the subsequent examination.

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

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

Response:

The BDS and MDS exams are held annually in the months of August and February by the Maharashtra University of Health Sciences. In SRDCH, all exam systems, processes, and procedures are ICT enabled, secure, and transparent. Students fill out online university exam applications and submit them along with exam costs using RTGS or another online payment method. Internal evaluations and attendance rates for all subjects are entered through legitimate logins to the university website after application processes have been verified. The qualified candidates receive their university entrance tickets via an internet follow-up. The test question paper is obtained from the university website 15 minutes before to the exam on the day of the university. The exam room is continuously monitored by CCTV, and the exams are also being videotaped. All answer sheets are centrally valued by impartial examiners on the university campus. The university website publishes the results. With their register number and password, students can access the university app to view their results and grades.

Three continuous internal evaluations are conducted by the ACPM dental college each academic year, one at the conclusion of each term. The academic calendar schedule is closely followed for the dates of the sessional exams, which are administered using the university model. Academic cell/Principal office receives question papers that have been created by department faculty, approved by the HOD. The exam room is continuously monitored by CCTV, and the exams are also being videotaped. The question paper is given to the students by designated invigilators for invigilation and supervision on the day of the exams. The response papers are gathered and delivered to particular departments. The answer sheets are examined and scored, and the results are announced to the class or posted on the notice board. Practical exams and vivas are administered in accordance with the rules, and the results are reviewed, placed on the notice board, and discussed with the students. The OSCE/OSPE are also done in the departments to evaluate the students' competence and competency in addition to the practical/clinical examinations, which are competency-based assessments based on the workplace.

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

Other Upload Files	
1	View Document

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

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

Response: C. Any 2 of the above

File Description	Document
Policy document of the options claimed by the institution duly signed by the Head of the Institution	View Document
Policy document of midcourse improvement of performance of students	View Document
List of opportunities provided for the students for midcourse improvement of performance in the examinations	View Document
Institutional data in prescribed format	View Document

2.6 Student Performance and Learning Outcomes

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

Response:

As learning objectives and graduation qualities for both the BDS and MDS programmes, ACPM Dental College has established the Goals, Objectives, and Competencies as outlined by DCI and MUHS Nashik and has put the same on the website. In order to guarantee that the desired characteristics for a dental graduate are attained, it diligently adheres to the same in its teaching-learning process. The educational strategy employed at ACPMD DC is created to offer instruction that will improve one's knowledge, abilities, and attitudes, resulting in integrated and comprehensive development on both a personal and professional level. The Academic cell makes sure that timetables are created year-by-year to satisfy DCI and University standards for each course in order to execute the same. To provide an organised learning experience across all departments and academic years, teaching schedules and lesson plans are created in accordance with the curriculum and syllabus suggested by regulatory organisations and sent to all students at the start of the academic year. ACPM DC uses assessment techniques to gauge how well learning objectives have been met. There are two distinct assessment techniques used.

CONTINUOUS INTERNAL ASSESSMENT Continuous Internal Assessment is an objective method and it is conducted regularly which is considered as a form of learning. Various parameters are set which assess the core competencies of a dental graduate.

UNIVERSITY EXAMINATION University Examination is a subjective method that is conducted at the end of each year for theory, practical, and viva

The graduates of the undergraduate training programme must be competent in the above competencies, and this is determined by passing a written exam and a practical exam that evaluates their clinical knowledge and expertise. All stakeholders are routinely asked for their opinions, which are then assessed by the feedback committee. Academic cell and IQAC evaluate feedback reports, start the necessary corrective and preventive actions, and make sure that the dental graduate in ACPM DC possesses the qualities.

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

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

Response: 89.24

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

2021-22	2020-21	2019-20	2018-19	2017-18
129	126	120	121	92

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

2021-22	2020-21	2019-20	2018-19	2017-18
138	137	133	133	105

File Description	Document
Trend analysis for the last five years in graphical form	View Document
List of Programmes and the number of students passed and appeared in the final year examination each year for the last five years	View Document
Institutional data in prescribed format	View Document
Links for additional information	View Document
Link for the annual report of examination results as placed before BoM/ Syndicate/ Governing Council for the last five years	View Document

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

Response:

The learning outcomes are made up of General Skills, Practice Management, and Knowledge about infection and Cross infection in Dentistry. The course outcomes are course specific and grouped under Knowledge and Understanding, Skills and Attitude.

The implementation of the curriculum for BDS and MDS programs are carried out through proper planning by following the academic calendar in terms of time tables, conduct of internal examinations and practical classes. The learning process is made of two components viz. theory and practicals involving patients. The outcome of learning process is derived from the performance in university examinations. The fact that our students scoring high marks in the continuous assessment and university examinations exemplifies that they have acquired the knowledge and skills required for their professional career. Thus the learning process is aligned to generic learning outcome of the program. For the BDS program students, the basics of Human Anatomy, Physiology, Biochemistry, Pharmacology and Microbiology, Anatomical Structure and Development of oral tissues, Preclinical Training on Tooth Models for Restorations, Tooth Carvings and Replacement of Teeth are provided prior to handling of the patients clinically. This facilitates the students to successfully ensure the outcomes of the learning process viz. skills, knowledge and attitude relating to the outcomes of the program.

For students of MDS program based on their speciality, the departments implements the curriculum to fulfill the objectives of the speciality related academic activities like Main Dissertation, Library Dissertation, Seminars, Journal clubs, case presentations as well as presentations in various national conferences and the clinical procedures related to their speciality. These activities generate the necessary program outcomes. In the final year of study, the clinical curriculum is started in the form of clinical postings. In addition to Dental Departments, the students also attend General Medicine and General Surgery lectures and clinical postings to know the correlation and interactions of various systemic diseases with oral manifestations. Each student is given a set of clinical cases to be performed in each year and individual clinical evaluation is carried out at the end of the postings. The students are also made to understand the concept of community oral health education and be ready to participate in the rural health

care delivery programs. This fulfils the requirement of our students to demonstrate their knowledge of the theory, practical and ability for Communication and Community Resources, Patient Care Diagnosis, Patient Care Treatment Planning, Competencies specific to the subject Apart from the regular academic curriculum, the students are also encouraged to attend various value added courses offered by the college that impart basic life skills and other executive development programs for enhancing communicative skills involving patients. This enables our students to acquire the ability to work independently and as an effective team member. The element of research is achieved through our students involving in short research projects during their course of study. Also the research component of the study enables the students to update them with the contemporary trends in research settings and paves way for innovation.

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

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

Response:

Institute follows the practice of having good communication with parents of the students. The Parent-Teacher meeting is held periodically once in a year for each academic year. The Principal/Dean decides the convenient date of PTM (Parents-Teachers Meet). Notice is circulated to all respective departments and students. The main agenda for PTM is to discuss about attendance and result of internal assessment with each parent and student individually with each subject teacher. The parents are communicated about the date of meeting personally by teachers.

On the date of meeting, the parents are welcome by Head of Institution. The purpose and instructions about the meeting are conveyed to them. Respective heads of departments introduces their departmental staff to the parents, informs about working of the department and expectation from students about attendance and performance. Parents of students with less attendance are communicated with the consequences and guided for improving the same. One to one communication is done by faculty of subject with respective parent regarding academic performance in internal assessment and attendance of their wards. Issues like biometric attendance, compulsory uniform, anti-ragging committee are also discussed.

Parent-Teacher Meeting

During the meeting the faculty in-charge places the attendance and internal assessment marks of the students before the parents for discussion and the remedial action to be taken. After each meeting, the faculty in-charge of each year would send the comprehensive report of the meeting to the PTA Committee and in the review meeting, the Committee would discuss the action to be taken to improve the students' performance that lag behind. The faculty in-charge collects the affected student's grievances and send the same to the PTA Committee and after due discussions with the Principal, necessary action is taken by the

departments concerned.

The feedback from the parents is collected at the meeting and the points are discussed at the subsequent faculty PTA report discussion. The grievances raised by the parents are discussed and the recommendations are taken up by the committee and redressal is done wherever applicable.

Outcome: The above innovative practice was positively reflected in the university results and it became evident that students who were under-performing during the academic year scored high marks in the university examinations and progress to the next academic year with confidence.

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.24

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 12.36

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

2021-22	2020-21	2019-20	2018-19	2017-18
20	22	20	11	26

File Description	Document
List of full time teacher during the last five years	View Document
Institutional data in prescribed format	View Document
Copies of Guideship letters or authorization of research guide provide by the university	View Document
Link for Additional Information	View Document

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

Response: 5.39

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

2021-22	2020-21	2019-20	2018-19	2017-18
14	1	12	9	7

File Description	Document
Institutional data in prescribed format	View Document
Fellowship award letter / grant letter from the funding agency	View Document
Link for Additional Information	View Document

3.1.3 Total number of research projects/clinical trials funded by government, industries and non-governmental agencies during the last five years**Response: 3**

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	3	0	0	0

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

3.2 Innovation Ecosystem**3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge****Response:**

The institute has a nodal centre called as thinkwhynot.com which promotes interorganizational efforts for the promotion of innovative ideas amongst the undergraduates, postgraduates and faculty members which sensitizes every participant in their intellect capacity.

Alongwith these the institute has a tie up with SWARGIYA DADASAHEB KALMEGH DENTAL COLLEGE NAGPUR for the interinstitutional tie up promoted by the MAHARASHTRA UNIVERSITY OF HEALTH SCIENCES(MUHS) NASHIK under the I4C programme.

The institute conducts sensitization programmes from the other faculty areas like engineering and other streams which can promote newer ideas and help the participants to work in conjunction with each other and which will promote innovation, attitude in the students and staff.

The institute holds the office for the incubation centre comprising of a coordinator from staff personnel and the committee which will be processing the ideas for further action to the concern person involved in the project.

This office will be computing the estimation cost of the projects involved for the innovation and will facilitate the financial organization along with the cooperation needed for the projects.

The I4C programme of MUHS Maharashtra promotes the interinstitutional innovation programmes along with venture capitalist under the banner of university recognition of MUHS.

OBJECTIVES:

- 1] To promote logical thinking.
- 2] To motivate for industrial side of dentistry.
- 3] To acquire knowledge of productivity.
- 4] To promote skill set.
- 5] Conduction and promotion of innovation sensitizing programme.

INCUBATION CENTRE:

Museum will be highlighting and displaying the innovation ideas done by students.

EG: bicycle and instruments in absence of electric power.

File Description	Document
Link for details of the facilities and innovations made	View Document

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

Response: 7

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	2	2	1	0

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

3.3 Research Publications and Awards

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

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

Response: B. Any 3 of the above

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

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

Response: 4.68

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

Response: 145

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

Response: 31

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

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

Response: 0.61

File Description	Document
Institutional data in prescribed format	View Document
Link for Additional Information	View Document

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

Response: 0

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

3.4 Extension Activities

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

Response: 35

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	5	6	7	7

File Description	Document
Photographs or any supporting document in relevance	View Document
List of students in NSS/NCC/Red Cross/YRC involved in the extension and outreach activities year-wise during the last five years	View Document
Institutional data in prescribed format	View Document
Link for Additional Information	View Document

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

Response: 28.12

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

2021-22	2020-21	2019-20	2018-19	2017-18
176	162	166	152	132

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

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

Response:

ACPM dental college continuously efforts to prevail oral health services to the community. The outreach activities/ extension activities and collaborative events are regularly organized by the public health department. Community services are our first and foremost priority, the faculty and students are involved in these activities without any discrepancies. Public health department is one of the most hard working unit of ACPM dental college in servicing oral health preventive measures in community. Pediatric Oral health is also provided by Pedodontic department. ACPM Faculty is granted awards and recognition for their tireless efforts.

1- Public Health department was recognized by rotary club dhule for providing oral health in toranmal district

2- Public Health Dentistry department holds Guinness World Record in association with IAPHD for tooth brushing

3- Public Health Department also recognized by Lions Club association

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

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

Response:

The ACPM Dental College is having liaison with the community for the various programs among students and faculty members by promoting their participation in extension and outreach activities.

National Service scheme- The impact of extension activities is visible in both the development of students and the community not only in health sector but for the care of environment. The active participation in Swachh Bharat Abhiyan and Tree plantation drive in satellite clinic and dental college campus.

Free subsidized oral health care provided to all rural population of Dule. The government aided schemes (Vayoshree Yojana) and ECHS is now linked with ACPM healthcare. ACPM has conducted more than 300 camps till now in last 5 years and many more educational programmes in community awareness.

ACPM dental college has installed a community centre in local jail for the benefit of prisoners.

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

3.5 Collaboration

3.5.1 Average number of Collaborative activities for research, faculty exchange, student exchange/

Industry-internship etc. per year for the last five years**Response:** 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
00	0	00	0	00

File Description**Document**

Institutional data in prescribed format

[View Document](#)

Link for Additional Information

[View Document](#)**3.5.2 Total number of Functional MoUs/linkages with Institutions/ Industries in India and abroad for academic, clinical training / internship, on-the job training, project work, student / faculty exchange, collaborative research programmes etc. for last five years****Response:** 6

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

Response: 6

File Description**Document**

Institutional data in prescribed format

[View Document](#)

E-copies of the MoU's with institution/ industry/ corporate house, Indicating the start date and completion date

[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The ACPM Dental College is located on 35700 sq mt of land. In the campus the constituent units are dental college, girl's hostel, boy's hostel and staff quarters along with recreational hall & canteen. All the units have state of the art infrastructure facilitates and maintained by statutory councils.

The learning facilities and resources in the campus are lecture halls, seminar rooms, demonstration room, preclinical laboratory and central library. Dental college has two separate blocks and each floor is provided to the individual department. Each floor has separate learning resource for students and equipped with Wi-Fi, projector and sound system. There are 4 classrooms each nominated to particular year of BDS. All 9 departments have their seminar hall. All the seminar rooms also have projector based learning method. Each department have their, demonstration room, skill lab and preclinical area. The central library is outfitted with digital library and onlive-offline provision of books and journals. All the books are barcoded. The learning resource for community visit is done by Mobile dental van. Mobile dental van is set with 2 operational dental chairs.

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

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

Response:

ACPM Dental College provides multidirectional growth of students. Academics and Nonacademic activities are given equal importance for the students so that they can show their talent in every field. ACPM dental college has outdoor sports facilities like badminton court, volleyball court and jogging track. Recreational activities like ganesh pooja, durga pooja, rangoli arts and other events are conducted in the recreational hall. Indoor games like chess, carom and table tennis are also provided for their sports activity. Students can also provided with meditation, yoga and temple facilities to balance their mental stress and rejuvenate their mind and soul.

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

4.1.3 Availability and adequacy of general campus facilities and overall ambience

Response:

Response

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

Medical facility

In our Institute, we have two Medical Centres with 25-beds and 24x7 residential doctors and staff nurses.

We have a woman counsellor and clinical psychologist and lady gynaecologist on call.

Medical Centre has all Medical facility like General ward, Ambulance with 24x7 driver, first aid kit and necessary equipment for any emergency purpose.

Hostel

The campus houses well ventilated spacious hostels for girls and boys separately. The salient features of the hostel include toilet and bathroom with hot water facility. Study table with a cabinet to store books, wardrobes and cots, mineral water for drinking and 24 hours high security with security guards and CCTV surveillance.

Mess and Canteen

The hostel mess provides good quality, hygienic wellbalanced food. Canteen in the campus offers varied menu and comfortable surroundings enabling students to experience a sense of “home” while in the campus. The canteen provides snacks, beverages and lunch at affordable rates. Daily meals and breakfast facility is also made available at the campus.

campus safety and security

The institution has appointed a private security organization to provide round the clock security. CC TV cameras have been placed at strategic locations to monitor campus events. Strict deadlines for entry and

exit timings for students and visitors registers have been implemented in hostels to ensure safety of students. Identity cards for students and staff have been issued.

Renewable energy

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

RO Drinking Water Plant

There is a water treatment plant in the campus where the water is treated by Reverse Osmosis (RO) plant before supplied for drinking purpose.

Sanitation facility

Toilets are provided in each floor in different blocks institute academic campus with signage boards to make it easy for the patients. Highest standard of maintenance of the toilets is daily carried out by outsourced staff.

Sewage Treatment Plant:

A sewage treatment plant has been established in our campus where the wastewater is treated and utilized properly for watering the plants throughout the campus.

Roads, signage and parking services

We have ample parking with good tar road lanes and signage boards all over the campus.

Greenery

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

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

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

Response: 58.08

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

2021-22	2020-21	2019-20	2018-19	2017-18
93	78	165	223	148

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

4.2 Clinical, Equipment and Laboratory Learning Resources

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

Response:

JMF's A C P M Dental College is a multispecialty institute with 400 + dental chair units with a patient inflow of more than 350 per day. It has 9 dental specialties with Post graduation being carried out in 7 departments along with that provision of PhD in 2 streams.

OPD and IPD services are available.

Patients who come to the hospital for diagnosis and treatment planning can receive OPD services without needing to be admitted for care. At the reception and billing section, all of our patients are registered. All patient records, both new and old, are kept here in the record-keeping department and are sent to the relevant department for treatment planning. MRD is operational from 9:00 AM to 5:00 PM. Every consultation is without charge. Outpatient services and facilities include the services of following departments:

IPD services are available to patients who need to be admitted to the hospital for treatment of a pathology that requires general anesthesia, regular monitoring of the patient's condition, or both. The facility contains an associated medical hospital where operating room and an adjacent intensive care unit with skilled staff for round-the-clock monitoring and treatment of the patient condition. Various inpatient services include: Fixing fractured jaw, Space infection treatment, Jaw surgeries (orthognathic), maxillofacial pathologies treatment.

In house laboratories include CBCT, X-Ray, Blood investigations, specimen collection and testing of soft tissue and hard tissue anomalies by pathology lab. Latest equipment's for patient care are available in all the concerned departments. There is 24 hr in-house pharmacy run by the hospital which caters to the needs of the patient for medicines and surgical items

Department of oral medicine and radiology is equipped with following machineries, which are handled by trained staff under the guidance of qualified doctors:

- CBCT MACHINE
- OPG MACHINE
- DIGITAL XRAY MACHINE
- RVG

Central pathology services are available for pathology, histopathology, biochemistry and microbiology. These respective investigations are performed by trained and qualified staff with latest equipments. Other ancillary services include facility of mobile dental van, satellite clinic at kusumba village. Campus is barrier free for divyangjan and provision of lifts and ramps.

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

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

Response: 31291.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
8021	27418	21603	21058	21552

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

2021-22	2020-21	2019-20	2018-19	2017-18
6496	12633	13162	12867	11646

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

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

Response: 415.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
359	358	316	378	396

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

2021-22	2020-21	2019-20	2018-19	2017-18
54	54	54	54	54

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

4.2.4 Availability of infrastructure for community based learning Institution has:

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

Response: B. Any three of the above

File Description	Document
Institutional prescribed format	View Document
Geotagged photos of health centres	View Document
Documents of resident facility	View Document
Link for additional information	View Document

4.3 Library as a Learning Resource

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

Response:

Central Library is extended in two floors of block b and expanded in the area of 18178 sqft. Library has different sections as follows

- Undergraduate reading
- Postgraduate reading
- Reference books

- Journals
- Newspaper reading
- Xerox bay
- Digital library

The library timings are 9:00 AM to 8:00 PM, and extended to 11:00 PM in examination days. Library is furnished with valuable infrastructure. More than 5000 books of national and international authors and 100 national and international journals are available with back volume. Library also stores synopsis, thesis and library dissertations of postgraduate students in archive sections. The log-

-books of undergraduate students are also stored in library for further reference. The library books are bar-coded and follow issuing protocol before issuing to any student. All the students and faculty are using library resources like digital library and e resources. The faculty and students are provided with ID cards to facilitate easy working of library. Library functions are smooth and all reading data are channelized which are supervised by library cell members. Library committee members annually form an allocated budget for library and expenditures are formalize by committee discussion in meetings. Library meetings are conducted biannually. Every year ACPM library eager to add new facility to its cadre. Library committee is also working to increase the budget and looking forward to get a library management system for Students and faculty to provide online access to books and journals.

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

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

Response:

Central Library is extended in two floors of block b and expanded in the area of 18178 sqft. Library has different sections as follows

- Undergraduate reading
- Postgraduate reading
- Reference books

- Journals
- Newspaper reading
- Xerox bay
- Digital library

The library timings are 9:00 AM to 8:00 PM, and extended to 11:00 PM in examination days. Library is furnished with valuable infrastructure. More than 5000 books of national and international authors and 100 national and international journals are available with back volume. Library also stores synopsis, thesis and library dissertations of postgraduate students in archive sections. The log-

-books of undergraduate students are also stored in library for further reference. The library books are bar-coded and follow issuing protocol before issuing to any student. All the students and faculty are using library resources like digital library and e resources. The faculty and students are provided with ID cards to facilitate easy working of library. Library functions are smooth and all reading data are channelized which are supervised by library cell members. Library committee members annually form an allocated budget for library and expenditures are formalize by committee discussion in meetings. Library meetings are conducted biannually. Every year ACPM library eager to add new facility to its cadre. Library committee is also working to increase the budget and looking forward to get a library management system for Students and faculty to provide online access to books and journals.

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

4.3.3 Does the Institution have an e-Library with membership / registration for the following: 1. e – journals / e-books consortia 2. E-Shodh Sindhu 3. Shodhganga 4. SWAYAM 5. Discipline-specific Databases

Response: E. Any one of the above

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

4.3.4 Average annual expenditure for the purchase of books and journals including e-journals during the last five years**Response:** 7.92

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

2021-22	2020-21	2019-20	2018-19	2017-18
9.6	0	8	10	12

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

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

The library in our college offers a quiet place to study for the students and provides fast internet facility for online access of all the educational resources. The library spans 18178 sq ft of area and has the seating capacity of UG section 200 and PG section of 100. The working hours of library are from 9:00 AM to 8:00 PM on working days, and students are permitted to borrow maximum of 3 books at a time for a period of 15 days which can be renewed again. The details of methods for assessing the books and journals and other learning sources are delineated to both staff and students in orientation session of UG and PG held every year. The program also elaborates the rules and regulation of library, the research material available and the procedure of handling e journal and e library. The library is equipped with more than 4000 books and 50 journals of national and international cadre. Digital library is provided with 20 electronic stations for

usage of e material and access e journals from K-HUB or K-NIMBUS from MUHS.

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

4.3.6 E-content resources used by teachers: 1. NMEICT / NPTEL 2. other MOOCs platforms 3.SWAYAM 4. Institutional LMS 5. e-PG-Pathshala

Response: Any One of the above

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

4.4 IT Infrastructure

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

Response: 70.59

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

Response: 12

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

Response: 17

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

4.4.2 Institution frequently updates its IT facilities and computer availability for students including Wi-Fi

Response:

IT facilities and its uses are an integral part of growth of an institute. Academic achievements and student progress are also depending on the availability of IT infrastructure to the library. ACPM dental college provides uninterrupted supply of internet facility to administrative department, examination hall and also to the Library. The internet routers are available for an array of web service to the computer systems, digital library and CCTV cameras 24 x7. Students can access online academics books and journal, e lectures and additional academic program related to their research work.

ACPM dental college has provided internet services to their students and staff since 2014 and upgraded to jio router service since 2018. A band width of more than 50 mbps speed is provided by Jio internet Service provider by all routers and more than 100 systems can be attached at one time to the channel. The access to the router is password protected.

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

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

Response: <50 MBPS

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

4.5 Maintenance of Campus Infrastructure

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

Response: 29.94

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

2021-22	2020-21	2019-20	2018-19	2017-18
115	62	42	60	57

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

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

Response:

ACPM dental college has a channelized system for maintenance grievances. A sustained amount of budget allocated for infrastructure maintenance every year. Planning for new construction and repairing of older physical facilities is a continuous process. Every year in the committee meeting planning for new constructions have been decided according to the need of the time and regulatory bodies. ACPM dental college always eager to expand the norms of academics and research, so we thrive to sustain new and advanced infrastructure for students so that they can take advantages of latest technologies in dental

education.

For New constructions- Requirement of new infrastructure facility is planned with budgetary allocation and presented to chairman office for approval.

For maintenance of sustained infrastructure- Regular inspection of building, equipments and furniture was done by chief maintenance officer. Any repair or replacement requirement is presented to the chairman office for approval.

Institutional maintenance committee provides facilities to all students and teaching faculty. Any grievances regarding the facility are noted down in complaint register and resolution for the same started very next day. All the maintenance activity is recorded in the register.

- 1.Maintenance of Garden
- 2.Maintenance of Temple
- 3.Maintenance of Building A
- 4.Maintenance of Building B
- 5.Maintenance of Girls Hostel
- 6.Maintenance of Boys Hostel
- 7.Maintenance of Staff quarters
- 8.Maintenance of Canteen
- 9.Maintenance of Gymanasium
- 10.Maintenance of Parking
- 11.Maintenance of Furniture and Fixtures
- 12.Maintenance of Equipments

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

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 29.85

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

2021-22	2020-21	2019-20	2018-19	2017-18
185	157	203	174	122

File Description	Document
List of students who received scholarships/ freeships /fee-waivers	View Document
Institutional data in prescribed format	View Document
Consolidated document in favour of free-ships and number of beneficiaries duly attested by the Head of the institution	View Document
Any additional information	View Document

5.1.2 Capability enhancement and development schemes employed by the Institution for students: 1. Soft skill development 2. Language and communication skill development 3. Yoga and wellness 4. Analytical skill development 5. Human value development 6. Personality and professional development 7. Employability skill development

Response: C. Any three of the above

File Description	Document
Institutional data in prescribed format	View Document
Detailed report of the Capacity enhancement programs and other skill development schemes	View Document

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

Response: 16.71

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

2021-22	2020-21	2019-20	2018-19	2017-18
100	97	98	99	75

File Description	Document
Year-wise list of students attending each of these schemes signed by competent authority	View Document
Institutional data in prescribed format	View Document
Copy of circular/ brochure/report of the event/ activity report Annual report of Pre-Examination Coaching centers	View Document

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

Response:

ACPM Dental College is spread over in 7.2 acres land which is surrounded by greenery. Institutional visibility has grown nationally as it is rated many reputed magazines. We plan to attract students from overseas by having globally acclaimed practices in teaching and learning, and offer a cordial welcome to international students wishing to join under graduation and post graduation courses.

For the purpose of catering to the needs of such children and their parents, ACPM Dental College has planned to set up a separate NRI Cell which takes care of the welfare of the international students by providing them a single window to address all their queries and also seek information whenever it is needed. The process of upgrading the infrastructure facilities like hostel, canteens and other amenities that are required to facilitate the comfort the international students is nearing completion.

Application form for admission will be under the NRI Quota. 15 % seats of each course (BDS, MDS) for each academic year will be allocated in this category. Children and Parents of bonafide NRI residents, who have secured cut-off marks or more in NEET of the academic year, are eligible for admission in to respected courses under NRI Quota for that academic year.

File Description	Document
Link for international student cell	View Document

5.1.5 The institution has a transparent mechanism for timely redressal of student grievances /

prevention of sexual harassment and prevention of ragging

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

Response: All of the above

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

5.2 Student Progression

5.2.1 Average percentage of students qualifying in state/ national/ international level examinations during the last five years

(eg:GATE/AICTE/GMAT/GPAT/CAT/NEET/GRE/TOEFL/PLAB/USMLE/AYUSH/Civil Services/Defence/UPSC/State government examinations/ AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,)

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
28	14	8	12	16

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

2021-22	2020-21	2019-20	2018-19	2017-18
28	14	8	12	16

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

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

Response: 26.05

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	50	47	39	27

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 21.54

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

Response: 28

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

5.3 Student Participation and Activities

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

one) during the last five years.

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

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

Response:

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

Student Council operates as Representative based mainly comprising of General Body and Executive Committee. The General body includes all enrolled students of undergraduate and postgraduate courses. The Executive members consist of President, Secretary, Sports representative and Cultural representative. Each representative is assigned a duty. The President shall preside all the meetings and establish agendas. Secretary shall file and process all incoming correspondence. The treasurer shall maintain a financial record of all income and expenditures of the Council and submit the records at the last Council meeting of the year. The editor is responsible for composing and sending out correspondence on behalf of the Council. He/ She also designs and edits college magazines. Sports representative plans and organizes all the activities related to indoor and outdoor games and maintains a financial record of sports kit. Cultural representative plans and organizes all cultural activities and encourages students to participate in the events. Every year college conducts Annual day in mid-February to support such activities.

Student Council is responsible for activities like management of Hostels, academic concerns of students, organizing the cultural and sports activities on campus and many more. It mainly helps students share ideas, interests and concerns with teachers and principals

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

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

Response: 3.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
4	5	4	1	4

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

5.4 Alumni Engagement

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

Response:

The Alumni Association of ACPM Dental College has been established way before but its approval by registered body has been achieved in the year of 2021. The Association is doing regular sincere work for College since 4-5 years. The Alumni Committee of ACPM dental college doing regular meetings and giving recognition to most achievable alumni of ACPM dental college. The Alumni of college provide feedback and involve in the academic suggestions. alumni also provide funding and donations in the form of books and journals to the library.

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

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

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

Response: D. Any two of the above

File Description	Document
Certified statement of the contributions by the head of the Institution	View Document
Any additional information	View Document
Annual audited statements of accounts. Extract of Audited statements of highlighting Alumni Association contribution duly certified by the Chartered Accountant and Head of the Institutions	View Document
Link for Additional Information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

We see this institute as our responsibility to reform a student into a budding dentist who has knowledge of all primary as well as specialty aspects of oral health along with the micro as well as macro skills needed to attend the society's needs in every required manner. It's our moral duty to think about the disadvantaged people in our society and serve them to the most. So we also pledged ourselves to make the students passionate and affectionate towards this field of oral health with instilling sympathy and empathy in them for poor socio-economic strata and make them more patient-centered. We keep in mind that treatment provided should be cost-effective for such people.

Our aim is to:

- Provide the finest education to the students through the best faculty members that we have; who have spent number of years in the specialty to which they belong.
- Contribute to the lifelong education throughout their careers by arranging various seminars, workshops, CDE's and state and national conferences. Also the institute encourages all the students and faculty to participate in various educational programs which are held throughout nation or even internationally.
- Improve health care available to the rural population in the surroundings by periodically contacting them and educating them about their dental care. We also arrange treatment camps to the remote areas where we provide them with necessary treatment and refer them to the institute for more complicated ailments which require special care.
- Deliver the highest quality of clinical care through organized efforts of faculty, post-graduate and under-graduate students.
- Instill the attitude that will allow them to think differently and rationally to conduct research and to innovate various instruments, devices or treatment modalities which are helpful as well as necessary to make the management of oral diseases easy, cost-effective and patient friendly too. Also we conduct all these research with all precautions and guidelines given by ethical committee.
- Along with that we also aim for their personality development through various extra-curricular activities.

We will continue to develop as a regionally recognized leader in education through innovation and excellence. We will provide the community with a diverse cadre of highly-trained professionals capable of performing in a wide variety of clinical settings. Graduates will be prepared for and encouraged to provide cheaper dental care in rural and underserved areas. Faculty and graduates will contribute to the community by being active in social and oral health-care endeavors that promote the health and well-being of the community.

Our Values

- Commitment par excellence.

- Show total unconditional regard for all patients.
- Demonstrate respect for each patient's person, privacy, culture, beliefs, and rights.
- Exhibit compassion for those entrusted to our care.
- Treat other members of the health care team in a professional manner.
- Stress on good human relationship

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

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

Response:

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

Response:

Decentralization:

Institute has a mechanism for delegating authority and providing operational autonomy to all the various functionaries to work towards decentralized governance system.

1. Dean & Principal Level:

- The Governing Body delegates all the academic and operational decisions to the Principal.
- Principal formulates common working procedures and entrusts the implementation with the faculty members.

1. Faculty Level:

Faculty members are encouraged to develop leadership skills by being in charge of various academic, co-curricular, and extracurricular activities. They are appointed as coordinator and convener for organizing seminars / workshops / conferences / CDEs.

1.Student Level:

Students play an active role as a coordinator of co-curricular and extracurricular activities, social service group coordinator, via student councils.

Participative management:

The institute promotes a culture of participative management by involving the staff and students in various activities.

1.Strategic Level:

The principal, academic co-coordinator and staff members are involved in defining the policies and procedures pertaining to admission, placement, discipline, grievance, counseling, training & development, and library services etc., and effectively implementing the same to ensure smooth and systematic functioning of the institute.

1.Functional Level:

- At functional level the faculty members participate in sharing the knowledge by discussing on the latest trends in technology during faculty meeting.
- Research centre is managed by the efforts of faculty members.
- Faculty members organize and participate actively in various conventions/ conferences/ workshops/CDEs

3. Operational level:

- All the staff members actively participate in implementing the policies, procedures, and framework designed by the management in order to maintain and achieve the quality standards.
- Office staff is involved in executing day to day support services for both students and faculties.

Outcome: The institute promotes communication of ideas and suggestions among teachers, students, parents, employers, alumni, staff, class coordinators, and class representatives through appropriate channels, such as parent-teacher meetings, alumni gatherings, faculty-student meetings, student feedback systems, and meetings of various committees. The inputs are examined, and those that are consistent with the mission and vision statements of our institute are taken into account when making decisions.

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

6.2 Strategy Development and Deployment

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

Response:

ACPMDC has set the strategic goal of being one of the most sought-after teaching institutions and hospitals for oral health education and care in Maharashtra and sustaining the same in the next 5 years based on year on-year enrollment of students. This can be achieved by taking following steps:

- To strictly adhere to the curriculum put forth by the regulatory bodies and add new topics based on latest trends in various fields of dentistry, year on year and thereby achieve the student attributes and learning objectives and prepare the students for a successful career and make them aware of evidence based dentistry.
- To prepare for NAAC accreditation process in the Institution by constituting Internal Quality Assurance Cell (IQAC) and other committees.
- To conduct training courses in advanced technology with atleast 20% student's enrollment so as to achieve 70% in five years.
- To conduct five programs which includes CDE, FDP/QDP/PDP etc every year and ensure 75% staff registration.
- To enhance research capabilities and obtain approved projects and publications in peer reviewed journals in five years and to encourage students and staff to seek for intramural and extramural grants.
- To improve patient inflow by 10% year on year through:
 - a) Patient focus care – Comprehensive clinic,
 - b) Training students / staff in patient management.
- To ensure clarity among the departments in terms of contribution expected from each of them towards the achievement of institutional goal, the institutional objectives have been appropriately deployed among all of them, as department level objectives.
- To improve infrastructure with state of the art facilities, upgrade library and research equipment.

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

6.2.2 Implementation of e-governance in areas of operation

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

Response: B. Any four of the above

File Description	Document
Screen shots of user interfaces of each module Annual e-governance report approved by Governing Council/ Board of Management/ Syndicate Policy document	View Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

6.3 Faculty Empowerment Strategies

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

Response:

Statement

The APCM Dental College Dhule is dedicated to offering a caring, open, and welcoming work environment for all of its workers, enabling them to contribute to the company and society to the best extent possible.

Goal

APCM dental College must give precise instructions explaining the duties of both the employer and the employees for staff welfare initiatives.

Responsibilities of Employer

- The institution is aware of employment laws and regulation enforces and abides by them.
- The institution lays emphasis on a transparent professional relationship and communication with its employee.
- There will not be any discrimination based on gender, religion, race or disabilities.
- It ensures that all Staffs are provided with equal opportunities at workplace.
- It provides an effective grievance redressal mechanism.
- It offers confidential support to its employee whenever needed, identify practical solution with effective counselling.
- It provides appropriate liaisoning with external organization oblique institution in the interest of its employees.

Responsibilities of the employee

- All staff members should be Concerned with their own welfare at workplace.
- They should be aware of the administrative hierarchy for redressal of their problem.
- They should also be responsible for the welfare of their colleagues at workplace.
- The employee will cooperate with any endeavour undertaken by the institution in the interest of the stakeholders.

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

6.3.2 Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years**Response:** 3.86

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

2021-22	2020-21	2019-20	2018-19	2017-18
13	0	9	07	02

File Description	Document
Relevant Budget extract/ expenditure statement	View Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

6.3.3 Average number of professional development / administrative training programmes organized by the Institution for teaching and non- teaching staff during the last five years (Continuing education programmes, entrepreneurship development programmes, Professional skill development programmes, Training programmes for administrative staff etc.,)

Response: 2.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	3	4	2	2

File Description	Document
Institutional data in prescribed format	View Document
Detailed program report for each program should be made available Reports of the Human Resource Development Centres (UGC ASC or other relevant centres)	View Document
Copy of circular/ brochure/report of training program self conducted program may also be considered	View Document
Link for Additional Information	View Document

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

Response: 1.95

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

2021-22	2020-21	2019-20	2018-19	2017-18
4	07	0	3	2

File Description	Document
Institutional data in prescribed format	View Document
Link to additional information	View Document

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

Response:

Performance Appraisal System

Performance appraisal is a method of evaluating a person's professional competence as well as contributing to the achievement of institutional goals. Teaching is a lifelong learning process that includes meaningful feedback and self-appraisal forms. The institution's performance appraisal system for teaching staff consists of three phases: self-appraisal, appraisal by the department head, and appraisal by the institution's head.

The staff fills out the self-appraisal form by listing the conferences, seminars, workshops, and training programmes they attended, as well as the books and scientific papers they presented and published, as well as the research and academic administration they did during the academic year. Each Department Head reviews the information submitted by staff members in their appraisal forms and provides input to the Principal on each faculty member's performance. On the basis of the information provided by the Heads of Departments, the Principal provides assessment on overall performance to the Governing Council. Management then decides on annual increments and promotions based on the Principal's suggestion.

Objectives

1. To concentrate on the development of individual employees as well as the institution's objectives.
2. To determine an individual's strengths and weaknesses.
3. To determine where improvements in training and development are needed.
4. To identify employees who have the capacity to advance in their roles and responsibilities.

Performance evaluation process:

The Management and the Principal have identified key performance indicators (KPI): On the basis of which the faculty performance will be evaluated

1. Academic competency

1. Subject mastery
2. Classroom effectiveness- student's attendance and involvement
3. Innovative teaching aids

4. Pass percentage of students in subject taught

5. Student feedback

6. New initiatives by the staff

7. Additional responsibilities

2. **Research activities**

1. Research initiatives

2. Publishing activities, paper presentation

3. Updating of knowledge by attending conference and workshop etc

3. **Behavioral attitude**

1. Attitude/flexibility and adaptability

2. Work relations

3. Commitment to achieve goals

4. Punctuality

5. Attendance

6. Dependability

For Non-Teaching staff

Non-teaching, administrative, and technical employees play a critical role in the efficient operation of an institution; as a result, performance evaluations are conducted to assess their strengths and weaknesses. The Heads of Department fill out a performance appraisal form to report on the non-teaching staff's performance, with an emphasis on punctuality, efficiency, and soft skills. After that, they're sent to The Principal for review. Management then decides on non-teaching staff increments/promotions based on the Principal's proposal.

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

Other Upload Files	
1	View Document
2	View Document

6.4 Financial Management and Resource Mobilization

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

Response:

The strategy for the planned and wise use of resources in ACPMDC is known as resource planning. Because of the following factors, resource planning is crucial:

- 1.It helps to identify the various resources present in different sectors of dental college.
- 2.It helps in the conservation of various non-renewable resources.
- 3.It helps in reducing wastage of resources.

Resource optimization is a collection of procedures and techniques used to match the organization's needs with the available resources (both human and non-human).

By maximising desired parameters and decreasing undesirable ones in teaching and treating patients in various areas of the college, resource optimization aims to discover an option with the most cost-effective or greatest achievable performance under the given restrictions. Achieving the highest or maximum result or outcome in consideration of cost or expense is done through resource maximisation.

Human resources in ACPMDC are teaching staffs and non-teaching staffs like office staff, nursing staff, dental mechanic, electrician, librarian, attenders, gardener, receptionist, medical records section staff, photographer, main store in-charge, canteen staff, hostel staff, pharmacy staff and housekeeping staff. Resource of money in ACPMDC are student fee, hostel fee, course fee, conference fee, continuing dental education programs, library photocopying, pharmacy medicine, satellite clinics and patient treatment charges.

The use of financial resources includes paying salaries to all teaching and non-teaching employees, buying computers, dental chairs, various instruments and equipment, dental materials, books, journals, and drugs for the pharmacy, to conduct workshops and academic programmes, paying annual fees for inspection to MUHS.

The recurring expenditures are monitored by the trust at all levels on a monthly basis.

Since, our Institution is a teaching dental college, funds are optimally utilized to provide patient services at subsidized cost. The institution has a free histo-pathological analysis facility. The institution also provides subsidized treatment for patients referred from various camps, satellite centers.

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

6.4.2 Institution conducts internal and external financial audits regularly

Response:

Internal audit

The institution regularly audits its financial operations. The accounts are totaled, collected, and sent to central office every three months so that GST on purchases can be reported. For the purpose of auditing income and expenditure, purchase transactions, bill collection, and student fee collection, a central audit team comes to the administrative office. For the purposes of verification and filing, the audit report is divided into many categories. Any deficiencies or misrepresentations are reported to the trust's finance department, which escalates them to management for evaluation and decision-making. Form 16 is provided to all faculties so they can submit their returns on time. The finance manager and finance officer in the trust office are in charge of monitoring the administrative officer report. Budget allocations are made based on project proposals and maintenance as needed.

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

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

Response: 0.22

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.22	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document
Copy of letter indicating the grants/funds received by respective agency as stated in metric	View Document
Link for Additional Information	View Document

6.5 Internal Quality Assurance System

6.5.1 Institution has a streamlined Internal Quality Assurance Mechanism

Response:

IQAC

As a pre-accreditation quality maintenance measure for performance evaluation, assessment, accreditation, and quality up-grading of institutions of higher education, the Internal Quality Assurance Cell (IQAC) has been developed. The main duty of IQAC is to guarantee the maintenance and improvement of quality. It checks the efficacy and efficiency of the steps performed and techniques employed to deliver high-quality education and assesses the degree to which each task is accomplished.

OBJECTIVE-

The primary goal of the IQAC is to create a mechanism for deliberate, consistent, and catalytic action to enhance the institution's academic and administrative performance.

IQAC SHALL DEVELOP STRATEGIES:

- Ensuring the timely, effective, and progressive completion of academic, administrative, and financial tasks.
- The value and standard of educational and research programmes.
- Affordability and equitable access to academic programmes for all societal groups.
- The improvement and incorporation of contemporary teaching and learning techniques.
- The validity of the evaluation methods.
- Networking and sharing of research with other organizations in India and overseas.

FUNCTIONS:

- Creation and use of quality benchmarks/parameters for the institution's various academic and administrative activities
- Dissemination of knowledge about the different quality standards in higher education;
- Organization of workshops and seminars on quality-related topics; and encouragement of quality

circles.

- Documentation of the many initiatives / projects that increase quality
- Creating the Annual Quality Assurance Report (AQAR) based on the quality standards and submitting it to NAAC.

COMPOSITION OF THE IQAC:

The IQAC may be constituted in every institution under the chairmanship of head of the institution with heads of important academic and administrative units and a few teachers and a few distinguished educationists/ representatives of local committee. The composition of the IQAC may be as follows:

- Chairperson: Head of the Institution
- A few senior administrative officers
- Three to eight teachers
- One or two members from the Management
- One/two nominees from local society
- One of the teachers as the coordinator of the IQAC.

The composition of the IQAC will depend on the size and complexity of the institution. It helps the colleges in planning and monitoring. While selecting these members several precautions need to be taken. A few of them are listed below:

- It is advisable to choose from various backgrounds who have earned respect for integrity and excellence in their teaching and research. They should be known for their commitment to improving the quality of teaching and learning.
- It would be appropriate to choose as senior in-charge of institutional services such as library, student welfare, administration, academic tasks, examination, planning and development.
- The management representatives should be persons who are aware of the institution's objectives, limitations and strengths and are committed to improvement.
- The coordinator of the IQAC plays a pre-eminent role in ensuring the effective functioning of all the members. She/he may be a full-time functionary or, to start with, she/he may be a senior academic /administrator entrusted with the IQAC as an additional responsibility. It is preferable that the coordinator may have a sound knowledge about the computer, its various functions and usage for effective communication.

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

6.5.2 Average percentage of teachers attending programs/workshops/seminars specific to quality improvement in the last 5 years**Response:** 33.18

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

2021-22	2020-21	2019-20	2018-19	2017-18
86	55	68	34	24

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

6.5.3 The Institution adopts several Quality Assurance initiatives The Institution has implemented the following QA initiatives : 1. Regular meeting of Internal Quality Assurance Cell (IQAC) 2. Feedback from stakeholder collected, analysed and report submitted to college management for improvements 3. Organization of workshops, seminars, orientation on quality initiatives for teachers and administrative staff. 4. Preparation of documents for accreditation bodies (NAAC, NBA, ISO, NIRF etc.,)

Response: A. All of the above

File Description	Document
Report of the workshops, seminars and orientation program	View Document
Institutional data in prescribed format	View Document
AQAR submitted to NAAC and other applicable certification from accreditation bodies	View Document
Link for Additional Information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 15

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

2021-22	2020-21	2019-20	2018-19	2017-18
3	2	3	4	3

File Description

Document

Institutional data in prescribed format

[View Document](#)

Link for additional information

[View Document](#)

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

Response:

For cohesive learning and to excel the studies the students should be provided with the campus that is safe, secure and ecofriendly. Nowadays, safe and supportive campus community is both an obligation and a challenge for college administrators and students. It is therefore of utmost importance for institutions to provide them a comfortable and safe ambience of 'feel at home' within the campus.

1. Girl's hostel wardens and hostel in charge stay on campus, as do several faculty and staff along with their families.
2. The campus is efficiently guarded by 24-hour security at the hostels, main gate and all academic and administrative buildings.
3. There's just one entry and exit point so safety and security are never compromised. Evenings on campus are a pleasant sight with well-lit streets and common areas surrounded by mature trees and lush greenery.
4. College is offering self-defense classes for every batch regularly, help the students to develop the skills that they need to evaluate a dangerous situation and know how to respond.
5. We implement strict actions against ragging, sexual harassment, the complaints committee and cell will investigate specific charges of violence and submit a report to the concerned authority, after which the top varsity officials will take a decision collectively.
6. We provide easily identifiable and authentic ID cards and wearing of such cards in the institutional premises was made compulsory by administration.
7. Daily attendance will be recorded to ensure the presence of the student and permission of the

warden is compulsory if the student has to go outstation.

8. CCTV are installed at various points to ensure safety in the campus.

9. Girls common room and boys' common room and lockers are provided in the college.

10. Excellent mess and canteen services which provide healthy and hygienic food through standard quality and hygiene practices are ensured under surveillance

11. On-campus medical facilities are available 24 hours to the students and one ambulance service for attending emergency and crisis situations.

12. For young children of staff and students, a day care centre (Crèche) was established inside the campus.

13. Last but not the least Programs like "Women's Campus Safety Program" has been integrated with the existing curriculum. These programs have an intrinsic potential to create awareness not only amongst the students but also off the campus.

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

7.1.3 The Institution has facilities for alternate sources of energy and energy conservation devices 1. Solar energy 2. Wheeling to the Grid 3. Sensor based energy conservation 4. Biogas plant 5. Use of LED bulbs/ power efficient equipment

Response: D. Any two of the above

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

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

- Solid waste management
- Liquid waste management
- Biomedical waste management

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

Response:

Management of the Degradable and Non-degradable waste

1. **Solid waste:** the solid waste from clinical and non-clinical setup is collected, segregated and disposed into three different dustbins as dry waste, wet solid waste and recyclable solid waste at various accessible areas. This waste is collectively transported away from the campus area on daily basis. The solid waste that is biodegradable is recycled and reused as manure through the process of composting.

2. **Liquid waste:** Centralized suction system is used for collection of liquid waste generated in the clinics. The hazardous materials as mercury are separated. The filtered liquid waste is passed through the pipes and pump stations to treatment plants set up within the campus.

3. According to Gazette released by Ministry of Environmental, Forest and Climate change, 16th March 2018, the biomedical waste management is done in accordance with the rules specified. The collected waste is collected and segregated into appropriate color coding. Yellow colored bags are for human anatomical waste and soiled cotton. Red colored bags are for recyclables such as gloves, mouth masks. While black bags are for municipal waste. White colored translucent puncture proof containers are reserved for sharp disposals while the glass items and implants are disposed into a white cardboard box with a blue label.

On daily basis this collected waste is sent to treatment facility by the state pollution board authority.

4. **E-waste:** The e waste or electronic waste in the health care setup is almost negligible. Special unit is been allotted for e waste management that holds the manufacturer of the product responsible for the life cycle of the product including its take back, recycling and final disposal.

5. **Hazardous chemicals:** the hazardous chemicals that are generated in the purpose of cleaning and disinfection of the clinical areas are treated in the sewage water treatment plant within the campus. Due to various health hazards of amalgam, use of amalgam is highly not recommended in clinical practice. Further to restrict its use, blood pressure monitoring devices are available reflecting the symptoms due to over usage of amalgam as an alarm sign.

6. With changing era of radiological practice, the conventional radiographs are substituted by digital radiography. Thus, remarkably reducing the amount of radioactive waste making it almost negligible.

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

7.1.5 Water conservation facilities available in the Institution:

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

Response: Any Two of the above

File Description	Document
Institutional data in prescribed format	View Document
Geo tagged photos of the facilities as the claim of the institution	View Document
Geo tagged photo Code of conduct or visitor instruction displayed in the institution	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.6 Green campus initiatives of the Institution include 1. Restricted entry of automobiles 2. Battery-powered vehicles 3. Pedestrian-friendly pathways 4. Ban on use of plastics 5. Landscaping with trees and plants

Response: D. Any two of the above

File Description	Document
Institutional data in prescribed format	View Document
Geotagged photos / videos of the facilities if available	View Document
Link for additional information	View Document

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

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

Response: C. Any three of the above

File Description	Document
Institutional data in prescribed format	View Document
Geo tagged photos of the facilities as per the claim of the institution	View Document
Link for additional information	View Document

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

Response:

ACPM Dental College advocates excellence. It aims to produce graduates who deliver quality health care to all sections of society with compassion; the institute holds special concern for the poor, needy and general public at large.

ACPM Dental College has a multicultural, multilingual students and faculty base hailing from different parts of the country and from different socioeconomic backgrounds. Students come from all around India and some other nations, and get indulged in the institutional vision.

Initiatives for an inclusive environment for students/staff include:

Annual student fests and gatherings: Students of different communities and backgrounds come together for these activities. Students council organize annual Freshers' party for new students, Sports and Cultural Fests and invite members from all years and courses in the campus.

Cultural and Religious festivals are celebrated by students and staff, cutting across all faiths and communities. Diwali, Dussehra, Ganesh Chaturthi, Eid, Christmas, Holi, Onam, Navratri and Women's day are celebrated.

Patriotic Initiatives: Republic Day and Independence Day are celebrated by students and staff. The National Anthem is sung at every major function.

National Service Scheme (NSS) activities expose students to problems of socioeconomically deprived populations and serve as a bridge between Institution and community.

Optional holidays are availed by employees for unlisted community festivals, based on individual requirements.

Children day celebration: Celebrated to provide platform to children for expression their talent in sports and cultural programs.

International Day of Yoga (21st June) is celebrated.

Health care and Educational Activities for underprivileged sections: Active participation by students/staff in the following activities promotes harmony and tolerance towards cultural, regional, linguistic, and socioeconomic diversities. Regular healthcare camps and educational/counselling sessions for underprivileged in semi urban and rural areas including schools.

This institution has adopted two schools and one village in and around Dhule for improving the oral health status of children and all people who are at higher risk of oral diseases. Various camps were arranged in the schools and Haranmal village to educate the students and people respectively.

Community services: Blood donation camps

File Description	Document
Any additional information	View Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document
Link for any other relevant information/documents	View Document

7.1.9 Code of conduct handbook exists for students, teachers and academic and administrative staff including the Dean / Principal /Officials and support staff. 1. The Code of conduct is displayed on the website 2. There is a committee to monitor adherence to the code of conduct 3. Institution organizes professional ethics programmes for students, teachers and the academic and administrative staff 4. Annual awareness programmes on the code of conduct are organized

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Information about the committee composition number of programmes organized etc in support of the claims	View Document
Details of the monitoring committee of the code of conduct	View Document
Details of Programs on professional ethics and awareness programs	View Document
Any other relevant information	View Document
Web link of the code of conduct	View Document

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

Response:

To inculcate the assortment of academics and non academic activities in student's campus life, ACPM dental College regularly involve students and faculty to organize and celebrate various commemorative events, festivals and important days. These events provide blend of cultural and moral values in the social life of students. ACPM dental College Organizes following events every year with passion and enthusiasm.

World Oral Health Day

On the occasion of world oral health day, ACPM dental college organizes various oral health awareness programmes every year on 20th March.

World No Tobacco Day

ACPM Dental College observes world no tobacco day every year on 31st May. Various tobacco counseling sessions are conducted for tobacco users to educate them about the ill effects of tobacco and to motivate them to quit the habit of tobacco consumption.

World Yoga Day

On occasion of World Yoga day i.e. on 21st June , the benefits of yoga to relax our mind and body, to enhance our strength, balance and flexibility in various situations of life has been explained.

World Oral Hygiene Day

1st August is celebrated as World Oral Hygiene day. On the occasion of this day, various programmes are conducted to bring awareness among people regarding maintenance of oral hygiene.

World AIDS Day

December 1st is marked as World AIDS Day. Various programmes are conducted by the students to bring awareness among the public. Various sensitization programmes for treating Retro positive patients and Universal precautions are conducted every year.

National Honorable Days

Every year Independence day 15th August and Republic day 26th January are celebrated in ACPM Dental college with Flag hoisting ceremony enlightening the spirit of patriotism through dance or singing by the students. Hence creating awareness among new generation of responsibility towards the country.

Festivals

All the festivals are celebrated with great enthusiasm in ACPM Dental College. Our students perform all the rituals irrespective of their religion and region with passion and ardour. Various special days like World Environmental day, all the department days, International women's day, Children's day, and National Unity day are celebrated every year in our college. Awareness programmes and various special events are organized on these days.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

7.2 Best Practices

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

Response:

Best Practice -1

1. Title of the Practice:

Community Services by outreaching dental camps

2- Objectives of the Practice:

- 1) To target the general population, thereby generating awareness and improving oral health.
- 2) Services, items and activities that will encourage the implementation of good oral health practices in children and to people with disability
- 3) Providing dental treatment for rural population through mobile dental unit

4) Provide dental services on a large scale, with the cooperation of professional organizations and other NGO's .

5) To enhance Patient satisfaction with dental care and readiness to utilize the administration once again and to refers the dental services to others.

3. The Context:

Following steps were taken to achieve, Community Services by outreaching dental camps as our Institutional Best Practice , Every year camps are planned at various levels and on different occasions with the help of by both government and non-government organizations, associations, and societies with various interest and scope such as screening and treatment camps like Theme “Atal Arogya Shibir” on “World Health Day” , “Anti-AIDS Rally , Free Denture & Prosthesis Camp on the theme of ‘Vayoshri Yojana’ for BPL People ,“No Tobacco Day” ,Swachh Mukh Abiyan” on National Dentist Day ,oral health talk camp on “World Oral Health Day” “National Oral Hygiene Day” Anti-tobacco day Rally conducted at various locations covering the population of different age group of the society in and around Dhule district .

4. The Practice:

a)Planning : mapping out the overall aspect of dental camp including venue, manpower planning ,financial planning ,resource allocation, logistic& transportation planning with proper planning monitoring and supervision in between the camp.

b) **Permission from relevant authority:** was obtained from Health Ministry, public health office, municipality, ward office, local committee & concerned authority of the camp venue like school, orphanage, old age care home etc.

c) **Camp information dissemination:** by pamphlets, loud speaker announcement in the community, placing a camp banner in the decent visible height & broadcasting through local TV, radio and newspaper.

d) **Camp Inauguration:** by local leaders involving mayor, police personnel, social workers , local health authority personnel .

e) **Multidisciplinary approach:** ranging from helper, health assistant to different categories of consultants.

f) **Technology Transfer:** Technology transfer is the process of sharing the knowledge and technology related to the disease and its management from a competent health professional to the local health professionals residing in health camp area.

g) **Community Participation:** Local students, members of local clubs, societies, health professionals should be encouraged to volunteer in the camp as well as to help in registration process and crowd management.

h) **Health promotion and awareness:** This will help in sharing the preventive, promotive part of the disease so as to make them aware before the disease process starts.

i) **Behavior and manner of volunteers:** volunteers follow the local customs and traditions, rules and mannerism. The volunteers are trained to behave courteously and also guide the patients as per the patient's requirements.

j) **Legal & Ethical Aspect:** Health camp were strictly conducted under proper ethics.

h) **Reporting the data:** for record keeping.

5- Evidence of success:

Our outreaching camps allowed in conducting a camp in cost effective way with high benefit intervention with specialist services is a cost-effective way to bridge the major gap in achieving oral health coverage especially in rural areas. The outcome of the responses from the patients portrays a healthy acceptance towards dental camps and benefited. Further referral for the advance treatment to the college has led to more education and motivation towards their oral health.

6- Problems encountered and resources required:

It is difficult to educate the uneducated rural population and communicate in their regional language. Multiple camps and more man power were needed for the same place to give service to populated area. For resources more funding was required.

Best Practice -2**1. Title of the Practice:**

Museum based learning and educating for students and patients with the help of models - a best practice

1. Objectives of the Practice

1. Improve student engagement and participation in the classroom
2. Patient education and demonstration

1. The Context

Museums is available for the students and patients to have better understanding of subjects and to understand the procedures. The museum is upgraded time to time. The museum helps in patient education regarding oral hygiene, benefits of tobacco cessation etc. Models helps for the live demonstration . Museum helps UG student for basic understanding and understanding thereby enhancing their clinical skills.

1. The Practice

Charts and models are neatly arranged over there with appropriate description in local language and English. Audio-visual system is available for patient education. Interns are regularly posted there to provide necessary oral health education to the visitors.

Oral health education is provided with the help of lecture, power point presentation, posters, models, and demonstration. When the patient comes to the department education is imparted to the patient by taking him through the museum displaying various charts and models pertaining to oral health.

1. Evidence of success

The success of establishment of dental museum was observed in terms of learning and understanding of concepts by students with models ,also the better oral health education to patients. Schools and college students visit our museum has encouraged them to take care of their oral health.

1. Problems encountered and resources required :

equires constant update of the models and other educative materials and requirement of area for the museum needed was huge.

File Description	Document
Link for best practices page in the Institutional web site	View Document
Link for any other relevant information	View Document

7.3 Institutional Distinctiveness

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

Response:

Awareness about health care among Indian population has significantly increased over period. Especially people are aware about their oral health thus availability of oral health services in both urban and rural areas of the country is must. Although with urbanization, oral health care is flourishing in urban cities as most dentists prefer practicing in urban cities. Sub urban and rural cities are often missed. Besides, accessibility to the services, affordability, acceptability and accommodation are the other main concerns in sub urban city like Dhule. Rural places in the periphery of Dhule are mainly affected because of shortcomings of the services. Keeping this in mind, ACPM Dental College has left no stone rolled in providing best oral health service for the needy. The vision of our institute is to provide the same quality of work and services to the patients from these underprivileged areas. To make it more accessible our institute has set up satellite clinics in peripheral regions of Dhule. A.C.P.M Dental college till now has established three satellite clinics in areas like Dhule, Kusumba, Nandurbag. Along with providing health services for the needy patients, these clinics also serve as employment opportunities for the alumni, and as a job opportunity to the rural unemployed youth as supporting staff. Each satellite clinic is fully equipped and caters to the dental needs of over 5000 patients. All the satellite clinics are provided with 2 chairs, qualified dental surgeon, a nursing staff and an supporting staff. Patients in need of primary care can take advantage of these clinics before they reach out for definitive management elsewhere. While those requiring multidisciplinary care are referred to our tertiary care centre where all the provision to render these needs exist. Both undergraduates and postgraduate students are deployed to work in betterment of these services in form of monthly arranged camps. Periodic meetings are held at all levels to resolve any issue encountered. We aim to maintain the same quality of services as any other well equipped private clinic in urban city, with well experienced and trained faculty at college panel. Using the technology we arrange for digital meetings from the college to these satellite clinics. Digital meetings are also helping creating awareness amongst villagers. In order to increase the interaction with the villagers and motivate them to learn about oral health care we reach out to village level health workers like Accredited Social Health Activists, Anganwadi Workers and Multipurpose Health workers. These workers act as a connecting link and are trained to identify common oral diseases and inform about the same. To update the knowledge and keep the faculty and the students updated about every new technology and technique introduced, timely continuing education programs are held. Our college is also attached to the Medical College providing highly equipped health care services for the needy. All these initiatives enhance the provision of high

quality dental health care and help to improve the oral health related quality of life of the rural population we serve.

File Description	Document
Link for appropriate web page in the institutional website	View Document
Link for any other relevant information	View Document

8.Dental Part

8.1 Dental Indicator

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

Response: 77.14

8.1.1.1 Institutional mean NEET percentile score

Response: 77.14

File Description	Document
NEET percentile scores of students enrolled for the MBBS programme during the preceding academic year	View Document
List of students enrolled for the BDS programme for the preceding academic year	View Document
Institutional data in prescribed format	View Document

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

Response:

Preclinical abilities are crucial in dentistry

A competency-based dental curriculum's success would mostly depend on students learning the fundamental abilities required to practice dentistry securely and more confidently. In the pre-clinical simulation laboratory (PCSL), where students are given the necessary skills to use when treating patients, practical learning and instruction get started. To help dental graduates in developing their clinical skills before being exposed to clinical settings, A C P M Dental College is equipped with preclinical prosthetic labs, preclinical conservative labs, and preclinical orthodontic labs. Adopting supplemental techniques would increase learning outcomes and support student learning more effectively. The most recent tools and equipment are maintained in all preclinical laboratories. To improve preclinical skills student centric approach is utilized by faculty. Students need to perform exercises as prescribed by regulating authorities (DCI). Demo classes by experienced faculty members gave a realistic clinical approach to them. The Pre-Clinical Skill Labs, where new abilities are learned based on a solid theoretical grasp and the application of that knowledge, are equally applicable to this global paradigm shift in higher education. The Pre-Clinical Skill Labs give students the chance to apply their classroom knowledge in real-world settings. Preclinical Labs are equipped with phantom heads which are simulators for clinical patient. ICT enabled labs have demo videos to increase understanding of work. It is the obligation of educators to make sure that all students attain the necessary level of knowledge and skill to successfully use when treating patients in a dental clinic. Dental faculty face a real challenge in their quest for the best possible practical and pre-clinical dental education given the high level of technological specificity and requirements of the Pre-Clinical Skill Labs, as well as the inherent financial implications of setting up and maintaining such a

simulation laboratory. Pre-Clinical Dental Skills offers a thorough and user-friendly overview of the fundamental operative abilities and key clinical competencies necessary for students ready to begin dental clinical training. For pre-clinical students, it is the ideal illustrated introduction, and for later undergraduate and postgraduate levels, it is a helpful revision tool. They receive frequent updates on pre-clinical skill knowledge and learning processes from ACPM Dental faculty. Dental graduates' knowledge and abilities are being upgraded by the application of innovative learning procedures like demonstration with the aid of ICT resources and incorporating artificial intelligence in pre-clinical settings.

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

8.1.3 Institution follows infection control protocols during clinical teaching

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

Response: A. All of the above

File Description	Document
Relevant records / documents for all 6 parameteres	View Document
Institutional data in prescribed format	View Document
Immunization Register of preceding academic year	View Document
Disinfection register (Random Verification by DVV)	View Document
Central Sterile Supplies Department (CSSD) Register (Random Verification by DVV)	View Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response:

The institution regularly conducts orientation programs, white coat ceremony and workshops on infection control, patient care and safety.

ORIENTATION FOR FRESH STUDENTS

The orientation program is organized for the incoming 1st BDS students every year by student welfare committee. The major objective of the programme is to make the students and their parents aware of the BDS curriculum and the rules and regulations of the Institute.

The College has student centric committees like Anti-Ragging, Student Welfare committees. Apart from these, other committees' viz. Library, Grievance and Academic committees etc. are a part of our college. The heads of these committees are introduced to the students with instructions to approach them for queries, suggestions or any complaints. All the first year teachers and the coordinators are introduced and students give their self introduction. The students are taken on a campus tour to familiarize with the existing facilities for their academic, co-curricular activities. The students are addressed by qualified counselors for stress management techniques and they also attend an anti-ragging awareness programs.

Code of Conduct -There is a code of conduct for all the students which is known to them during the Orientation Program and is monitored by student welfare committee and the handbook for the same is available in the website and ensures discipline which includes matters related to the dress code Library - Facilities available in Library like Books and Journal are explained and short tour of the library is arranged for the first BDS and First MDS students during Orientation program.

INTERNSHIP ORIENTATION-

Institution performs its responsibility by providing Dental Graduates in Internship period, an awakening session of orientation. Orientation program makes them aware about practice ethics, career opportunities, scope of dentistry in abroad and entrepreneurship goals. Interns are given special training on the psychomotor and affective domain of learning and independent management in decision making as well as execution of treatment.

WORKSHOPS

During the every academic session undergraduate and post graduate students are exposed to various workshops which are mandatory to attend and learn about infection control policies, waste management procedure and patient protection methods. Infection Control Committee of institute regularly conducts above mentioned workshops for all students and provides them basic to advance knowledge with practical handwork. Research and Ethical committee of ACPM DC conducts work shop on annual basis for ethical issues in dentistry.

File Description	Document
Programme report	View Document
Orientation circulars	View Document

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

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

Response: C. Any 3 of the above

File Description	Document
Usage registers	View Document
Invoice of Purchase	View Document
Institutional data in prescribed format	View Document
Geotagged Photographs	View Document
Links for additional information	View Document

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

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

Response: B.Any 4 of the above

File Description	Document
Institutional data in prescribed format	View Document
Geotagged Photographs of facilities	View Document
Certificate from the principal/competent authority	View Document

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

Response: 1.02

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	3	0	3

File Description	Document
List of fulltime teachers with additional Degrees, Diplomas such as AB, FRCS, MRCP, FAMS, FAIMER/IFME Fellowships, Ph D in Dental Education etc. during the last 5 years	View Document
Institutional data in prescribed format	View Document
Attested e-copies of certificates of postgraduate Degrees, Diplomas or Fellowships	View Document

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

Response:

A Dental Graduate should carry knowledge along with the clinical skills to practice standalone in the society without any fear of under confident. In order to help students learn clinical skills more effectively and develop their confidence in using tips and techniques, A C P M Dental College constantly aims to implement newer and updated teaching techniques. The OSCE system is one such approach used in this instance:

OSCE/OSPE: It is a practical, real-world method that keeps test takers interested, enables them to comprehend essential aspects that influence clinical decision making, encourages the student to be creative, and exposes their case-handling mistakes, ultimately enhancing their decision making.

The Institute has started evaluating clinical work performed by students at various training levels who possess a wide variety of talents. The goal was to eliminate bias from student evaluations by letting everyone use the same scope and evaluation standards. This has increased transparency in the evaluation process and lessened bias against the pupils.

Clinical evaluation: is assessed on the basis of

1. Communication skill
2. Case history taking
3. Diagnosis & prognosis
4. Treatment planning
5. Clinical Procedure assessment.

With regard to impartiality, homogeneity, and the variety of clinical scenarios that can be evaluated, this style of evaluation clearly has advantages over more traditional clinical evaluation.

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File Description	Document
Report on the list and steps taken by the College to measure attainment of specific competencies by the BDS students/interns stated in the undergraduate curriculum during the last five years	View Document
List of competencies	View Document
Geotagged photographs of the objective methods used like OSCE/OSPE	View Document

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

Response: 69.67

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

2021-22	2020-21	2019-20	2018-19	2017-18
87	89	96	81	95

8.1.9.2 Number of first year Students admitted in last five years

2021-22	2020-21	2019-20	2018-19	2017-18
123	129	133	129	129

File Description	Document
List of students, teachers and hospital staff, who received such immunization during the preceding academic year	View Document
Institutional data in prescribed format	View Document
Any other relevant information.	View Document

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

Response:

The college has adopted methods to define and implement dental graduate attributes with a system of evaluation of the attainment of the same.

The A.C.P.M. Dental College is determined that students should grow as people in addition to studying the basics of dentistry. The institution's objective includes ensuring access to inexpensive, high-quality oral health care as well as value-based training, and its aim is for everyone to have good oral health. The necessity for higher professional education in connection to the integration and imbibition of characteristics in undergraduate curricula is on the rise. Graduates must be able to formulate answers to issues, effectively communicate, collaborate with others, think critically, and have solid information technology abilities. The inclusion of these abilities in the curriculum reflects an innovative manner of instruction, learning, and evaluation. Dental graduates are trained to be competent to:-

- Educate and Motivate the public in oral health maintenance
- Diagnosing maxillofacial health care problems
- Utilize the recent diagnostic aids and interpret data, which will aid in accurate diagnosis
- Recognize the etiologic factors for various oral health care problem
- Perform procedures to prevent the oral health problems
- Perform interceptive procedures to reduce the severity of the oral health care problems.

The dental graduate attributes are articulated in terms of:

- Knowledge and understanding of the subject
- Practical/Clinical skills
- Inter-professional relationships and ethics
- Communication skills
- Orientation towards research
- Ability to adapt to the changes and advancements in technology and engage in independent and

lifelong learning

- Ability to address oral health care issues at a community level
- Ability to develop sustainable solutions and understand their effect on society and environment
- Ability to understand the effect of maxillofacial health care solutions on legal, cultural, social and public health and safety effects
- Green campus is the way of life at our institute. There is zero tolerance policy for usage of plastics. Biomedical waste is disposed as per the norms of WHO Guidelines. The waste is disposed at source.

Evaluation methods are hereby mentioned below:

The college adapts both objective and conventional evaluation methods to assess the attainment of dental attributes by following methods:-

1. Professionalism & ethics:

The undergraduates' compliance with the clinic/lab and didactic lecture times is rigorously observed. One of the cornerstones of ethical codes, the policy of beneficence and do no harm, is instilled during the orientation programme and continually scrutinised.

2. Simulation of pre-clinical exercises:

Prior to treating patients, the students are required to complete pre-clinical work on models and in typhodont simulation labs. After every activity, instructors with training and expertise evaluate the students.

3. Theoretical and clinical Knowledge and its acumen:

Through so-called end-posting exams, the student's clinical expertise is evaluated after each clinical posting. When evaluating students, objective procedures like OSPE and OSCE are used to gauge their levels of clinical expertise, communication skills, and other abilities.

Internal exams that last three hours are used quarterly to evaluate theoretical knowledge. The traditional assessment process is employed, which entails answering a series of questions, a one-on-one viva-voce, the identification of specimens on display within a given amount of time, a chair-side viva, a case presentation, and pedagogy.

4. Project based learning approach:

Students are encouraged to make projects on a said given topics on regular basis.

File Description	Document
Dental graduate attributes as described in the website of the College.	View Document
Any other relevant information	View Document

8.1.11 Average per capita expenditure on Dental materials and other consumables used for student training during the last five years.**Response:** 0.02**8.1.11.1 Expenditure on consumables used for student clinical training in a year**

2021-22	2020-21	2019-20	2018-19	2017-18
23.3	4.7	14.3	5	0.63

File Description	Document
Institutional data in prescribed format	View Document
Links for additional information	View Document

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

JMF's ACPM dental College established a dental education unit (Education Cell) which continuously imparts its effort to update knowledge and skills of faculty of ACPM dental college. DEU regularly thrives to conduct faculty development programs, quality development programs and also professional development programs in ACPM dental College. The unit is designed to enhance the teaching and other skills of the faculty, And to make them aware about modern teaching tools and methodologies. It provides an opportunity to acquire knowledge about current technological developments in relevant fields. It will not only promote the professional practices relevant to technical education but also motivates the faculty to achieve competitive teaching and learning environment, thus channelizing development with respect to academic qualifications and personal matters. The faculty of clinical and non clinical department both gets advantages of these programs conducted by DEU.

File Description	Document
List of teachers year-wise who participated in the seminars/conferences/ workshops on emerging trends in Medical Educational technology organized by the DEU of the College during the last five years	View Document
List of seminars/conferences/workshops on emerging trends in Dental Educational Technology organized by the DEU year-wise during the last five years.	View Document
Any other relevant information	View Document

Other Upload Files	
1	View Document

5. CONCLUSION

Additional Information :

The institution has 6 MOU's with various dental colleges and is also focusing on a Tobacco free campus and therefore has a Tobacco cessation centre to encourage not only the employees of the institute but also patients for deaddiction..

The Institution also encourages all its staff and students to engage in research with an emphasis on Herbal products. Multiple research studies have been carried out with this in mind. We have Fully functional Medical Hospital, nearby our campus (ACPM medical college and hospital). We have recognition of 02 departments as PhD centres and 4 faculty as PhD guides by the affiliated University.

Perspective plan of the institution:

The college strives continuously to fulfill and sustain our vision and mission through perspective planning. Some of the highlights of the perspective plans include:

- To further strengthen the infrastructure facilities to provide skill-based training to foster global competencies
- To get more sponsored projects and grants from funding agencies, as well as to strengthen tie-ups with research organizations
- To encourage our students and staff to go for patency.
- To increase publications in international/national journals
- To encourage more faculty to enroll themselves in PhD programmes.

Concluding Remarks :

Concluding Remarks :

The college continuously strives towards curriculum delivery, beyond the syllabus coaching, use of evidence[1]based dentistry, student and staff support, extension activities, research promotion, cater to student diversity, and provide global quality education, and all activities are monitored by the IQAC, in orchestration with various committees and the Management. For efficient and harmonized functioning of all the departments, various committees have been instituted like college academic committee, research committee, institutional ethics committee, alumni association, examination & curriculum Committee, hostel committee, college infection control committee, institutional student welfare committee, monitoring and evaluation cell and library committee. The college has been able to deliver standardized dental education optimally and consistently impart oral health care and education to the community till date, and continuously strive to upgrade the same.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.2	<p>Percentage of fulltime teachers participating in BoS /Academic Council of Universities during the last five years. (Restrict data to BoS /Academic Council only)</p> <p>1.1.2.1. Number of teachers of the Institution participating in BoS/Academic Council of universities year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>1</td><td>1</td><td>1</td><td>0</td><td>0</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	1	1	1	1	1	2021-22	2020-21	2019-20	2018-19	2017-18	1	1	1	0	0
2021-22	2020-21	2019-20	2018-19	2017-18																	
1	1	1	1	1																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
1	1	1	0	0																	
1.2.1	<p>Percentage of inter-disciplinary / inter-departmental courses /training across all the Programmes offered by the College during the last five years</p> <p>1.2.1.1. Number of inter-disciplinary /inter-departmental courses /training offered during the last five years</p> <p>Answer before DVV Verification : 8</p> <p>1.2.1.2. Number of courses offered by the institution across all programs during the last five years</p> <p>Answer before DVV Verification : 10</p> <p>Answer after DVV Verification: 35</p>																				
1.2.2	<p>Average percentage of students enrolled in subject-related Certificate/ Diploma / Add-on courses as against the total number of students during the last five years</p> <p>1.2.2.1. Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>13</td><td>12</td><td>13</td><td>16</td><td>13</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>13</td><td>12</td><td>13</td><td>16</td><td>13</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	13	12	13	16	13	2021-22	2020-21	2019-20	2018-19	2017-18	13	12	13	16	13
2021-22	2020-21	2019-20	2018-19	2017-18																	
13	12	13	16	13																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
13	12	13	16	13																	
1.3.3	Average percentage of students enrolled in the value-added courses during the last five years																				

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
70	70	70	65	68

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
70	70	70	65	68

1.3.4

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

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

Answer before DVV Verification : 317

Answer after DVV Verification: 317

1.4.1

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

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

Answer before DVV Verification : A. All of the above

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

Remark : As per the HEI statement in the response dialog box and the data attached during clarifications. The HEI has not given details in the forms of the employer nor do the forms carry official stamp. Only students and Faculty considered.

2.4.3

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

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

Answer before DVV Verification : 6.27 years

Answer after DVV Verification: 1154 years

Remark : Total teaching experience of fulltime teachers in number of years (cumulative experience). As per the HEI statement in the response dialog box and the data attached during clarification

2.4.5

Average Percentage of fulltime teachers who received awards and recognitions for excellence in

teaching, student mentoring, scholarships, professional achievements and academic leadership at State, National, International levels from Government / Government-recognized agencies / registered professional associations / academies during the last five years

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2	1	3	2	2

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	00

Remark : As per the documents provided by the HEI during clarification. Certificates of appreciations / certificate of participation cannot be considered as an award

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

Opportunities provided to students for midcourse improvement of performance through:

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. Any 2 of the above

Remark : As per the documents provided by the HEI during clarification.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
34	34	35	36	37

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
20	22	20	11	26

Remark : As per the HEI statement in the response dialog box and the data attached during clarifications.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2	5	2	1	1

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2	2	2	1	0

Remark : As per the HEI statement in the response dialog box and the data attached during clarifications.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
10	5	6	7	7

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
10	5	6	7	7

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

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

Answer before DVV Verification:

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2021-22	2020-21	2019-20	2018-19	2017-18
176	162	166	152	132

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
176	162	166	152	132

3.5.1	<p>Average number of Collaborative activities for research, faculty exchange, student exchange/ Industry-internship etc. per year for the last five years</p> <p>3.5.1.1. Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>08</td><td>05</td><td>07</td><td>10</td><td>15</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>00</td><td>0</td><td>00</td><td>0</td><td>00</td></tr></table> <p>Remark : HEI has not provided any supporting documents for the claim. As per the documents provided by the HEI during clarification.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	08	05	07	10	15	2021-22	2020-21	2019-20	2018-19	2017-18	00	0	00	0	00
2021-22	2020-21	2019-20	2018-19	2017-18																	
08	05	07	10	15																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
00	0	00	0	00																	
3.5.2	<p>Total number of Functional MoUs/linkages with Institutions/ Industries in India and abroad for academic, clinical training / internship, on-the job training, project work, student / faculty exchange, collaborative research programmes etc. for last five years</p> <p>3.5.2.1. Number of functional MoUs/linkages with Institutions/ industries in India and abroad for academic, clinical training / internship, on-the job training, project work, student / faculty exchange, collaborative research programmes etc. for the last five years</p> <p>Answer before DVV Verification : 6</p> <p>Answer after DVV Verification: 6</p>																				
4.1.4	<p>Average percentage of expenditure incurred, excluding salary, for infrastructure development and augmentation during the last five years</p> <p>4.1.4.1. <i>Expenditure incurred, excluding salary, for infrastructure development and augmentation year-wise during the last five years (INR in lakhs)</i></p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>98</td><td>32</td><td>116</td><td>4</td><td>5</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	98	32	116	4	5										
2021-22	2020-21	2019-20	2018-19	2017-18																	
98	32	116	4	5																	

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
93	78	165	223	148

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1152	1144	1191	1173	1162

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
359	358	316	378	396

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
54	54	54	54	54

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
54	54	54	54	54

Remark : As per the HEI statement in the response dialog box and the data attached during clarifications.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
9.6	0	8	10	12

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
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9.6	0	8	10	12
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4.3.6	<p>E-content resources used by teachers:</p> <p>1. NMEICT / NPTEL</p> <p>2. other MOOCs platforms</p> <p>3.SWAYAM</p> <p>4. Institutional LMS</p> <p>5. e-PG-Pathshala</p> <p>Answer before DVV Verification : Any Three of the above</p> <p>Answer After DVV Verification: Any One of the above</p>																				
5.1.1	<p>Average percentage of students benefited by scholarships /freeships / fee-waivers by Government / Non-Governmental agencies / Institution during the last five years</p> <p>5.1.1.1. Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)</p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>185</td><td>157</td><td>123</td><td>174</td><td>157</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>185</td><td>157</td><td>203</td><td>174</td><td>122</td></tr></table> <p>Remark : As per the HEI statement in the response dialog box and the data attached during clarifications.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	185	157	123	174	157	2021-22	2020-21	2019-20	2018-19	2017-18	185	157	203	174	122
2021-22	2020-21	2019-20	2018-19	2017-18																	
185	157	123	174	157																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
185	157	203	174	122																	
6.3.2	<p>Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years</p> <p>6.3.2.1. Number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>13</td><td>0</td><td>9</td><td>9</td><td>3</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	13	0	9	9	3										
2021-22	2020-21	2019-20	2018-19	2017-18																	
13	0	9	9	3																	

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
13	0	9	07	02

Remark : As per the HEI statement in the response dialog box and the data attached during clarification. As per SoP.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
4	10	0	3	2

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
4	07	0	3	2

Remark : As per the HEI statement in the response dialog box and the data attached during clarification

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
3	0	0	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0.22	0	0	0	0

Remark : As per the HEI statement in the response dialog box and the data attached during clarification.

6.5.2	<p>Average percentage of teachers attending programs/workshops/seminars specific to quality improvement in the last 5 years</p> <p>6.5.2.1. Number of teachers attending programs/workshops/seminars specific to quality improvement year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>64</td><td>68</td><td>200</td><td>79</td><td>89</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>86</td><td>55</td><td>68</td><td>34</td><td>24</td></tr></table> <p>Remark : As per the HEI statement in the response dialog box and the data attached during clarification</p>	2021-22	2020-21	2019-20	2018-19	2017-18	64	68	200	79	89	2021-22	2020-21	2019-20	2018-19	2017-18	86	55	68	34	24
2021-22	2020-21	2019-20	2018-19	2017-18																	
64	68	200	79	89																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
86	55	68	34	24																	
7.1.3	<p>The Institution has facilities for alternate sources of energy and energy conservation devices</p> <p>1. Solar energy</p> <p>2. Wheeling to the Grid</p> <p>3. Sensor based energy conservation</p> <p>4. Biogas plant</p> <p>5. Use of LED bulbs/ power efficient equipment</p> <p>Answer before DVV Verification : C. Any three of the above</p> <p>Answer After DVV Verification: D. Any two of the above</p>																				
7.1.5	<p>Water conservation facilities available in the Institution:</p> <p>1. Rain water harvesting</p> <p>2. Borewell /Open well recharge</p> <p>3. Construction of tanks and bunds</p> <p>4. Waste water recycling</p> <p>5. Maintenance of water bodies and distribution system in the campus</p> <p>Answer before DVV Verification : Any Three of the above</p> <p>Answer After DVV Verification: Any Two of the above</p>																				
7.1.6	<p>Green campus initiatives of the Institution include</p> <p>1. Restricted entry of automobiles</p> <p>2. Battery-powered vehicles</p>																				

3. Pedestrian-friendly pathways

4. Ban on use of plastics

5. Landscaping with trees and plants

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

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

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

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

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

Answer After DVV Verification: C. Any three of the above

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

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

Answer before DVV Verification : A. Any 5 of the above

Answer After DVV Verification: B. Any 4 of the above

Remark : As per the HEI statement in the response dialog box and the data attached during clarifications.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2373073	47225	1433049	500000	63150

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18

23.3	4.7	14.3	5	0.63
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2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of students year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>581</td><td>581</td><td>647</td><td>611</td><td>559</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>514</td><td>512</td><td>622</td><td>601</td><td>581</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	581	581	647	611	559	2021-22	2020-21	2019-20	2018-19	2017-18	514	512	622	601	581
2021-22	2020-21	2019-20	2018-19	2017-18																	
581	581	647	611	559																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
514	512	622	601	581																	
1.2	<p>Number of outgoing / final year students year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>135</td><td>138</td><td>126</td><td>121</td><td>98</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>130</td><td>134</td><td>122</td><td>136</td><td>105</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	135	138	126	121	98	2021-22	2020-21	2019-20	2018-19	2017-18	130	134	122	136	105
2021-22	2020-21	2019-20	2018-19	2017-18																	
135	138	126	121	98																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
130	134	122	136	105																	
1.3	<p>Number of first year Students admitted year-wise in last five years.</p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>123</td><td>129</td><td>133</td><td>129</td><td>129</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>123</td><td>129</td><td>0133</td><td>129</td><td>129</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	123	129	133	129	129	2021-22	2020-21	2019-20	2018-19	2017-18	123	129	0133	129	129
2021-22	2020-21	2019-20	2018-19	2017-18																	
123	129	133	129	129																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
123	129	0133	129	129																	
2.1	<p>Number of full time teachers year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>171</td><td>153</td><td>150</td><td>155</td><td>146</td></tr></table> <p>Answer After DVV Verification:</p>	2021-22	2020-21	2019-20	2018-19	2017-18	171	153	150	155	146										
2021-22	2020-21	2019-20	2018-19	2017-18																	
171	153	150	155	146																	

2021-22	2020-21	2019-20	2018-19	2017-18
170	165	150	160	156

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
171	153	150	155	146

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
171	165	150	160	156

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
635	512	617	508	447

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
229	159	248	318	231