SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

TATYASAHEB KORE DENTAL COLLEGE AND RESEARCH CENTRE

MAHATMA GANDHI HOSPITAL CAMPUS, NEW PARGAON.
416113
www.tkdc.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

July 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

With the spirit of enterprise, innovation, social organization, and social idealism, Warana, a barren, unproductive hilly tract 40 years ago, is now flush with greenery, humming with industrial, agricultural, and educational activity. Today, it boasts a leading cooperative Sugar factory, a dairy and Poultry cooperative, a cooperative Bank, Warana Bazaar Consumer Service, Arts, Science and Commerce College, Industrial Training Institute, Engineering College, Physical Education, and Children's Orchestra. These activities have been acknowledged nationally and internationally and have also received National awards for excellence in their respective fields.

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

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

Thus, the Mahatma Gandhi Hospital at New Pargaon finally came into being to meet the precise medical needs of the rural population on October 2, 1992.

The main aim of the founder regarding this hospital was to set up a rural medical college. However, that was initially fulfilled by the establishment of Tatyasaheb Kore Dental College & Research Centre in 2002 by the visionary Dr. Sudhakarraoji Kore in the fond memory of his late father, Shri Tatyasaheb Kore. Later, the college got a post-graduation program in 2009-10, and a Ph.D. program in 2016-17. The college is recognized by the Dental Council of India and affiliated to Maharashtra University of Health Sciences, Nashik.

The remarkable feature of the college is that it provides quality dental care to the rural and underprivileged population of Kolhapur, neighboring districts, and nearby states like Karnataka and Goa.

Vision

To be a globally recognized institution of excellence that sets the benchmark in dental education, research and patient care.

Mission

- Our mission is to provide a comprehensive and cutting-edge dental education that prepares our students to be skilled, compassionate and ethical dental professionals.
- TKDC aims to advance the knowledge and practice of dentistry through research and innovation and to

provide exceptional patient care that promotes oral health and overall well-being.
- TKDC is committed to upholding the highest ethical standards, fostering diversity and inclusivity and contributing to the betterment of society.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Faculty of highly qualified, dedicated, and approachable educators who bring with them extensive clinical expertise.
2. Consistent and steadfast leadership, with a team of experienced senior staff members.
3. Set within a sprawling 27-acre campus, the college stands out for its eco-friendly, lush green environment, free from tobacco and pollution.
4. A well-established and esteemed reputation, known for delivering top-notch education and producing skilled dental professionals.
5. Equipped with state-of-the-art facilities and cutting-edge equipment to ensure optimal oral healthcare provisions.
6. Active engagement in extensive outreach activities

Institutional Weakness

1. Lack of students representation from other states or countries.
2. Insufficient High-End Research Infrastructure
3. Restricted Research Opportunities and limited research projects
4. Financial Constraints and limited financial resources affecting various aspects of operations and development.

Institutional Opportunity

1. Forming meaningful research partnerships with esteemed educational institutions and dental research centers
2. Adopting cutting-edge technologies like digital dentistry and intraoral scanners to revolutionize clinical training,
3. Enhancing teaching-learning methods with innovative techniques
4. Exploring opportunities to increase seats and introduce new postgraduate programs
5. Facilitating knowledge-sharing and cultural experiences through robust student and faculty exchange programs
6. Recognition and ranking from esteemed bodies like NIRF and NABH

Institutional Challenge

1. Operating the college with constrained financial resources
2. Nurturing analytical skills among the students
3. Engaging the younger generation in research opportunities

4. Retaining highly skilled class III and class IV employees
5. Attracting students from other states and even NRIs

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Tatyasaheb Kore Dental College and Research Centre is affiliated to MUHS, Nashik and follows the curriculum designed for undergraduate and post graduate students by Maharashtra University of Health Sciences, Nashik and Dental Council of India. The college conducts **BDS program** with 60 intake, **MDS program** in Prosthodontics and Crown and Bridge, Conservative Dentistry and Endodontics, Periodontology, Orthodontics and Dentofacial Orthopaedics, with an intake capacity of 2 graduates in each program, and 12 scholars for **Ph.D. program** annually.

The institute has a constituted **Curriculum Committee** that enforces the planning and delivery execution of the prescribed curriculum, as well as proper evaluation of the system and students. The curricular and co-curricular activities, continuous internal evaluations, teaching schedule, other didactic activities etc., are all strategized at the beginning of the year, in curriculum committee meetings, for both UG and PG students.

In addition to the syllabus, the curriculum committee also plans for **enrichment programs** to append the curriculum prescribed. Inter-disciplinary and Inter-departmental activities are conducted to allow for flexible and all-encompassing learning of the students. The college also conducts **CDE programs, Value Added Courses, subject related programs**, seminars, and lectures by learned faculty through the academic year, so that students can be taught skills beyond the strict syllabus and enhance their soft skills. This ensures a more holistic development of the future practitioners.

To impart a sense of social responsibility to our future healthcare professionals, field visits, community interactions, industry interfaces, and research projects are carried out for students from I to IV BDS. Regular postings and interactions with local populations enables comprehensive development of student knowledge and capabilities. Further, issues faced by the population, and integrated in various aspects of life and prescribed curriculum, such as Human Values, Professional Ethics, Gender awareness, Health Determinants, Right to Health etc., are inculcated through various days celebrations and through formal teaching. **Enrichment courses** in the form of value-added courses are conducted in the college. 26 such programs have been conducted in the last five years.

The college, through a well-organised **IQAC** and **feedback committee**, has a system in place to collect feedback regarding the curriculum planning and delivery from all concerned stakeholders. The forms are collected manually or online, anonymized, analyzed and reported to the curriculum committee. This ensures active participation from stakeholders and planners to strengthen the curriculum quality in the college.

Teaching-learning and Evaluation

TKDC has 294 undergraduates and 24 post graduates enrolled for the academic year 2021-2022. 100% is the average percentage of seats filled against seats reserved for different categories as per applicable reservation policy as per GoI or State Govt. norms during the last five years. The Student-Faculty ratio is 4:1. The Average teaching experience of faculty is 8.42 years.

TKDC gives paramount importance & focus to academic activities through various teaching and learning methods which include Interdisciplinary learning, Integrated teaching, Participatory learning, Problem Based learning, Case-based learning, Self-Directed Learning, Evidence based learning, Project based learning and role plays. Active learning is encouraged through innovative methods like different projects and 3D models. Skill Labs are extensively used for preclinical dental education and training in Basic Life Support (BLS).

The institution evaluates the students after first internal examination and organizes special programmes for slow performers and provides opportunities for advanced learners. Mentor-Mentee system has a mentee: mentor ratio of 9:1.

TKDC provides necessary infrastructure for effective use of information and communication technology in teaching - learning. E content developed in the form of lectures, short educational video/clips are made available on the institutional LMS.

TKDC publishes a well-structured academic calendar, mentioning all the internal examinations, at the beginning of academic year. The transparency of its conduct is ensured through making Blue prints for the exam papers, Oral Structured Viva-Voce, flash card viva-voce and MCQ papers. Work place assessment is done on regular basis during the clinical postings and during the practical examination.

The examination grievance redressal committee take care of all the grievances related to examination in a time bund fashion. TKDC has clearly stated course outcomes which are mapped to program outcomes. Institution strives to foster graduates having attributes of professional and personal values.

Research, Innovations and Extension

TKDC mainly focuses on research, extension and outreach activities conducted in the Institute. The institute is guiding postgraduate students for more than 10 years and Ph D scholars for 5 years. TKDC has trained 40 post graduate students in last five years and has various facilities to encourage research and innovation in students and faculties. Total 52 staff members were benefited with paid leaves for participation in conferences and workshops. Also various committees have conducted **40 seminars on Intellectual Property Rights**, Good clinical practices and research methodology to enhance researcher's knowledge. TKDC has **incubation centre** facility which stimulates students to think in different ways and incubate ideas. Various high-end equipment's are provided in undergraduate and post graduate departments to help them perform research work. TKDC has total **23 MoU's** out of which 07 are mainly used for research purpose, as a result of which, postgraduate students and faculty members have done clinical innovations, that do rule out day to day problems in patient handling.   Undergraduate students have made innovative educational models. Institutional **Ethics Committee** and **Institutional Innovation Cell** of TKDC is **registered with Government of India** which will help researcher to grab better opportunities. Faculty members of TKDC have published research articles and books with various renowned publishers. TKDC always has spread awareness in community with various extension and outreach activities. Total 13 out of 23 MoUs are dedicated for extension and outreach activities. TKDC has organized total 212 activities in last 5 years to create awareness among general rural population. MoUs are great help to students as they get easy access to various institutions. In last 5 years total 36 collaborative activities are conducted by the researchers. The faculty and students put a feather to hat by **achieving awards** in various **academic and extracurricular activities** such as, pageants, gardening and *Swachh Bharat abhiyan*. TKDC takes pride in having green campus and practicing tree plantation activity every year. The institute helps the students with the overall growth in their personality, social awareness and academics.

Infrastructure and Learning Resources

TKDC is situated on 27 acres of lush green campus of the Mahatma Gandhi Charitable Trust with state-of-the-art infrastructure, consisting of a 120-bed hospital, a nursing college and a playground.

As per the requirement of DCI and MUHS, TKDC has adequate physical infrastructure. All the four classrooms are adequately furnished and ventilated. There are LCD projectors, screens, WI-FI, and LAN connections in every classroom, making them all ICT-equipped. Each of the four PG departments has a dedicated seminar room with ICT capabilities where they may hold seminars and lectures.

For clinical learning, TKDC is connected to a 120-bed hospital with two large operating rooms and an intensive care unit. The hospital also includes a blood bank facility, which is well-equipped with all the required equipment and aids in organizing the blood to meet demands.

TKDC has all the equipment required in accordance with DCI regulations, and the departments also have advanced technology that postgraduate students can utilize to execute advanced procedures.

There are 19 well-equipped laboratories, which include skill, preclinical, and clinical laboratories. The distribution of laboratories is as per the department, wherein medical laboratories are in hospital buildings while dental laboratories are situated in dental college. The laboratories are maintained and updated as per the requirements.

The library of TKDC is spread across 5571 sq. ft. with a seating capacity of 150. National and international books of about 2522 are available in our central library for all basic medical science and dental departments with a barcoding system.

For recreational activities, TKDC has a campus playground spanning 7432.24 square meters, where all the outdoor sports are played. The Recreational Hall accommodates indoor activities like chess, Dart and carrom for students' enjoyment. A Yoga centre is available besides the canteen. The infrastructure is timely maintained by the designated maintenance committee.

Two Satellite Health centers are made available to students for community-based learning. For community service, a mobile dental van with two fully functional dental chairs has been fitted.

The college infrastructure encompasses modern clinics, well-equipped laboratories, and adequate recreational platforms, ensuring students receive comprehensive training in an engaging learning environment.

Student Support and Progression

Since its establishment, the institution has been working for the all round development of students and their welfare in a rural set up. TKDC offers scholarships provided by central and state governments. The institute helps more than 50.07% students to get benefit of scholarships, freeship schemes by the state government, MUHS, Nashik, from social welfare department and different NGOs. The institute has various development programs like soft skills development, Language and communication skills, Human value development,

Personality and professional development, Employability skill development, yoga and wellness, Analytical skill development. Most of the students are taking advantages of these schemes. The college conducts various programs which can benefit the students in Career guidance, Postgraduate studies, Competitive exam preparation, life skill development and offers placement support. Around 46.6% of the students are benefited by the above activities of Placement cell. International student's cell is active for guiding the junior students for getting the further education and employment. The institute has anti-ragging committee. There is Women empowerment committee and Internal complaint committee available for prevention of sexual harassment. The Student welfare and grievance redressal committee takes care of the issues raised by students. An average of 25 to 30 students crack the NEET DENTAL PG exam every year and persuing post graduation in different colleges. Many students are self-employed by starting their own clinics or working under senior practitioners. Some join as lecturers in different colleges due to their academic and research interest. Students organize and conduct cultural and sports events every year in the college and encouraged to participate in inter and intra college events. The students have won medals for their outstanding performances at state and national levels. We have an active student council which assist, promote, coordinate, provide an opportunity and to organize activities which will foster the growth of the institution in academics and in extracurricular activities. We have a strong alumni association which was established in 2020 and is registered under the Societies Registration Act 1860, at Kolhapur Jurisdiction in Maharashtra state. The institution offers a vibrant atmosphere for the well-being students in the campus.

Governance, Leadership and Management

Tatyasaheb Kore Dental College tries to empower the Students with value based education & transforms them to be responsible citizens through continuous quest of excellence. The vision of the college is to provide not only to be skilled, compassionate of ethical Dental professionals but also to serve the needy patients in remote area.

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

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

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

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

The institution has initiated faculty empowerment strategies like appraisal methods that are used for evaluation of faculty members.

Faculty welfare schemes are available as per standard rules in the form of gratuity fund, provident fund, advanced amount, loans etc.

IQAC has proposed and initiated beneficiary and welfare schemes in the form of research grants for the faculty members.

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

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

Thus, TKDC is committed to serve the society at its best.

Institutional Values and Best Practices

Female staff employees and students at TKDC have access to special amenities, such as a counseling room and separate common areas for men and women. A daycare facility for young children is available at TKDC.

The Institute has installed solar energy systems in the staff housing and the dorm. The academic office, among other places, has sensor-based energy saving implemented by TKDC.

The Institute has set up facilities for the secure disposal of solid and liquid waste, as well as trash that requires specific care, such as biomedical waste, electronic waste management, waste recycling systems, etc. The Institute has set up facilities for the secure disposal of solid and liquid waste, as well as trash that requires specific care, such as biomedical waste, electronic waste management, waste recycling systems, etc.

The Institute has water-saving features such tanks, a waste water recycling system, rainwater harvesting, and borewell/open well recharging.

The Institute's campus contains several green efforts, such as restricted access for cars, pedestrian-friendly routes, etc.

The Institution has a *Divyangjan*-friendly environment on campus. We have built an environment with ramps and lifts for easy access to classrooms, disabled-friendly washrooms for handicapped patients, and a help desk at the OPD counter.

The Institution is home to students and faculty from diverse geographical, cultural, linguistic, communal, and socioeconomic backgrounds. The college promotes all cultures to maintain harmony on campus. A code of

conduct manual for faculty and students is available at the institute. It can be seen on the website for additional information.

The institution observes a variety of significant days, events, and festivals that are national and international in nature, including Independence Day, *Ganesh Chaturthi*, Holi, Navaratri, etc. TKDC also commemorates World AIDS Day, World No Tobacco Day, and other days to raise awareness about oral health.

TKDC sees its efforts turn into positive impact on oral health of rural population. TKDC also arranges staff trips to improve their physical and mental health.

The **Best practices** of TKDC are as follows:

- Skill and Talent Cultivation Program For TKDC Students
- Improved Learning Environment Through Eco-Friendly Initiatives

Dental Part

TKDC is a reputed professional institution offering dental education in Western India under the aegis of MUHS with the motto **"Service is Religion"**. It was started in the year 2002. It offers BDS, MDS, and Ph.D programs. The institution is leaving no stone unturned in imparting quality dental education to ascertain high ranking in the field of dentistry. As soon as students are admitted to the institution, it organizes orientation programme and special workshops to instill confidence, professionalism and a sense of belonging. The IQAC takes the initiative to organize them for the first-year undergraduate and postgraduate students. The institutional mean NEET percentile score of students admitted in the preceding academic year is 78.58 with a maximum score of 91.74. The institution ensures adequate training in preclinical skills through well-equipped preclinical laboratories. The institution follows strict infection control protocols and maintenance of records for the same, where every department has a dedicated sterilization room. The faculty and students undergo periodic training on infection control protocols and the use of the personal protective equipment. All the caregivers are immunized against communicable disease like Hepatitis B and also Covid vaccines were provided to the staff during the COVID-19 pandemic. The institute has several centers of excellence and specialized clinics to include Implant Clinic and TCC. The DEU organizes several faculty developments programs to ensure the delivery of quality education in the emerging trends in dentistry. Every student is provided with equal opportunity to participate in the curricular and extracurricular activities, within and off campus. The institution focuses on graduate attributes like knowledge, skills, clinical judgment, interaction, professional development and team work to achieve desired competencies and follows objective methods like Continuous internal evaluation, OSCE and OSPE for student evaluation. Education cannot be just within the respective departments, so we have 2 satellite centers and other such set ups to prepare our students for real world settings in dentistry. Our institute is making exceptional contribution towards faculty, student and societal development. Approximately, Rs.16,000/- is spent on consumables for each student per year as a part of student learning.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	TATYASAHEB KORE DENTAL COLLEGE AND RESEARCH CENTRE
Address	Mahatma Gandhi Hospital Campus, New Pargaon.
City	New Pargaon
State	Maharashtra
Pin	416113
Website	www.tkdc.org

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Harish Kulkarni	0230-2477081	9890246850	-	iqactkdc@gmail.com
IQAC / CIQA coordinator	Suryakant Metkari	0230-2477082	9823580009	-	suryakantmetkari@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 minroity institution	No

Establishment Details	

Date of establishment of the college	02-07-2002

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](#)	28-06-2007	193	Permanent Approval subject to 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	Mahatma Gandhi Hospital Campus, New Pargaon.	Rural	27	27701.47

2.2 ACADEMIC INFORMATION

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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,Under Graduate	60	HSC Science	English	60	60
PG	MDS,Conservative Dentistry And Endodontics	36	BDS	English	2	2
PG	MDS,Prosthodontics And Crown And Bridge	36	BDS	English	2	2
PG	MDS,Orthodontics And Dentofacial Orthopedics	36	BDS	English	2	2
PG	MDS,Periodontology	36	BDS	English	2	2
Doctoral (Ph.D)	PhD or DPhil ,Conservative Dentistry And Endodontics	48	MDS	English	3	3
Doctoral (Ph.D)	PhD or DPhil ,Prosthodontics And Crown And Bridge	48	MDS	English	3	2
Doctoral (Ph.D)	PhD or DPhil ,Orthodontics And Dentofacial Orthopedics	48	MDS	English	6	4

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	7				25				0			
Recruited	6	1	0	7	15	10	0	25	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	2				1				0			
Recruited	2	0	0	2	1	0	0	1	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	50				0				0			
Recruited	26	24	0	50	0	0	0	0	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				113
Recruited	79	34	0	113
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				16
Recruited	13	3	0	16
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

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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/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	2	0	0	0	0	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	5	2	0	17	9	0	0	0	0	33
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/M CH	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	12	20	0	0	0	0	0	0	0	32
UG	9	1	0	0	0	0	0	0	0	10

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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

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Part Time Teachers									
Highest Qualificatio n	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	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 Qualificatio n	**Lecturer**			**Tutor / Clinical Instructor**			**Senior Resident**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	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	76	0	0	0	76
	Female	218	0	0	0	218
	Others	0	0	0	0	0
PG	Male	6	0	0	0	6
	Female	18	0	0	0	18
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	10	0	0	0	10
	Female	1	0	0	0	1
	Others	0	0	0	0	0

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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	10	8	9	9
	Female	24	21	21	28
	Others	0	0	0	0
ST	Male	1	1	1	1
	Female	7	5	4	2
	Others	0	0	0	0
OBC	Male	29	31	28	26
	Female	81	87	81	82
	Others	0	0	0	0
General	Male	44	46	39	38
	Female	127	124	140	137
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		323	323	323	323

General Facilities	
Campus Type: Mahatma Gandhi Hospital Campus, New Pargaon.	
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)	**15**
* Qualified Doctor (Part time)	**0**
* Qualified Nurse (Full time)	**24**
* Qualified Nurse (Part time)	**0**
• Facilities like banking, post office, book shops, etc.	**Yes**
• Transport facilities to cater to the needs of the students and staff	**Yes**
• Facilities for persons with disabilities	**Yes**
• Animal house	**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	**Herbal Garden**

Hostel Details	
Hostel Type	
* Boys' hostel	
* Girls's hostel	
* Overseas students hostel	
* Hostel for interns	
* PG Hostel	

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Dentistry, by its nature, is multidisciplinary. Interdisciplinary lectures are organized for undergraduate and postgraduate students. Multidisciplinary research is feasible due to the presence of MOUs with several organizations and colleges and the presence of multiple PG and PhD disciplines within the same campus. Inter departmental coordination in diagnosis and treatment of special cases and dental implants is also performed.
2. Academic bank of credits (ABC):	The roadmap for ABCs has been laid down to some extent in the dental field for faculty by making earning CDE points by attending various conferences and scientific forums mandatory for renewal of

	registrations. TKDC is affiliated to Maharashtra University of Health Sciences, Nashik and hence is not registered with Academic Bank Credits (ABC), the Ministry of Education, Government of India. The institute has taken the initiative by enquiring about the procedure for opening of DigiLocker accounts for facilitating Academic Bank of Credit.
3. Skill development:	For skill development of UG/PG students, well equipped preclinical labs are available, including the simulator labs. The Comprehensive/Integrated Clinic gives interns an opportunity to acquire competencies required to become an accomplished practitioner. OSCE/OSPE, Viva Voce, and Direct Observation of Procedural Skills facilitate targeted skill-based evaluation. Skill development in communication is achieved through seminar presentations. Leadership skills are obtained when students are allocated responsibilities during internships as student representative members.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Whenever and wherever, as per the needs of the students, the staff of our institute attempt to make use of local language, i.e. Marathi and Hindi, in explanations related to syllabus in terms of lectures and clinics. We instruct on the importance of the use of Ayurvedic preparations in dentistry through the herbal garden on the campus. Also, research work is carried out in the Department of Periodontics on using Ayurvedic ingredients for dental treatments. The college organizes interreligious and linguistic programmes to promote national integration and religious harmony, like Makar Sankranti, Holi, Chatrapathi Shiv Jayanthi, Founders Day and Constitution Day.
5. Focus on Outcome based education (OBE):	The college is affiliated to Maharashtra University of Health Sciences, Nashik and we are following the curriculum prescribed. There are learning outcomes established for each subject (specific learning objectives). This is to enable students to successfully accomplish competencies, develop skills and knowledge specific to each subject which is mapped to the program outcomes.
6. Distance education/online education:	The college is planning to develop online teaching in terms of telecasting online lectures by experts. During the COVID-19 pandemic in the year 2020-21 all the classes and exams were conducted online.

	Online discussions on respective subjects were carried out during the COVID-19 outbreak. Faculty have been encouraged to enroll themselves in E-learning programs.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The TKDC Electoral Literacy Club was formed with the primary goal of educating the student community about their democratic rights, including the right to vote in elections. We perform mock polling operations in order to provide experience-based learning of the democratic setup. TKDC also holds workshops and other programs to inculcate knowledge about election 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?	For the ELC at TKDC, a coordinator and coordinating faculty members are chosen. TKDC typically holds awareness sessions through NSS. Details of ELC are as follows: Name Designation Functional role Dr. Yojana Patil Head, PHD ELC Coordinator Dr. Rajani Kulkarni A.O. Additional Coordinator Mrs. Akshara Patankar PRO Non-Teaching Representative Viraj Mohite Student Student Representative Shivam Phadtare Student Student Representative
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.	At TKDC, voter awareness initiatives are carried out with the following objectives in mind: 1. To raise awareness and interest among academic staff and students. 2. To provide practical knowledge regarding voter registration, the electoral process, and related topics to the target demographics. 3. To encourage young people to cast ballots in elections. 4. To present the electoral procedure.
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.	The ELC runs a social activity program through annual Awareness Drives and the commemoration of "National Voters' Day" to encourage democratic values and participation in electoral processes.
5. Extent of students above 18 years who are yet to be	Students who are eligible to vote and are older than

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.	18 are educated about their democratic rights, including the right to vote in elections. We encourage students to sign up to vote. ELC conducted a mock polling exercise to inform the children of the political system.

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
318	323	323	323	323
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
65	64	62	70	58
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
63	68	68	68	67
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
82	82	83	88	80
File Description			Document	
Institutional data in prescribed format(Data templ			[View Document](#)	

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
85	84	85	90	92
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
138.32	173.6	159.4	241.9	214.6
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:

TKDC follows the curriculum designed by MUHS, Nashik, and DCI to train the undergraduates, post graduate students and the PhD scholars. The college has following system in place to ensure effective planning, delivery and evaluation of the prescribed syllabus-

Curriculum Planning-

The curriculum committee of TKDC meets twice a year to effectively implement the curriculum, in accordance to prescribed norms and regulations. At the beginning of year, academic calendar is prepared for academic as well as co-curricular activities. The curriculum committee in consultation with all stakeholders, prepares the annual timetables for BDS program (with dedicated time slots and lecture halls for every subject through the 4 years), continuous internal assessment schedule, schedule for lectures and clinical postings, pre-clinical schedule, and a tentative final evaluation schedule as announced by MUHS.

The postgraduate curriculum is planned with respective HODs, consisting of preclinical work, clinics, seminars, journal clubs, case presentations, and tentative mock examination dates.

Opportunities are given to students to learn through **Value Added Courses**, subject related **Add On courses**, hands-on trainings, **CDE programs**, conferences, workshops, etc.

Co-curricular activities, for eg., Milestone Days celebration (orientation, freshers, white coat ceremony, graduation day celebration), conferences, events and festivals, cultural and sports week celebrations are also included in the annual calendar.

All information is conveyed to the stakeholders during orientation programs, through regular notices displayed on central and department notice boards, and made available on the website.

Curriculum Delivery-

The college has well-equipped departments and ICT supported lecture halls with projection facilities. A well-stocked college library offers various web-based facilities and access to National databases.

The curriculum is implemented through various teaching-learning methods like didactic activities including lectures, group discussions, seminars, case discussions, journal club presentations; Integrated methods like learning through assignments, projects, quizzes, debates, table clinics; Problem-based and case-based discussions; Self-directed learning by seminars, 3D models, and posters; Visits to satellite

centers and camps to encourage learning in humanities.

Clinical skills are imparted through demonstrations followed by hands on experience, as well as practical case-based discussions closely supervised by teachers.

Inter departmental seminars are conducted every month. Research Methodology workshops, lectures for Basic Sciences for PG students are conducted by inviting external resource person/in house faculty.

Evaluation-

The evaluation system has been structured to maintain uniformity, transparency, and academic standards during assessment of students. Monitoring and Mentoring Processes, and continuous evaluation are carried out to ensure learning outcomes of each subject.

Continuous Internal Evaluation- Three internal exams are conducted through the academic year following which, answer sheets are evaluated and discussed with the students.

Clinical Evaluation- During the clinical postings, students are evaluated through clinical/written exam, viva voce for their clinical ability, understanding of concepts, treatment planning ability etc. Clinical journals are designed specific to each department, to monitor the practical work of each student independently.

University exams are conducted by college as per MUHS schedules at the end of respective academic year.

Assessment of implementation of the curriculum is done periodically through a well-structured **feedback system**.

File Description	Document
Any additional information	[View Document](#)
Link for Minutes of the meeting of the college curriculum committee	[View Document](#)
Link for any other relevant information	[View Document](#)

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: 6.03

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
5	5	5	5	5

File Description	Document
Provide scanned copy of nomination letter such BoS and Academic Council From University/ Autonomous college	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

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: 40

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

Response: 12

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

Response: 30

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](#)
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: 59.04

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
285	218	84	225	137

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 regulative councils

Response:

TKDC ensures to incorporate and imbibe among the students, values related to all the cross-cutting issues through formal curricular delivery (as prescribed by MUHS and DCI) and extra-curricular programs.

Gender

Prescribed curriculum sensitizes the students regarding various diseases and challenges specific to each gender, covered during clinical training and lectures during I to IV BDS. TKDC is sensitive to gender-based biases, challenges, and expectations. The college condemns any discrimination by having healthy academic and social environment. TKDC has instituted various committees like **Vishakha, Women empowerment committee** to ensure female upliftment. College conducts programs regularly such as Balika Divas, National Girl Child Day, International Women's Day etc.

Environment and sustainability

Prescribed syllabus trains the student to promote environmentally conscious practises for bio-medical waste management, recycling, etc, as well as, diseases with environmental etiological factors under various courses of BDS program. For further education, TKDC celebrates various days like, No Plastic Campaign, World Environment Day, No Vehicle Day, Tree Plantation Drive, etc. The college has encouraged and established a **green campus** with provisions such as solar panels, herbal gardens, planting and cultivating of organic fruits and vegetables. The college consciously follows safe waste disposal and bio-medical waste management practises.

Human Values and Professional Ethics

The students are taught moral and ethical values, and codes and guidelines as assigned by governing bodies for Health and Education taught in Public Health Dentistry, Pedodontics, Prosthodontics during III and IV BDS. TKDC has multiple committees such as, Parent-Teacher Meetings, **Anti-Ragging, Code of Conduct**. Further, various days like Unity and Integrity Day, Independence Day, Blood Donation Drives, etc. are celebrated to encourage effective and empathetic interaction by students. Value Added Courses are conducted on soft skills, communication methods, etc.

Activities like Oath Taking ceremony and lectures on moral and ethical values and responsibilities, during Orientation Program and White Coat Ceremony are conducted. TKDC has an established **Ethical committee** to ensure ethically correct research practices and address all ethical issues within the professional sphere.

Health Determinants and Right to Health

Health determinants are covered under various subjects during I-IV BDS, as prescribed in syllabus.

TKDC believes in **'Service is Religion.'** Everyone is encouraged to ensure maximum healthcare outreach. This is done through multiple camps, field visits, NSS activities like, awareness rallies, screening camps, cleanliness drives, old age home visits, vaccination drives etc. The college provides monetary concession under multiple schemes. Sub- centers run by the college enhance the motto and allow for larger population to be catered to.

Emerging Demographic Issues

Demographic factors are formally taught by General Medicine, General surgery, Oral Medicine, and other courses during clinical training of students.

Students are taught about demographic changes and challenges faced by the society like population outbreak, changes in age composition, poverty leading to poor oral hygiene, lack of awareness etc. TKDC has various schemes to help patients by providing **free treatment. Geriatric clinic** has been set up in the college to cater to specific old-age related health problems. Department of Pedodontics caters to the paediatric population reporting in college.

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](#)

1.3.2

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

Response: 15

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

Response: 15

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

1.3.3

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

Response: 52.27

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
260	144	76	173	187

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](#)

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: 74.53

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

Response: 237

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 fomat	[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: A. Feedback collected, analysed and action taken on feedback besides such documents made available on the institutional website

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

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: 97.65

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
16	17	17	17	16

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
17	17	17	17	17

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

2.1.2

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

Response: 98.24

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
63	68	68	68	67

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
68	68	68	68	68

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

2.1.3

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

Response: 0

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	0

File Description	Document
Institutional data in prescribed format	[View Document](#)

2.2 Catering to Student Diversity

2.2.1

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

The Institution:

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

Response: A. All of the above

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

2.2.2

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

Response: 3.88

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:

TKDC ensures building and sustenance of innate talent as well as aptitude of individual students by conducting extramural activities. The extramural activities are planned regularly in such a way that maximum students will get the opportunity of participation. Students are motivated to participate in the extramural activities which helps them to align their interests and goals along with academic interest.

Extramural activities for Students

1. **Sports activities:** TKDC provides several indoor and outdoor sports facilities like carrom, chess, table tennis, playground, volley ball, throw ball court, etc. Sports events are regularly organized and student's participation is ensured so that it helps the student to develop interest in extracurricular activities.
2. **Cultural activities:** Participation of students in various activities and competitions like musical competition, dance, elocution, essay writing, etc. enhances them to develop their holistic approach.
3. **Student government**- Every year Student Council is nominated where the member of the council gets an opportunity to learn various aspects of governance including planning and execution of various programs.
4. **Students Clubs and Groups**- Every year TKDC conducts activities under student clubs and groups like **Drama Group, Skit Group, Photography Groups, Music Club, Painting club, Rangoli club, drawing club,** which helps students to enrich their presentation skills and public speaking skills.
5. **Volunteer work** – Students **volunteer** for various programs under **Inauguration committee, Decoration committee, Food committee, Finance committee** which helps students to improve self-esteem, confidence, well-being and develops new skills.
6. **Academic competitions and Literary competition:** TKDC conduct various activities like **debate, elocution, essay** competition, **poster** competition which helps students to develop and refine their literary skills.

Beyond the classroom activities for Students

Beyond the classroom activities are regularly conducted involving research, extension, field trips, education camps etc.

Field trips are regularly conducted at Warana Dairy, Kolhapur municipal corporation, biogas plant which provides real world experience and improves social relations. **Educational camps** are conducted every year which nurtures experiential learning that results in self-respect and appreciation for human value. **Orientation to research** is carried out by conducting basic research methodology workshop every year for the students. MOU's with various laboratories and institutions helps students to undertake collaborative research projects which enhance their analytical skills. **Service-learning projects** like summer internship program, where students participate in the programme conducted by the Maharashtra university of health sciences   regularly. Received second prize for *Swachh Bharat* Summer Internship program for the year 2018. **Extension activities** are organized through various awareness and screening camps in rural and tribal areas also conducts day celebrations which helps to arouse the social consciousness of the students by providing them opportunities to work with and among the people.

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:

The institution gives paramount importance & focus to academic activities through various teaching and learning methods

1. Experiential learning:

- Students become skilled in clinical dentistry by initially performing **pre-clinical exercises on models** followed by learning communication skills through **case history** taking, then starting

clinical procedures and acquiring experience.

2. Integrated/Interdisciplinary learning:

- Curriculum includes **interdisciplinary** methods for coordinated and collective learning mechanisms. Lectures for **Basic research methodology** are conducted by faculties from different disciplines. **Clinico-pathological meetings** are also conducted for postgraduate students.
- **Horizontal and Vertical** integrated teaching program is designed for undergraduate and postgraduate students to help them understand the clinical applications. Integrated learning includes **implant clinic, geriatric clinic, aesthetic clinic, and tobacco cessation centre**.

3. Participatory learning:

- Students are encouraged to participate in **open-ended questioning** in classrooms and clinical postings to inspire clear communication and provide that their opinions and ideas matter.

- TKDC motivates active participation of students in scientific events like **quiz, debates & table clinics** held within and outside the institution.

- Students are encouraged to take up **group projects, role-play activities, and group discussions** to enhance critical and creative thinking.

4. **Problem-solving methodologies**:

- Students are encouraged to extend their knowledge and thinking by giving them specific case-based situations in their clinical postings and questions on the **clinical feature, investigation, diagnosis, prognosis, and treatment planning.**
- Thus, students acquire proficiency in clinical skills through Case-based and Problem-based learning.

5. Self-directed learning:

- Postgraduate students are allotted **seminars** on specific topics on which they need to present before the teachers and other students.
- Undergraduate students also make **three-dimensional models and posters** as their projects.
- The preparation of power point presentations for seminars is directed for undergraduate students. The seminars cover both basic and advanced topics to increase their knowledge.

6. Patient-centric and Evidence-based learning:

- Clinical subjects are taught to students at the institution using patient-centric methods.

- Students enhance their clinical skills by exposing them to clinical practice at satellite centers and integrated clinics. The postgraduate curriculum includes **journal club discussions** where evidence-based decision-making is practiced.

7. Learning in the Humanities:

- TKDC strives to inculcate human values and ethics among its students through its **UG and PG orientation program and white coat ceremony.**
- Students take part in various **dental camps and satellite clinics** to attain social skills, communication skills and professionalism.
- Students are actively involved in all social and humanitarian activities through the **NSS unit.**

8. Project-based learning:

- Undergraduate students are encouraged & guided to take up **short projects** (3D models in the Department of Periodontology, Prosthodontics, Conservative Dentistry and Endodontics Orthodontics, Oral Pathology, Public Health Dentistry, and Pedodontics).
- Postgraduate and undergraduate students are encouraged to participate in **state, national & international conferences.**

9. Role-play:

- The institution encourages the enactment of social messages in the form of small skits and plays by the students like the **Anti-Tobacco campaign, Oral hygiene awareness on the occasion of days celebration** which provides opportunities for learning in the affective domain.

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

2.3.2

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

The Institution:

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

Response: A. All of the above

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

2.3.3

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

Response:

TKDC has provided the necessary infrastructure for the effective use of information and communication technology in the teaching and learning process.

- ICT tools are globally recognized as an essential part of the modern education system. ICT are dynamic tools for communication and sharing information.

- Information and communication tools help **high-quality teaching and learning** processes by motivating students to seek out **information resources, supporting active in-class and self-learning**, and allowing instructors to function as facilitators.
- TKDC has many Information and communication tools to mix **technology and traditional techniques** of instruction in order to make learning more productive.
- TKDC provides an E-learning facility to all our **students and faculty.**
- The types of Information and communication tools available include-

1. TKDC provides an **internet facility** and an institutional learning management system for information purposes.
2. Faculty are encouraged to develop **e-content** in the form of lectures which are made available on the institutional learning management system.
3. The campus is **Wi-Fi** enabled. Students are encouraged to obtain knowledge using modern learning tools – world wide web has been a very useful tool adopted by students and faculty alike. Open education is facilitated by the online availability of **books, journals, and procedure videos**

(K-hub). Institution subscribes to online journals, and online books which are freely available for easy referencing by staff and students (K-hub).

4. Presentation of lectures carried out in information and communication tool-enabled lecture and seminar rooms using **powerpoint presentations**, **laptop, slide changer with laser pointer, LCD projector, audio speakers & videos using YouTube**, and also learning management system for easy understanding of difficult procedures.

5. To maintain the continuity of classes, social platforms like the **Zoom app and Google meet** were used during the lockdown period when class strength was high enough & maintenance of COVID protocols was not possible.

6. **LMS –**A learning management system (LMS) includes a software application for the **administration, documentation, tracking, reporting, and delivery of e-learning courses**. In TKDC modular object-oriented dynamic learning environment **(MOODLE)** is an important open source option among LMS platforms. TKDC uses **MOODLE** as a learning platform to augment and move existing learning environments online. **MOODLE** uses as a central depository **for lectures, presentation videos, books, assignments, and quizzes.**

7. **Shodhganga-** Teachers and students use this platform in TKDC for research purposes. Shodhganga is a digital repository of **thesis and dissertations** submitted to universities in India. Teachers and students in TKDC use this digital online platform to get topics of relevant research.

8. **Swayam NPTEL as Learning resources:** Teachers & students use these platforms for getting online training on topics of relevance.

9. **Trinocular microscope with LED TV, endomicroscope, and radiovisiography** is a powerful tool for motivating students and developing the skills of observation, awareness, and analysis.

10. **E-mail, website** and social media like **Whats App** are used for communication purposes.

11. **Other ICT-enabled tools:** All the departments are provided with desktops with updated **software, printers, and Wi-Fi facilities**. All postgraduate departments are provided with projectors.

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: 11.36

2.3.4.1 Total number of mentors in the preceding academic year	
Response: 28	

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

2.3.5

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

Response:

TKDC recognizes the value of **creativity, innovation, and analytical abilities** in student achievement and career development. Several classroom and out-of-classroom activities are specifically intended to achieve this goal. This is accomplished by adding a **creative classroom** atmosphere that offers numerous possibilities for inventive thinking, collaborative problem solving, and shared learning experiences that may help students connect on a personal level. All departments use problem-based learning with real-life clinical challenges, which helps to instill critical thinking and analytical abilities in students. A specialized module for clinical decision-making increases the rational approach to generating solid judgments in challenging scenarios. The institute's faculty staff consistently make earnest attempts to present their lectures in a style that is helpful to the student's learning. Below are a few instructional strategies that have been modified or adopted to encourage students' innovation, creativity, and analytical abilities.

TKDC follows the following teaching-learning process:

Analytical Skills: Undergraduate and postgraduate students from the Department of Periodontology, Prosthodontics, Conservative Dentistry and Endodontics and Orthodontics. are encouraged to participate in **quizzes, scientific presentations, seminars, and for Research/ Publications** to nurture analytical skills. Students are introduced to the need for evidence-based practice through **Journal Clubs.** Postgraduate students take lectures and procedural demonstrations under staff supervision to nurture analytical skills. Integrated and interdisciplinary learning is undertaken through regularly conducting **integrated lectures, clinico-pathological conferences, and interdepartmental meetings** where faculty of different expertise work as a team with students in problem identification, treatment

planning, and execution.

Innovation: TKDC regularly conducts lectures on IPR and also **conducts basic research methodology workshops, systematic review workshops,** and literature searches for undergraduate and postgraduate's students**.** Novel ideas are described through **models, group projects, and table clinics**. TKDC also encourages student-centric teaching by conducting a **scientific day** during the college days celebration. This ensures that students have a good understanding and practice of the skill sets before performing the same in the patient. Three-dimensional **models/appliances** are made by undergraduate students from the department of Periodontology, Prosthodontics, Conservative dentistry and Endodontics, Orthodontics, Oral Pathology, Public health Dentistry and Pedodontics to nurture the innovation.

Creativity: Posters and videos related to academics are made by undergraduate students under the guidance of faculty to nurture creativity. **Thematic presentations** on designated days celebration are encouraged to think out of the box and come up with distinct ideas like the Rangoli competition. The students are encouraged to put their best foot forward and come up with creative methods to promote **patient education in camps and rallies addressing** social and demographic issues through **skit, slogan and banner making.**

File Description	Document
Link for any other relevant information	[View Document](#)
Link for appropriate documentary evidence	[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: 95.29

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

2.4.2

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

Response: 8.69

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
7	8	7	7	7

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: 8.32

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

Response: 682

File Description	Document
Institutional data in prescribed format	[View Document](#)
Consolidated Experience certificate duly certified by the Head of the insitution	[View Document](#)
Any additional information	[View Document](#)

2.4.4

Average percentage of teachers trained for development and delivery of e-content / e-courses

during the last 5 years

Response: 96.55

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
79	76	83	88	75

File Description	Document
Institutional data in prescribed format	[View Document](#)
Certificate of completion of training for development of and delivery of e-contents / e-courses / video lectures / demonstrations	[View Document](#)
Any additional information	[View Document](#)

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: 0.24

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
0	1	0	0	0

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-Copies of award letters (scanned or soft copy) for achievements	[View Document](#)
Any 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:

TKDC publishes a well-structured **academic calendar**, mentioning all the internal assessment examinations at the beginning of academic year and is communicated to the students through the orientation programme and notice-boards. Academic calendar is also published on the institution website.

The academic calendar includes schedule for the internal assessment examination dates, other important academic & cultural activities, vacations etc. All the internal assessment examinations are conducted as per the academic calendar.

Continuous internal assessment examination is a part of evaluation process. The examination system is fair, efficient and transparent. The institution conducts three internal assessment examinations in theory and practical/ clinical as **formative assessment** for regular batch students and two formative examinations for repeater batch. One **summative examination** is held by the university at the end of the academic year. Strict adherence to the academic calendar is maintained. In case of any emergency/events, exams are rescheduled and same is communicated to the students.

Theory examinations are centralized and are conducted according to the schedule mentioned in the academic calendar. Clinical/practical examinations are conducted during the clinical/practical postings as per the prescribed format given by the university. The students are informed about the structure of assessment pattern. Theory classes and clinical postings are conducted as per the time table and made sure that the designated syllabus is completed before the respective internal examinations. Syllabus of internal examinations are informed well before the examination dates.

Internal examination patterns are in accordance with the guidelines prescribed by the Dental council of India (DCI) / Maharashtra University of Health sciences, Nashik (MUHS). There is a uniform representation of questions from all the topics of the syllabus. Theory papers include multiple choice questions (**MCQs**), Short answer questions (**SAQs**), Long answer questions (**LAQs**). The evaluation covers all the aspect of **must to know**, **desirable to know, nice to know** concept of assessment**.** Apart from theory exams, practical exam, end posting exams, case discussions and viva voce are conducted on regular basis. Internal examinations are based on unbiased evaluation by the faculty members. Evaluation of answer sheets is done 10 days of conduct of examination by the designated staff. Evaluated Answer

papers are distributed to the students so that students can review their answer sheets and clear the doubts, if any. Regular seminars, journal clubs, case discussion are conducted for postgraduate students at their respective department level. Interdepartmental seminars are conducted on regular basis.

The academic calendar is formatted in a way as to give the provision for all students to participate in curricular, co-curricular and extra-curricular activities. This warrants a precise balance between academics and other activities. The academic calendar acts as a guideline for the accomplishment of academic pursuit.

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:

TKDC strictly follows rules & regulations issued by Maharashtra University of Health Sciences (MUHS) Dental Council of India (DCI) during conduction of internal assessment examinations. As per University rules, three internal assessments are conducted during each academic year by the institute and final examinations by MUHS.

The examination halls are under CCTV surveillance to prevent any malpractice during the examination. Faculties are assigned invigilation duty and the whole process is conducted meticulously and in a disciplined manner. Absolute transparency is maintained in the conduction of theory and practical examination as well as in the evaluation system.

Examination Grievance Redressal Committee is in place for any grievances pertaining to examination. The committee meets twice a year. Students are given the opportunity to approach the committee to report any grievances related to examination. Use of unfair means during examination by any student is reported by the invigilator to the examination grievance redressal committee.

 Evaluation of answer papers is done within 10 days following the days of examinations. The Answer papers are distributed to the students to assess their performance in the internal examination. Students are allowed to approach the respective faculty for any query regarding the assessment. If the query is not resolved then the student can approach the Grievance Redressal Committee. The committee will discuss the matter with the concerned subject head of the department and ask for double evaluation of the answer paper. All grievances are resolved within a week. If no grievance is reported, the student's signatures are

taken on the evaluated answer papers.

Grievances related to university examination:

Verification of answer books:

The university follows the double evaluation of answer sheets. Hence the university has given the provision for only retotaling of marks. A student who wishes to obtain photocopy of theory answer book along with mark-slips of theory answer book(s) of any subject, should submit an application along with prescribed fee to the college within 7 days from declaration of their result.

A student who desires to apply for verification/ retotaling of marks of theory answer books of any subject should admit an application along with prescribed fee to the college within 7 days from declaration of result.The college shall submit all the applications duly signed by the principal, along with the prescribed fees within 10 days from declaration of results to the university in person through the college representative.

Photocopy of answer book or mark slip or verification/retotaling of marks will be forwarded to the respective college by the university. If any discrepancy is observed in totaling of marks or any attempted question is not assessed, the concerned student can submit an application by specifying such discrepancy to the university within a period of 7 days.Answer books of students will be scrutinized for verification of the correctness of total marks recorded and whether all answers have been assessed.

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:

TKDC has implemented some reforms in the process and procedure of conduct of evaluation & automation. It was ensured that the reforms implemented are as per the guidelines by DCI and MUHS.

Continuous internal assessment system: Formative examinations are conducted as per the prescribed format by the university. The final examinations are conducted at the prescribed examination centre by the university.

Three internal exams are conducted throughout the academic year. Syllabus for the exams is informed well in advance. Theory exam format consists of MCQs, SAQs and LAQs. **Flash cards** are introduced for final year subjects namely Oral surgery, Orthodontics and Pedodontics for viva voce. Each **Flash card** bear a question on it. Students are asked to pick any card randomly and answer the question which is mentioned on that particular card.

Practical examinations are conducted during the clinical postings. Students are asked to answer questions based on various **case-based scenarios**. This helps to assess the clinical knowledge and critical thinking of the student.Assignments in the form of class tests or **quizzes** are conducted. Other than regular internal assessment, **monthly test, end-posting exams and discussions** are conducted.

Processes integrating IT: The exam halls are installed with the **CCTV** cameras.

During pandemic,online mode was implemented for the conduct of examination. Internal exams were conducted through **Google class room**. **Online evaluation** of scanned copies of answer papers was done.

For the internal assessment examinations and computation of internal assessment marks, the college makes use of IT facilities. Final internal assessment marks are uploaded on the university website through **MUHS portal**. **Online evaluation of postgraduate dissertation** and **PhD synopsis** is done. MUHS has introduced online evaluation of theory answer books. Since TKDC is a centre for Central assessment programme (CAP) assigned by the university, **online evaluation** of theory paper is done at our institution.

Competency-based assessment: The clinical assessment is done based on their competency. The clinical skills, knowledge and attitude of undergraduates and postgraduates is assessed based on their clinical skills, approach and attitude towards patients**.** Student's attitude and approach towards the patients and their clinical work is assessed. It enables the students to receive an accurate feedback to aid their improvement on the quality of work. This enables the students to enhance the students clinical and academic knowledge and also helps them gain self-confidence.

Work place based assessment: Work place assessment is done during the clinical postings and during the practical examination.Students are also assessed at the **pre-clinical lab** where they work on a **phantom head.**Students are made to maintain the work done record book, which is assessed and the journal marks are added up to the internal marks.

OSCE/OSPE: For the formative examination, **OSPE** method has been introduced in various departments like department of Oral Pathology, Periodontics and Prosthodontics. **Series of stations** are made and the set of structured questions are given. Students are assessed through a **checklist** with observers sitting at some of the stations.

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: A. All of the above

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

2.6 Student Performance and Learning Outcomes

2.6.1

The Institution has stated the learning outcomes (generic and programme-specific) and graduate

attributes as per the provisions of the Regulatory bodies and the University; which are communicated to the students and teachers through the website and other documents

Response:

TKDC has stated the **learning outcome** of each programme at the beginning of the academic year as per the regulatory bodies. The institution follows the guidelines given by **MUHS** and **DCI.** The Programme outcomes are displayed on the institution **website.** The syllabus of each program, which is uploaded on the affiliating university website, is communicated to the students at the onset of the classes. The course syllabus includes course objective, course outcomes, number of teaching hours and reference books. The institution conducts **orientation programme** for first BDS students and first year MDS students, where the syllabus and the learning outcomes are communicated to the students.

Specific learning outcomes are conveyed to the students at the beginning of the class. Training programs, workshops are conducted at regular basis to upgrade the knowledge, as well as to sharpen the clinical skills.

The most important assessment of learning outcomes is continuous internal evaluation. Internal exams are held for assessment of academic and clinical skills. Knowledge, clinical skills, and its applications are scrutinized throughout the course by formative and summative evaluations. **OSPE** are conducted in various departments to assess the skills. Competency is assessed through their chairside **clinical skills, attitude**, and approach towards the patients and certified in the log book. Assessment is also done based on **seminar presentation**, **journal clubs, case discussion** and **projects**. Along with the academics, graduates are also trained for community service through **NSS** activities like **health camps, health awareness rally, street acts, and blood donation camps.**

The undergraduates, during training in the institution acquire adequate knowledge, necessary skills, and reasonable attitudes which are required for carrying out all activities appropriate to general dental practice involving the, diagnosis, prevention and treatment of anomalies and diseases of the teeth, mouth, jaws, and associated tissues. The graduates also understand the concept of **community oral health education** and are able to participate in the rural health care delivery programmes existing in the country. Dental graduates should also value legal, ethical, regulatory policies while rendering oral health care services. Maintain a high standard of professional ethics and conduct and apply these on all aspects of professional life.

For **postgraduates** high degree of competence in both general and special area of interest is ensured and also to prepare them for a career in **teaching, research, and specialty practice**. The students achieve a high degree of clinical proficiency in the subject matter and develop competence in research and its methodology. The postgraduates should adopt ethical principles in all aspects of practice and to foster professional honesty and integrity. Provide leadership and get the best out of his team in a pleasant working atmosphere.

TKDC has defined and adopted the following **graduate attributes.**

Professionalism and ethics

Simulation of clinical exercises

Theoretical and clinical knowledge and acumen

Research skills

Social responsibility

Adapting to evidence based dentistry

Problem solving and patient referral

Stress management

Legal obligations

Knowledge on prevention

Investigation and Interpretation

Multidisciplinary approach

Asepsis

Communication skills

File Description	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](#)
Link for any other relevant information	[View Document](#)

2.6.2

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

Response: 95.09

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
63	50	58	69	55

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
65	53	62	70	58

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

2.6.3

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

Response:

TKDC follows the guidelines given by MUHS and DCI. The students are made aware of the learning outcomes in every class, tutorials, practical, and discussions. Teaching learning methods are designed that they help to achieve to learning outcomes. Learning is in the form of lectures, demonstrations, small group discussions, seminars, clinical work and continuing educational programs.

Apart from conventional teaching methods, various teaching-learning methods have been adopted by the institute. Like audio-visual, participatory learning, Self-directed learning, problem solving methods,

patient centric & evidence based learning etc. The institution also conducts value added courses, CDEs, seminars, NSS, extension activities, Field visits for students.

The most important aspect of learning outcomes is continuous assessment. Knowledge, clinical skills, and its applications are scrutinized throughout the course by continuous internal assessment, and formative and summative evaluations. The learning outcomes are also assessed through the records/log books maintained by the students, practical examinations, and the type of clinical procedures performed by the students. Viva voce is conducted during the practical examinations which assess the communication skills of the students. Group discussions are conducted on a regular basis. End posting clinical examinations are conducted after completion of each clinical posting. Remedial classes are conducted regularly for slow learners.

Undergraduate students acquire knowledge from basic subjects, tooth carving to understand the morphology of tooth. Preclinical prosthetic and preclinical conservative practical classes are conducted on tooth models and phantom head, which helps the students, gain confidence prior to handling of the patients during their clinical postings. First year postgraduate students in department of Periodontics, Conservative, Prosthodontics and Orthodontics are made to complete their pre-clinical quota before they are allowed to work on patients. Post graduates are also made to discuss the treatment plan with their respective HODs/ staff before they proceed with the clinical procedure.

In clinical postings each student is assigned a clinical quota to be completed through the year. Individual clinical evaluation is carried out at the end of each posting. This accomplishes the requirement of students to demonstrate their knowledge of the theory and its practical/clinical implications, ability to communicate with patients, diagnosis, treatment planning, and patient care. This facilitates the students to successfully ensure the outcomes of the learning process like skills, knowledge and attitude relating to the outcomes of the program. Continuous internal assessment helps to achieve the desired learning outcomes.

NSS, extension activities, and field visits facilitate to achieve the generic learning outcomes whereas audiovisual aids, problem based learning, case based scenario helps students to achieve programme specific learning outcomes.

For postgraduates, regular journal clubs, seminars, discussions, pedagogy, and clinico-pathological conference are conducted. Case discussions are conducted. Teaching skills are assessed based on their ability to deliver lectures to undergraduate students. Student's performance in various academic activities, job placements, higher studies, awards and recognition at various platforms also help to achieve intended learning outcomes.

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:

Parent Teacher Committee

TKDC has a well formed Parent- Teachers committee. The committee consists of Principal, teacher members, parent members, and student members. Parent Teacher Meetings are organized by the institute to give parents the opportunity to meet all the teachers. This committee coordinates between the Principal, all the subject teachers, students and the parents to keep a tract of the student's performance and convey/communicate to their parents.

Parent Teacher Committee Meeting:

Parent Teacher Meetings are planned and organized to ensure that they are a positive experience for all concerned. Regular meetings are held with all the members. Committee decides the schedule for the parent-teacher meet. Meetings are held once a year, after the first internal examination.

Parents and the respective student, meet the concerned subject in-charge of each department to discuss the internal assessment marks, attendance record and any issues pertaining to academics. Minimum of 75% theory & 80% practical attendance is mandatory to appear for MUHS university examinations. Hence student's whose attendance is not satisfactory is informed to the parents and the remedial classes are taken to overcome shortage of attendance.

Parents are free to discuss academic progress as well as any other issues related to language problems and/or emotional distress. Students who are slow learners are brought to notice of their parents so that necessary measures for improvement can be taken. Also, parents can council their ward. Advance learners are appreciated in front of their parents so that they get further motivation and support by their parents. During the pandemic, online meetings were conducted. Issues related to online teaching, travel, and accommodation in the hostels was discussed.

Suggestions given by the parents if any are addressed and actions are taken up by the committee for further redressal. Feedback by the parents on the previous meetings is analyzed and discussed in subsequent meetings. Parents had suggested about the safe stay in the hostel during pandemic. Accordingly, necessary action were taken to disinfect the hostel rooms, regular monitoring of temperature and pulse was done, also food was provided directly in the hostel rooms, so that social distancing was maintained. Parents also have given positive feedback regarding good teaching environment, personal attention to the students and about the good patient inflow in the college.

Remedial measures undertaken:

Remedial classes are taken for slow learners. Mess in-charges have been instructed to improve the food quality as per the suggestion given by parents. Suggestions regarding the improvement of infrastructure were forwarded to the higher authorities.

Outcome analysis:

Remedial classes have helped the students to perform better in their further internal exams. Followed by discussion with mess committee and mess in-charge the food quality has improved. Suggestions regarding the improvement of infrastructure were forwarded to the higher authorities. Work on infrastructure is initiated.

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: 3.76

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: 24.58

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
23	20	20	20	19

File Description	Document
List of full time teacher during the last five years	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Copies of Guideship letters or authorization of research guide provide by the university	[View Document](#)
Any additional information	[View Document](#)

3.1.2

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

Response: 0.95

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
0	0	0	2	2

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

3.1.3

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

Response: 0

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

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](#)

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:

Tatyasaheb Kore Dental College & Research Centre has well established ecosystem for innovations, including an incubation centre for the creation and transfer of knowledge. TKDC enthusiastically wishes to link innovation and incubation to bring about positive changes in efficacy, productivity, quality, and competitiveness as our students and faculty seek to transform ideas into products or services.

To ensure that the knowledge created is transferred for the benefit of society, TKDC has **Institutional Innovation Cell**, **Research committee and Ethics Committee**, recognized by the Government of India, which helps with research innovation and advancement of research and knowledge.

Working with the motive **'Service Is Religion',** PG & Ph D teachers and students are encouraged to

observe and identify problems, to come up with innovative ideas. This enhances the quality of treatment and strengthen dental ecosystem. Students are promoted to access the central library which is enriched with more than 4400 books, 25 national and international journals and of E- journals. To carry out multi-disciplinary studies, TKDC has seven **MOUs** with different institutes like Pharmacy College, Ayurvedic College, and Research laboratories.

Research studies are guided by teaching faculty having an average teaching and research experience of 20 years. Researchers are encouraged to participate in seminars, webinars, and conferences for knowledge building related to patents, IPR, and copyright. They are also motivated to present and/or publish their innovations at national conventions and conferences.

TKDC conducts **research competitions**, where, poster presentations, paper presentations, essay writing, pick and speak, table clinics, model preparations, free check-ups are executed to create awareness and develop innovative dimension among the students.

TKDC has **research infrastructure** with modern instruments like Biostar, vacuum mixer, Hydrosolder, electro polisher, tissue flotation water bath, microtome, bleaching unit, laser, endomicroscope, plasma freezer, etc.

Incubation centre:

TKDC has Incubation centre in the premises where innovative ideas are incubated and cultivated; few of the innovations mentioned bellow were presented in national conferences.

1. Modification of cement carrier hand instrument to aid in adaptation of co-axial wire while giving permanent retention.
2. Custom made acrylic beads for forsus reactivation for mandibular jaw advancement
3. Neck strap used for neck extension to bond lower anteriors in lingual orthodontics
4. Debonded bracket positioning gauge.
5. Various innovative models for educational purpose.

Institutional Innovation cell:

TKDC has Institutional Innovation Cell (IIC) since year 2020-21. IIC have conducted 04 seminars related to **Intellectual Property Rights** in last two years. IIC is registered with government of India in year 2022-23 to provide more scope to researchers of the Institution.

Initiatives for creation and transfer of knowledge:

1. In the past five years, 43 interdisciplinary seminars have been held.
2. In the previous five years, 40 seminars and workshops on intellectual property rights, good clinical practices, and research methodology—such as how to submit a patent application or a grant proposal—have been held.
3. Students are encouraged to apply for short term and long term research grants initiated by MUHS, Nashik. MUHS has approved 1 short term research grant.

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

3.2.2

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

Response: 39

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
8	5	7	9	10

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 forma	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

3.3.2

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

Response: 0.39

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: 40

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

Response: 102

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

3.3.3

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

Response: 0.46

File Description	Document
Institutional data in prescribed forma	[View Document](#)
Web-link provided by institution in the template which redirects to the journal webpage published in UGC notified list	[View Document](#)

3.3.4

Average number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedingsindexed 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: 182

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
37	0	36	62	47

File Description	Document
List of students in NSS/NCC/Red Cross/YRC involved in the extension and outreach activities year-wise during the last five years	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated	[View Document](#)
Any additional informatio	[View Document](#)

3.4.2

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

Response: 77.34

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
318	0	311	311	304

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

3.4.3

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

Response:

In the pursuit of the motive "Service is Religion", Tatyasaheb Kore Dental College and Research Centre is keen on improving oral health related quality of life of the people from rural areas in vicinity of Kolhapur district and the patients visiting the college. TKDC strives hard to conceive, implement, supervise and evaluate all the activities related to the societal needs. Oral health camps, tree plantation programs, rallies on AIDS Awareness, Street plays, oral health awareness skits and blood donation camps and activities like Swachh Bharat Mission are regularly organized where low socioeconomic strata is addressed in their native languages on occasions like Oral Health day, Oral Hygiene day, No Tobacco day, AIDS day and Immunization day etc.

2nd prize in *Swachh Bharat* summer Internship programme

The Prime Minister of India had launched the *Swachh Bharat* Mission to provide a clean, safe and accessible environment, especially for women and children across the country. TKDC won **2nd prize in *Swachh Bharat* summer internship programme** in the year 2018 held at national level. The award was presented by Hon. Minister Mrs. Uma Bharati Ministry of Drinking Water & Sanitation in New Delhi. A team of NSS volunteers, from TKDC conducted 100 hours awareness programmes for the holistic development of Talsande village population. The programme included Oral health awareness drive, oral disease screening and treatment, shedding light on women empowerment, promoting cleanliness under Swachh Bharat Abhiyan launched by Ministry of Drinking Water and Sanitation. The Swachh Bharat Abhiyan sensitized students about social responsibility.

Greenery award by Gardens club Kolhapur

TKDC is also enriched with greenery and medicinal plants. In 2021 college participated in competition organized by Gardens club Kolhapur. TKDC was awarded for green campus and acquired **3rd position** in the competition.

Diamond of dentistry award

Diamond of Dentistry award was presented by IDA Kolhapur to two staff in 2019 and one staff in 2021. Principal of TKDC, Dr. Harish Kulkarni, Dr. Kishor Chougule (Professor of Dept. of Orthodontics) and Dr. Sampath Kumar (Professor of Dept. of Prosthodontics) received the Diamond of dentistry award for their outstanding work in the field of Dentistry.

Dedicated Covid Hospital

During COVID 2019 pandemic Mahatma Gandhi hospital was recognized as dedicated COVID hospital. This recognition was followed by services for management of COVID19 with 96.38 % of recovery rate of patients. The COVID hospital was managed by staff of TKDC.

Special Achievements

Dr. Snehal Shende (Reader, department of prosthodontics) received various awards for her exponential qualities and contribution to community like ***"Nari tu Narayani award"*** from IDA Amaravati, National iconic women award by infopark education society and Certificate of Excellence for participating in **" *Maharashtrachi Saundarya Samradni"*** in Amaravati Finale. Dr. Kishor Chougule (Professor of Dept. of Orthodontics) received appreciation from diabetic association of Ichalakaranji and Corona remedies, Ahmedabad for excellence session of Diabetes and Dental Problems.

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:

TKDC takes pride in social responsibility programme, which include health camps, environmental awareness initiatives, and discounted treatment for the unprivileged. A satellite centre and a sub-centre of TKDC are situated in **Bhadole** and **Waghbil** area for the local patients to visit.

Oral hygiene awareness

Every year, the department of Periodontology celebrates Oral Hygiene Day, where in free scaling treatment delivered and hygiene awareness created among the patient in that week. More than 200 patients get benefited every year.

Tree Plantation

To combat Universal issue of global warming, NSS team organises tree plantation yearly where in students are involved deliberately so that they become responsive towards such social responsibilities other than dental services. In present scenario TKDC has **3000 plants** of different variety.

Awareness programme is organised on the eve of **World No Tobacco Day** where in oral screening and skits are performed for the patients. **Women's day** is celebrated in TKDC**,** where self-defence camps are organized at institutional level for the students, teaching and non-teaching staff.

Swachh Bharat Mission

Under the **"Swachh Bharat Mission"**, a Swachhta Awareness campaign with emphasis on cleanliness and disposal of waste material at farm was undertaken at village Talsande (Tal- Hathkanangle, Dist-Kolhapur, Maharashtra). The programme was conducted for around 100 hours.

Swachhta Shapath

Keeping in mind the objectives of the mission, a "Swachhta Shapath" was administered to the farmers,

farm women, village youths and children. In "Swachhta Shapath", TKDC helped farmers, farm women, village youths and children understand that open defecation should be stopped, no garbage littering, demonstration of wet and dry garbage separation.

Awareness on personal hygiene

In the year 2017, a toilet was built for the people in village, walls were painted to prevent spitting on it, DDT powder was sprinkled to remove pests, people were educated by showing various documentaries on cleanliness etc. door to door waste collection was done by volunteers under Swachh Bharat mission. TKDC volunteers completely cleaned the entire vegetable market so as to set an example.

Every year Street plays are enacted to spread awareness, competitions are arranged to motivate the population, demonstration of hand wash techniques, brushing technique are taught to make people aware of oral hygiene

The environmental issues are all tackled by outrageously performing all the above-mentioned activities.

TKDC volunteers, who are the students of institute, become empathetic about the cleanliness and the needs of the population from ground level. They understand their responsibility towards the society. While working for villages they learn that, the people in our society still needs awareness about hygiene in terms of oral, environmental and personal.

Various activities in which the students participate, has increased the morals, instilled and has improved the sense of responsibility. It keeps them sensitised towards the needs of patient and population.

File Description	Document
Link for details of Institutional social responsibility activities in the neighbourhood community during the last 5 years	[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: 3.2

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
4	4	3	3	2

File Description	Document
Institutional data in prescribed format	[View Document](#)
Documentary evidence/agreement in support of collaboration	[View Document](#)
Certified copies of collaboration documents and exchange visits	[View Document](#)

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: 23

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: 23

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:

Tatyasaheb Kore Dental College and Research Centre (TKDC) is situated in 27 acres lush green campus of Mahatma Gandhi Charitable Trust with state-of-the-art infrastructure, consisting of a 120 bedded hospital, Nursing college and a playground.

TKDC, right from its inception, has made honest and sincere efforts to develop and maintain all the necessary infrastructure and facilities for the students, patients, and faculty.

Physical facilities:

Classrooms and Seminar Halls

TKDC has four classrooms with a collective area of 309.5 square meters, which can easily accommodate 300 students at a time. All classrooms are ICT-enabled, with Wi-Fi connections, LAN facilities, and LCD projectors.

Clinical Learning

For clinical learning, the college has an attached 120-bedded hospital and 200 dental chair units, which are sufficient for imparting clinical training to the students. On average, there are 134 OPD patients on a daily basis, which is adequate to provide clinical training for students. The college has nine dental departments, out of which four are conducting postgraduate programs and three are conducting Ph D programs, all the clinical resources are distributed across nine departments.

The hospital has two operating theaters with ICU facilities, where all major and minor surgeries are performed including oral and maxillofacial surgeries.

Skill Laboratories

TKDC has three skill laboratories, two PG and one UG, with 64 phantom heads that simulate the actual patients. This laboratory aims to train the first- and second-year students in the basics of dentistry and ergonomics from the beginning.

Mahatma Gandhi Hospital has another skill laboratory where mannequins are stored so that students can learn about basic life support procedures.

Laboratories

TKDC has fifteen other laboratories in various disciplines; Six of the medical labs are located at the Mahatma Gandhi Hospital, and the remaining dental labs are located within the dental college, allowing the students to conduct all of their experiments without interruption. In the laboratories at medical hospitals, experiments and procedures are carried out in the dental laboratories, patient lab work is done.

Teleconference Room

On the ground floor of the dental college, there is a well equiped and ventilated teleconference room that is around 37.08 square meters in size. The space has a seating capacity of 30 people. It comes with a projector, screen, Wi-Fi, LAN capabilities and an audio system.

Learning in the Community

The institute offers community-based learning at two rural healthcare facilities in Bhadole and Warananagar. The institution has recently established a new satellite centre at Waghbill. Interns and staff assigned to these centers perform basic treatments and OPD once a week. A fully functional dental chair is provided in a space measuring 100 square feet in these satellite clinics, where airotor, micromotor, spittoon, scalers, light, and compressor are all attached to it.

TKDC has adequate facilities for classrooms, seminar rooms, and laboratories. The institute fulfills the DCI requirements of four classrooms, seminar rooms and laboratories with proper seating arrangements and ICT facilities.

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:

Sports and cultural activities for students and staff are given significant importance in TKDC. The Institute arranges sports and cultural events every year.

For outdoor games, TKDC has a playground within the campus spread over an area of 7432.24 square meters, established in 1992. All the outdoor sports like cricket, football, volleyball, throwball, dodgeball, and kho-kho are played here.

All the outdoor equipment's (cricket bats, balls, stumps, nets, throw-ball, volleyball, football and dodge ball) are kept in the store room. All the students and staff members can utilize the resources as and when needed. Following are the measurements of the ground in square meters:

Sr.NO	Courts	Area in Sq. m.
1	Cricket Field	64.44
2	Volley ball Court	162.05
3	Football Ground	582.68
4	Dodge ball Court	50.02
5	Box Cricket Court	30.56
6.	Throw ball Court	162.05
6	Tug of war	9.29

The recreational area, which is next to the central mess, provides students with access to all indoor activities like Chess, Carrom, and darts. For student use, table tennis is set up above the central mess. The hostel courtyard in both the girls' and boys' hostels are provided with a badminton net and pole where students can play badminton on a daily basis.

Auditorium

TKDC has an auditorium with the capacity to accommodate 250 people at a time. The auditorium accounts for about 189.09 square meters. This room is well ventilated and has adequate natural light. The auditorium is also well equipped with ICT facilities. An LCD projector and audio system with microphones are made available for the events. The hall is completely illuminated, with two focus lights of 50 watts on the stage and nine par lights of 20 watts in the rest of the audience. The audio system of 1200 watts and two speakers delivers clear sound throughout the hall. A wired mike at the podium and two wireless mikes are available. The hall is connected to a Wi-Fi network that is easily connected to the LCD projector, and laptop for online conferences, meetings, or using the web during presentations. An adequate stage area of 33.60 Sq. meter is available where group activities can be easily performed. Cultural performances like dance, singing, skits, and fashion shows are conducted in the auditorium.

Gymnasium

The institute has provided a gymnasium that is about 195 square meters in size. The gym is conveniently located above the main mess area in the hostel area for the students. It underwent renovation in the year 2020 and basic equipment like weights, dumbbells, gym balls, resistance bands and machines for resistance training are available for use by students and staff.

Yoga Centre

A yoga centre is available next to the canteen in the basement of the dental college. It is well ventilated

and maintained for students to practise yoga early in the morning and/or evening. Students are instructed to get their yoga mats for the yoga session.

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:

Hostels:
TKDC has a Boys' Hostel for under-graduate and post-graduates with 2766.5 sq. meter of area and two Girls' Hostels for under-graduate and post-graduates with 736.5 sq. meter and 1809.1 sq. meter of area. The hostels have provision for housing around 264 students. The hostel has a separate dining hall, common room and washroom area.

All rooms are well ventilated and furnished. Savitri Akka girls' hostel has 40 rooms to accommodate 120 girls; Panchaganga girls' hostel has 20 rooms and can accommodate 60 girls; and Warana boys' hostel has 28 rooms and can accommodate 84 occupants. The dining hall is open four times a day for breakfast, lunch, snack, and dinner. A Wi-Fi facility is available at the hostels, which helps the student access the internet at any time of the day.

Medical Facilities:

The institute has a 120-bedded medical hospital. The facilities include 24-hour casualty services and a pharmacy within the campus, which fulfills emergency health requirements.

Toilets:

Each floor of the college building has separate toilets for men and women. Totally, there are 115 toilets on campus. *Divyangjan* patients have been provided with separate special toilets for female and male patients on the ground floor to avoid inconvenience.

Canteen:

A cafeteria is present in the basement, occupying 109.08 square meters of area. It serves a variety of eatables at affordable prices and has a seating capacity of fifty people.

Bank:

Warana Bank, situated in New Paragon, is accessible within 1 km of the college. It is useful for the students and staff to have easy access to the bank and ATM.

Post Office:

Post office is accessible within 1km of the college. One person from the institute is appointed for the post office-related work.

Roads and signage:

Clean roads are made available within campus towards the dental college, medical hospital, and all the hostels. Signages are placed for easy navigation within the campus.

Greenery:

The entire campus of the college has been landscaped with lush green gardens adorned with ornamental plants and shady trees that make the campus look beautiful. There are around 3000 plant varieties, consisting of medicinal, fruit, creepers, shrubs, climbers, and ornamental varieties.

Alternate sources of energy:

On campus, solar panels for water heating have been erected. The campus receives 7500 liters of hot water per day from three roof-top panels on each of the Savitri Akka and Panchaganga Girls Hostels, one panel each on the Hospital and Staff Quarters, and two panels each on the doctor's quarters and Warana Hostel.

Sewage Treatment plant:

A sewage treatment plant is installed behind the dental college and another STP with a capacity to treat 40 m3 of sewage per day is installed near Panchaganga Hostel.

Water purification plant:

A water purification plant with treating capacity of 10,800 liters per hour is installed in the campus. It uses sand and carbon filtration techniques and supplies drinking water to the campus. In addition, seven RO plants are installed in the college and hostel for the students, staff, and patients.

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: 8.9

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
3.95	1.75	3.75	84.23	7.42

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

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:

Teaching hospital:

TKDC has a 120-bedded Mahatma Gandhi hospital attached to it for teaching and training the students. The dental hospital comprises nine departments with 206 dental chairs and is spread over an area of 11,323.56 square meters. All the departments of the teaching hospital are structured to accommodate facilities, including the patient waiting area, patient registration counter, clinical areas (UG/PG) and sterilization room. Radiology facilities (X-ray rooms) are made available in the Department of Oral Medicine and Radiology, Department of Radiology in Mahatma Gandhi Hospital, Department of Conservative Dentistry and Endodontics, and the Department of Pediatric Dentistry, as per DCI norms.

Equipments:

All the departments in the institute are well-equipped with dental chairs. Besides the primary instrumentation, each department is equipped with specific instruments as per the needs of the department. Facilities like Radiovisiography (RVG), Endodontic Microscopes, Apex Locators,

Thermoplasticized Gutta Percha Systems, Ultrasonics, Micro-Surgical Kits, Biostar, Electrocautery, Surgical Loops, Diode Lasers, Ceramic Furnaces, Articulators and Implant Systems are available for post-graduate students to learn from and perform advanced procedures.

Clinical Teaching Learning:

All the clinical departments, including the undergraduate clinics, postgraduate clinics and operation theaters are well planned to provide optimum clinical experience to the students.

To comprehend the processing of the image development of exposed radiographs, a dark room is offered at the department of Oral Medicine and Radiology. Additionally, students receive training in using the OPG machine.

Students in Prosthodontics undergo training on how to use denture processing units. In addition, Postgraduate students can also access acrylic and ceramic laboratories with cutting-edge equipment.

Students are exposed to minor and major surgeries in the department of Oral Surgery through setups for major and minor operations that are equipped with all the necessary surgical tools and backup medical care.

For specialized training, specialty clinics like the Implant Clinic, Esthetic Clinic, Geriatric Clinic, Special Health Care Needs Clinic, Tobacco Cessation Clinic, and Comprehensive Integrated Clinic are available.

Laboratory facilities:

The laboratories aim to train the first- and second-year students from the beginning in the basics of dentistry and ergonomics. The institute has 19 laboratories in various departments. Demonstrations of various tests and procedures in the medical setup are performed in laboratories at the medical hospital.

The Department of Biochemistry consists of a haematology lab with all the necessary equipment. All the necessary investigations for the patients are carried out here. A wide range of microscopes, slides, test tubes, petri dishes, and growth mediums, both solid and liquid, are made available in the department of Microbiology for the clinical training of students.

In the hospital, a Blood Bank is available. It is well-equipped with all the necessary tools and assists in organizing the blood for the necessities.

Histology, General Pathology, Microbiology and Oral Pathology Laboratories are equipped with microscopes. Students are trained to learn the histopathological diagnosis of the diseases by observing the slides.

The design of the hospital, availability of equipment and instruments, and laboratory facilities are built considering the DCI requirements.

File Description	Document
Link for the facilities as per the stipulations of the respective Regulatory Bodies with Geotagging	[View Document](#)
Link for the list of facilities available for patient care, teaching-learning and research	[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: 163706.2

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
172434	74868	129120	183229	183724

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
14160	14454	15737	15580	15225

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](#)
Any additional information	[View Document](#)
Link to hospital records / Hospital Management Information System	[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: 262.4

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
240	240	240	240	240

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
19	24	23	23	23

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

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](#)
Government Order on allotment/assignment of PHC to the institution	[View Document](#)
Geotagged photos of health centres	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

4.3 Library as a Learning Resource

4.3.1

Library is automated using Integrated Library Management System (ILMS)

Response:

• Name and features of the ILMS software: "SLIM"

• Nature and extent of automation (full or partial): Fully automated

• Year of commencement and completion of automation:

Year of commencement   2014

Completion of Automation   2015

        TKDC Central Library is a fully automated library with an efficient Integrated Library Management Software. It is fully integrated, versatile, user-friendly, and multi user Library automation software. The available books and journals are barcoded and the same data are created and updated in this software.

Library automation is often associated with a Library Management System (LMS) which provides automated tools for managing the library's collections and usage information. Through SLIM the library daily tasks and services are automated, such as: -

1. Circulation: Lending, renewal, return, on hold, etc.
2. Cataloging: Resource storage, management, retrieval, etc.
3. Acquisition: Acquisition process, order, receive, returns, cancelations, etc.
4. Serial Control: Placing orders, canceling, claiming, returning unwanted, defective, accounting.
5. Online Public Access Catalog (OPAC)

Barcode:

Barcode system is user friendly and saves time. The staffs scan the document accession number (Barcode) while issuing, which is reduces the chance of error. Barcode is very important for maintaining the record of the library.

The ILMS has following features which includes: -

Data availability: Addition of details of books, journals, e-books, e-journals, etc. with subject(s), author(s), edition, volume, publishers in software.

Uses: This ILMS is user friendly in following ways:

i) This is useful to students and staff to check the availability of books and journals whenever needed.

ii) Reservation of Book can be done.

iii) In addition, student or staff can easily search the books based on title, author, book number, key words within the campus through intranet.

iv) Software maintains visitor history

v) Budgeting of library can be maintained properly.

vi) The system can generate automatic email reminder to borrowers.

Library Automation Helps in

1. **Cataloging Improvements:** Machine Readable Cataloging (MARC) allows for a quick listing of library items. Not only does this permit the librarian to dedicate more time to enlightening customer service, but it also makes it easier and more affordable to share materials from location to location.

2. **Easier Access:** The automation of library materials makes it easier to find books, journals, e-books, e-journals etc.

3. **Collections:** Library automation makes sure of improvements in the variety, number, and quality of materials that are available in the library collections. It can also help weed out old, damaged books and materials from the collections, which helps to keep the library collection more updated and it is easier to find the particular item.

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:

Library functions as a knowledge centre for the growth of students, faculty and the Institution as a whole. It also plays an important role in supporting the academic programs of the Institution. The library of TKDC is spread across 5571 sq. ft with 150 seating capacity. The Institution insists on inculcating the habit of self-directed learning and encourages the students to spend productive time in the library to update themselves and learn the latest trends and the advances in dentistry. The library also serves as a place with a pleasant ambiance for the students to prepare for their examinations.

Text Books: The available variety of books include: -

General Human Anatomy Including Embryology and Histology	215
General Human Physiology and Biochemistry	292
Dental Anatomy, Embryology and Oral Histology	52

General Pathology and Microbiology	164
General & Dental Pharmacology and Therapeutics	119
Dental Material (Prosthodontics and Conservative Dentistry	49
General Medicine	103
General Surgery	56
Oral Pathology and Oral Microbiology	86
Public Health Dentistry	44
Periodontology	102
Orthodontics and Dentofacial Orthopedics	116
Oral Medicine and Radiology	110
Oral and Maxillofacial Surgery	125
Conservative Dentistry and Endodontics	102
Prosthodontics and Crown & Bridge	161
Paediatric and Preventive Dentistry	161

Reference Books: Recent editions of National and International books are available for reference. The library regularly adds recently revised, edited and newly arrived books of all specializations from variety of publishers like Elsevier, Springer, Jaypee, CBS, etc. At present, adequate numbers of books are available with different titles of all the specialization.

The library has a membership of online journals i.e. K-Hub which offers access of various book's, Journals and Videos. The library also has an access of "Knimbus" digital library by MUHS Nashik which provides the open access to Journals, e-books, videos etc. are available on internet through single window search. Recently we have purchase EBSCO on line database recommended by MUHS, Nashik.

College library has online public access catalog (OPAC) which helps in search and access the books.

BDS

Year	Number of students	Titles	Volume	Ratio (Student : Volume)
I BDS	60	462	1011	16:85
II BDS	60	322	668	11:13
III BDS	60	297	522	9:2
IV BDS	60	826	1454	24:23

MDS

Department	No of Students	Titles	Volume	Ratio (Student: Volume)
Periodontology	6	102	148	24: 66
Prosthodontics and Crown & Bridge	6	161	274	45: 66

Orthodontics and Dentofacial Orthopaedics	6	116	185	30: 83
Conservative Dentistry and Endodontic	6	102	193	32: 16

Thesis and Proceedings: Copies of Dissertation and Library Dissertation of Post Graduate Students available in the library.

News Paper: Marathi & English, daily newspapers are available in the library to know the day-to-day update.

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: C. Any three of the above

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

4.3.4

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

Response: 9.55

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
15.39	8.86	1.31	20.91	1.27

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](#)

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 central library of TKDC is the main resource for learning and is an integral part of the institute. The library can accommodate 150 students and teachers at a given point in time. TKDC insists on inculcating the habit of spending quality and productive hours in the library to upgrade themselves to newer trends in dentistry. A calm and peaceful study environment is present for the students to continue with their exam preparation. Students and teachers get access to various journals and books for research and knowledge purposes. The material and data that are available in the library are authenticated, so it helps the students get the right information at the right time. A dedicated team is employed to work throughout the day for the benefit of the in-person and remote access usage of the library and the learner sessions. There is a separate study area for students and staff to read reference books and personal books. In addition, a

separate journal section is available in the library. PG students and staff can access the journals after registering their names in the respective registers. Students can also issue the books on the basis of their identity cards and then return them in a stipulated time. UG students are allowed to refer to journals after getting permission from the concerned faculty and librarian or based on the requirements. Remote access facilities are available anywhere on campus to refer to e-journals from different databases like K-Hub and EBSCO. The library has access to contemporary books and journals, which helps the students with their research work and library dissertations.

Library Facilities & Services

Reprography and scanner facility

A high-end photocopy machine is available in the library, which has facilities like copying, scanning, and printing.

Library classification and cataloging in a standard classification format

The library makes use of DDC classification (23rd edition) for all its documents. For cataloging, the library makes use of the MARC II format.

Open access to the arrangement of print and non-book materials

Right from the inception of the library, it has followed the principle of open access to all its documents housed in it, which include books, bound volumes, reports, and other reading material.

Information on New Arrivals

All the new book and journal information is sent to the borrowers through ILMS.

Display boards of library data and services

There are library data boards that give information about the collection, services offered and staff details.

Library orientation programmes and seminars

Whenever a new batch of students joins the college, an orientation programme is carried out which gives detailed information about the library collection, services and timing. Doubts of students regarding library if any are cleared.

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 Four 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: 100

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

Response: 9

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

Response: 9

File Description	Document
Institutional data in prescribed format	[View Document](#)
Geo-tagged photos	[View Document](#)
Consolidated list duly certified by the Head of the institution	[View Document](#)
Any additional information	[View Document](#)

4.4.2

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

Response:

In this era of exponential growth of technology, TKDC endeavours to keep abreast with the latest developments in IT. TKDC has a dedicated ICT committee, to ensure that all hardware and software are up-to-date and functioning without any problems.

TKDC is well equipped and connected with computers by LAN with high-speed CAT 6 cable and the data transfer speed of the Internet is 50 Mbps from the academic year 2021 -22 and the campus is also Wi-Fi enabled since 2013.

Computers – A total of 42 computers are available. All desktop computers have LAN connections updated with the latest software and hardware. Among them, 10 computers are in the Central Library for the Internet section with an audio-visual facility. All the departments, libraries and the administrative sections have scanning and printing facilities available.

Server - High – end Dell Tower Server T40 Xenon Processor E2244G, 8GB DDR with 1 TB Hard Disk has been installed for smooth connectivity.

Security – Regular licenses of all software with the latest anti-virus and latest versions of operating systems. Currently, having NET Protector Endpoint Security software is used to protect computers from viruses and malware.

Lecture halls & Seminar halls -

All four lecture halls and five seminar rooms are connected by LAN and have Wi Fi connections, LCD projectors and screen. Routine maintenance of computers, peripherals, network devices, servers, etc. are carried out by the IT Committee. All the systems have licensed software (Microsoft Windows 10) with firewall (Cyberom version 10.6.2 MR-1).

Teleconference room-

The teleconference room is provided with LCD projector, LAN and Wi Fi system and web camera with sound system. Thus, providing aids for virtual meeting as and when needed.

There are 29 CCTV cameras which are well connected to the server for surveillance with backup.

Website – The website, which is designed as www.tkdc.org, was created with assistance from Global Eye Technology, Kolhapur. The website provides in-depth details on the institute's offerings, faculty, research projects, and patient reviews. In order to accommodate more content on the internet, the website space has been increased to 15 GB.

Exam Section: IT facilities such as LAN system, high speed internet, UPS and scanning facility are available for digital evaluation centre as per MUHS guidelines.

The IT Committee consisting of all the system staff will work under one roof taking care of the Network, Hardware, Software, Projector and UPS maintenance activities of the institution. In this connection, queries related to system services, Network Issues and Hardware Issues are requested sent to the concern. The IT Committee assigned the job to the corresponding resource person to sort out and the same will be intimated to the person requested and the assigned person. The IT Committee in-charge monitors the process until the raised issues are solved.

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-250 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](#)
Any other relevant information	[View Document](#)

11-10-2023 10:03:33

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: 66.56

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
98.73	129.70	90.43	160.94	136.19

File Description	Document
Provide extract of expenditure incurred on maintenance o f 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](#)
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:

The institution has a maintenance committee whose duty and responsibility are to maintain and develop the physical ambiance of the campus. In order to improve the physical ambiance, TKDC has prepared and implemented standard operating protocols for the smooth conduct of the work. To carry out the maintenance and development work effectively, the institution has recruited a team of qualified and skilled professionals specializing in civil engineering, electrical, plumbing, painting and carpentry work. These individuals are diligently trained and guided to conduct regular rounds across all areas and departments of the campus. Their primary objective is to observe, record, track, and rectify any necessary repairs or maintenance tasks.

The laboratory attendants are responsible for maintaining the laboratory's physical infrastructure and equipment. If there are any maintenance-related problems, they will be immediately reported to the department staff, who will then inform the appropriate maintenance department.

Furthermore, the institution has an ICT committee responsible for the maintenance of computers and other related systems throughout the college. The ICT committee secretary promptly addresses the calls concerning computer issues and resolves them at the earliest.

The library team looks after the maintenance of the library. Any urgent matter are intimated to the concerned maintenance person in-charge, and the problem will be solved on a priority basis. Any major issues related to the library are discussed in the Library Committee meetings, and the issues are addressed as early as possible.

The campus sports facilities are diligently maintained by the committee in collaboration with the civil department. The civil department takes charge of both indoor and outdoor facilities, ensuring they are well-maintained and fully functional.

The housekeeping team maintains the classrooms and their equipment in good working condition. Any issues with classrooms or equipment are reported in writing to the maintenance department, and the concerned person responds as early as possible. Additionally, the housekeeping team also works tirelessly to maintain green spaces and engage in landscaping activities, contributing to the overall aesthetics and ambiance of the campus. All the records are maintained in the form of logbooks and registers by each concerned member of the maintenance.

The maintenance committee meets once every two months to go through matters pertaining to the upkeep of the campus and college. A notice is sent by the member secretary well in advance of the meeting to ensure that all committee members can participate in discussions about problems and potential solutions.

Through the combined efforts of the maintenance committee, ICT committee, Civil and Electrical departments the institution consistently strives to uphold the highest standards in campus infrastructure and facilities management. This commitment to maintenance and development contributes significantly to creating an optimal learning and working environment for students, faculty, and staff alike.

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: 37.75

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
165	147	130	117	48

File Description	Document
List of students who received scholarships/ freeships /fee-waivers	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Consolidated document in favour of free-ships and number of beneficiaries duly attested by the Head of the institution	[View Document](#)
Attested copies of the sanction letters from the sanctioning authorities	[View Document](#)

5.1.2

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

1. Soft skill development

2. Language and communication skill development

3. Yoga and wellness

4. Analytical skill development

5. Human value development

6. Personality and professional development

7. Employability skill development

Response: A. All 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](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)
Link to Institutional website	[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: 35.72

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
246	202	42	40	43

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

5.1.4

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

Response:

International students are entertained under NRI Quota as per government policy.

Application forms for admission are received under the NRI Quota. 15 % seats of each course are allocated in this category. All these admissions are done by Admissions Regulating Authority. Children and wards of bonafide NRI residents, who secured cut-off score and more in NEET, are eligible for admission in to BDS and MDS courses under Management Quota category.

The international student cell has Chairperson as the Principal, Member Secretary as admission cell in-charge, Member/Hostel in-charge as Warden, Members as senior faculties of under graduate and post graduate department. Once in year meeting is conducted to discuss efforts to be taken for the admission of International students in our institute.

Legal issues, as part of law enforcement policy, are addressed when an overseas student enrolls through the legal cell of the institution. The Principal and other senior faculty ensure that overseas students are given every possible support in day-to-day matters, to facilitate a comfortable stay.

International student cell conducted webinar for students to encourage practice outside India by our alumni Dr. Rutuja Jadhav who has completed her post graduation (conservative dentistry and endodontics) and practicing successfully in United States of America in the year 2022.

The guidelines for admissions of foreign international students are:

1. The student should be an international student (Foreign student/Non Residents India)
2. For foreign students, student visa is mandatory (For NRI not a mandatory option)
3. Students have to obtain prior security clearance from the Ministry of Home Affairs and the approval of Department of Higher Education, Ministry of Human Resource Development, Government of India and this must be on the student visa/research visa endorsed to this institution.

The duties of the International student Cell are:

1. Conducting orientation programs to familiarize enrolled students regarding the programs offered, fee structure, eligibility criteria, legalities and policies of the University.
2. Conducting meeting at least once in every year at the beginning of academic schedule.
3. Monitoring the academic performances of the students by coordinating and to communicate with guardians/parents regarding progress of the student.
4. Support and assistance for visas and related immigration process, if necessary.
5. Conducting orientation and events to encourage social and cultural adjustment.
6. Counseling on social issues and special tutorials to facilitate understanding of local language.

File Description	Document
Link for international student cell	[View Document](#)
Link for Any other relevant information	[View Document](#)

5.1.5

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

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

Response: All of the above

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

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
26	21	23	31	24

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
26	21	23	31	24

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: 54.21

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
50	21	34	19	46

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

5.2.3

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

Response: 12.31

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

Response: 8

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: 9

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
3	3	0	0	3

File Description	Document
Institutional data in prescribed format	[View Document](#)
Duly certified e-copies of award letters and certificates	[View Document](#)

5.3.2

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

Response:

The institution has a **Students' Council** as per the recommendations of Maharashtra University of Health Sciences. The College Student Council is formed for each academic year as per the guidelines. The members of the Student Council are selected based on merit and on basis of Maharashtra University of Health Sciences guidelines. The Student Council reports to the Dean of the college. Regular meetings of the Student Council are held to discuss the activities to be undertaken for the tenure of their working. Student Council comprises of one student representative from each batch that is 1st, 2nd, 3rd, 4th years and Interns.

The student council is formed by the following:

Chairman-Dean

Member- One Teacher nominated by the Dean

Program Officer of NSS

Physical Education Instructor

Officer in-charge of Cultural activities

One student of each class nominated by the Dean

Two male and Two Female students nominated by the Dean

Student Secretary

The Council organizes the College Cultural week, Sports week (Indoor & Outdoor), athletics day, Art and Craft week, College Annual Day and other co-curricular activities for welfare of the students. Everyone gets equal chance to perform in the activities. It also plays very important role in various auspicious and awareness days celebrated in college. The various days celebrated in the college by the Students Council are:

1. National Youth Day
2. National voters Day
3. World cancer day
4. National oral health day
5. International oral and maxillofacial surgeons day
6. Prosthodontist's day
7. Oral Pathologist's day
8. Children's day
9. World disability day
10. Oral hygiene day
11. Engineers day
12. National unity day
13. Indian constitution day
14. 26/11 Martyr's day

15. World heart day
16. Mahatma Gandhi Jayanti
17. World bioethics day
18. National tooth brushing day
19. World AIDS day

Objectives of Students council shall be as under:

1. To co-ordinate the extra-curricular and welfare activities of the students.
2. To promote participation in academic, extra-curricular and welfare activities.
3. To train students for democratic process for better corporate life.
4. To strive for overall welfare and personality development of the students.

The students are a part of various committees of institute to ensure their involvement in the different activities and academic plans of the institute. The **students have representation** as a member in the following committees:

Student Welfare and Grievance Redressal Committee

Anti-ragging Committee

IQAC

Hostel and Mess Committee

Code of Conduct Committee

Library Committee

Women's Complaint Committee (Vishakha)

Committee for Environment Consciousness.

SC/ST, OBC and Minority Cell.

Examination Grievance Redressal Committee

Curriculum Committee

Parents Teacher Meeting Committee

Dental Health Education Unit

International Innovation Cell

Students are also involved in the decision making process and also their suggestions are considered.

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](#)

Other Upload Files	
1	[View Document](#)

5.3.3

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

Response: 2.4

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
03	0	03	03	03

File Description	Document
Report of the events with photographs or Copy of circular/ brochure indicating such kind of activities	[View Document](#)
Institutional data in prescribed format	[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

Alumni Association of Tatyasaheb Kore Dental College and Research Centre was formed in the year 2020 and has been **registered under the Societies Registration Act 1860**, at Kolhapur Jurisdiction in Maharashtra state in year 2022. Since formation, the association has been actively participating towards the progress of the alumni association of Tatyasaheb Kore Dental College and Research Centre and also contributing towards the progress of our institution.

The office bearers of the association are as follows-

President

Vice president

Secretary

Joint Secretary

Treasurer

Members

Alumni association has conducted two meeting in 2021-22 to discuss the further action of plan for the betterment of Alumni and Parent institute. The agenda is circulated in advance. Decisions regarding future contributions and programmes are taken in these meetings.

The academic events organized by the Alumni Association include Continuing Dental Education (CDE) programs on various aspects of dentistry. That includes guest lecture by Dr. Vinay Sharma (alumni TKDC) on pain management in dentistry in 2021 and guest lecture by Dr. Kshitij Joshi (alumni TKDC) on Rotary endodontics in 2022.

The students have also contributed for their alma–mater as a sign of their gratitude and affinity towards the institution. At present, the students of the institution have donated in kind things like instruments and equipments for the institution. Kind is submitted to the department and then dispatched to the department respectively. Around 200 books are donated by the alumni in different specialties. All these books are kept separately in the library for the benefit of our students.

Tree plantation takes place at the whim of the Alumni whenever the Alumni come to the College.

Alumni are more likely to be chosen by other colleges as examiners than other students due to their academic success as examiners.

So far the association has assisted the students to secure jobs as dental surgeons in private sector. Around 10 students have taken the advantages of their seniors (alumni) in getting placement or opportunity to practice under them. Many of our students have benefitted from the efforts of this association. Few students have been working as staff members in our institute currently.

The alumni students are contributing positively towards overall progress of the institution. Whenever they are in city, they make sure to visit the college and share their experiences, to create awareness amongst current students.

Thus a strong alumni network can be the best source of building relationships, both professional and personal. The association strives hard to build alumni relations by investing both time and money, having vibrant alumni interactions.

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

5.4.2

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

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

Response: B. Any four of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Certified statement of the contributions by the head of the Institution	[View Document](#)

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:

Tatyasaheb Kore Dental college and Research Centre (TKDC) is the first and only dental college in Kolhapur district providing quality dental education and oral health care to the rural community of the western part of Maharashtra with the following vision and mission:

Vision:

To be a globally recognized institution of excellence that sets the benchmark in dental education, research and patient care.

Mission:

- Our mission is to provide a comprehensive and cutting-edge dental education that prepares our students to be skilled, compassionate and ethical dental professionals.
- TKDC aims to advance the knowledge and practice of dentistry through research and innovation and to provide exceptional patient care that promotes oral health and overall well-being.
- TKDC is committed to upholding the highest ethical standards, fostering diversity and inclusivity and contributing to the betterment of society.

Nature of Governance:

Local management committee (LMC) is a governing body of the institute. Management usually works as a mentor for the institute by the following different ways:

- To monitor overall institutional progress.
- To interact with the Principal to review the implementation process of the quality plans.
- To take overview of various academic functions, administrative functions and other functions ongoing in the entire organization.
- To ensure a healthy, encouraging, participative and transparent environment for quality education.

LMC meetings are conducted twice a year to ensure reforms in the process and functions of the institution as per the needs of changing requirements of stakeholders. The reforms are conveyed through Principal to the IQAC.

The achievements which lead to institutional excellence:

- **Academic excellence**: The students studying at TKDC have mastered in their respective degree

programs (UG/PG) securing **highest marks** in University exams and two students have achieved **University Gold Medal.**

The institute is proud to have a **Principal** who has won the "**Diamond of Dentistry**" award in the year 2019.

TKDC is affiliated to MUHS as a **Ph.D. Centre** with total 11 Ph.D. scholars.

- **Community services**: The College is actively involved in community services as having National Service Scheme (NSS) unit in the college and serving the community through it. The college has been awarded with **second prize at National level in** *Swachh Bharat Abhiyan* **competition held by Ministry of drinking water and sanitation during 2018.**
- **Learning Environment**: TKDC is blessed with beautiful green campus. The management has landscaped the campus and achieved **third prize from Garden Club of Kolhapur District for creating 'Herbal Garden'** in the college campus.
- **Concessional Dental Treatment**: The TKDC is run by Mahatma Gandhi Charitable Medical Trust. **25 % concession** is provided to **the members of the trust and farmers of Warana industrial group, Sugar Cane Factory and Warana Milk Dairy for oral health treatment in the college. 50 % concession** is provided to **the senior citizens, blood donors** and **patients** who are **below poverty line.** The **free treatment** is provided to the *Divyangjan***.** This has attracted more patients in the college which has resulted in increased teaching material for students.

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:

TKDC is exercising governance through participative approaches. In TKDC values are given prime importance and care is taken to have a transparent process and procedures at the institute. Local management Committee (LMC) is the apex body of the institute. LMC is headed by Management representative, Principal is the member secretory and IQAC coordinator, Administrative Officer, nominated HODs and faculties are members of LMC. LMC is engaged in designing strategies for college, raising funds, financial planning, recruitment and relieving of staff and welfare policies. Decisions of LMC are executed by the Principal.

The LMC has formed IQAC (Internal Quality Assurance Cell) that ensures the quality initiatives and

quality culture in the institution through decentralization of power and a system of continuous feedback. IQAC has developed feedback mechanism through various committees to give inputs to the Principal on different mechanisms & functions of the institution. IQAC forms a report based on the feedbacks from various stakeholders as well as inputs given by committees and presents it to Principal.

For the implementation of quality policy, Principal communicates the expectations of the management to the faculties and students. Principal intends to develop and ensure effective conduction of educational programs and promotes the improvement of teaching & learning in the college.

Decentralization & participative management:

- Periodic meetings are held by the Principal with HODs, senior faculty, administrative officer and non-teaching staff that forms LMC.
- Regular departmental meetings are conducted by the HODs of each department where equivalent distribution of academic and non-academic work is done such as appointing staff in-charges for each year who further decide the distribution and timeline for syllabus and schedule for internal assessment.
- Decentralization of activities is ensured by establishing various committees by Principal & IQAC coordinator.
- Office administration is headed by administrative officer under the supervision of Principal that helps in even distribution of administrative work under academic section, store, accounts and maintenance. Each of the officials report to Administrative Officer regarding any administrative matter which is further addressed by the Principal and Management as per the requirement.
- The smooth functioning and day-to-day discipline of the college is the responsibility shared by the office bearers of each of the administrative section.
- Various committees are formulated with the representation of students and faculty members with certain objectives & SOPs. e.g. Research Committee, and Student Council; which support participative management in the institute.

Outcome of the decentralized & participative management:

Decentralization & participative management encourages the uninterrupted functioning of the institution. This has resulted into:

- Effective leadership where decisions are made and implemented in day-to-day functioning.
- Receiving of inputs by various committees which are directed to the IQAC for timely remedial measures.
- Generation of an 'action taken report' that ensures responsibility and effective participation of all team members for completion of designated duties in time.
- Progress & performance report on yearly basis which helps to keep a track and sustain quality.
- Addressal of certain issues that demand urgent attention.

File Description	Document
Any additional information	[View Document](#)
Link for relevant information / documents	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Organizational Structure:

TKDC is thriving for excellence in governance by adapting the guidelines of the statutory regulatory agencies for the betterment of all stakeholders. The institution has developed a healthy organizational structure and it follows a committee structure for institutional functioning. The institution has developed rules, norms, guidelines, and SOPs for all the committees so as to avoid bias in decision-making.

LMC is the apex body of the institute. LMC is engaged in designing strategies for college, raising funds, financial planning, recruitment and welfare policies. The decisions of LMC are executed by the Principal.

HODs are responsible for curriculum implementation and governance of respective departments. They take the responsibility of identifying the training needs of the faculty. IQAC is responsible for reviewing and evaluating the curriculum and required improvements. Review of all academic and administrative activity is taken by HODs, Principal, IQAC and LMC.

Statutory & Non-Statutory Committees:

TKDC has various statutory & non-statutory committees. The inclusion of committees showcases direction of leadership and encourages growth within institute. Committee work improves culture and cohesiveness between committee members across all levels.

Statutory Committees:

- Internal Quality Assurance Cell (IQAC)
- Internal Complaint Committee (*VISHAKA* / ICC)
- Anti- ragging Committee
- Student Welfare and Grievances Redressal Committee
- Student Council

Non- Statutory Committees:

They are divided under four categories:

1. Academics:

- Curriculum Committee
- Dental Health Education Unit
- Examination Grievance Redressal Committee
- Library Committee
- NEP Cell.

2. Research:

- Research Committee
- Institutional Ethics Committee
- Institutional Innovation Cell

3. Administration:

- Code of Conduct Committee
- Women Empowerment Committee
- Hostel and Mess Committee
- Store & Purchase Committee
- Maintenance Committee
- Feedback Committee

4. Student Welfare:

- Parent-Teacher Meeting Committee
- Placement Cell
- SC/ ST, OBC and Minority Cell

Rules for faculty recruitment, Students, code of conduct, delegation of powers are well defined and all are approved in Local Management Committee meeting. Approved rules are available on institutional website.

Deployment of Strategic plan

Institute has a strategy which is based on its vision and mission to become best health care institute. The implementation of strategic plan is being done with the involvement of all stakeholders with the approval of LMC.

The strategic plan is developed in 2019 for 5 years and it focuses on various broad areas such as:

- Clinical health care
- Collaborative research
- Teaching learning methods

- Infrastructural development

LMC meetings are conducted twice a year for monitoring the progress of all planned activities. A thorough and critical analysis of the progress of planned activities is taken into account in these meetings.

Monitoring of the strategic plan developed & implemented is a part of the academic & administrative culture of the institute. The success of the institution depends upon implementing the strategic plan in time bound manner.

File Description	Document
Any additional information	[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](#)
Link for strategic Plan document(s)	[View Document](#)

6.2.2

Implementation of e-governance in areas of operation

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

TKDC is always deliberate about the welfare of employee. The various facilities the TKDC employee can avail are:

Medical Care

The teaching staff and non-teaching staff are entitled for concession in medical treatment at the well-equipped Mahatma Gandhi Hospital. During the last five years, total **36** staff members have availed the facility of concession in the medical treatment.

Dental Care

Institute provides free dental treatment to all the employees working. During the last five years, total **93** staff members have availed the facility of free dental treatment.

Faculty Housing and Accommodation

Free housing, electricity, water supply and parking facility is provided to the teaching staff. During the last five years total **89** faculty members have availed benefit of accommodation facility.

Transport Facility

During the last five years total **55** teaching and non-teaching staff members have availed benefit of

transport facility. A separate vehicle for the Principal along with driver is assigned for transportation.

Telephone Bills

Principal is entitled to reimbursement of monthly mobile phone charges.

Wi-Fi Facility

24hrs free Wi-Fi facility is provided to all teaching and non-teaching staff in the college campus.

Salary Advance

All the employees are eligible to apply for salary advance up to 2 months for emergency purpose.

Loan Facility

All the employees of the college, who are member of Dr. Sudhakarraoji Kore Mahatma Gandhi Charitable Medical Trust *Kamgar Patsanstha* can avail loan from this credit Society.

The college has a policy to issue the letter of undertaking loan against salary scheme of banks to facilitate loans of the employees. Up to end of financial year 2022, total **82** members from TKDC have availed the loan from *Patsanstha*.

Qualification Improvement/ Upgradation

Institute issues no objection letters for higher education. Total **12** teaching faculty members have received no objection certificate from TKDC.

Leaves

Special leaves are granted to participate in faculty development programs and attend conferences etc. The staff pursuing their Ph.D. can avail the benefit of special leaves.

Employees Provident Fund:

TKDC is contributing 12 percent of basic salary towards EPF.

Employee Pension Scheme:

Monthly benefit after retirement.

Employees' deposit linked Insurance Scheme:

Benefit Provided in case of death of an employee who is member. (20 times of wages max up to 6 lakhs)

Retirement Gratuity:

A lumpsum gratuity amount is payable to an employee on superannuation. During the last five years,

total **33** non-teaching staff members have availed the facility of Retirement Gratuity.

Diwali Bonus

All non-teaching staff gets bonus before the Diwali. During the last five years, **3652804** rupees has disbursed to non-teaching staff as Diwali bonus.

Fee Concession for wards

Tuition and hostel fee concession to the offspring of staff is catered. Up to academic year 2022-23 total **three** faculty members have taken the benefit of fees concession facility.

Subsidized Canteen

The college provides a mess and canteen facility with concessional rates for employees working at TKDC.

Trips for staff

As a recreational activity, out station short trips are arranged almost 2 to 3 times a year on holidays.

File Description	Document
Link for policy document on the welfare measures	[View Document](#)
Link for list of beneficiaries of welfare measures	[View Document](#)
Link for additional information	[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: 8.09

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
7	2	7	13	5

File Description	Document
Policy document from institutions providing financial support to teachers, if applicable E-copy of letter indicating financial assistance to teachers	[View Document](#)
Office order of financial support	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

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: 10

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
12	8	8	12	10

File Description	Document
Institutional data in prescribed format	[View Document](#)
Copy of circular/ brochure/report of training program self conducted program may also be considered	[View Document](#)

6.3.4

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

Response: 69.47

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
79	80	82	25	21

File Description	Document
Institutional data in prescribed format	[View Document](#)
E-copy of the certificate of the program attended by teacher	[View Document](#)
Any additional information	[View Document](#)

6.3.5

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

Response:

Performance appraisal system

The Performance Appraisal policy of TKDC is designed for assessing the annual performance of all the teaching and non-teaching staff. Annual performance-based appraisal system is adopted as per the policy defined by the parent trust. This policy is designed to make staff aware of the Performance Appraisal system, framework and process of all the teaching and non-teaching staff. Hence it is ensured that information on multiple activities is appropriately captured. The performance appraisal system helps to understand the competencies required for the teaching and non-teaching staff at different levels.

The information includes-

Teaching faculty: Institute collects appraisal for each staff once in academic year. This appraisal form is collected in the second week of August and evaluation process of appraisal form is completed up to last week of August every year.

Evaluation is made on following parameters by Head of concerned department: Subject Knowledge, Teaching Skill, Attendance and Punctuality, Professional Demeanour, Strong work ethics, administrative work and Co-curricular responsibilities, Research work, Clinical / Practical work and Demonstration.

After the HOD' evaluation, the HOD with their remarks forward to the Principal for the further action. Principal makes evaluation on same information and gives his score. On the basis of this score, Principal issues Appreciation Letter for the outstanding performances. If the performance of the staff is unsatisfactory or poor, then personally councelling is done by Principal.

Non-Teaching Staff: Institute collects appraisal for each non-teaching staff once in academic year. This

appraisal form is collected in the second week of April and evaluation process of appraisal form is completed up to last week of April every year.

For the non-teaching staff, evaluation is made on following parameters: Quality of Work, Attendance, Punctuality, Knowledge, Organization, Cooperation, Communication, Interpersonal Skill, Initiative and Computer Knowledge.

Evaluation is made on above information by Head of the concerned department and/or administrative officer. The information is collected once in every academic year. Based on the marks, Principal issues Appreciation Letter for the outstanding performance and if anyone is poor in performance then such staff gets show cause notice. If any non-teaching staff gets continuous three show cause notice, the service of the respective staff can be terminated. However verbal notice is given prior to termination so that the opportunity is given to that staff to improve his performance.

File Description	Document
Link for performance Appraisal System	[View Document](#)
Link for any other relevant information	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Funds Mobilization

- TKDC is a self-financing institution. **Tuition fees** collected from the students is a major source of income.
- **Dental Hospital income** is generated through various treatment procedures of the patients and transferred to the parent trust which is utilized for the maintenance of college & hospital.
- The institute receives the **funds from MUHS under NSS** for conducting camps in the nearby villages.
- MUHS provides **remunerations** to the institute as it is a center for university examinations.
- Funds are generated by the **parent trust** through its own resources such as hostel fees from the students, fees from the amenities provided, rent and license fees received from the mess contractors in the Campus.

Optimal utilization of Resources

Well established internal and external audits, Department Heads and Principal monitors the optimum utilization of resources.

Fund Utilization

Financial Budget and its Utilization:

In the beginning of every academic year, budget is prepared for Institute.

- Head of department submits, their requirement for their department based on ongoing and new requirements. (Capital expenditure instrument- equipment, civil works, books, journals, research projects and towards administrative expenditure etc.)
- The departmental budget allocation/ requirement is sent to Principal for consideration.
- On the basis of student intake, faculty and staff requirements, lab materials, library requirements, and infrastructural needs, the fund requirements are worked out with the help of accountants and members of the Store & Purchase committee.
- A budget provision is made for Staff Salaries.
- A provision is made for administrative and maintenance expenses such as electricity, water, telephone, postage etc. as per previous balance sheet.
- Budget is sent to Local Management Committee for the final approval.
- Expenditure is made as per the sanctioned budget for that financial year.

- The implementation of planned budgets at all the levels is monitored by Heads, Administrative Officer, and Principal. Any major corrective measure if required is applied after the approval of Local Management Committee.

Instrument and Equipment:

- The institute follows a purchase policy by which procurements of materials and services are done through tendering and quotation modes, for which central store is constituted.
- At the beginning of the financial year purchase committee invites quotations from different vendors.
- By the quality and cost the vendor is finalized by Purchase committee. Any material which is required for the academic or clinical purpose is purchased from that vendor with the quoted rates.

Human Resource:

- The appointments of the teaching staff are done as per the university norms for each department.
- The non-teaching staff, clerical staff, nurses, peons are appointed as per college norms.

Infrastructure:

- Common infrastructural facilities are provided as per the urgency and need of the department. Priority for the utilization of common infrastructure is provided on 'first come first served' basis.
- Registers are maintained in lecture halls to ensure its utilization.

Library:

- Institute's Library issues borrow card to each student.
- Student gets two books on the borrow card.
- There is an entry register in the library for the staff & students.

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:

TKDC is a self-financing institution. Fees received from the students is the main source income. For the administrative suitability and smooth functioning of the process of accounting management, TKDC has appointed qualified and experienced manpower in account section. The institution has gradually established computer- based accounting in phase wise manner. For this, the institute has appointed efficient staff with basic accounting and information technology skills, who record, monitor and maintain all accounts on daily basis.

The institute has standard mechanism of **internal & external** audits conducted by qualified auditors and accountant appointed by the college. TKDC conducts internal audit twice in a year. This helps to maintain accurate and timely financial reporting. The internal audit ensures that the overall system of internal control is working effectively. Account section of TKDC takes care for the entire process of internal and external auditing for every financial year. Senior Accountant of the college or trust conducts internal audit. The queries pointed out in the internal audit are rectified immediately. After the completion of financial year, all the accounts records are submitted to a certified charted accountant, appointed by the trust, for the final external audit. Account section of TKDC provides all the necessary information to auditors and completes the process. One copy of the audited statement of the accounts is submitted to trust every year.

Regular internal and external financial audits are completed in the following manner:

- To audit the daily routine transactions, internal audit is done by Senior Accounts Clerk appointed by the trust or Management Representative.
- Mechanism for monitoring the expenditure:

  - Institute undergoes internal financial audit two times in a financial year.

  - All queries are cleared during the internal audit.

- Following documents are checked during the audit:

- Students receipts and register

- Cash Book (for Receipt and Payments)

- Payment Vouchers

- Bank receipt credit to bank book (Bank Passbook)

- Every Financial year, **external Audit is carried out by Registered Chartered Accountants** (M/S Sushant Phadanis and Company, M No.122830) and submitted reports are taken into consideration.
- During both these internal and external audits observations, suggestions for improvement and non-conformations are notified by auditors. The accountants of the institute are given directions with the time bound dead line in order to comply and feasibly rectify them. In such a manner, theses audit cycles are kept occurring in order to consistently make efforts to upgrade and develop the accounts management and resource mobilization at institute.

File Description	Document
Link for documents pertaining to internal and external audits year-wise for the last five years	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: 1.31

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
0.225	0.475	0.225	0.185	0.196

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

6.5 Internal Quality Assurance System

6.5.1

Instituion has a streamlined Internal Quality Assurance Mechanism

Response:

To provide holistic health services and quality education to the rural community, Hon'ble Dr. Sudhakar Kore has established Mahatma Gandhi Hospital and Tatyasaheb Kore Dental College and Research Centre at the New Pargaon. TKDC always takes care to render the quality service to his entire stakeholders. For assuring the quality, TKDC has constituted Internal Quality Assurance Cell (IQAC) on 01/03/2019 as per the guidelines laid by the NAAC. From the establishment of the IQAC, it became a part of the college and it leads the college towards the enhancement of the quality.

IQAC: Vision

To promote quality culture as the prime concern of Higher Education Institutions through institutionalizing and internalizing all the quality-enhancing and sustaining initiatives taken with internal and external support.

IQAC Objective: The primary aim of the IQAC is

- To develop a mechanism to promote conscious, consistent and catalytic action plans to improve the academic and administrative performance of the institution.
- To promote institutional quality enhancement and sustenance through the internalization of quality culture and institutionalization of the best practices.

Quality assurance mechanism/ initiatives by IQAC:

For the betterment in the quality, IQAC collects input from various committees constituted by the college. In IQAC meeting actionable points are discussed and the points requiring guidance or approval from LMC or management are forwarded to LMC or Management for further action.

In IQAC meeting, members discuss on academic activities, co-curricular and extra-curricular activities, on research activities, on various audits, infrastructural development and on any point which leads college towards excellence.

Activities of IQAC

IQAC ensures timely, efficient and progressive performance of academic, administrative and research and development activities.

1. Academic Activities

-To approve value added program for the department

-To monitor teaching- learning process

-To monitor interdisciplinary teaching and learning

-To monitor mentorship program and activities for the slow and advanced learner

-To monitor the internal and external examination and its result analysis

- To conduct various Faculty Development Programs

2. Research and Development

- To make MoU's with industry and other colleges for promoting the research activities

- To motivate the faculties and students for the research and publication.

- To actively run the Incubation Centre.

3. Administrative Activities

-To monitor the feedback mechanism

- To monitor the e-governance system of the college

- To form the various statutory and non-statutory bodies of the college

- To monitor the initiatives taken for Green campus

- To monitor the institutional engagement with the community

- To monitor Grievance redressal mechanism

- To monitor the physical and infrastructural facilities of the college

- To arrange various administrative and skill development programs for the staff

File Description	Document
Link for minutes of the IQAC meetings	[View Document]()
Link for the structure and mechanism for Internal Quality Assurance	[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: 79.27

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
81	05	83	86	75

File Description	Document
List of teachers who attended programmes/workshops/seminars specific to quality improvement year-wise during the last five years	[View Document]()
Institutional data in prescribed format	[View Document]()
Details of programmes/workshops/seminars specific to quality improvement attended by teachers year-wise during the last five years	[View Document]()
Certificate of completion/participation in programs/ workshops/seminars specific to quality improvement	[View Document]()
Any 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: B. Any three of the above

File Description	Document
Report of the workshops, seminars and orientation program	[View Document](#)
Report of the feedback from the stakeholders duly attested by the Board of Management	[View Document](#)
Minutes of the meetings of IQAC	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Annual report of the College	[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: 12

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
04	02	2	2	02

File Description	Document
Report gender equity sensitization programmes	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Geotagged photographs of the events	[View Document](#)
Extract of Annual report	[View Document](#)
Copy of circular/brochure/ Report of the program	[View Document](#)

7.1.2

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

Response:

TKDC inculcated gender sensitivity through co-curricular activities and promoted gender equity by creating support facilities for women's empowerment.

The Institute believes in equal rights for women and men to enjoy the highest attainable standard of physical and mental health. Every woman has the right to be educated, to vote, and to earn an equal wage as men.

TKDC has appointed women to senior academic and administrative positions like management representatives and HOD posts. Women are given equal chances in promotions, holding higher posts, and also in decision-making.

Curricular activities:

Admissions: There is no gender-wise discrimination in selecting students for any of the programs.

Academic: Staff and Students are encouraged to undertake projects on women's and adolescent girl-specific initiatives.

Co-curriculum activities:

The Institute has organized co-curricular activities aimed at enhancing gender sensitivity and equity. These include:

1. International Women's Day: International Women's Day has been celebrated every year on March 8 by the Department of Public Health Dentistry.
2. Guest lectures and workshops on women's empowerment, women's safety, and breaking gender barriers
3. Self-defense training for female students and staff included lectures on self-defense skills, demonstrations, and practical self-defense.

Facilities for women in campus:

TKDC campus has facilities like playground, a gym, and a room for indoor games that students use for recreational purposes. A separate mess is available for female students in the first and second years of BDS.

The following facilities have been provided for women in the campus:

Safety and security

Round-the-clock security. Security guards are a part of the institute's security force to assist students and staff.

Surveillance cameras are fixed at important locations to act as a deterrent against acts of harassment or violence against women.

Free transportation in the institute's bus is provided for students, teaching staff, and non-teaching staff members. To and from various parts of the city as a safe alternative for public transport, in which 2 seats are reserved for females and 1 for pregnant females.

Counselling services for students and staff members in the campus: The counselling staff includes female counsellors. Mrs. Akshara Patankar is a public relations officer and conducts counselling for the students in the campus. Counselling for students is an integral part of the institute's mentoring system.

Common Rooms

There are separate common rooms for male and female students. The size of the Boys common room is 496 sq. ft., and the girls common room is 405.00 sq. ft. At one point, 35 students are able to sit in the common room. A table, chair, bed, and first aid kit are provided. Separate toilets are available for males and females.

Day Care Centre

Day care centre for young children of teaching and non-teaching staffs is provided in TKDC campus. Breast feeding room is also available. The size of the Day care centre is 20x20=400 sq. feet. The number of non-teaching staff who availed this facility are 3.

File Description	Document
Any additional information	[View Document](#)
Link for any other relevant information	[View Document](#)
Annual gender sensitization action plan	[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](#)

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](#)
Geo tagged photos	[View Document](#)
Facilities for alternate sources of energy and energy conservation measures	[View Document](#)

7.1.4

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

- **Solid waste management**

- **Liquid waste management**

- **Biomedical waste management**

- **E-waste management**

- **Waste recycling system**

- **Hazardous chemicals and radioactive waste management**

Response:

The Institute has established environment-friendly facilities for the safe management of solid and liquid waste, including waste that needs special handling like biomedical waste, hazardous waste and e-waste.

Solid waste management

- TKDC campus generates approximately 11 tonnes of waste per annum.
- The wet and dry waste are sorted at particular locations. Colour-coded bins (green for degradable, blue for recyclable) are provided at important locations (indoors and outdoors) in the campus for segregating the waste.
- The signage on bins is used for making public aware about it.
- Solid waste are collected and transported by **vehicle** *(Ghantagadi)* **of** *Grampanchayat.*
- A composting facility is available to use organic waste for generating manure for the gardens.

Liquid waste management

- Sewage treatment plant (STP): - In campus there are STP's installed which has the capacity of 500 KLD each. Liquid waste generated from hostels, hospital, canteen, college and from overall campus is treated in Sewage treatment plant.
- Daily sewage treated into these plants is 300 KLD. The efficiency of these plants is 90%. The treated water is then used for gardening purpose. This has resulted in a huge water saving initiative as well as for a greener campus through recycled water usage

Biomedical waste management

- Biomedical waste management is done as per biomedical waste (management and handling) rules, 2016 guidelines. The waste is segregated at source in the colour coded bins. The waste is then stored at the Interim storage site and from there it is collected by **SS services Ichalkaranji**. The college has entered into an agreement with SS services as Memorandum of Understanding.
- Overall Biomedical waste generated is 30 kg per day. As per following details which includes

Yellow Category: - Medical Infectious Waste. e.g., Placenta, dressing material etc. About 10 Kg/day

Red Category: - Medical Plastic waste. e.g., Syringe, I.V. Sets etc. 7 Kg/day.

Blue Category: - Medical Glass Waste. e.g., Saline, Glass bottles, glass slides etc. 10 Kg/day

White Category: - Medical Sharp Waste: - e.g., Needles, blades etc. 3 Kg/day Waste generated Mahatma Gandhi hospital are disposed off as per recommendations of ICMR to avoid any cross infection spread.

E -waste management

- The Institute follows a Centralized e-waste disposal procedure coordinated by the IT department. A Pollution Control Board (PCB) recognized vendor is identified for safe disposal of e-waste.
- E-waste in the form of computers, mouse, keyboards, Monitor is collected and disposed in a separate compartment near the library. TKDC generates 100kg of E-waste per annum. The disposal of E-waste is done through a government approved certified agency called as **Mahalaxmi E Recyclers Pvt. Ltd**. Memorandum of understanding has been signed with the Mahalaxmi E Recyclers Pvt Ltd.

Hazardous chemicals management

- Various Hazardous chemicals used in laboratories is collected safely and disposed off by local agency**.**

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

7.1.5

Water conservation facilities available in the Institution:

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

Response: All of the above

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

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: B. Any four of the above

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

7.1.7

The Institution has disabled-friendly, barrier-free environment

    1.Built environment with ramps/lifts for easy access to classrooms

2. **Divyangjan friendly washrooms**
3. **Signage including tactile path, lights, display boards and signposts**
4. **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
5. **Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Geo tagged photos of the facilities as per the claim of the institution	[View Document](#)
Any additional information	[View Document](#)

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:

TKDC has established an environment to faculty and students from different cultural, geographical, linguistic, communal and socioeconomic backgrounds. The institution has established harmony in the campus by promoting all Cultures.

Socio-cultural background.

Institution comprised staff from across the spectrum, with representation from 11 different states. TKDC has given equal opportunity to work for the staff members and promoted harmonious environment among all staff members.

The culture of students from different communities is respected. Students has been encouraged to practice and propagate his/her religion in the campus.

Cultural and religious activities

TKDC has provided a platform for students to learn about each other's traditions. The college has organized celebration of festivals such as *Deepavali, Navaratri, Holi,* Christmas, *Gokul Ashtami, Dandiya Raas, Ganesh festival* and *Makar Sankranti.* NSS activities are conducted that helps students to know the problems of socioeconomically deprived populations and serve as a bridge between Institution and community.

Annual gatherings and cultural week

TKDC has organized cultural week for students and faculty to promote social harmony. Organization of annual gatherings, farewells for outgoing staff, fresher's party for newly admitted students, sports, cultural programme and fun fairs helps to inculcate socioeconomic harmony among students. Marathi is a language spoken in Maharashtra but TKDC has celebrated cultural week by involving all the students and communication has been done in Marathi, Hindi and English.

National and International commemoration days

National and International days are celebrated with the cultural programs and competitions.

Leveraging location for the community services

- *Accessible Health care*

TKDC has been situated in rural area which enables it to provide health care to rural population in nearly 300 villages located in nearby areas. Considering economic status of patient, treatment is provided at reduced cost for many patients. This has increased number of patients which has benefited TKDC students.

- *Accessible Community outreach*

Public Health Dentistry Department has conducted camps extensively in nearby villages. About 212 extensional activities has been done in last 5 years which includes oral health screening, oral health awareness and promotion. This has helped students to learn human values and communication skills.

- *Community Based Research*

Surrounding rural population has provided more inclusive range of patients for dental students (UG, PG, PhD) and staff which helps in researches to be conducted for various age groups & socioeconomic groups. In this way the data obtained could be used for further research.

- *Infrastructure and facilities*

TKDC has Mobile Dental Van which is useful in conducting camps at remote villages. There are two satellite centres in Warananagar and Bhadole which has provided dental care to rural population. TKDC has conducted audit camps for 5000 Warana dairy employees in last 5yrs.

- *Environmental Stewardship*

TKDC promotes plantation drive in campus. There are 3000 plants in the campus. Institution has celebrated Environment days which helped to make students aware about importance of environment. Institution has established herbal garden in campus and students are sensitized about various medicinal plants and their usage.

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

The founder of the institute Late Shri Sudhakar Rao Kore was a philanthropist and a great supporter of the freedom struggle of India and always had a dream to have a campus which will be united and harmonious.

The TKDC conducts commemorative events of national and international importance. Besides providing budgetary support for such events, the TKDC also provides administrative and logistics support.

Events on the following topics are conducted:

- National Days

Independence Day and Republic Day are celebrated with flag hoisting ceremony and cultural events.

- Birthdays of prominent leaders like Mahatma Gandhi, Martyrs Day and Rashtriya Ekta Diwas are also celebrated.
- Awareness days for issues of public health

These are events organized to enhance awareness about health conditions which have an impact on public health. These provide an opportunity to promote preventive health in the community. Such events are often associated with screening camps for early detection and treatment. They are held both on the campus and as part of extension activities in the community. The following days are observed annually:

- World No tobacco day

- World Mental Health Day

- World AIDS Day

- World Diabetes Day

- World cancer day

- **World cancer day**- World cancer day is celebrated on 4th February, in that various cancer awareness programs are arranged in the college. Paper presentation, rangoli competitions are held for public as well as student awareness.
- Following awareness days for social issues were celebrated in TKDC
    1. International Women's Day
    2. Yoga Day
    3. World Oral Health Day
    4. World Environment Day
- **World oral health day** is celebrated on 20th March every year. we unite to help and reduce the burden of oral diseases which affect individuals, health systems and economies every year.

Its purpose is to empower people with the knowledge, tools and confidence to secure good oral health.

- **International Women's Day** -It is celebrated on 8th March every year as per the theme of that year by Women Empowerment Cell to celebrate women's achievements and raising awareness about women's equality.

- **International Nurses Day-** As TKDC campus involves Nursing college the students celebrate this day on 12th May to honour the birth anniversary of Florence Nightingale and also to thank the nurses for their tireless efforts and contributions.
- **International yoga day-** is celebrated on 21st June every year where Yoga demonstration and training sessions are organized in TKDC for the staff and students of the campus.
- **Teachers' day-** is celebrated on 5th September every year. Teachers' day celebration where teachers and students are awarded for their outstanding contribution in academics and research.
- Celebration of Important Professional Days

1) Prosthodontist day and Oral Pathology Day were celebrated in TKDC with involvement of staff members and students.

2) The commemorative days for professionals are celebrated to recognize the contributions of the respective professionals. Eminent professionals of the field who have in particular served the local region are felicitated on these days.

3) International Dentist Day

4) Oral hygiene day

5) Children's day

TKDC celebrates important festivals like *Ganesh Chaturthi, Navratri and Holi.*

File Description	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: Skill and Talent Cultivation Program for students

2. Objectives:

- To cultivate leadership skills.
- To improve employability.
- To foster creativity and innovation.

- To Increase overall student engagement and satisfaction.

3. Context:

- Skills and talent are driving forces of social development and economic growth.
- To acquire extra knowledge over and above regular course of study is important.
- All students need to work further to enhance their talent.
- Hence, TKDC initiated 'Skill and Talent Cultivation Program for students'.

4. Practice:

Apart from routine academic work, following activities were conducted under this program -

*Skills Cultivation***:**

- Program includes simulation based training and structured programs. Around 56 post-graduate and 299 undergraduate students were benefitted in last 5 years.
- Students presented seminars to improve analytical skills. Over 1200 seminars were presented in last 5 years.
- 12 visits to satellite centers by each intern helped them to learn communication skills.

YEAR	ADD-ON COURSES (NO. OF PARTICIPANTS)	VALUE-ADDED COURSES (NO. OF PARTICIPANTS)
2021-22	**3**(285)	**7**(285)
2020-21	**3**(218)	**4**(144)
2019-20	**3**(84)	**3**(126)
2018-19	**2**(225)	**6**(209)
2017-18	**3**(137)	**5**(187)

*Handholding for capacity building***:**

- From 2019, mentors were assigned to groups of 10 students to assess progress of students.
- In 2019, "Slow Performers and Advance Learners program" was developed. Interventions like remedial classes, re-tests, peer teaching, etc. were made as mentioned in policy.

*Inculcate all-round development***:**

- TKDC arranged competitions on special day celebrations.
- Around 800 students participated in cultural week to present their talent.
- 660 students involved in 223 extension activities which enhanced personal growth.

*Imparting and strengthening employability component***:**

- Total 402 students attended career counseling lectures conducted in year 2020-21, 2021-22.
- Total 171 students attended competitive exam training program conducted by teaching staff.

*Fostering creative and innovative competencies***:**

- 217 posters in 12 subjects were made by undergraduate students to nurture creativity.

- 63 three dimensional models are made by students in last 5 years.

*Cultivating leadership aspects***:**

Under student council activities, students participated in organization of the programs.

5. Evidence of Success:

- Out of 404 slow performers, 376 did well in university exams, whereas 247 advanced learners got distinction in last 3 yrs.
- According to feedback analysis of 264 students, clinical, Stress management & soft skills in 89.50%, 76.80% & 84.60% students improved respectively by program.
- 64 students got placed, 106 students got self-employed and 1 student qualified in ORE Part I International Level Exam in last 5 years after graduation.
- TKDC students were awarded with 2nd prize at national level in *Swachh Bharat* Summer Internship Program in year 2018.
- 700 students participated in organization of events from 2017 to 2019 which enhanced their leadership qualities. This helped 92.70% students in talent enhancement.

6. Problems Encountered and Resources required:

- Anticipation in feedback.
- Continuous supply of funding.
- Excessive work load on teaching staff.
- Motivation of students for participation.

Best Practice no. 2

1. Title of the Practice:

Improved Learning Environment through Eco-friendly Initiatives

2. Objectives of the Practice:

- To enhance green Infrastructure
- To foster environmental education and awareness among the stakeholders
- To promote responsible consumption and resource management.
- To reduce the impact of Institutional activities on the environment

3. The Context:

TKDC aims to reduce energy consumption, water usage, and waste generation while also promoting responsible consumption and resource management. The best practice emphasizes the importance of fostering environmental education and awareness. By incorporating "**Improved Learning Environment through Eco-friendly Initiatives**" as a best practice TKDC aims to educate students, and staff members about ecological systems, climate change, and sustainable practices.

4. The Practice:

The interventions of the practice are as follows.

Tree Plantation drive

TKDC carries out the tree plantation drive biannually, actively engaging everyone.

Herbal Garden Visit for the students

TKDC has developed herbal garden involving wide range of medicinal plants.In 2017, approximately 287 students visited the herbal garden, followed by 302 students in 2018, 302 students in 2019, 280 students in 2020, and 280 students in 2021.

Eco-friendly Infrastructure

The physical infrastructure at TKDC ensures the natural light and ventilation for the lecture halls and clinical areas.

Biomedical Waste

Students are all given lectures on how to properly dispose biomedical waste.

E-Waste Management

All departments receive circular addressing E garbage before it is disposed. Mahalaxmi Recyclers Agency and TKDC have signed a memorandum of understanding.

No use of Plastics

Use of plastics are banned in TKDC campus.

Organic Farming in TKDC

TKDC is home to fully grown mango, chiku, and coconut plants which bear abundant fruit.

Liquid Waste Management

The Mahatma Gandhi Hospital building houses the sewage treatment facility with a capacity of 40 KLD and department of Public Health Dentistry organises frequent visits of the students.

Energy Management

To promote the practice of improved learning environment through eco-friendly initiative, the institute had replaced 280 tube lights consuming 36 watts each to LED lights consuming 20 watts each.

Solar Water Heaters

The campus boasts a total of 11 solar heaters which generates 7500 litres of hot water per day

Solar Energy

The solar panels harness solar energy and have a collective capacity of 3 kilowatts.

Staff Recreational Trips

TKDC organizes staff recreational trips to gain knowledge about surrounding regions

5. Evidence of success

TKDC received the Prestigious green environment award and boasts a green cover with 3000 trees that encompasses 35% of the campus, surpassing the Standard of National Forest Policy, which stipulates a minimum of 33% green cover.

There has been a remarkable reduction of 4,480 watts in total power consumption after LED lights installation.

The 7500 liters of Hot water is generated by solar heaters in a day.

Solar energy panel generates an impressive output of 12 units per day, which accumulates to 360 units per month and an impressive 4320 units per year.

Feedback survey indicates 69.4% of students expressed great satisfaction with the Tree Plantation Drive.

6. Problems Encountered and Resources Required

- Fencing around the campus and solar energy installation required expert knowledge
- Naming of the *ayurvedic* plants posed a challenge
- Poor soil quality necessitated additional manure
- Non poisonous snakes encountered during gardening

File Description	Document
Any additional information	[View Document](#)
Link for best practices page in the Institutional web site	[View Document](#)
Link for any other relevant information	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

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

500 words

Response:

Strengthening and integration of oral health care for employees of *Warana Samuh.*

Warana is the Co-operative Group of Sugar Factory, Dairy, Banking, Agro-processing unit, Bazzar, Mahila Udyog (Micro/small Scale woman Industries), Transportation, Educational Institution, Medical Institution, Vocational training Centre, Industrial Training and placement Centre, Power plants etc. The foundation stone of Co-operative movement in Warana was led down by late Shree Tatyasaheb Kore has now emerged as a huge Skyscraper involving 30,000-40,000 members all over Maharashtra.

As promotion of oral health care has always been priority and thrust of TKDC, social awareness activities have been frequently conducted for *Warana Samuh* which includes screening and oral health educational camps for the employees (including their family), rallies, street plays and 'No tobacco campaign' etc.

Screening and oral health educational camps: Around 22 screening camps were conducted in last five years at dairy, Cadbury factory, bazaar, *Bhagini Mandal*, *divyagjan* School, Colleges of *Warana Samuh*. Around 2,000 patients (in 2017- 200, in 2018- 237, in 2019- 1126, in 2020- 287 and in 2021- 162 patients) were screened for dental problems, oral lesions, tobacco consumption habits. Interns and staff educated them about oral hygiene practices and required dental treatment, counseling about ill effects of tobacco was also done in the camps.

Satellite centre: TKDC had satellite centre in Warananagar which served to workers of Warana *sankul* members of sugar factory, bazar, dairy, bank etc providing oral health check-up, counseling, oral prophylaxis and oral health education.

Audit camps for oral screening had been arranged in TKDC for Warana dairy employees as requested by general manager of Warana Dairy from year 2017 to 2021. In 2017 - 1057, in 2018- 1183, in 2019- 1289, in 2020- 482 and in 2021-983 patients were screened at TKDC in audit camps.

Concessional treatment for *Warana samuh* employees.

In promoting oral health care next hurdle was 'unaffordable oral health care' for which TKDC provides around 25-50% concession depends on dental treatment to *Warana Samuh* employees (Id card required) and their family members can also avail concession under following categories: senior citizen (50%, Id card required), below poverty line (50%, yellow ration card required), Handicapped person (certificate required) and some relatives who cannot afford treatment (Decision at discretion of Principal). Concessions are provided on some special days also, for example, Late chairman sir's birth anniversary, *Shivjayanti,* Children's Day, Prosthodontist's Day, Periodontist's Day etc which supports the belief of TKDC that **'Service is religion'.**

Warana population assessed during screening camps and treated in TKDC provides more inclusive range of patients for dental students (UG, PG, PhD students) and staff which helps in researches to be conducted for various age groups and socioeconomic groups.

TKDC sees its efforts turn into positive impact on oral health of rural population as treatment utilization

rate has increased by the *Warana Samuh* employees, their families & relatives. Due to tobacco awareness consumption of tobacco has decreased at least at workplace. With increased patients from *Warana samuh*, teaching material for undergraduate and postgraduate students has also increased.

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: 78.58

8.1.1.1 Institutional mean NEET percentile score

Response: 78.58

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](#)

Other Upload Files	
1	[View Document](#)

8.1.2

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

Response:

TKDC has initiated various steps to improve preclinical skills. First and second year students practice **fine motor and clinical skills** required in dentistry, **performing procedures on phantom head mannequins and simulated models** prior to performing them on patients. Similarly students of post graduate programs (Conservative Dentistry and Endodontics, Prosthodontics and Crown & Bridge, Orthodontics and Dentofacial Orthopedics and Periodontics) are trained in pre-clinical skills before they start working in PG clinics. During the academic delivery TKDC ensures that every student must undergo rigorous training in perfecting the pre-clinical skills in the first six months of their MDS course that involves working on **extracted teeth and typhodont models**. This pre-clinical training refines the skill of the students and makes them competent to work on patients in an ethical and safe manner, under the guidance and watchful eyes of faculty who also provide demonstrations. Students complete the stipulated preclinical exercises as per DCI and MUHS norms.

There is a preclinical work schedule in their respective journals and preclinical skills of the students are monitored regularly by the faculty and graded. The students also finish a set of **pre-clinical exercises on**

extracted teeth which includes cavity preparations, crown preparations and root canal treatments.

The institution has well equipped pre-clinical conservative dentistry, pre-clinical prosthodontics, pre-clinical orthodontics, pre-clinical pedodontics and oral pathology laboratories. In the Department of Prosthodontics, students are required to do full metal and full ceramic crown preparations on typhodont teeth in the simulator lab. They are supposed to do **post space preparation in extracted natural teeth and fabricate a wax pattern core for the same**. The preclinical laboratory for **Prosthodontics** has a seating capacity of 60 with individual Bunsen burner. The Prosthodontics preclinical lab area includes wax, plaster, and polymer sections. The laboratory is equipped with Lathe and Model trimmer in the dry lab while the wet lab has Acrylizer, de-waxing unit and water heater.

In conservative dentistry lab, the students are exposed to various restorative procedures and techniques. With a seating capacity for 62 phantom heads, pre-clinical laboratory at **Conservative Dentistry and Endodontics** encourages to learn clinical work on models. Students are also **trained for inlay wax pattern making, access opening, bio mechanical preparation and obturation** in natural teeth. Detailed demonstrations and **discussions are carried out in small groups during clinical postings**.

Tooth Morphology classes that include carving of tooth models in paraffin wax is held to understand the detailed anatomy. Oral histopathology of tissues is taught in Oral Histology to students and this would prepare the students to understand the pathology of various lesions of oral cavity.

Preclinical workshop on **Basics in Pulpectomy** has been conducted with live demonstration of single visit pulpectomy and hands-on for IV BDS students and interns.

Preclinical policy for interns has been drafted in departments of Orthodontics, Conservative Dentistry, Prosthodontics and Pedodontics enlisting the list of exercises, discussions and quota for the students.

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](#)

8.1.4

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

Response:

FIRST YEAR BDS ORIENTATION PROGRAMME

 TKDC conducts the programme every year for all the I BDS students. For the academic years 2017-2018 to 2020-2021, 60 students and their parents participated in the programme. For the year 2021-2022, 55 students and their parents attended the event. The administrative officer briefs about the various college committees such as the anti-ragging committee, student welfare and grievance redressal committee, and hostel committee to the students. A video on the history of the college and its beginnings along with the vision of the founder is presented to the students. The Principal along with Heads of various departments are introduced. The program coordinator briefs the I BDS students on the course structure, learning methods, technology usage, and communication skills.

This helps to orient the students to all aspects of the dental college environment, provide an opportunity for peer and faculty interactions and an overall sensitization to the various learning methodologies and familiarize themselves with the structure, functioning, governance, rules, regulations and professional expectations in TKDC. Lectures on anti-ragging are presented every year during the orientation day programme by experts in the subject.

The staff in-charge takes the students on a tour around the campus where the different locations like lecture halls, all the departments, library, hostels, sports grounds and the hospital are shown.

WHITE COAT CEREMONY

Our institution conducts this programme for III BDS students before the beginning of the clinical years. White coats are distributed to all the students. They take the "Hippocratic Oath" and are emphasized on

the "Code of Ethics and Conduct" which are to be honoured as they enter the professional career. **(THE CLINICAL CODE BOOK and INFECTION CONTROL books are provided).** Eminent personalities enlight about the importance and responsibility that goes along with the white coat.

INTERNSHIP ORIENTATION PROGRAMME

The students are introduced to internship overview by intern coordinator. Introduction to Professional Ethics is provided by the HOD of the Department of Public Health Dentistry and a lecture on Communication Skills is delivered. They are also informed about NEET training and guidance programme conducted every month. Biometric Protocol and Rules for taking leaves are also informed.

WORKSHOPS ON PATIENT CARE

Seminars on professional ethics and importance of patient management are conducted for students by the Department of Public Health Dentistry . Infection control and sterilization protocols which are the cornerstones of best clinical practice are imbibed in students through lectures by staff of Department of Oral Surgery.

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](#)
Any additional information	[View Document](#)

8.1.6

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

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

Response: A. Any 5 of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Geotagged Photographs of facilities	[View Document](#)
Certificate from the principal/competent authority	[View Document](#)
Any other relevant information	[View Document](#)

8.1.7

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

Response: 0.98

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
00	00	02	00	02

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:

TKDC ensures attainment of clinical competencies. They are measured with an objective method of assessment. The focus of assessment is on the following competencies:

1. Communication skills
2. Medical record keeping
3. Presentation skills
4. In depth assessment
5. Clinical evaluation
6. Psychomotor skills
7. Decision making
8. Problem solving

OSCE and OSPE: The different clinical skills, knowledge and expertise that are expected from a BDS student are evaluated through the stations of **OSCE and OSPE**. The examiners observe the students while performing the task and grade accordingly. The student has to provide the justification for using a particular treatment option which in turn reflects the students' clinical knowledge and problem solving skills. This method of assessment primarily focuses on problem-based or case-enhanced learning to support students in developing their critical thinking abilities and mastering the idea of evidence-based oral health care.

Model check list for evaluation of seminar: Post graduate seminars are assessed on 10 indicators on a 0 to 4 point scale (poor to very good)and the indicators are:

1. Completeness and preparation
2. Clarity of presentation
3. Understanding of subject
4. Whether other relevant publication consulted
5. Whether cross references have been consulted
6. Ability to answer the questions
7. Time scheduling
8. Appropriate use of audiovisual aids
9. Overall performance
10. Any other observation

Multiple choice questions (MCQs) that are context free and case based, and essay type questions are used during theory examinations to measure competencies.

As per the university guidelines, institute conducts **continuous internal evaluations (CIEs)**. CIE are conducted three times before the university examination. The final internal marks are submitted to the university.Attainment of the clinical competencies of interns are assessed through one year compulsory rotary internship training programme which helps to develop skills and acquire clinical knowledge with proficiency in managing dental patients independently. The curricular contents of internship training are based on dental health needs of the society and what dental graduates are expected to do in various practice settings.

Viva –voce – The traditional viva examination has disadvantages like standardization, objectivity and reliability. It can be resolved by structured oral examination. Structured oral examination conducted during continuous internal evaluation to impart higher degree of validity and reliability. Examination includes preparation of checklist, which is circulated to examiners and average score is given.

Case history proforma are objective methodologies used by each department to assess clinical competence. Preclinical work done by the Interns and PGs are also evaluated to enhance their skills later while performing on patients.

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

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: 49.94

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
50	59	00	00	56

8.1.9.2 Number of first year Students addmitted in last five years

2021-22	2020-21	2019-20	2018-19	2017-18
63	68	68	68	67

File Description	Document
Policies documents regarding preventive immunization of students, teachers and hospital staff likely to be exposed to communicable diseases during their clinical work.	[View Document](#)
List of students, teachers and hospital staff, who received such immunization during the preceding academic year	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any other relevant information.	[View Document](#)

Other Upload Files	
1	[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:

TKDC has defined and adopted the following graduate attributes from DCI curriculum and ensures attainment of such attributes. Graduates will have following skills on completion of the undergraduate

training program:

1. Professionalism and ethics
2. Simulation of clinical exercises
3. Theoretical and clinical knowledge and acumen
4. Research skills
5. Social responsibility
6. Adapting to evidence based dentistry
7. Problem solving and patient referral
8. Stress management
9. Legal obligations
10. Knowledge on prevention
11. Investigation and interpretation
12. Multidisciplinary approach
13. Asepsis
14. Communication skills

Steps taken to implement the above stated attributes by the institute:

- **Orientation programmes** for first year students to develop the overall personality and to learn soft skills.
- Students take active participation in **extension activities** of providing dental health care through **camps and field visits** which are conducted under supervision of faculty and are strictly monitored.
- **Lectures** on various topic which includes sterilization, disinfection, infection control, ethics, and stress management measures.
- **CDE programmes, workshops, seminars, symposium, debate and quiz** competitions where students participate to acquire knowledge about evidence based dentistry.
- Students are encouraged to **present scientific papers** to acquire, inculcate and integrate theoretical and practical knowledge.
- **Clinical demonstrations, case discussions, group discussions, and value added courses.** Case discussions and group discussions are conducted by the staff for UG students. Clinical demonstrations are taken for each posting batch at the beginning of every procedure.
- **Sports and cultural events –** These activities help students refresh their minds, build leadership skills, boost their confidence.

Evaluation for attainment of above stated attributes by the institute:

- Monitoring of intern participation in activities such as treatment and diagnostic camps organized in urban and rural areas to interact with patients coming from different strata of society.
- **Debate, quiz, paper and poster presentation competitions.**
- Implementing individual clinical evaluation system such as one-on-one **viva-voce,** identification of displayed specimens in a specified time limit, chair side viva, case presentation etc.

TKDC trains dental graduates to be competent to educate and motivate the public in oral health maintenance. Students should have the ability to adapt to the changes and advancements in technology and engage in independent and lifelong learning, the ability to address oral health care issues at a community level, and ability to develop sustainable solutions and understand their effect on society and

environment.

The exercise of camps encourages empathetic behavior and helps the student to acquire surveying skills. Interns are posted in satellite centers to attain an understanding of community health systems. Interdepartmental/integrated seminars are conducted for PGs and comprehensive knowledge is inculcated in them.

Clinical portion of the curriculum is fulfilled through respective clinical postings. During the postings demonstrations are given for each procedure and cases discussed appropriately. Each student has a respective quota of clinical cases to be performed each year. Individual clinical evaluation is carried out at the end of the postings for IV BDS students and interns.

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: 0.13

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
28	26.85	58	55.7	44.54

File Description	Document
Institutional data in prescribed format	View Document
Audited statements of accounts.	View Document
Any additional information	View Document

8.1.12

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

Response:

TKDC has established DEU in August 2019 with the objective to conduct faculty development programs but even before its establishment programs have been conducted. The DEU comprises of chairperson, member secretary, 4 staff members, one non-teaching staff member and 2 student members. The programmes are structured to improve teaching methodology, learning, assessment and evaluation of faculty. The focus is to transfer the knowledge to the students and to improve their learning qualities. Key areas of focus of the DEU are the current trends in dental education, research and DET (Dental Education Technology). Teachers are also trained to evaluate and assess students in a systematic and unbiased manner.

Program on Health Science Education Technology for innovative teaching and learning like problem based learning and integrated teaching was conducted in 2019. The DEU within the institution conducts research methodology workshops, as mandated by MUHS Nashik, for postgraduate students and faculty, thus facilitating educational research through projects and research publications.

So far, DEU has conducted workshops on **Basics of Research Methodology** for the teachers and students with a focus on experimental studies, data presentation, inferential statistics and research protocols. In August 2017, there was a research methodology workshop where lectures were conducted. Critical evaluation of a journal article was discussed which included group activities. These lectures are also attended by PGs so as to introduce them to the world of research in their budding years and familiarize them to the highest order of research that can be undertaken.

A **workshop on TMJ disorders and management** was conducted in September 2017 for the teaching staff and postgraduate students. The workshop focused on TMJ pain and compromised mandibular movements and the various treatment options for TMJ disorders. In February 2019, a basic workshop on health science education technology was conducted. Guest speakers delivered a series of lectures and conducted group activities.

Workshops on Learning Management System, COVID safety measures, Basic life support, Basic Implantology, and Communication Skills have also been conducted.

Eminent personalities are also invited as speakers/faculty for health education workshops from other institutes affiliated to university. It is mandatory for all teachers to participate in the workshops. The unit also encourages faculty to enroll for advanced teachers training workshop at the MUHS headquarters in Nashik. Also, teachers are enrolled in E-Content courses. The faculty is encouraged to undertake skill development through e-learning portals so as to update knowledge and skills through distance learning. E-learning included Effective power point presentation, online video creation, developing e-content and effective use of Microsoft office.

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 :

Tatyasaheb Kore Dental College and Research Centre has the uniqueness of being the only dental College in the district of Kolhapur.

TKDC finds it a privilege to be located in a rural area where we serve society and create awareness at the grassroots of this country.

In order to fulfill the vision and mission of the institution, TKDC took a bold initiative and an honest step towards this achievement by processing its official application to the National Assessment and Accreditation Council (NAAC). and thereby initiated all necessary steps by formulating and enacting its Internal Quality Assurance Cell (IQAC) in March 2019, which is persistently on its toes, thinking, discussing, planning, and implementing new beneficial standards systems for academic and administrative process developments and operations.

Following the path of service to society, **we were crowned Second in the entire nation for serving the 100 hours of the *Swachh Bharat Abhiyan*.**

Concluding Remarks :

At TKDC we aim to maintain our prestigious and glorious academic history and improve even further on it to dominate our university, as we have been doing for the past 18 years.

A tremendous amount of patient exposure for all our students doing graduation and post-graduation is the leading reason for our alumni to have developed excellent skills in both dentistry and communication with the patients, which is of the utmost importance. We thereby look forward to always expanding our services all over this region to the needy, according to their economic status, with a sincere intention and true, honest motive, without discriminating between people of respective classes, creeds, or sexes.

At our institute, each individual grows in all aspects of life, achieving the highest paramount and intelligent quotient, emotional quotient, and spiritual quotient, which have gained utmost importance in today's world and age.

Ultimately TKDC aims to develop this, **RURAL HEALTH CARE ORGANIZATION** as an explicit example of **Quality, Standard, Excellence, Sincerity, Honesty, Dedicated and Devoted Services and Education**, both medically and socially, which is lacking and is the prime need of today's world.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.1	Percentage of inter-disciplinary / inter-departmental courses /training across all the Programmes offered by the College during the last five years 1.2.1.1. Number of inter-disciplinary /inter-departmental courses /training offered during the last five years Answer before DVV Verification : 30 Answer after DVV Verification: 12 1.2.1.2. Number of courses offered by the institution across all programs during the last five years Answer before DVV Verification : 30
1.3.2	Number of value-added courses offered during the last five years that impart transferable and life skills. 1.3.2.1. Number of value-added courses offered during the last five years that impart transferable and life skills. Answer before DVV Verification : 26 Answer after DVV Verification: 15 Remark : As per the HEI data and documents provided during clarification. The number considered is without repeat count.
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
---	---	---	---	---
285	144	126	209	187 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
260	144	76	173	187	 Remark : As per the HEI data and documents provided with the metric during clarification.
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 : 297 Answer after DVV Verification: 237

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 data and documents provided with the metric during clarification. the HEI has not provided feedback neither from the employers nor professional. Mere google form with no name or other data is not a feedback

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

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

2021-22	2020-21	2019-20	2018-19	2017-18
16	17	25	17	16

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
16	17	17	17	16

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

2021-22	2020-21	2019-20	2018-19	2017-18
16	17	25	17	16

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
17	17	17	17	17

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

2.1.2.1. Number of seats filled-in for various programmes offered by the College as against the

approved intake during the last five years:

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
63	68	68	68	67

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
63	68	68	68	67

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

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

2021-22	2020-21	2019-20	2018-19	2017-18
7	8	7	7	7

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
7	8	7	7	7

| 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 : 8.42 years
Answer after DVV Verification: 682 years
|

Remark : As per the HEI data and documents provided with the metric during clarification.

2.4.4	Average percentage of teachers trained for development and delivery of e-content / e-courses during the last 5 years 2.4.4.1. Number of teachers trained for development and delivery of e-contents / e-courses year-wise during the last five years. Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
79	76	83	88	78

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
79	76	83	88	75

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
17	02	13	12	11

Answer After DVV Verification :

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

3.1.2	Average Percentage of teachers awarded national /international fellowships / financial support for advanced studies/collaborative research and participation in conferences during the last five years 3.1.2.1. Number of teachers awarded national/ international fellowship / Financial support for advanced studies/collaborative research and conference participation in Indian and Overseas Institutions year-wise during the last five years Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
8	2	11	19	11

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

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. 3.3.2.1. Number of Ph.D.s /DM/M Ch/PG degrees in the respective disciplines received per recognized PG teachers of the Institution during the last five years. Answer before DVV Verification : 40 Answer after DVV Verification: 40 3.3.2.2. Number of PG teachers recognized as guides by the Regulatory Bodies / Universities during the last five years. Answer before DVV Verification : 102

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
40	0	49	72	62

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
37	0	36	62	47

Remark : As per the HEI data and documents provided with the metric during clarification.

3.5.1	Average number of Collaborative activities for research, faculty exchange, student exchange/ Industry-internship etc. per year for the last five years 3.5.1.1. Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
11	6	9	7	7

Answer After DVV Verification :

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

| 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

3.5.2.1. Number of functional MoUs/linkages with Institutions/ industries in India and abroad for academic, clinical training / internship, on-the job training, project work, student / faculty exchange, collaborative research programmes etc. for the last five years
Answer before DVV Verification : 23
Answer after DVV Verification: 23 |
|---|---|

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

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

2021-22	2020-21	2019-20	2018-19	2017-18
3.95	1.75	3.75	84.23	7.42

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
3.95	1.75	3.75	84.23	7.42	
---	---

| 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
295	301	297	297	280

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
240	240	240	240	240

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
24	24	24	24	24

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
19	24	23	23	23

Remark : As per the HEI data provided during the clarification.

4.3.3	Does the Institution have an e-Library with membership / registration for the following: 1. e – journals / e-books consortia 2. E-Shodh Sindhu 3. Shodhganga 4. SWAYAM 5. Discipline-specific Databases Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any three of the above

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
9.86	10.20	7.30	3.12	17.92

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
15.39	8.86	1.31	20.91	1.27

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) 4.4.1.1. Number of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi enabled ICT facilities Answer before DVV Verification : 9 Answer after DVV Verification: 9

	4.4.1.2. Total number of classrooms, seminar halls and demonstration room in the institution Answer before DVV Verification : 9 Answer after DVV Verification: 9
4.5.1	Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years 4.5.1.1. Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in lakhs) Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
115.33	180.64	106.82	205.41	179.35 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
98.73	129.70	90.43	160.94	136.19	
5.1.1	Average percentage of students benefited by scholarships /freeships / fee-waivers by Government / Non-Governmental agencies / Institution during the last five years 5.1.1.1. Number of students benefited by scholarships 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) Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
167	150	130	153	74 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
165	147	130	117	48	 Remark : As per the HEI data and documents provided with the metric during clarification.
5.1.2	Capability enhancement and development schemes employed by the Institution for students: 1. Soft skill development 2. Language and communication skill development 3. Yoga and wellness 4. Analytical skill development

	5. Human value development 6. Personality and professional development 7. Employability skill development Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above
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 5.1.3.1. Number of students benefitted by guidance for competitive examinations and career counseling offered by the Institution in a year Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
246	202	42	40	43 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
246	202	42	40	43	
5.2.3	Percentage of the batch of graduated students of the preceding year, who have progressed to higher education 5.2.3.1. Number of last batch of graduated students who have progressed to higher education Answer before DVV Verification : 20 Answer after DVV Verification: 8
5.3.1	Number of awards/medals for outstanding performance in sports/cultural activities at State/Regional (zonal)/ National / International levels (award for a team event should be counted as one) during the last five years. 5.3.1.1. Number of awards/medals for outstanding performance in sports/cultural activities at State/Regional (zonal)/National / International levels (award for a team event should be counted as one) year-wise during the last five years . Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
3	3	0	0	3 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
3	3	0	0	3	

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
13	0	16	16	16

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
03	0	03	03	03

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

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

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

6.2.2	Implementation of e-governance in areas of operation

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

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: A. All of the above

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
8	2	10	20	11

Answer After DVV Verification :

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

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| 7 | 2 | 7 | 13 | 5 |

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.,)

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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
79	80	82	25	21

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
79	80	82	25	21

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
22500	47485	22500	18455	19644

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0.225	0.475	0.225	0.185	0.196

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
84	05	83	88	84

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
81	05	83	86	75

6.5.3	The Institution adopts several Quality Assurance initiatives

The Institution has implemented the following QA initiatives :

1. Regular meeting of Internal Quality Assurance Cell (IQAC)

2. Feedback from stakeholder collected, analysed and report submitted to college management for improvements

3. Organization of workshops, seminars, orientation on quality initiatives for teachers and administrative staff.

4. Preparation of documents for accreditation bodies (NAAC, NBA, ISO, NIRF etc.,)

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: B. Any three of the above
Remark : As per the HEI data and documents provided with the metric during clarification.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
9	3	2	5	6

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
04	02	2	2	02

Remark : As per the HEI data and documents provided with the metric during clarification. Events like Yoga and its Benefits, Diet and Lifestyle For Students, Common skin problems and skin care, Professional Ethics are not gender equity sensitization programmes.

| 7.1.3 | The Institution has facilities for alternate sources of energy and energy conservation devices

1. Solar energy

2. Wheeling to the Grid

3. Sensor based energy conservation

4. Biogas plant

5. Use of LED bulbs/ power efficient equipment

       Answer before DVV Verification : C. Any three of the above
       Answer After DVV Verification: D. Any two of the above |
| 7.1.5 | Water conservation facilities available in the Institution:

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

   Answer before DVV Verification : All of the above
   Answer After DVV Verification: All of the above |
| 7.1.6 | Green campus initiatives of the Institution include

1. Restricted entry of automobiles

2. Battery-powered vehicles

3. Pedestrian-friendly pathways

4. Ban on use of plastics |

	5. Landscaping with trees and plants Answer before DVV Verification : B. Any four of the above Answer After DVV Verification: B. Any four 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 : A. All of the above Answer After DVV Verification: A. All of the above
7.1.9	Code of conduct handbook exists for students, teachers and academic and administrative staff including the Dean / Principal /Officials and support staff. 1. The Code of conduct is displayed on the website 2. There is a committee to monitor adherence to the code of conduct 3. Institution organizes professional ethics programmes for students, teachers and the academic and administrative staff 4. Annual awareness programmes on the code of conduct are organized Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above
8.1.5	The students are trained for using High End Equipment for Diagnostic and therapeutic purposes in the Institution. 1. Cone Beam Computed Tomogram (CBCT) 2. CAD/CAM facility 3. Imaging and morphometric softwares 4. Endodontic microscope 5. Dental LASER Unit 6. Extended application of light based microscopy (phase contrast microscopy/polarized microscopy/fluorescent microscopy) 7. Immunohistochemical (IHC) set up Answer before DVV Verification : A. Any 5 of the above Answer After DVV Verification: C. Any 3 of the above
8.1.9	Average percentage of first year students, provided with prophylactic immunization against communicable diseases like Hepatitis-B during their clinical work in the last five years.

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
44	59	00	00	48

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
50	59	00	00	56

8.1.9.2. Number of first year Students addmitted in last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
55	60	60	60	59

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
63	68	68	68	67

Remark : As per the HEI data and documents provided with the metric during clarification.

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
2799485	2685105	5797381	5573671	4453866

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
28	26.85	58	55.7	44.54

Remark : As per the HEI data and documents provided with the metric during clarification. All recurring expenditure is not expenditure on Dental materials and other consumables used for student training. The HEI values in lakh of Rs is considered.

2.Extended Profile Deviations

ID	Extended Questions
1.1	Number of students year-wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
318	323	323	323	323

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
318	323	323	323	323

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
60	59	60	60	60

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
65	64	62	70	58

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
63	68	68	68	67

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
63	68	68	68	67

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
85	84	85	90	92

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
82	82	83	88	80

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
138.32	218.12	196.25	278.64	246.05

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
138.32	173.6	159.4	241.9	214.6