



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

D Y PATIL DENTAL SCHOOL

D Y PATIL DENTAL SCHOOL , DR. D Y PATIL KNOWLEDGE CITY, CHARHOLI

BK

412105

www.dypds.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

D Y Patil Dental School represents a symbol of brilliance in dental education and healthcare, expressing a dedication to academic excellence, clinical proficiency, and community outreach service.

This institute, which is tucked away in the ever-changing world of health care education, is well-known for its unshakable commitment to providing the community with high-quality dental treatment and moulding the future generation of dental professionals. Founded in 2014 with the goal of revolutionizing dentistry education and healthcare standards, D Y Patil Dental School is a distinguished establishment connected to Maharashtra University of Health Sciences, Nashik. It has embarked on a revolutionary path to promote practical skills in addition to theoretical knowledge through its undergraduate and post graduate programs, which adhere to the Dental Council of India. Additionally, it has conducted numerous Continuing Dental Education Programmes and Extended Training Programs.

The faculty is composed of seasoned educators, skilled clinicians, and accomplished researchers. Together, they provide a dynamic learning atmosphere that fosters intellectual curiosity and innovation and inspires students to express their creative ideas.

At DYPDS, a focus on a student-centric approach guarantees that future dental professionals receive a thorough education that blends theoretical underpinnings with practical clinical practice. D Y Patil Dental School's dedication to healthcare outreach and community service is at the core of its purpose. The hospital is a crucial nexus for healthcare, offering the neighbourhood residents compassionate and easily accessible dental care. The school's dual function as a healthcare facility and educational institution highlights its all-encompassing approach to dentistry education and its awareness of the wider societal implications of oral health.

The campus itself, which has state-of-the-art dental clinics, research centres, and labs, is a monument to contemporary architecture.

The institute's peaceful, green campus offers students a novel setting for academic pursuits and clinical training.

DYPDS, a centre of academic and clinical excellence, has the potential to significantly impact dentistry by developing competent professionals and advancing the field. Its dedication to research, education, and community involvement solidifies its standing as a pioneer in dental healthcare and education, aimed at improving oral health at the local and state levels.

Vision

"Illuminating future dental health professionals with the brilliance of knowledge and emerge as a guiding light of excellence in the realms of dental education, patient care, and research."

Mission

Elevate dental health education by fostering a culture of continual learning for both faculty and students, staying abreast of the latest advancements in dental science and technology, and promoting excellence in education and practice through scientific, academic, and clinical research activities.

Promote interdisciplinary collaboration, enhancing both research and patient care, alongside continuous professional development for faculty and staff fostering a culture of improvement and excellence.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- **Highly qualified, vibrant, and full-time staff:** Full time faculty with a wealth of academic and clinical experience.
- **Crucial location:** Located strategically on a spacious green campus, it is easily accessible for patients and students using various modes of public transportation.
- **Academic superiority:** This institution adheres to the Maharashtra University of Health Sciences admission committee for professional dental courses and has a fully transparent admission process based on merit. Students' outstanding performance in the university exam reflects their meticulous training and access to a wealth of clinical material.
- **Economic and Advanced oral healthcare:** Situated in Pune, this institute provides advanced and reasonably priced dental healthcare, drawing patients from neighbouring regions. Due to its affordable and excellent dental care, it accepts patients from all social classes.
- **Extension and Outreach activities:** The DYPDS engages in a wide range of outreach and extension initiatives with Pune's rural and urban inhabitants as well as those in neighbouring municipalities.
- **Opportunity and Inclusivity:** Students from all cultural, social, and economic backgrounds are welcomed and supported by DYPDS. It also takes pride in the equitable division of genders within staff.

Institutional Weakness

- Minimal room for freedom in the curriculum which is closely linked to MUHS and follows DCI criteria.
- Number of Alumni and the amount of alumni contribution is limited.
- Semi-autonomous structure and strict domicile-based entrance requirements, restricting institute's nationwide reach.
- Lack of commencement for postgraduation in all the disciplines.

Institutional Opportunity

- **Strong research effort:** DYPDS aims to promote more student participation in publications, patent and copyright registration, and research activities. It also aims to increase the number of national and international collaborations for fundings of research projects.
- **High-end equipment availability:** The number of high-end equipment's can be increased for student

training and for the community access to reasonably priced advanced dental procedures.

- **Program for Student Exchange:** DYPDS aims to strengthen the existing student exchange program for Undergraduate and Postgraduate students by increasing the number of exchange programs and academic activities.

Institutional Challenge

- **Limited Access to Medical Healthcare and Facilities:** Being a lone-standing healthcare institution in the campus the access for patients to general medical care and advanced equipment facilities for research purpose is constrained.
- **Innovative Teaching Strategies:** To initiate and execute new guidelines and techniques for newer teaching - learning methods while preserving the harmony between the curriculums of MUHS and DCI.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

D Y Patil Dental School is affiliated with Maharashtra University of Health Sciences and offers **dynamic, student centric, problem based and integrated curriculum**. DYPDS provides **comprehensive learning** experience to its students with the goal of achieving academic excellence, high clinical acumen along with research and entrepreneurial skills.

Curriculum design, planning and implementation:

DYPDS ensure effective planning, and continuous improvement of academic programs. Since, it is a continual and dynamic process to achieve the excellent outcomes, DYPDS constantly innovates and implements student centric teaching methods while adhering to DCI guidelines. Planning and implementation of curriculum is executed with the goal to achieve the best course outcome. Programme outcomes have been set in accordance with the local, regional, national and global requirements. DYPDS endeavours for the top-quality education with emphasis on competencies/skill development which aids in employability, entrepreneurship and better dental healthcare of the society.

Curriculum flexibility and enrichment:

DYPDS is firmly keeping the atmosphere conducive for the interdepartmental or interdisciplinary flexibility for the student's betterment with the goal of achieving excellent program outcome. DYPDS strives to provide opportunities for enhancing students' academic and clinical experience through **38 value-added** and **7 add-on courses**. More than 80% students have **completed value added and add-on courses**.

DYPDS believes in overall development of its students by conducting real life experiences from field visits, camps, celebration of various days. **90.7%** students have undertaken field visit, research projects, clinical/industry internship, community postings etc.

Many programs for gender sensitisation, yoga day celebrations etc that assimilate human values, ethics and morals are regularly organized by DYPDS to promote the feeling of compassion, empathy, gender equality among students and to develop the feeling of social responsibilities.

Curriculum Feedback

DYPDS is regularly obtaining curricular feedback from all stakeholders such as students, faculty, alumni, employers and professionals for improving the quality of the curriculum.

Feedback is analysed on regular basis and actions are also taken by the authorities for the benefit of the students.

Teaching-learning and Evaluation

National Eligibility cum Entrance Test (NEET) serves as the door for **admission** to all the seats of D Y Patil Dental School for both **undergraduate and post graduate seats**. There is an average of 99.4% admission rate for undergraduates and 100% admission rate for postgraduates over last 5 years. **Orientation programs** are arranged yearly establishing effective communication channel between institute and students.

The **well-balanced screening of slow and advanced learners** of the institute for each academic year helps the faculty to organize various programs for slow learners **like extra practice sessions, remedial classes and research and advanced teaching seminars** for advanced learners.

Full time dedicated dental faculties for undergraduates and post graduates encourages adequate supervision and smooth execution of academic and extracurricular activities.

Extra mural activities like **Student study club, sports activities, cultural events** are promoted and encouraged to be conducted as student-oriented programs. This helps in soft skill development of students over the years in college life.

Various teaching learning methods include **Clinico-pathological meetings, Group projects, role-play activities, Group discussions, Case discussions, scenario-based questionnaire like OSCE** and many more are devised on basis of feedback from the student progression. **Fully functional simulated labs** for various procedures are available.

Introduction of **ICT (Information communication technology)** enabled tools, **ILMS (Integrated library management tools)**, **SWAYAM (Study Webs of Active–Learning for Young Aspiring Minds)** facilitate learning process to be **research and evidence based**.

Faculty Development Programs are organized on regular basis orients the teachers to recent innovations and methodologies in teaching and research.

Healthy **passing rate of 93%** for UG is achieved over last 5 years.

Regular **Parent Teacher meetings** are conducted with an average of 90 % attendance of parents.

Research, Innovations and Extension

DYPDS has a robust research and innovation system which aims to provide valuable insights and perspectives to contribute, refine and enhance research and innovation endeavours. Through a holistic and transparent appraisal process, our institute strives to meet all expectations of being a leading hub for cutting-edge dental research. The institute heartily encourages students and faculty to participate in conferences and workshops to actively interact with peer groups for research. DYPDS has developed a Central Research, Innovation and Incubation Cell too.

The institute organizes seminars for better understanding and increasing the grasp of students on the subject of “*Intellectual Property Rights*”. This involves motivating students to follow ethical standards while conducting research.

The DYPDS also has a dedicated and registered *Institutional Ethical Committee* for facilitation of research. This has resulted in completion and initiation of many research projects.

Workshops on Research Methodology and Good Clinical Practice are conducted to sensitize and update our faculty and students. Research work accomplished by faculties and students is been published regularly in PUBMED/SCOPUS indexed journals.

DYPDS has over five **MOUs** with reputed institutes and organizations like Krishna Institute of Dental Sciences, Index Dental College etc. for encouraging research.

The Department of Public Health Dentistry of DYPDS has arranged various dental check-up camps for people with remote access to dental health services.

Infrastructure and Learning Resources

D Y Patil Dental School comprising of a green campus of 5 acres of land is well connected through all modes of transport.

College:

The college features four lecture halls, each equipped with Wi-Fi and smart boards, accommodating 100 students. Moreover, its **auditorium and examination hall (capacity 250, 125 respectively)**, are used for live CDE programs, guest lectures, conferences and to cater to a diverse range of events and activities.

A well-ventilated **canteen** provides nourishing meals to patients, visitors and students. An on-campus **herbal garden** imparts knowledge of various medicinal herbs.

The institute has Bio Gas Plant and Solar panels as an **alternate source of energy**.

Indoor and outdoor sports facility is available.

Community Based Teaching and Learning:

Dedicated to community engagement, the college leverages two satellite centres, two adopted schools, MOUs

with orphanages and vidyalaya for practical training.

Hospital:

The dental hospital with average daily OPD of 250, houses 229 dental chairs and six specialty clinics (**Aesthetic clinic, Geriatric clinic, Implant clinic, Tobacco cessation clinic, Comprehensive dental clinic, Special Healthcare Needs Clinic**), facilitating comprehensive clinical learning.

Hospital is designed to accommodate **differently-abled individuals**, featuring ramps, wheelchairs, Braille-embossed lifts, toilets and dedicated parking slots.

Laboratories:

4 Preclinical labs and 8 clinical labs enhance hands on practical skills of students, and for medical subjects, the college is affiliated to Rajiv Gandhi Hospital, Yerwada.

State of the art equipment like Endomicroscope, Nemoceph software, intraoral camera, Diode soft tissue laser are available to meet the need of contemporary demand of education.

Hostel:

Separate Girls and Boys hostels, capable of housing 835 students, with 24-hour surveillance, a mess and common room are present ensuring a comfortable stay.

Maintenance committee:

It oversees infrastructure upkeep and high-end equipment maintenance, supported by a complaint redressal system to save time is in function since 2018. The committee supervises the functioning of the civil, electrical and general maintenance sections.

Student Support and Progression

DYPDS is responsible in ensuring optimum growth and bright future of its students through various student centric activities to support and encourage them. It supports and helps the students in availing various **schemes & scholarships** for education.

The institute has various development schemes and enhancement programs for students like soft skill development, Language and communication skill development, Yoga and wellness, Human value development, etc. Student council facilitates the cultural activities, annual fest, career guidance activities, various day celebrations, sports activities and various inter/intra-college competitions, etc.

Students have won medals at various state level competitions. DYPDS has active Student study club. DYPDS provides platform to encourage students to take up various research and clinical projects.

DYPDS Alumni Association reconnects and strengthens the ties between alumni, students and the institution. This also provides the opportunity to formally give back and connect with the institution. The contribution of alumni association ranging from books, dental instruments and Tree Plantation in Herbal Garden has been

really encouraging.

DYPDS has a Student Cell - Guidance ,counselling and placement for student which gives them an opportunity to be future professionals.

DYPDS has an International Student Cell to cater the needs of students wanting to take up international education. It helps in providing students with letters of recommendation.

DYPDS prioritizes the safety of students. Student grievances never go unanswered because of a robust and transparent Grievance Redressal System. The zero-tolerance towards ragging has resulted in a Ragging-free college campus. DYPDS has a **standard code of conduct** for the students which helps them to follow SOPs throughout their curriculum.

Governance, Leadership and Management

DYPDS is a unique self-financed government institute following decentralised and participative management governance for fast decision making and smooth functioning.

Dean at the helm of the institute is responsible for overall academic and administrative performance along with clinical patient care. Institute manages funding through its self-finance status for infrastructure and maintenance.

Institute has very well-defined organization structure consisting of college council and various committees to ensure smooth overall functioning and fulfilling the vision and the mission of the institute.

Institute has effective governance for various purposes- academic, finance, purchase, maintenance as well as administration through various policies.

Procurement of the large equipment, infrastructures and consumable are done through central store. Audit of the finances is carried out through internal and external audit system.

Various quality initiatives for teaching and learning methods, promotion of research-oriented activities along with forming policies and SOPs for speciality clinics providing targeted dental health care at nominal cost are being diligently planned by **IQAC** through its quarterly meetings.

Institute encourages the faculty to enrich their knowledge by participating in scientific meetings by granting special academic/conference leaves and monetary help.

Academic Planning Committee works to ensure academic activities, conducting internal assessment exams and Maharashtra University Health Sciences examination following the guidelines of Dental Council of India.

DYPDS is sensitive towards faculty welfare measures to protect personal as well as professional growth of teaching and non-teaching staff of the institute by providing various leaves like medical leave, earned leave, maternity/paternity leave to name a few.

Institutional Values and Best Practices

DYPDS is highly pragmatic and responsible towards the nascent matters of the society which is resonated by various conducts of the institute.

Gender equality is encouraged by **Women Development Committee and Internal Complaints Committee**. Institute has availed facilities like **CCTV surveillance, 24 x 7 female security guards and a day care centre** etc. for the safety and security of females and their children in the campus.

DYPDS is keen to craft an environmental conscious society and encourages the use of alternative source of energy (**solar panel and biogas**), fosters energy conservation (**rainwater harvesting system and sensor-based technologies like sensor based key tags in the hostel rooms, sensor based dental chairs** etc).

DYPDS utilizes **LED based lights and equipment** like **Endo microscope, Intraoral camera, Ultrasonic scalers and air rotors, light cure units, sandblasting unit** etc, to improve environment conservation.

DYPDS is rigorous in following the protocol of **solid, liquid, e-waste, and biomedical waste** management.

DYPDS has a large green campus which is inclusive of "**Herbal Garden**" with **pedestrian-friendly pathways, plastic free campus, sewage treatment plant and a biogas plant**.

Institute has barrier free environment for especially abled, **along with human and mechanical assistance**, all the required modifications are done in the infrastructure of the institute in the form of **ramps, lifts, and disabled friendly wash rooms**.

DYPDS is steadfast in raising an inclusive environment to all the strata of the society and culture.

Code of Conduct edifies ethics to the students, staff, patients, and visitors of the institute. Patients who are **senior citizens and camp patients** are dealt prudently in the campus.

Students are encouraged to participate in **curriculum related research activities, extension, and outreach activities**, and to organize celebration of **cultural - sports fest, commemorative days and religious festivals**.

DYPDS identifies Student-Led School-Based Preventive Oral Care Program and Visionary learning: Dental loupes and Early Clinical Exposure as the **best institutional practices**. DYPDS identifies its **multi-sectoral approach of healthcare and education** as **institutional distinctiveness**.

Dental Part

Students are admitted to DYPDS through NEET Ranking both for UG and PG. The **mean NEET score** of the students enrolled for the year 2022-23 is **79.29 %**

DYPDS has well equipped **Preclinical labs** for effective learning of Laboratory/Clinical procedures like **Carving, Simulation Exercises**.

Various **SOPs/Policies** have been drafted for guiding students to acquire skills and attributes abiding to ethics and professionalism enhancing patient care.

DYPDS encourages **clinical shadowing** and **BLS/ALS trainings**.

Infection Control and **Fumigation** is strictly followed, and the data is maintained by the institute. Each department has **Sterilization room/section** which provides a sanitized environment. DYPDS conducts **four orientation programs** in each academic year to update students about the curriculum, mentor-mentee program, Lab/Clinical work and exam pattern.

High end equipment like Nemoceph software, Diode soft tissue LASERS and Endo

Microscopes are available in the college and students are trained for using the same.

DYPDS is equipped with various **Specialized Clinics** like Comprehensive Dental Care Clinic, Implant Clinic, Geriatric Clinic, Tobacco Cessation Centre Clinic, Special Healthcare Needs Clinic and Aesthetic Clinic catering to the society.

DYPDS has full time highly qualified, experienced teachers who keep enhancing their knowledge with additional degrees, providing quality education to students and service to patients.

It is ensured that **Clinical Competencies**, as laid by DCI are followed. Preclinical and clinical examinations are conducted as per curriculum set by DCI and MUHS. For Internal assessment, **OSCE/OSPE** methods are adopted to improve clinical decision making, eliminating bias.

Students of DYPDS have been immunized against communicable diseases like **Hepatitis B and COVID-19**. The score is 62.96%. Faculties of DYPDS are also immunized against Hepatitis B and COVID 19.

Dental Graduate attributes in our institute are aimed at guiding the students to express professionalism, adequate knowledge regarding patient care and serving the society at large.

Dental Education Unit updates the faculties regularly with new emerging trends by conducting numerous Continuing Dental Education programs and other student and faculty training programs.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	D Y PATIL DENTAL SCHOOL
Address	D Y Patil Dental School , Dr. D Y Patil Knowledge City, Charholi Bk
City	PUNE
State	Maharashtra
Pin	412105
Website	www.dypds.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Anand Shigli	020-35037790	8007705050	-	dean@dypds.com
IQAC / CIQA coordinator	Anagha Shete	020-35037779	8668760597	-	dranaghashete@yahoo.com

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

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	01-01-2014

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	08-03-2019	60	

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	D Y Patil Dental School , Dr. D Y Patil Knowledge City, Charholi Bk	Urban	5	158606

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/ Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BDS,Bachelor Of Dental Surgery,	60	NEET UG Score	English	100	100
PG	MDS,Orthodontics And Dentofacial Orthopaedics ,Orthodontics And Dentofacial Orthopaedics	36	NEET PG Score	English	3	3
PG	MDS,Conservative Dentistry And Endodontics,Conservative Dentistry and Endodontics	36	NEET PG Score	English	3	3
PG	MDS,Pediatric Dentistry,Pediatric Dentistry	36	NEET PG Score	English	2	2

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				26				0			
Recruited	6	1	0	7	12	9	0	21	0	0	0	0
Yet to Recruit	0				5				0			
Sanctioned by the Management/Society or Other Authorized Bodies	7				26				0			
Recruited	6	1	0	7	12	9	0	21	0	0	0	0
Yet to Recruit	0				5				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	48				20				0			
Recruited	15	18	0	33	7	13	0	20	0	0	0	0
Yet to Recruit	15				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	48				20				0			
Recruited	15	18	0	33	7	13	0	20	0	0	0	0
Yet to Recruit	15				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				167
Recruited	77	57	0	134
Yet to Recruit				33
Sanctioned by the Management/Society or Other Authorized Bodies				167
Recruited	77	57	0	134
Yet to Recruit				33

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				23
Recruited	6	11	0	17
Yet to Recruit				6
Sanctioned by the Management/Society or Other Authorized Bodies				23
Recruited	6	11	0	17
Yet to Recruit				6

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	2	0	0	0	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	4	1	0	0	0	0	5
UG	0	0	0	0	0	0	0	0	0	0
Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	3	3	0	0	0	0	0	0	0	6
UG	0	0	0	1	0	0	0	0	0	1

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	0	0	0	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	5	1	0	8	6	0	0	0	0	20
UG	0	0	0	0	0	0	0	0	0	0
Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	12	15	0	5	13	0	0	0	0	45
UG	0	0	0	1	0	0	0	0	0	1

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	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	17	0	0	0	17
	Female	83	0	0	0	83
	Others	0	0	0	0	0
PG	Male	2	0	0	0	2
	Female	6	0	0	0	6
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	2	1	1	1
	Female	4	5	6	6
	Others	0	0	0	0
ST	Male	1	2	1	1
	Female	3	2	2	3
	Others	0	0	0	0
OBC	Male	1	2	3	3
	Female	9	8	8	8
	Others	0	0	0	0
General	Male	13	14	13	16
	Female	47	46	46	44
	Others	0	0	0	0
Others	Male	5	1	8	6
	Female	15	19	16	17
	Others	0	0	0	0
Total		100	100	104	105

General Facilities	
Campus Type: D Y Patil Dental School , Dr. D Y Patil Knowledge City, Charholi Bk	
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	No
* Ambulance facility	Yes
* Emergency care facility	Yes
• Health centre staff	
* Qualified Doctor (Full time)	85
* Qualified Doctor (Part time)	0
* Qualified Nurse (Full time)	3
* 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	No
• Facilities for persons with disabilities	Yes
• Animal house	No
• Power house	Yes
• Fire safety measures	Yes
• Waste management facility, particularly bio-hazardous waste	Yes
• Potable water and water treatment	Yes

• Renewable / Alternative sources of energy	Yes
• Any other facility	NA

Hostel Details		
Hostel Type	No Of Hostels	No Of Inmates
* Boys' hostel	1	6
* Girls's hostel	1	98
* Overseas students hostel	0	0
* Hostel for interns	0	0
* PG Hostel	0	0

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	D Y Patil Dental School follows the syllabus prescribed by the Dental Council of India and Maharashtra University of Health Sciences (MUHS). Both undergraduate and postgraduate programs feature a comprehensive curriculum that includes interdisciplinary and interdepartmental courses as well as practical training. The school is dedicated to advancing dental education by offering a range of interdisciplinary courses to students at both levels, such as Aesthetic Dentistry, Geriatric Dentistry, Oral Implantology, Comprehensive Dental Clinic, and Tobacco Cessation Center within specialty clinics. The institute is equipped with cutting-edge dental technologies including Digital Extra Oral Radiology setup, Nemoceph software, Endo microscope, Diode soft tissue laser, and intraoral camera. Efforts are ongoing to enhance these facilities to ensure students are well-versed in the latest treatment methodologies. Students gain practical experience in community healthcare through participation in various camps and field visits.
2. Academic bank of credits (ABC):	D Y Patil Dental School acknowledges the advantages of the Academic Bank of Credits as outlined in the NEP. Affiliated with Maharashtra University of Health Sciences (MUHS), the institution intends to integrate the Academic Bank of Credits into its framework soon. Apart from the

	regular academic courses, DYPDS offers institutional add-on certificate courses and value-added programs. The school aims to award credits to students for these additional initiatives. ABC will be implemented as and when the DCI and MUHS guidelines will be received.
3. Skill development:	DYPDS boasts a cutting-edge facility dedicated to skill development, offering both virtual and physical setups to enhance student abilities. The institute is equipped with advanced skill lab equipment including Nemoceph 3D software, an Endo microscope, a Diode soft tissue laser, and an intraoral camera for hands-on training. It features a comprehensive phantom lab and various preclinical skill labs such as prosthodontic, orthodontic, and oral pathology labs to further develop skills in a physical environment. Moreover, the institute regularly hosts lectures and sessions focused on enhancing various capabilities such as communication skills, language proficiency, leadership skills, yoga and wellness, and soft skills development. These initiatives aim to provide a holistic and multidimensional education experience.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	DYPDS celebrates the rich heritage of Indian culture and its diverse languages. The institute hosts a lively Students Club that promotes the reading of literature in various Indian languages. Throughout the year, numerous events and festivals are joyously observed. Additionally, the institute's library subscribes to newspapers in multiple languages, further enriching the cultural experience for students.
5. Focus on Outcome based education (OBE):	DYPDS aims to cultivate and empower students to deliver comprehensive oral healthcare confidently and independently to society. The institute has defined clear learning outcomes and graduate attributes, along with an objective assessment system to measure their attainment. It also maintains a strong feedback mechanism, gathering input from diverse stakeholders to drive continuous improvements within the institute. Additionally, the Dental Education Unit consistently trains faculty in adopting innovative teaching methodologies to enhance the learning experience.
6. Distance education/online education:	As a dental education institution, teaching traditionally emphasizes physical, hands-on methods.

However, in response to the recent Covid pandemic, the institute seamlessly transitioned to a hybrid mode of online and offline teaching. Utilizing platforms like Zoom and Google Classroom, the institute continued to deliver lectures and facilitate distance learning. Recorded lectures were also made available on the institute's website for students to access remotely. DYPDS employs IGURU Learning Management Software and KOHA Library Management Software, enabling digital access to the entire library database. Moreover, the institution is registered as a local chapter on MOOC platforms such as Swayam portal and NPTEL, where faculty members are encouraged to complete online modules.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Electoral Literacy Club (ELC) has been set up in the institute in the year 2024. The club will be registered under the District Election Officer who is district collector.
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?	<ul style="list-style-type: none"> • Institute has established ELC consisting of 1 Administrative staff coordinator (office Superintendent) 1 faculty member, 1 postgraduate student and 2 undergraduate student members. • The purpose of establishing this club is to sensitize the students teaching and non-teaching staff population about electoral rights. The objectives of ELC are: i. To spread voter awareness and basic knowledge related to the electoral process. ii. To build a truly participative democracy by enabling the youth to make informed decisions during voting.
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.	The ELC also conducted a lecture on national voters' day 25/01/2024 to promote voter literacy among students and community at large.

<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>a. The ELC of D Y Patil Dental School takes various steps to advance democratic values among students and increase their participation in electoral processes. b. The institute celebrated National Voters' Day to incorporate awareness among students.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>- DYPDS orients its students to register as voters in the General Electoral roll on turning 18 years of age. - ELC aims to achieve 100% registration of all its students in the electoral roll.</p>

Extended Profile

1 Students

1.1

Number of students year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
509	504	480	479	426
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
94	109	112	88	95
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

1.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
105	104	100	100	100
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

2 Teachers

2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
65	77	68	82	83
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
98	98	98	90	90
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
849.90	541.62	411.25	529.83	523.65
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:

D.Y. Patil Dental School, Lohegaon, Pune (DYPDS) is affiliated with Maharashtra University of Health Sciences, Nashik (MUHS) and is regulated by the Dental Council of India (DCI), adhering to its prescribed curriculum. While there is limited academic flexibility, the institution enriches the curriculum to develop professionally competent dental surgeons who deliver high-quality dental care. The **Academic Planning Committee** is the apex body involved in planning, enriching, and delivering the curriculum.

Curriculum Planning:

The Academic Planning Committee (APC) ensures effective planning and continuous improvement of academic programs through timetables and schedules within DYPDS, affiliated with MUHS. The Standard Operating Procedure (SOP) outlines operational guidelines and responsibilities of the APC in fulfilling its mission.

A detailed **annual academic calendar** is prepared at the beginning of the academic year for the smooth implementation of the curriculum. Lectures, practical, and clinical postings for students are pre-planned through a structured **block timetable** for each semester. Regular seminars, discussions, and demonstrations are scheduled for students by the respective departments. Value-added courses are planned by the departments to enhance students' skill sets. Furthermore, Add-on courses, Capability Enhancement programs and Continuing Dental Education programs are planned by the departments throughout the year.

Curriculum Delivery

The curriculum is delivered through **lectures, seminars, demonstrations, practicals, extension activities, camps, workshops, Continuing Dental Education (CDE) programs, Value Added Courses (VACs), and add-on courses. Orientation programs** are conducted for students to inform them about the prescribed syllabus, additional programs for curricular enrichment, and the fulfilment of minimum requirements of pre-clinical and clinical work for course completion. Every pre-clinical and clinical step is preceded by demonstrations on models/patients. Clinical training is conducted in outpatient clinics and peripheral healthcare centres. Community dental health check-up camps, oral cancer and tobacco health awareness programs, interdepartmental training, value-added programs, and add-on courses are conducted for each year to improve the skills and competencies of both undergraduate (UG) and postgraduate (PG) students.

Student-centric teaching-learning methods are incorporated to ensure a dynamic educational environment

where students actively engage in their learning journey, fostering critical thinking, collaboration, and individualized growth. Students and interns undertake research projects as per MUHS research notifications and research competitions conducted elsewhere. Guest lectures, conferences, and workshops are held regularly to provide invaluable opportunities to expand knowledge and network with peers and experts.

Curriculum Evaluation:

Student performance is evaluated using **OSCE/OSPE, MCQ, SAQ, LAQ, VIVA, and logbooks**, ensuring fairness, reliability, and validity of assessment methods. Three internal assessments are conducted by the Examination Committee at regular intervals before the university exam. The required quota is evaluated for each subject with the logbooks in consideration as per DCI curriculum.

Feedback:

Feedback is solicited from students regarding the curriculum after each of the summative assessments, and improvements are made according to the feedback received. The curricular enrichment is planned based on the inputs by the students through feedback. Regular reviews and updates ensure the curriculum remains relevant and effective in meeting educational goals.

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: 0.88

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

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

File Description	Document
Provide scanned copy of nomination letter such BoS and Academic Council From University/ Autonomous college	View Document
Institutional data in prescribed format	View Document

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: 100

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

Response: 123

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

Response: 123

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

1.2.2

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

Response: 89.05

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

2022-23	2021-22	2020-21	2019-20	2018-19
399	439	436	426	426

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

D Y Patil Dental School prioritizes the integration of various cross-cutting issues into curriculum, aligning with the standards set by the Dental Council of India (DCI) to enhance students' understanding of these crucial aspects.

Gender: The curriculum encompasses **sex differentiation and the physiological anatomy of male and female sex organs** within Human Physiology. Forensic Odontology covers topics such as **sex and ethnic differences** in tooth morphology, histological age estimation, and **sex differentiation**. The institution has established structured mechanisms to address gender-related requirements through committees like the **Gender Cell, Sexual Harassment Prevention Cell, Anti-Ragging Committee, and Women Development Cell**. Events like **International Women's Day** are celebrated annually, and seminars and awareness talks on topics such as cervical cancer, reproductive health, breast cancer awareness, and work-life balance are regularly organized.

Environment and Sustainability: Environmental Health is a focal point in the Public Health Dentistry curriculum, while Forensic Odontology addresses **environmental influences on tooth morphology**. Interns conduct environmental education sessions for individuals and groups. Interns are also involved in activities such as sapling distribution to patients on **World Environment Day**, tree plantations and cleanliness drives under National Service Scheme (NSS).

Human Values: Students take an **oath for a code of conduct** during orientation, emphasizing human values like dignity, respect, prudence in investigation, and volunteering for experiments and studies. These values are integrated into various subjects such as Anatomy, Physiology, Biochemistry, General Medicine, General Surgery, and the MDS program. Anti-ragging workshops are conducted regularly to make the campus ragging free.

Health Determinants: Pedodontics covers topics like **child psychology, behavioral management, oral habits in children, and dental care for special needs**. Public Health Dentistry addresses health and disease, public health, epidemiology, environmental health, health education, and behavioral science.

Right to Health: The institute upholds the "Right to Health" by conducting oral health checkup **camp, school dental camps, camps for handicapped / HIV positive / underprivileged children and oral hygiene day celebrations**. Awareness initiatives on health issues like oral cancer are conducted, along with oral health rehabilitation camps for old age homes. Dental care is provided to patients regardless of caste, creed, or religion. The curriculum covers public health administration, healthcare delivery systems, community and clinical health, epidemiology of dental diseases, survey procedures and preventive dentistry.

Emerging Demographic Issues: The institute addresses emerging demographic issues through **research, biostatistics programs, specialized clinics** for pediatric and geriatric patients, treatment for cleft lip and cleft palate patients, and demographic surveys. Regular check-up camps are organized in both urban and rural areas, catering to various socioeconomic backgrounds, including free treatment for BPL cardholders. Various camps are organized by the institute with free dental treatment or dental treatment with concession is offered to the neighboring underprivileged patients. Free Denture camps are regularly conducted on the occasion of geriatric / prosthodontic day.

Professional Ethics: Ethics education is integrated **into Public Health Dentistry** and the MDS program, with organized programs on **professional ethics and research**. For every new batch of admitted students the institute conducts orientation programme with code of conduct.

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

1.3.2

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

Response: 30

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

Response: 30

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

1.3.3**Average percentage of students enrolled in the value-added courses during the last five years****Response:** 59.85

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

2022-23	2021-22	2020-21	2019-20	2018-19
402	354	393	214	100

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

1.3.4**Percentage of students undertaking field visits/Clinical / industry internships/research projects/industry visits/community postings (data for the preceding academic year)****Response:** 87.23

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

Response: 444

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

1.4 Feedback System

1.4.1

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

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

Response: A. All of the above

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

1.4.2

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

Response: 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
Any additional information	View Document
Action taken report of the Institution on feedback report as minuted by the Governing Council, Syndicate, Board of Management	View Document
Link for additional information	View Document

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: 98.46

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

2022-23	2021-22	2020-21	2019-20	2018-19
27	26	25	25	24

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

2022-23	2021-22	2020-21	2019-20	2018-19
27	27	25	25	25

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

2.1.2

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

Response: 98.7

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

2022-23	2021-22	2020-21	2019-20	2018-19
105	104	100	100	100

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

2022-23	2021-22	2020-21	2019-20	2018-19
108	108	100	100	100

File Description	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: 0.4

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

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

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

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: 7.83

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:

The institute is dedicated to nurturing the innate talents and aptitudes of students, aiming to develop and enhance their skills and abilities with following activities.

Extramural Engagements:

1. **Scientific Discourse:** Students are frequently encouraged to participate in quiz, debate, scientific discussion, state, and national level conferences. Students actively participate in scientific forums, honing their cognitive abilities and oratory skills through presentations and discussions.

2. **Community Outreach:** Students are accompanied on visits to orphanages, old age homes, and actively participate in oral health education initiative. We organize awareness and screening camps in collaboration with government agencies and NGOs, exposing students to local issues and instilling a sense of responsibility towards community welfare.

3. **Volunteering Activities:** Institution provides students with opportunities to volunteer activities, which encompass activities such as blood donation camps and social services like collecting and distributing clothes to roadside people in need.

4. **Sportsmanship:** Institute guarantees the involvement of all students in outdoor sports and games such as Cricket, Volleyball, as well as indoor games including carrom, chess etc.

5. **Artistic Expressions:** Students engage in a variety of artistic activities include drawing, painting, Soap Carving, photography, and video making, dance choreography, literature writing, and many others.

5. **Mentorship program:** College organizes mentorship initiatives aimed at fostering the enhancement and continuation of inherent abilities among students. Program establish connections between students and seasoned mentors within the field of dentistry.

Beyond Classroom Initiatives:

1. **Student Clubs:** The Below mentioned clubs are overseen by the student council committee, ensuring activities done once a year before the annual cultural fest.

- **Music & Drama Club:** Club provides a platform for playwrights, Informal jam sessions, open mic to showcase students work and bring new voices & performance to the stage.
- **Book Club:** Activities like Book discussion, book swaps and various other engaging and enjoyable for members while fostering a deeper appreciation for literature.
- **Institutional Innovation Council:** To establish collaborations with institutions and organizations in its vicinity, committee of 21 member including 5 student member organizes workshops, conferences, and seminars on Intellectual Property Rights and Industry-Academic Innovations and Practices. This committee serve to secure funding from various agencies to establish research facilities. The council systematizes and motivates staff and students to actively participate in social extension activities.

2. **Annual Extravaganza Fests:** Students are given freedom to organise and celebrates the artistic, sports, cultural, and culinary talents every year.

3. Special Day Celebrations:

National Days, Days with Social Causes & Departmental Days: These days involves various activities such as presentations, street plays, competitions, workshops, seminars, and social gatherings.

4. **Research activities:** Students are engaged in the research related activities including Workshops, webinars, and seminars are all forms of educational events designed to disseminate knowledge, facilitate learning, and foster discussion among students.

5. **Sports activities:** Institution boasts state-of-the-art indoor and outdoor sports facilities, encouraging

students to lead active and healthy lifestyles.

Through these initiatives, institute aim to shape well-rounded students, equipped not only with academic knowledge but also with practical skills and a strong sense of social responsibility.

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 places paramount importance on academic pursuits through a diverse array of teaching and learning methodologies, ensuring students receive a comprehensive and enriching educational experience. These methodologies encompass following facets:

1. Experiential Learning:

To initiate experimental learning the first-year students of DYPDS are exposed to the experience of human anatomical dissections in the anatomy department. To add to their psychomotor skills before commencing the journey into clinical dentistry, the students get trained with pre-clinical exercises on models, phantom heads, and wax blocks. Subsequently, students advance to clinical procedures, gaining invaluable hands-on experience essential for their professional development.

2. Integrated/Interdisciplinary Learning:

The curriculum adopts an integrated approach, incorporating interdisciplinary methods to foster a holistic understanding of dentistry. Faculty members from diverse disciplines deliver lectures on basic **research methodology**, providing students with a comprehensive knowledge base. Moreover, **clinico-**

pathological meetings are organized for postgraduate students, encouraging collaboration and interdisciplinary learning. Through horizontal and vertical integrated teaching programs, students explore **clinical applications** across various specialties, including implant **clinics, geriatric clinics, aesthetic clinics, and tobacco cessation centers.**

3. Participatory Learning:

Active student involvement is actively encouraged through **open-ended questioning** in classrooms and clinical postings. This approach nurtures effective communication skills and fosters appreciation for diverse perspectives among students. The institution further promotes **student engagement in scientific events such as quizzes, debates, and table clinics**, both within and beyond the campus. **Group projects, role-play activities, and discussions** are utilized to stimulate critical thinking and creativity among students.

4. Problem-Solving Methodologies:

Students are challenged to apply their knowledge and analytical skills to resolve **case-based scenarios** during clinical postings. By addressing clinical features, **investigations, diagnosis, prognosis, and treatment planning**, students develop proficiency in clinical decision-making through case-based and problem-based learning approaches.

5. Self-Directed Learning:

Postgraduate students are tasked with **conducting seminars** on specific topics for peer and faculty presentation, fostering independent research and presentation skills. Undergraduates engage in projects such as creating **three-dimensional models and posters**, along with preparing **PowerPoint presentations** for seminars covering a wide spectrum of topics. These activities serve to broaden students' knowledge base and enhance their skills beyond the classroom.

6. Project-Based Learning:

Embracing project-based learning, students immerse themselves in the creation of various **charts and study models**, thereby enhancing their **practical skills**. Additionally, BDS students showcase their research-based innovations or creative endeavors during designated "**Showcase**" events, fostering a culture of innovation and collaboration among peers.

7. Learning in Humanities:

In addition, the students actively participate in diverse **dental camps**, honing essential social skills, communication proficiency, empathy, and emotional intelligence. Workshops aimed at enhancing communication skills and participation in value-added courses further enrich their learning experiences.

Moreover, the NSS unit consistently engages students in various **social and humanitarian endeavors, nurturing a sense of social responsibility and** contributing positively to society.

8. Evidence-Based Learning:

The utilization of advanced **radiographic techniques, such as Orthopantomogram (OPG), Lateral**

Cephalogram, Cone Beam Computed Tomography (CBCT), and Radiovisiography (RVG), enriches students' understanding of clinical cases and scenarios, promoting evidence-based clinical practice, and ensuring their readiness for professional challenges.

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:

DYPDS has always been providing the necessary infrastructure for the effective use of information and communication technology in the teaching and learning process. This facility empowers the students with the best knowledge of basic to advance curriculum to clinical practical application.

Various types of ICT tools are accessible for educational purposes, encompassing:

- 1. Informative tools:** Including internet access, e-library resources, institutional Learning Management Systems (LMS), as well as platforms like SWAYAM and MOOC for online courses.
- 2. Situating tools:** Incorporating virtual planning software, digital photography software, multimedia tools, and CD-ROMs to facilitate immersive learning experiences.
- 3. Constructive tools:** Utilizing PowerPoint presentations, Microsoft Word and Excel, and creating e-content to facilitate active learning and content creation.
- 4. Communicating tools:** Enabling communication through email services and establishment of websites for dissemination of information.
- 5. Collaborating tools:** Facilitating collaborative learning environments through the use of interactive whiteboards (smart boards), smart panels, LCD projectors, collar microphones with speakers, overhead cameras, and media lab resources.

- The entire DYPDS campus is **Wi-Fi enabled**. Students and staff are using the latest learning tools. DYPDS provides an internet facility and an **institutional learning management system** for information purposes.
- Faculty develops e-content in the form of lectures which are made available on the institutional learning management system.
- The institution mandates the utilization of various educational resources such as the **SWAYAM** portal, internet access, **MOOCs platform**, e-library, Microsoft team and institutional **learning management system (LMS)** like **DYPDS I GURU TECH** to enhance the teaching and learning experience.
- Delivering lectures in modernized lecture halls and seminar rooms equipped with technological amenities such as PowerPoint presentations, laptops, slide changers with laser pointers, LCD projectors, audio systems, and instructional videos sourced from platforms like YouTube.
- During periods of lockdown, virtual platforms like **Zoom and Microsoft teams, Cisco-digital communication** were utilized to ensure continuous teaching, particularly for larger class sizes where adhering to COVID protocols was challenging.
- For e-learning courses, a Learning Management System (LMS) such as **DYPDS I GURU TECH** is utilized within DYPDS for tasks such as administration, documentation, tracking, reporting, and course delivery. This app acts as a central platform for lectures, presentation videos, course materials, assignments for facilitating the transition to online learning.
- Swayam and **NPTEL** are significant resources for online training in relevant subject areas, effectively utilized by teachers.
- Advanced tools like the trinocular microscope, endomicroscope, and radiovisiography are employed not only to inspire students but also to nurture observational, analytical, and critical thinking skills.
- Communication among stakeholders is facilitated through channels such as email, websites, and social media platforms like WhatsApp.
- Departments are equipped with various **ICT-enabled tools**, including desktop computers with updated software, printers, and Wi-Fi access. Projectors are available in all postgraduate departments.
- **Nemoceph orthodontic cephalometric** software is used by staff and students as a advanced ICT tool in the field of orthodontics.

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

2.3.4

Student :Mentor Ratio (preceding academic year)**Response:** 10.18

2.3.4.1 Total number of mentors in the preceding academic year

Response: 50

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

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

The faculty members of the institute are dedicated to delivering lectures with the maximum effectiveness, thereby significantly enriching the learning process for the students. They deploy a wide range of teaching methodologies with the specific aim of encouraging innovation, nurturing creativity, and supporting analytical skills among the student body.

Within the institute, **CREATIVITY** is fostered and cultivated within the student community under the guidance and encouragement of faculty members. Students are actively encouraged to showcase their creative talents through engaging in a wide range of activities including **crafting intricate Rangolis, constructing detailed models, designing visually appealing charts, and delivering captivating PowerPoint presentations**. These imaginative talents are not only celebrated but also find a platform for **exhibition** during special events like **Specialty Day**, where students are given the opportunity to proudly display their **artistic expressions**, thus contributing to a vibrant culture of innovation within the institution. Furthermore, students are actively involved in the planning **and execution of health camps**, Students creative thinking skills to effectively address relevant community health issues. **Thematic presentations** held during designated day celebrations serve as catalysts for innovative thinking, inspiring students to conceptualize and develop groundbreaking ideas.

The development of **ANALYTICAL SKILLS** is a priority within the institute and is achieved through a number of **interactive platforms, academic competitions, Group discussions and quiz competitions**.

Interactive sessions serve as invaluable avenues for introducing students to a diverse range of **dental materials, their respective properties, and intricate manipulation techniques**. Also, the encouragement of academic and extracurricular debate competitions and setting up table clinics, at the institute level, serve to sharpen students' analytical abilities. 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.

The annual **seminar presentations** organized by postgraduate departments provide students with opportunities for in-depth analysis and critical thinking. Additionally, students actively participate in **oral health camps, oral hygiene surveys, and various awareness campaigns** aimed at combating oral cancer and promoting blood donation, thereby further augmenting their **diagnostic proficiency and organizational skills**.

INNOVATION is championed within the student body, with faculty members providing encouragement. Students are consistently urged to harness their innovative spirit by implementing creative ideas in real-world hospital settings and contributing to pioneering research efforts through the **publication of articles and papers** in esteemed peer-reviewed journals. They are also motivated to seek grants from reputable organizations such as the Maharashtra University of Health Sciences (MUHS) short term projects, thereby expanding the culture of research and innovation. Active engagement in outreach activities aimed at addressing pressing social issues such as **tree plantation and the Swachh Mukh Abhiyan Mission - 2022** serves to heighten students' social awareness and instill in them a profound sense of responsibility towards community welfare.

The institute's faculty members employ a comprehensive approach to **nurturing creativity, fostering analytical thinking, and promoting innovation** among students, thereby ensuring their holistic development, and preparing them effectively for the dynamic challenges inherent in the healthcare profession.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 79.52

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: 8.39

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

2022-23	2021-22	2020-21	2019-20	2018-19
07	06	06	06	06

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: 8.64

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

Response: 561.4

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

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

Response: 91.88

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

2022-23	2021-22	2020-21	2019-20	2018-19
65	71	67	80	59

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

2.4.5**Average Percentage of fulltime teachers who received awards and recognitions for excellence in teaching, student mentoring, scholarships, professional achievements and academic leadership at State, National, International levels from Government / Government-recognized agencies /**

registered professional associations / academies during the last five years**Response:** 19.53

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

2022-23	2021-22	2020-21	2019-20	2018-19
22	15	12	10	12

File Description	Document
Institutional data in prescribed format	View Document
e-Copies of award letters (scanned or soft copy) for achievements	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:**Academic calendar for Examination**

The Curriculum and Academic planning Committee create the academic calendar while keeping in mind the deadlines and specifications set out by MUHS. The committee keeps track of the crucial dates and deadlines for significant academic events, such as **university and internal exams** for UG and PG programs. The **Academic planning committee** is responsible for creating the master schedule after considering the necessary number of teaching hours and the internal assessment exam schedule. It is developed and then sent to all stakeholders regularly, at least one month before the Internal Assessment Exam.

Dates for CIE

Centralized theory examinations are carried out according to the **schedule outlined in the academic calendar**. Separate **circulars are drawn for the internal examinations** and are communicated to the students through various modes. Clinical/practical examinations are conducted during the respective clinical/practical postings as per the schedule. Theory classes and clinical postings adhere to the timetable, ensuring that the prescribed syllabus is covered before the internal examinations. The syllabus

for internal examinations is communicated **30 days in advance** of the examination dates. The attempt is made to stick to the examination schedule mentioned in the academic calendar and then published through examination circulars. Due to unavoidable circumstances, if the dates must be changed, it is communicated to the students.

Transparency and robustness of the examinations

A reliable CIE is ensured by the Examination Committee. The **examination committee** oversees the exam's conduct following MUHS guidelines. The invigilation for the conduct of the examination is done by a faculty from respective department in the examination hall. The dates of the internal exam are announced to the students, through circulars displayed on the notice board by the examination committee around one month before the conduct of the exam. The attendance report with the signature of the students is prepared on completion of the exam by the invigilator in the prescribed format.

Conduct of examination

The institution administers three internal assessment evaluations encompassing both theoretical and practical/clinical aspects as part of ongoing assessment for regular batch students, while repeater batch students undergo two formative evaluations. Additionally, the university conducts one summative examination at the conclusion of the academic year. The institution diligently follows the academic calendar, rescheduling examinations when necessary due to emergencies or unforeseen events, and promptly communicating any changes to students.

Assessment

The designated staff **corrects the answer papers** within **20 days** of the exam, and all students are then given the chance to **check their answers** and ask any questions they may have about the corrected answer sheet. The answer papers are shown to the students by the exam expert during the lecture hours or practical schedules. Exam papers are discussed to guide the students to understand the expected answers. If any complaints are discovered regarding calculations and assigned marks, they are sent to the department head or the subject expert for resolution.

Data maintenance

Every student's **CIE progress and scores** are kept in the file to ensure a transparent record-keeping system.

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

2.5.2

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

The process for resolving institutional grievances during ongoing internal evaluation is characterized by **efficiency, transparency, and adherence to specified time constraints.**

Mechanism for Redressing Grievances: The institution diligently adheres to the rules and regulations set forth by the Maharashtra University of Health Sciences and the DCI during the administration of internal assessment examinations. In accordance with university regulations, the institute conducts **three internal assessments** each academic year, with final examinations overseen by MUHS.

The examination halls are equipped with **CCTV surveillance** to deter any malpractice during examinations. Faculty members are assigned invigilation duties, ensuring that the entire process is conducted meticulously. The designated staff **corrects the answer papers** within **20 days** of the exam, and all students are then given the chance to **check their answers** and ask any questions they may have about the revised answers. The answer papers are shown to the students by the exam expert during the lecture hours or practical schedules.

An **Examination Grievance Redressal Committee** is established to address any grievances related to examinations. The committee **convenes biannually**, providing students the **opportunity to report any examination-related grievances**. If any student is found to be using **unfair means**, the invigilator reports the incident to the Examination Grievance Redressal Committee, whereby the student will be detained from the respective exam.

If any complaints are discovered regarding calculations and assigned marks, they are resolved by the department head or the subject expert.

Grievances related to the spread and coverage of the syllabus or difficulty index are addressed to the head of the department.

Students have the option to lodge grievances related to ongoing internal assessments directly with the Dean.

SOPs are laid down for the Internal examination grievance redressal with respect to the procedure and punishments for grievances.

University Exam Grievance redressal mechanism:**Verification of answer books:**

The university adopts a **double evaluation process** for answer sheets. Therefore, the university only provides the option for **retotaling of marks**. If a student desires to obtain **photocopies** of theory answer books along with mark-slips for any subject, they must submit an application along with the prescribed fee to the college within 7 days from the declaration of their result. A student seeking verification or retotaling of marks for theory answer books of any subject must apply along with the prescribed fee to the college **within 7 days** from the declaration of the result. The college is responsible for collecting all applications, duly signed by the principal, along with the prescribed fees, and submitting them to the

university **within 10 days** from the **declaration of results**. This submission should be made in person through the college representative. The university will forward photocopies of answer books or mark slips, as well as verification or retotaling of marks, to the respective colleges. If any discrepancy is identified in the total marks or if any attempted question remains unassessed, the student can submit an application specifying the discrepancy to the university within 7 days. Answer books of students will undergo scrutiny for verification.

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

2.5.3

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

Response:

Examination Procedure:

The annual university examinations are conducted by MUHS according to their standardized operating procedures, while continuous internal assessment examinations are conducted by the institution based on MUHS guidelines. However, certain reforms have been incorporated to ensure an impartial and transparent conduct of examination and evaluation.

Three internal assessments occur within the academic year. The syllabus for these assessments is communicated well in advance. The theoretical examination structure comprises multiple-choice questions (MCQs), short-answer questions (SAQs), and long-answer questions (LAQs). Practical assessments take place during clinical rotations. In addition to the routine **internal assessments, monthly tests, end-posting examinations, and discussions** are also carried out.

PG examinations: The University examinations for post graduate students are conducted as per guidelines given by MUHS, where in the MDS candidate has to appear in **paper 1 -Applied Basic Sciences** at the end of first year and rest exams at the end of third year.

Students undergo objective evaluation through a selective response-based assessment, wherein multiple-choice questions are utilized to gauge abilities across all levels, from memory to synthesis.

Process integrating IT and Automation:

CCTV and high-speed internet connection in the examination halls monitor the conduct of examination, a feed of which is relayed to DCI.

Several automation procedures adopted include:

1. The automation procedures encompass **Student Registration to the issuance of Admit Card/Hall Ticket**.
2. **Secure Delivery of Question Papers** is another aspect of the automated procedures.
3. The use of **Optical Mark Recognition (OMR) and Barcode facilities** enables the masking of identity in answer sheets, ensuring anonymity during evaluation.
4. An **online application system** is in place for the **re-evaluation of answer scripts**, providing students with a convenient way to request a review of their assessments.
5. **Data entry of internal assessment and university practical examination marks** is conducted through a **secured portal** provided by MUHS, ensuring the confidentiality and integrity of student records.
6. The institute facilitates the **online submission of synopsis** and dissertations, streamlining the process for students and ensuring efficient handling of academic documents.

During the COVID-19 pandemic, the institute implemented several reforms to adapt to the challenging circumstances:

During the pandemic, Continuous Internal Evaluations (CIE) were securely conducted using **any of the available online platforms**.

Viva Voce assessments were conducted using various online platforms to ensure continuity of evaluation processes.

Competency and Workplace – Based Assessment:

Each student is assessed using a combination of evidence-based and competency-based evaluation methods. DCI has provided guidelines and established a framework for competency-based assessment. Workplace-based assessments, such as **chairside vivas and evaluations of clinical abilities**, are conducted by these guidelines.

OSPE/OSCE: Examinees are expected to perform clinical examinations on live patients and may also be tasked with conducting clinical procedures. However, during the academic year 2020-2021, the typical practical examination could not be administered due to the COVID-19 pandemic. The institute chose the **OSPE/OSCE examination** method to assess clinical competency. Students were granted access to various **virtual clinical scenarios**, utilizing **working models, clinical photos, studies, and historical records** for evaluation.

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

2.6 Student Performance and Learning Outcomes**2.6.1**

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

Response:

The institution has delineated the learning outcomes (generic and program-specific) and graduate attributes in accordance with the guidelines set forth by regulatory bodies and the University.

Generic Learning Outcomes:

- Aligned with DCI directives, communicated via website and orientations.
- Emphasize foundational scientific knowledge, dental anatomy, clinical comprehension.

Skills:

- Proficiency in diagnosing, managing dental conditions, preventing complications.
- Conduct investigative procedures, interpret lab findings, manage pain and anxiety.

Attitudes:

- Apply current dental knowledge, uphold ethics, contribute to oral health awareness.
- Engage in continuous professional development.

Program Specific Learning Outcome-

Upon completing the undergraduate training program, graduates will proficiently demonstrate:

General Skills:

- Apply knowledge and skills in daily practice.
- Analyse treatment outcomes.
- Evaluate scientific literature for treatment decisions.

Practice Management:

- Assess practice location and population dynamics.
- Coordinate and supervise allied dental health personnel.

Communication & Community Resources:

- Evaluate patients' goals and concerns to guide care.
- Communicate effectively with all parties.
- Participate in community activities for oral health enhancement.

Patient Care - Diagnosis:

- Collect comprehensive patient history.
- Conduct thorough clinical examinations.

- Interpret diagnostic aids accurately.
- Formulate provisional, differential, and final diagnosis

Graduate Attributes:

After undergraduate training, graduates should demonstrate:

- Proficient clinical practice and critical scientific evaluation.
- Active engagement in professional development and basic research.
- Mastery of essential computer applications.

During training, dental graduates must acquire:

1. Knowledge and Understanding:

- Understand dentistry's scientific foundations and evaluate scientific methods.
- Possess deep knowledge of teeth, oral cavity, jaws, and associated tissues in health and disease.
- Familiarity with clinical disciplines to comprehend oral anomalies, lesions, and diseases, as well as preventive, diagnostic, and therapeutic aspects.

2. Skills:

1. Diagnose and manage common dental issues in line with societal expectations and patient rights.
2. Proficiently prevent and manage complications in surgical interventions.
3. Conduct investigative procedures and interpret lab findings.

3. Attitudes:

Attitudes to cultivate during training:

1. Apply dentistry knowledge for patient and community oral health.
2. Maintain high ethical standards in professional conduct.
3. Proactively address community oral health needs.

MDS Course Objectives:

(a) Knowledge:

1. Understand foundational basic sciences.

2. Describe causes, mechanisms, diagnosis, and treatment.
3. Identify socio-economic and environmental influences on treatment.

(b) Skills:

1. Collect patient history, conduct examinations, and interpret findings.
2. Master specialty-specific procedures.

(c) Human Values, Ethics, Communication:

1. Adhere strictly to ethical principles.
2. Foster honesty and integrity.
3. Deliver impartial patient care.

Methods of Communication of Outcomes and Attributes to the Students-

This communication is done during orientation programs, by displaying on the website, and during introductory lectures of each subject.

Methods Of the Assessment of Learning Outcomes and Graduate Attributes-

1. Employ diverse assessment methods like internal exams, case histories, and journal checks to ensure thorough understanding.
2. Enforce strict deadlines for postgraduate projects, emphasizing timely completion.
3. Conduct viva voce sessions and term-ending assessments to evaluate knowledge application.
4. Emphasize journal writing and record book maintenance for scholarly habits in postgraduates.

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:** 91.36

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

2022-23	2021-22	2020-21	2019-20	2018-19
90	104	102	78	87

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

2022-23	2021-22	2020-21	2019-20	2018-19
94	109	112	88	95

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
Any additional information	View Document
Links for additional information	View Document
Link for the annual report of examination results as placed before BoM/ Syndicate/ Governing Council for the last five years	View Document

2.6.3

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

Response:

The defined learning outcomes that are stated are:

1. **Knowledge & understanding:** "Knowledge" involves gathering information, facts, and skills through experience or study, while "Understanding" goes beyond this by grasping the significance, meaning, and implications of the acquired knowledge. It entails connecting information, identifying patterns, and discerning relationships to effectively apply knowledge.

2. **Skills:** These are capabilities obtained via practice, experience, or training, empowering students to carry out tasks proficiently. These abilities encompass practical, hands-on activities and cognitive problem-solving skills.

3. **Attitude:** It is a mental stance that influences how students perceive, feel, and respond to various aspects, that shapes his/her perception, emotions, and actions towards people, events, objects, or concepts.

Learning is in the form of:

- lectures
- demonstrations
- small group discussions
- seminars
- Preclinical work
- Clinical work
- Continuing educational programs.

The institute has embraced various innovative teaching and learning methods, such as:

- Audio-visual aids
- participatory learning,
- Self-directed learning,
- problem solving methods,

- patient centric & evidence-based learning.

Constructive Evaluation:

1. Internal Assessment

2. Viva-voce

3. Seminars

4. Assignment

5. Attendance and Practical Record

Conclusive Evaluation:

Evaluation of learning outcomes occurs at the conclusion of the academic year through University Examinations. The results of these annual examinations are instrumental in assessing academic performance.

The teaching and learning methodologies are aligned with desired learning outcomes through a process known as **PO-CO Mapping** (Program Outcome- Course Outcome Mapping).

- The program outcomes (PO) are designed in accordance with the BDS Course Regulations of 2007 and the MDS Course Regulations of 2017 (DCI), including modifications.
- Program outcomes ensure inclusion of the cognitive, psychomotor, and affective domains, thereby securing the attainment of skilled professionals.
- Each program consists of multiple courses.
- Every course establishes its distinct course outcomes (CO) in accordance with Bloom's Taxonomy, subsequently aligning them with relevant program outcomes.
- A weighted average score is determined for each program outcome (PO).
- As outlined in the MUHS guidelines, students are required to undergo three internal assessment examinations (CIE) and a year-end university examination, comprising theoretical and practical portions.
- In theory examinations, students are presented with a mixture of objective and descriptive questions. Practical examinations evaluate the student's understanding of knowledge, clinical proficiency, attitude, and communication skills.
- The syllabus for these internal examinations is carefully pre-planned and distributed to ensure comprehensive coverage of all the course outcomes.
- Each course sets the criteria for calculating individual course outcome (CO) scores.
- The level of attainment is determined by considering the percentage of students who score marks above a predefined threshold.
- The combined scores from internal assessment exams make up 20% of the total course outcome (CO) achievement metric, while the year-end university exams account for 80%.
- After the conclusion of the course, an in-depth analysis of the results is undertaken to assess the level of achievement of course outcomes (COs) in comparison to the mapped generic and program-specific learning objectives.
- The curriculum and examination committees study the outcome analysis and propose corrective actions where enhancements are considered necessary.

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:

DYPDS, deeply committed to delivering a student-centric learning environment, upholds a dedication to nurturing student performance. Parent Teacher Committee is a pivotal body tasked with overseeing and enhancing various areas of student development.

Composition of Parent Teacher Committee-

Comprising distinguished individuals such as the Dean, serving as its Head, the coordinator, year-wise coordinators, and parent representatives from each academic year, the Parent Teacher Committee has a diverse range of perspectives and expertise aimed at students' progress.

Central to the effective functioning of the committee is the **Standard Operating Procedure (SOP)** meticulously crafted to ensure that all Parent Teacher meetings adhere to a structured framework. These SOPs encompass critical tasks such as monitoring attendance, tracking academic progress, and addressing any pertinent concerns related to college and hostel life.

Agendas commonly discussed in the Parent-Teacher meetings-

- **Internal assessment marks**

The students who score less in the internal examinations are brought to the notice of respective parents and a discussion is held to improve the performance of the student. The inputs from the parents are sought for betterment of the ward.

- **Attendance -**

The students who are consistently showing poor presence in the classes are brought to the notice of their parents. The suggestions from the parents are taken to ensure that their wards are meeting the attendance requirement and improving the performance in the academics.

- **Administrative concerns -**

Apart from these non-academic concerns by parents like hostel, canteen and mental health of students are also a part of discussion in curating agenda.

- **Institutional Initiatives for students-**Discussions are held to communicate the institutional initiatives to the parents and feedback is taken on the same. Safety and security of the students is also discussed.

Parent Teacher meetings, convened **once a year**, serve as valuable platforms for constructive dialogue and collaboration among students, parents, and faculty members. Led by faculty members responsible for various academic years, these meetings provide an opportunity to address issues, share valuable feedback, and explore potential solutions or necessary actions to drive positive change.

Action Taken Report- The discussions and resolution are documented, and the actionable points are sent to the concern individuals. IQAC monitors the implementation of the actionable and ensure that the action on all resolutions and suggestion of PTM is taken in due course of time.

OUTCOME OF PTM-

Over the past five years, the Parent Teacher Committee has spearheaded a multitude of impactful initiatives across various domains. Addressing hostel-related concerns, the committee has taken proactive measures to **enhance safety standards, allocate rooms for recreational activities, sports, and reading**, and deliver a conducive living environment for students. Similarly, efforts have been made to address **canteen-related issues**, including **food hygiene** and the **creation of designated** areas tailored to the needs of local students in collaboration with canteen authorities. The Parent Teacher Meeting has **improved attendance** and **internal examination** performance, making overall improvement in academic interest and performance.

To summarize the outcome of PTM, it has proved to be a medium for holistic development of students at DYPDS.

File Description	Document
Link for proceedings of parent –teachers meetings held during the last 5 years	View Document
Link for any other relevant information	View Document
Link for follow up reports on the action taken and outcome analysis.	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: 4.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	2	3	1	2

File Description

Document

List of full time teacher during the last five years

[View Document](#)

Institutional data in prescribed format

[View Document](#)

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

[View Document](#)

Any additional information

[View Document](#)

Link for Additional Information

[View Document](#)

3.1.2

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

Response: 18.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
24	12	09	16	06

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
Link for Additional Information	View Document

3.1.3

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

Response: 1

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

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

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

DYPDS has created an ecosystem for research and innovations that has motivated the students and teachers to undertake research studies in the field of dentistry. Various components for the research and innovation ecosystem includes -

Instruments and Equipment: DYPDS is equipped with all the advanced need-based machinery including **OPG machine, laser, centrifugation machine, microscope etc.**

Financial Support Policy: To motivate more participation and involvement of the staff in presenting as well as learning newer research avenues, financial aid is being extended to the teachers for attending research conferences. In last five years 50 **staff** have attended sponsored conferences and workshops.

Research Committees:

DYPDS has **established** an **Institutional ethics committee (IEC)** which scrutinizes all new research projects. It ensures that all research projects adhere to ethical standards and regulatory guidelines.

Institutional Innovation Committee - To promote innovation amongst the staff and students the institute has an **Institutional Innovation Committee** for garnering and nurturing newer ideas and innovations in the institute. Both the staff and students have active participation in the same. The exchange of ideas at IIC further propels students to undertake various research projects.

Workshops and early exposure to research- Students are encouraged to attend workshops related to Good Clinical Practices, IPR, and research methodology during internship. 40 such workshops were conducted in the past five years. These workshops enhance the quality of research undertaken by the students. Their selected research topics are then sent for approval to the IEC. Students are further guided by the designated staff to finish the projects and motivated to present them at various platforms. Our students have presented their research work at various conferences. College boasts the achievements of our students who have won 12 awards at various conferences.

Research Networking and Collaborations- Institute has MOUs with Krishna Dental College, Karad, Index Dental College Indore, SMBT Institute, Dhamangaon and Anil Neerukonda Institute, Visakhapatnam which are directed towards channelling exchange of ideas amongst students.

Softwares and Research Database- DYPDS is equipped with **plagiarism software (Drillbit), research database (Unfold journals) software.** The integration of state-of-the-art software ensures that the centre remains at the forefront of technological advancements. A robust research database is available at DYPDS through which students expose themselves to various innovative research and ideas around the world. This centralized repository of research findings, publications, and project data not only aids in knowledge dissemination but also serves as a valuable resource for future projects.

D Y Patil Incubation Centre - The institution has developed a **D Y Patil Incubation Centre (DYPIC)** which is armed with all the pillars of an ideal research centre. **DYPIC** has been striving to prepare students to accommodate themselves with new and emerging technologies and create an environment of future research and entrepreneurship.

Under the aegis of DYPIC, the college has undertaken 74 research projects and has seen representation in various conferences by our staff and students and winning awards. DYPIC plays a pivotal role in shaping the future of its students and contributing meaningfully to the betterment of society.

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

3.2.2

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

Response: 36

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	08	03	07	08

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

3.3 Research Publications and Awards

3.3.1

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

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

- 1. There is an Institutional ethics committee which oversees the implementation of all research projects**
- 2. All the projects including student project work are subjected to the Institutional ethics committee clearance**

- 3.The Institution has plagiarism check software based on the Institutional policy**
4.Norms and guidelines for research ethics and publication guidelines are followed

Response: A. All 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

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.

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

Response: 17

File Description	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: 1.31

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

3.3.4

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

Response: 0.03

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

3.4 Extension Activities

3.4.1

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

Response: 353

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

2022-23	2021-22	2020-21	2019-20	2018-19
133	55	22	30	113

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

3.4.2

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

Response: 82.11

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

2022-23	2021-22	2020-21	2019-20	2018-19
509	405	145	479	426

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

3.4.3

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

Response:

DYPDS has strived not only for the betterment of the institute but also for the betterment of the society at large. This quest has been well rewarded in past few years. The institute has received laurels for conducting commendable out-reach activities by staff and students for oral screening and health education in the community at various places like schools, villages, and industries.

India Book of Awards: The Institute was included in the prestigious India Book of Awards for maximum number of posters on the theme of Oral Hygiene Day on 1/08/2019, made by students in a single day which were useful in creating the awareness on oral health. A total of 916 students participated in the event. Special recognition and certificate of appreciation was issued by India Book of Awards and was issued on 20/9/2019 at D Y Patil Dental School premises.

International Dental Excellence Awards: The Public Health Department was awarded the Best in Outreach Program Category from the Prestigious International Dental Excellence Award in the year 2019, by the hands of Dr Swapnil Bumb. The awards ceremony was held at Panjim Convention Centre, Goa on 25 / 01/2019.

Indian Health Professional Awards: The NSS unit of the college was awarded with the Best in Social Empowerment Category at the prestigious Indian Health Professional Awards in 2022 for the healthcare initiatives taken by the college for the betterment of the society at large over the years. The awards ceremony was held at Hotel Radisson Blu, Kharadi, Pune on 9th of April 2023.

The Institute received the letter of appreciation and gratitude from the following agencies for conducting oral health check-up and various oral health education awareness activities at:

- 1.Lakewood Preschool And daycare, Dhanori, Pune
- 2.Kids Junction Preschool, Charholi, Pune (2023)
- 3.Think Vision Academy, Dhanori, Pune (2023)
- 4.Surya Public School, Lohegoan, Pune (2023)
- 5.PHC Lohegaon, Pune. (2023)
- 6.Krishna Education Foundation, Warje, Pune (2023)
- 7.Little Millenium Dighi, Pune (2023)
- 8.Col. Young Catholic Vidyalaya, Yerwada Pune (2023)
- 9.Vinayak Bhongale Agriculture Water and Environment Protection Foundation, Dighi, Pune (2022)
- 10.Zhila Parishad Prathmik Shala, Dhanori, Pune (2022)
- 11.Park Springs Coop Housing Society, Lohegoan, Pune (2022)
- 12.Genba Sopanrao Moje Prathmik Shala, Yerwada, Pune (2022)
- 13.Concord Pushpak Coop Housing Society, Loheoan, Pune (2022)
- 14.Shri Sayajinath Maharaj Primary School, Wadmukhwadi, Pune (2022)
15. S. S English Medium School, Yerwada, Pune (2022).

16. Little Lotus Preschool, Dhanori, Pune (2020)
17. Samarth Shikshan Prasarak Mandal, Lohegoan, Pune (2020)
18. PHC- Wagholi, Pune (2019)
19. Zhila Parishad Shala, Lohegoan, Pune (2019)
20. Nimbalkar Nagar, Lohegoan, Pune (2019)
21. Sant Tukaram Maharaj Mandir, Lohegoan, Pune (2019)
22. Vidyawyapi Manavdhram Ashram, Daund, Pune (2019)
23. Late C R Ranganathan Residential School for Deaf, Tingrenagar, Pune (2019)
24. Gayatri International School, Charholi, Pune. (2019)

A total of 353 such camps were organized by the institute as part of its outreach activities. These activities were recognized and appreciated from time to time by various stakeholders of society.

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:

D. Y. Patil Dental School has strived for overall upbringing of its students. For the overall development of the students and to inculcate a sense of social responsibility, the college undertakes various activities, where students take equal participation with enthusiasm.

Health Education: To inculcate good oral habits at the early stages of their life, institute undertakes various check-up and oral health education camps in schools. Free check – up camps were done in schools and treatment carried out in the institute. Total of 1784 students have been treated in the institute through these camps.

Community outreach: Patient education and motivation at the outset is pertinent to a successful outcome. To develop awareness regarding dental health the institute organized 353 health check-up camps at all the levels be it **institutions, societies, through the help of government and non-governmental organizations, gram-panchayats** to involve as many as possible. The commitment of the institute towards community outreach can be reflected in the MoU signed with the Centre for Advocacy and Research, Government of Maharashtra.

Social Responsibility: To make our budding doctors understand their social responsibility, camps are organised in association with an **old age home or blind people association or especially able trust.**

The institute also contributes to the society by reaching out to the lower economic strata. Department of Prosthodontics delivered a total of 40 free dentures through the outreach activities conducted in the old age homes.

Apart from this the students enthusiastically participated in various auspicious days' celebration as recognized by the Government and MUHS. There is active participation of students and staff alike during last five years.

Healthy Environmental Initiatives: "One who plants a Tree, plants a hope for the future". The tree plantation drive is done with active participation of students and staff. Around 150 saplings were planted on the eve of *Van Mahotsav* in collaboration with the **Green Avani Foundation**. Similar such activities are periodically undertaken by the **NSS** of the college.

Impact of Institution Social Responsibility in sensitizing students: With all these efforts taken by the institute regularly, it is thus reflected in the student's overall heightened enthusiasm in all the social and environmental activities. The teaching and non-teaching staff organised a campaign and distributed 150 blankets in donation campaign, amongst underprivileged people. Around 200 oral health activities have been organized, where students volunteer and arrange activities which can help instil a sense of civic duty. This leads to creation of more engaged and active citizen, who is committed to make positive changes in the communities and make them learn a sense of social responsibility. Institute aims towards building responsible future doctors who are open to new ideas or projects for various outreach activities, thus cultivating sound physical, mental, environmental, and social values. These initiatives cultivate generation of doctors who are not only academically proficient but also socially conscious, ready to initiate positive change and uphold values of compassion and service in their communities.

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

3.5 Collaboration

3.5.1

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

Response: 1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
03	00	01	02	0

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

3.5.2

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

Response: 14

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: 14

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

D Y Patil Dental School offers adequate physical infrastructure for teaching and learning as per Dental Council of India in providing a better learning environment to the students.

Smart Classrooms

Four classrooms with ICT facilities, one on the ground floor (with air-conditioned facility), one on the first floor and two on the 3rd floor are present. The classroom area is 1600 sq. ft. each with a capacity of 100 students having whiteboard, LCD projectors, microphones, and CCTV.

Seminar Halls:

Four postgraduate departments viz. Pedodontics, Orthodontics, Conservative Dentistry-Endodontics and Prosthodontics measuring 360 sq. ft. each have individual seminar rooms with smart TVs and LCD Projectors, seating capacity of 20 each for projecting lectures, seminars, and journal clubs. There is a PG interaction/conference room in the extended library section.

Examination Halls:

Institute has an examination hall on the 4th floor of the college, measuring 3500 sq. ft. with a seating capacity of 100 students.

Museum:

The Department of Oral Pathology has a museum which contains wax models and carved teeth, soft tissue specimen and casts.

Clinical Learning:

DYPDS has 9 departments, equipped to manage the OPD of around 250 patients daily. The students are allowed to observe and subsequently treat patients under the supervision and guidance of a faculty.

Demonstration Hall:

There is an Anatomy Cadaver Hall and a General Pathology specimen hall for the student demonstrations and discussions. (Dimension 2500 sq. ft. Capacity-50)

Conference hall/ Auditorium:

DYPDS has an Auditorium with a seating capacity of 250 for CDE programs, guest lectures, workshops, etc. The hall is spacious, and air-conditioned with a screen and projector, mic arrangements, Wi-Fi connectivity, and sound system (Area- 4000 sq. ft.).

Skill Lab:

There are 10 preclinical and 4 clinical labs equipped with facilities as required by DCI. Preclinical laboratories located in the college include the Dental Anatomy and Oral Pathology lab (2500sq.ft.), the preclinical conservative lab (2500sq.ft.), the preclinical prosthodontic lab (3000sq.ft), and the preclinical Orthodontic lab (1600sq.ft.) are fulfilling the designated dimensions given by DCI.

Learning in the Community:

The college has both urban and rural community-based learning channels through satellite clinics for community learning and Services with physical facilities to provide dental care to patients and learning opportunities for students. The Satellite Centres are Charholi Centre (Rural Clinic) and Rajiv Gandhi Hospital (Urban Clinic).

Medical College Teaching:

DYPDS is affiliated with Rajiv Gandhi Hospital at Yerwada, Pune for the teaching-learning facility of medical subjects like General Medicine and General Surgery. In-patient wards and major and minor surgical theatres are provided with the latest equipment on latest technology and highly qualified and experienced faculties to cater to the learning needs of the students.

Digital dental radiography with intraoral and extraoral techniques like IOPA, OPG, Lateral Cephalogram and Skull projections.

Waiting area for patients:

Airy, ventilated, and spacious waiting area is available outside clinical departments.

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:

D Y Patil Dental School provides a plethora of recreational amenities to foster and accommodate the cultural interests of its staff and students, looking for their mental and physical health.

Sports

Outdoor sports facilities- In DYPDS, Outdoor sports enthusiasts are provided facilities for **volleyball, throwball, basketball, football, cricket, tug of war.**

Indoor sports facilities- Indoor gaming options such as **table tennis, chess, carrom and badminton** are made available in college and hostel buildings since 2014.

The dimensions for outdoor activities area are 66000 sq. ft. and indoor activities area is 8000 sq. ft.

Gymnasium -

A **modern gymnasium** with the necessary gadgets is also provided. These facilities encourage physical activity, teamwork, and healthy competition among students.

A notable feature enhancing the campus environment is availability of multiple open areas in front of various constituent colleges, mess and hostels which is utilised by the students for performing role plays and other educational and awareness programmes. This facility provides an opportunity for all stakeholders to engage in **physical activity, promoting a healthy and balanced lifestyle.**

Cultural

Events like **Flag Hosting on Independence Day and Republic Day** are celebrated in the college campus where students actively participate. **Annual Day** and Cultural festival events are conducted in college premises which create a festive and inclusive atmosphere. Additionally, the college features a spacious and well-ventilated porch (**Amphitheatre**) at its core, becoming the focal point for various events like dance competitions, singing competitions, plays and dramas as well as open mic debates. This versatile area is also utilized for commemorating **Navratri Garba, Ganesh Utsav, Doctors' Day**, hosting the lively, and inaugurating the **Sports Week**. The Institute also has an **open-air theatre** which is in the vicinity of the college infrastructure, which is utilized for various **cultural activities, food fest & stage events**. Other events like soap carving, abstract painting, hand, and face painting are also conducted at the same venue.

Auditorium

The college features a state-of-the-art auditorium that has been equipped with live streaming and audio capabilities since 2014. The auditorium is 4000 square feet in size and can accommodate 250 people based on the dimensions, seating capacity, and other specifications specified by DCI. An entrance lobby, which is big enough to accommodate a reception counter and backstage green rooms is part of the construction requisite. The auditorium also has a multimedia display capability, sound equipment, and recliner chairs in a theatre-style seating configuration.

Yoga Centre

The yoga centre is spaced along with the badminton hall. It provides a serene space for yoga enthusiasts to practice and promote mental and physical balance. The college celebrates International Yoga Day annually for Faculty members and interns, fostering mindfulness and well-being.

The sports and cultural facilities are integral components of DYPDS fostering holistic development, promoting physical fitness, nurturing artistic talents, and enriching cultural experiences among students. These facilities not only contribute to the overall well-being of students but also create a vibrant and inclusive campus environment conducive to learning and personal growth.

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:

Hostel- The D Y Patil Dental School hostel provides 100 well-kept rooms for boys' students and 120 for girls' students, a total of 220 rooms available for twin sharing. Separate hostels for boys and girls have individual rectors for safety and convenience, along with dedicated mess facilities with varied menus. The hostel is safe and secure with 24/7 CCTV surveillance.

Toilets: There are 32 toilets available in total. They are provided with signage boards. Separate washrooms are provided for students (total 10) & staff. The cleanliness of the toilet is maintained by outsourced staff. Disabled-friendly washrooms are available one for males and one for females on the ground floor beside the lecture hall-IV.

Canteen: The institute has an outsourced food court with a seating capacity of 100 which functions throughout the day. All types of food ranging from traditional South Indian, North Indian are available.

Girls and Boys Common Room- Common rooms for both girls and boys are conveniently located in the college building. They are equipped with lockers, seating capacity of 25 students, a changing room, and some recreational material like carrom and chess.

Bank: The campus has an ATM (AU Small finance) and Ajeenkya D Y Patil Sahakari bank to provide banking services to faculty, employees, and patients.

Greenery- DYPDS has a large no of trees approx. 2000 of various species making the campus lush

green. An herbal garden located in the basement near the public health department adds value by promoting the knowledge of medicinal plants.

Roads and signage: In DYPDS, roadways provide comfortable access to all areas and there are signage's present at all places to provide directions to patients, public, and guests for easy commute throughout the vast campus. The roads within the campus are tar roads which are adequately illuminated and well maintained.

Alternate source of energy:

Solar Panels: The DYPDS campus has solar panel which provides unlimited and reliable energy. Total 18 panels for water heating and energy production are functional.

Sewage Treatment Plant: Wastewater treatment plant with capacity of 3 lakh litres is functional within the campus.

Water purification plant: The campus houses a water purification plant (RO System) which caters to the drinking water needs of students, faculty, and patients.

Security:

Security of DYPDS campus include 12 guards, 26 CCTV cameras distributed across the campus for continuous monitoring, and turnstiles at all exit points from the hospital, lecture hall, hostel, and grounds. Access to these areas requires simultaneous biometric scan and ID card verification, ensuring only authorized individuals, including students and employees, can enter the academic premises and hostels. Trained security personnel are posted at strategic locations in the campus.

Dental Store

The University shop offers the dental products like diagnostic instruments, journals, aprons, and department specific materials. It also supplies general stationary materials for the students at an affordable rate. It is located at the basement level just behind the dental college and is accessible.

Parking:

The DYPDS campus have ample parking for staffs, students, visitors separately with signage boards.

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:** 51.88**4.1.4.1 Expenditure incurred, excluding salary, for infrastructure development and augmentation year-wise during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
253.1121	275.149	253.62	292.22	324.72

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
Any additional information	View Document
Link for additional information	View Document

4.2 Clinical, Equipment and Laboratory Learning Resources**4.2.1**

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

Response:

In accordance with DCI requirements, DYPDS has guaranteed the availability of modern clinical teaching-learning and laboratory facilities within a well-equipped teaching hospital.

Dental Teaching Hospital

DYPDS was established in 2014 in Lohegaon. DYPDS building is a four-story structure with clinical wings on the left and right that sees one lakh patients annually on an average. DYPDS has around 229 dental chairs distributed among UG and PG clinics. A large patient base guarantees that students receive the necessary training in clinical competencies. According to DCI standards, every Department is equipped with both basic and cutting-edge tools. Each department has a Central Sterilisation Area. DYPDS has 231 chairs in house distributed among UG

and PG clinics.

Specialised Equipment:

Apart from regular instruments required for preclinical and clinical work, DYPDS is equipped with some specialised equipment e.g. Digital OPG machine, Intra oral camera, Bio-implant kit, Nemoceph software, Obtura system, electrocautery unit, sedation unit, semi-adjustable articulators like Hanau and Bio-art, Ceramic Furnaces, Casting machines, Implant kits with physiodispenser, Dental Microscope, Loupes, Instrument retrieval kit(BTR), Bleaching unit, Ceramic casting unit, Blue face curing light, Thermoplasticized G.P. unit, Endo activator, Microsurgical equipment, Ultrasonic instrument retrieval tips, soft tissue Laser, Conventional and class B autoclave, Stereo-microscope, research microscopes, Digital camera for microscope, Hot air oven, Incubator, Inspissator, Bio-safety cabinet, Colorimeter, Centrifuge, Water-bath, etc

Mobile Dental Van:

DYPDS has a well-equipped mobile dental van for serving remote areas. This van has a dental chair with a compressor and for performing basic treatment procedures during dental camps.

Laboratory facility

The college is equipped with clinical dental laboratories with the latest technologies e.g. Pre-clinical Prosthodontics, Dental material and Conservative labs; Dental anatomy and oral pathology lab; Laboratories for orthodontics & Pedodontics.

Adequate Clinical & Simulation Training is attained by students in the Laboratories equipped with Phantom Head Workstations as per DCI requirement.

Students also avail the Laboratories for medical Subjects e.g. Anatomy dissection hall, Laboratories for Pharmacology, Biochemistry, Physiology, Pathology and Microbiology.

Medical Teaching Hospital attached:

DYPDS is affiliated to Bharat Ratna Late Rajiv Gandhi Hospital (Corporation Hospital) Yerwada which is situated within 10 kms from the dental school. RGHS is a 30 bedded multispecialty hospital run by Pune Municipal Corporation.

3rd B.D.S. students from DYPDS attend General Medicine and General Surgery clinics at this hospital and gain clinical training of examining the patients and learn about the line of treatment.

The hospital also has a functional dental wing with a dental chair and necessary instruments to perform basic dental treatment.

Satellite Centre:

DYPDS has established a satellite centre at Charholi which is equipped with a dental chair and basic armamentarium for clinical diagnosis and referral. Through this centre, DYPDS caters to rural population for improving their oral health. Interns are posted in this centre during their postings in Public Health

Dentistry and various dental camps are also organised for rural population.

Specialty clinics –

DYPDS has started specialty clinics like Implant clinic, Tobacco Cessation centre, Geriatric clinic, special healthcare needs clinic, Comprehensive clinic and Aesthetic clinic for serving patients.

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

4.2.2

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

Response: 71355.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
90275	100755	69203	38840	57706

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

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

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
Link for additional information	View Document

4.2.3

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

Response: 484.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
509	504	480	468	414

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

2022-23	2021-22	2020-21	2019-20	2018-19
24	16	08	0	0

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

4.2.4

Availability of infrastructure for community based learning

Institution has:

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

Response: 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
Documents of resident facility	View Document
Any additional information	View Document
Link for additional information	View Document

4.3 Library as a Learning Resource

4.3.1

Library is automated using Integrated Library Management System (ILMS)**Response:**

Name of the ILMS- The Library is digitised and automated with Koha Library Software version 18.11. D Y Patil Dental School is using iGuru as the learning management software.

Name of software	Nature of automation	Version	Year of commencement
Koha ILMS	Fully automated	18.11	2023
iGuru	Fully automated	-	2022

Features and modules of KOHA-

Koha is a true enterprise-class ILS with full functionality having basic and advanced options. Koha has modules like acquisitions, circulation, cataloguing, serials, authorities, flexible reporting, label printing and much more.

Koha has many features, including:

1. Online Public Access Catalogue (OPAC) module providing a simple and clear interface for users to carry out tasks such as searching and reserving books and helping in suggesting new items.
2. It also had a full catalogue module which helps the librarian to note details of all library items.
4. It has a Circulation module which completely systematizes borrowing and item management along with integrating with the OPAC so users can see which items they have due.
5. The Acquisitions module helps librarians with acquiring and with budget management. Serials management and reporting modules perform functions that their names would suggest.

The benefits of Koha include:

1. Stress-free access to information for the librarian as well as users due to effective searching and distributing of items.
2. Automation of alerts to remind students and staff about overdue items or arrival of new items.
3. Reduction in time of dealing with library items.
4. Online management becomes possible, reducing the line management responsibilities of senior staff.
5. Library management becomes stress-free through automated acquisition of data.
6. The acquisition module helps in making budgets can be more efficiently accomplished.
7. Koha brings together library users and staff, as both can experience different aspects of the system and can work together more efficiently to achieve each user's goals.

It has a Full text and Powerful searching ability, and an improved catalogue display that can use content

from various search engines like Google, Library Thing, Open Library, and Syndetic, among others.

Features of iGuru

iGuru is a complete solution for institute automation and communication. It has features like E- learning, assignments etc. It has various apps like management app, Principal app, and Teacher app.

The management app gives key insights into the institutes various operations, activities, monitories of assignments and submissions.

The principal app revolutionizes how teaching and non-teaching staff manage their day to day tasks, monitoring of student and staff attendance and communication in terms of timely announcements and notifications enabling everyone to stay informed and connected.

The teacher app makes marking attendance easy and on the go. It also helps in communication with parents about their children's attendance easy. It helps the teachers to keep e-learning material organized and accessible.

iGuru is designed to simplify and streamline every aspect of institute management in an easy and user friendly way. It can be used on any device, making it convenient to use.

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:

DYPDS has a spacious **Central Library** on 2nd floor which provides the students a dedicated space to study without any interruptions. It has comfortable seating options for students to spend long hours studying. Central library has a separate **computer section** which provides access to internet and a vast ocean of knowledge online through Wi-Fi connectivity. **Daily newspapers** are kept mounted on a reading stand and anyone can access it for a quick update on current news.

A separate hall has been dedicated as **PG Library** where PG students can study even after college hours. This section has been provided with a **large smart TV screen** with an audio-visual set up for conducting various PG activities and seminars.

All the students and faculty are given **Library cards** by which the books can be borrowed for one or two weeks. Reference books and journals can be accessed in the library. A **Xerox machine** has been provided to the library for making copies of important material.

There are several learning resources available in the college central library such as **textbooks, reference books, national and international journals** with their back volumes and subscriptions of few E journal. The books and Journals are categorized according to the specialty and arranged in large bookshelves. The books are cleaned time to time and cared for by binding the loose pages for better maintenance and preservation.

Textbooks:

The college's central library houses a substantial collection of textbooks that address every pertinent topic. There are **2926 textbooks** accessible in all, and there are **294 titles**.

Reference Books:

The central library also has **265 reference** books on extremely specialized fields, with **165 titles** in total.

PG books:

In accordance with legal requirements, the central library has also begun to gather PG books. There are now **60 PG books** in the collection, comprising **52 titles**.

Social Welfare Book Bank:

There are **34 titles** totalling **111 books** in this book bank funded by MUHS. These books are given to needy students, and they return them to library at the end of their academic year.

Total number of books:

With **545 titles** as of right now, all these books add up to a total of **3362 books**.

National and international journals:

There are **39 journals** overall with **947 back issues** in the central library of DYPDS, 19 publications among these are international and 20 are national journals. Every copy of the journals is methodically categorized and kept in good condition.

E-Journals:

DYPDS has subscribed to **AIMP Journals** Dentistry package which includes access to 318 online journals from which students are getting benefited by gaining access to wide range of articles for free.

EBSCO Host - Doss Online Journal subscription had been purchased by DYPDS for the year 2018-19.

Departmental Libraries:

Departmental Library of Conservative & Endodontics contains 22 titles, whereas that of Orthodontics

possesses 11 titles for quick reference. Books in the departmental library of Pedodontics add up to 30 titles at present and that of Prosthodontics possesses 17 titles in total.

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: B. Any four of the above

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

4.3.4

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

Response: 6.49

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

2022-23	2021-22	2020-21	2019-20	2018-19
5.19	4.53	0.92	1.21	20.58

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 enriches both students and faculty with an extensive array of invaluable resources and services, fostering a vibrant academic ambiance. These resources encompass physical books, up-to-date journals, archived journal editions, audio-visual materials, a digital repository, newspapers, newsletters, and a collection of unique and rare books. Moreover, the library extends its accessibility beyond standard college hours, guaranteeing users complete utilization of its amenities.

In Person Access of Library:

On an average around 50 students and 10 staff members visit the library daily, amounting to 1500 student footfall and 300 staff footfalls monthly. Approximately 750 books are issued to students and 300 e-journals are accessed by students. In addition to this, PG departmental libraries are accessed by the PG students and staff on a day-to-day basis. Departmental library resources play a multifaceted role in supporting education, research, clinical practice, and professional development of the students and teachers.

Remote Access of Library:

Access to E-books and E-journals is made easy and user-friendly for the students by provision of digital library, good internet facility and modern gadgets like laptops. Students access articles, books after library hours, download and use it for seminars, presentations, and publications.

Learning Management System (LMS): I-Guru LMS software is functional. All students and staff are provided with used ID and password. Staff uploads the study material, and it is accessed by students as per their convenience.

Library Usage Programs and Learner sessions organised by Library:

DYPDS uses KOHA software which provides E-access to both staff and students. It provides a link through which a profile with a password can be created on an individual basis after providing mail ID. KOHA software also helps in the digital monitoring of library transactions.

Every year around two usage programs are arranged by the DYPDS library, one for orientation of the first year BDS students in the month of December and one additional program is conducted aiming at training for new staff and PG students. In these programs, participants are oriented about LMS software and library software along with their technical details, usage, and advantages. This ensures continuous learning and professional development. The students get to learn the usage of e-library, the reference books, and the journals.

In accordance with EBSCOHost, Online Journal Training Program was organized on 26/06/18 for students by DYPDS library with around 100 participants. The objective of the program was explaining the utilization of EBSCOHost online library. A special training for the KOHA software was arranged on 18/12/18 where 60 staff members were introduced to the software.

An online learning portal, SWAYAM, was introduced to all the faculty members on 25-5-2023, where the librarian explained the registration process for dental and allied courses on this portal. Each faculty has enrolled for at least one certification course.

Incorporating both physical and virtual library resources, alongside customized programs designed for educators and learners, the institute cultivates an all-encompassing and equitable learning atmosphere, addressing the varied requirements of the academic community at DYPDS.

File Description	Document
Link for any other relevant information	View 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

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
Any 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
Links to additional information	View Document

4.4.2

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

Fi

Response:

The IT facilities available in DYPDS are state-of-the-art. The institute has a dedicated IT Department which works round the clock to ensure that all our hardware and software are up-to-date and functioning without any problem.

The IT facilities that are available in the institution in supporting academic and non-academic activities include-

1. All four classrooms of DYPDS are fully equipped with Wi-Fi/LAN 24×7, updated computer systems & multimedia projection.
2. A total of 20 computers are available in all the departments.
3. **Wi-Fi routers** are provided in all the departments enabling internet access for various devices.

Internet facility is also available in examination hall, UG library and PG library.

4. **LAN connections** for all the desktop computers in all the departments has been provided.
5. Separate **laptops and computers** have been provided for students in the **library section**.
6. **10 Laptops are available in digital library section for students and 20 department desktops and laptops are available for the staff members.**
7. **LCD projectors** with white board and computers in all lecture halls
8. **Institutional laptop for faculty to present lectures, seminars etc.**
9. **Biometric machine** for teaching and non-teaching staff, PG students and interns for daily attendance
10. The hospital setting is furnished with **LAN connection** for various **radiographic procedures** including RVG, OPG, Lateral Cephalogram and other skull projections.
11. Software available for the students are **KOHA library software and Nemoceph software** in the department of orthodontics.

For accessibility to study material and compiled student and staff data, the institute has the **DYPDS IGURU LMS platform**. The institution previously used the Zoom and Microsoft team's platform for the same purpose as it was a popular choice due to user-friendly interface and robust features for virtual classrooms.

All these software's and facilities existing in the institution are from several years and steps are taken to ensure to update them regularly.

1. The internet speeds have evolved over time to reach **1 GBPS** and the number of desktop computers

has also grown significantly.

2. The lecture halls have also been updated to be fully capable of integrating with the laptop and project the lectures.
3. All the software's are regularly updated to keep pace with developments.
4. Patient databases are continuously growing creating the necessity to store large volumes of data.
5. A separate extraoral radiology database is also available to send soft copies of the radiographs to patients.

With KOHA's dedicated digital computer lab for students, the library has been modernized with consideration for global trends and skill enhancement.

Auditorium has fully upgraded **multimedia projection, Dolby Sound, and audio-visual** relay (CAT 6) systems designed to improve the extracurricular program, skill development, and value-added learning opportunities.

Governance: The Adherence of the institute to the Teaching Facilities has effectively made the switch from an old clerical system to a cutting-edge administrative system powered by IT. The daily system of assistance for staff and students at the institute now includes **ICT enabled facilities**

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: ?1 GBPS

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

4.5 Maintenance of Campus Infrastructure

4.5.1

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

Response: 15.86

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

2022-23	2021-22	2020-21	2019-20	2018-19
288.5731	106.4389	23.39296	44.92588	60.39592

File Description

Document

Provide extract of expenditure incurred on maintenance of physical facilities and academic support facilities duly certified by Chartered Accountant and the Head of the institution

[View Document](#)

Institutional data in prescribed format

[View Document](#)

4.5.2

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

Response:

The Maintenance Committee of DYPDS meets quarterly every year to discuss various issues associated with maintenance and to come up with solutions to solve these problems. The maintenance committee of DYPDS has established certain Standard Operating Procedures (SOP) to enable the smooth functioning of the committee. SOPs are being laid down for general maintenance and the guiding departments like Civil, Electrical, Sports, and Information Technology (IT) at DYPDS.

Procurement of the material: Material allotted from the store to various departments is entered into the "STOCK REGISTER" which is maintained at departmental level. Every month, the stock requirements are sent to the stock In-charge, to procure the required material by various departments.

Maintenance of the Physical Infrastructure: There is regular maintenance of laboratories, classrooms, and sports facilities. DYPDS has an Annual Maintenance Contract for RO water purifiers. Electrical work is looked after by an in-house electrician. Plumbing work is carried out and maintained by an in-

house plumber. There is also an in-house carpenter, who looks after repair and maintenance of all furniture in DYPDS. The institute also carries out pest control on a regular basis. This is overseen by an in-charge person.

Contractor Selection: Annual Maintenance Contracts (AMC) for important equipment in clinical areas are undertaken by DYPDS, twice a year. Dental chairs are maintained along with related equipment problems are solved by an in-house technician.

Academic Facilities: Computer technicians appointed by DYPDS maintain ICT-enabled spaces.

Laboratory Facilities: DYPDS follows regular cleaning and maintenance of specialized dental equipment like Digital Radiography Unit in OMDR department through AMC.

Library Resources: The library on the third floor of DYPDS is regularly inspected and cleaned. This enables a harmonious learning environment for the undergraduate as well as postgraduate students. The librarian makes sure to record book borrowings by the undergraduate and postgraduate students as well as the staff members. A logbook of library usage is also maintained diligently. Computers and databases like KOHA receive routine updates and troubleshooting for smooth functioning.

Sports Facilities: There is a routine maintenance regime such as cleaning and inspections at DYPDS to maintain ideal conditions for the playing fields and equipment every six months.

Computer Facilities: IT maintenance in charges carry out regular system checks, software updates, and hardware repairs, ensuring smooth network operations and data security.

Regular cleaning and general overall hygiene of DYPDS building and its departments is maintained by an external agency called BVG India Private Limited. BVG has been appointed on a yearly contract basis and enables keeping the building of DYPDS and its various departments in clean condition.

Mechanism of Maintenance: Every department in DYDPDS has a maintenance register. In case of any repair or maintenance work that is needed, the in-charge person is contacted, and he further sends the complaint to the concerned maintenance person. That person addresses the complaint and takes necessary action to resolve the complaint. To track the complaint and its redressal, a logbook is maintained at departmental level.

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: 41.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
198	233	220	199	147

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](#)

Any additional information

[View Document](#)

5.1.2

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

1. Soft skill development

2. Language and communication skill development

3. Yoga and wellness

4. Analytical skill development

5. Human value development

6. Personality and professional development**7. Employability skill development****Response:** 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 to Institutional website	View Document
Link for additional information	View Document

5.1.3

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

Response: 82.02

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

2022-23	2021-22	2020-21	2019-20	2018-19
438	316	473	419	321

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
Any additional information	View Document
Link for institutional website. Web link to particular program or scheme mentioned in the metric	View Document
Link for additional information	View Document

5.1.4

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

Response:

In the academic year of 2018, D Y Dental School (DYPDS) established **the International Student Cell**, a pivotal resource for non-resident Indian (NRI) students aspiring to enroll in the dental programs offered at the institution. This initiative was further reinforced in 2022. DYPDS dedicates 15% of its total seats to NRI and foreign students, aiming to cater to their unique needs and offer language assistance. Effective communication channels have been established, with all inquiries and interactions directed exclusively to the competent members of the International Student Cell, ensuring comprehensive support throughout their academic journey.

The institute follows the guidelines given by **DCI, Maharashtra University of Health sciences and State Govt.** for admissions into the programs.

Goal: To guide and counsel interns, NRI and foreign students:

1. On Academic concerns
2. Career counselling
3. Job placement/post-graduation
4. Improve student performance in Academic activities.
5. Guidance for Scientific activities
6. Addressing student issues and special concerns of international student, incorporate exchange programs and foreign visits for education and Advance learning projects.

Mode of Operation: Committee conduct meetings to formulate its plan of action.

1. *Frequency of meetings:* All members of committee meet once in each academic year, MOM are

maintained, and the reports of each meeting are forwarded to dean office.

2. *Career counselling*: Depending on merit and interest of student, variety of career options are presented to choose further education or jobs. Also, support will be provided to students by means of guidance and counselling for various career opportunities available.
3. *Guidance for self enhancement courses*- Students are given instruction on various available diploma, degree courses, fellowship and continuing dental education programs available.

Composition of cell:

The International Students Cell constitute five-member body, which includes a chairperson and four faculty members.

Activities of International Student Cell

The cell along with Scientific committee have organized the following events:

- Webinar on 21st June, 2021 was arranged by **Dr. Poornima Mensinkai** on topic “**Rock your Smile in the USA**”, **Career choices a foreign trained dentist can make in United State**” which was attended by third year, final year and interns. The objective of the workshop was to guide the participants to explore the dentistry in foreign country.

- “**Career counselling Overseas Programme**” alongwith IDP International Education Specialists conducted on 16th December, 2022 was attended by third year, final year and interns which encompasses various aspects of career development across the globe scale.

- Symposium on 07th Feb 2023 ‘**US Dental Education Pathway**’ by **Dr. Sanket Nagarkar**, attended by third year, final year and interns to provide guidance and information to dental students about their career options and pathways after completing their bachelor’s degree.

Role of International Student Cell In issuing LORs

The institution has issued Letters of Recommendation to students aspiring to pursue advanced degrees at foreign universities. These meticulously crafted documents play a pivotal role in shaping the admissions process by providing valuable insights into the applicant's qualifications and potential for success in their chosen academic pursuits abroad.

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

5.1.5

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

prevention of sexual harassment and prevention of ragging

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

Response: All of the above

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

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: 49.63

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

2022-23	2021-22	2020-21	2019-20	2018-19
33	32	07	00	00

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

2022-23	2021-22	2020-21	2019-20	2018-19
35	32	13	05	08

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

5.2.2

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

Response: 18.88

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

2022-23	2021-22	2020-21	2019-20	2018-19
31	29	17	08	10

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
Link for Additional Information	View Document

5.2.3

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

Response: 20.21

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

Response: 19

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

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 .

2022-23	2021-22	2020-21	2019-20	2018-19
5	3	0	1	0

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:

DYPDS has **active student council**, that was formed on **22nd March 2018**, and it was reconstituted on **15th March 2023** & is actively functioning since then.

The Student Council holds a central and vital role within the student community, offering a platform for discussing concerns and implementing beneficial initiatives for both the college and the wider community. Membership in the Student Council is based on merit and performance, with members directly accountable to the college Dean who is also the chairman of the council. Regular meetings are held to strategize and plan activities throughout their tenure.

Comprising representatives from each academic year and interns, the Student Council acts as the pivotal organization for all student committees, ensuring smooth operation. Beyond fostering communication between students and administration, the Council is dedicated to enhancing the campus's reputation and continuously improving the student experience.

The council takes care of the activities, interactions and events being conducted in the institution in an organised and systematic manner. The Council plays a fundamental role in organising cultural, sports and other extra-curricular activities.

Composition of Student Council:

The Student Council is formed based on the **MUHS guidelines** and is headed by the Dean/Principal designated as the Chairman, one faculty member nominated by the Dean/Principal, one **Program Officer of National Service Scheme**, one member as **Director Sports/Physical education instructor**, one student member of each class (undergraduate/postgraduate) who is engaged in full-time studies/training in the college and have secured the highest number of marks in the preceding examination and is nominated by the dean. Two male and two female students nominated by the Dean/Principal showing outstanding performance in sports, National Service Scheme, Cultural activities, research or other extra-curricular activities. Only the student members of the council change yearly which are nominated by the dean.

Establishment of Student Council:

The members of students' council are nominated by the Dean on the basis of meritorious academic performances and their contribution towards college welfare by following guidelines of the university.

Objectives of Students Council:

- Foster communication between students and management to enhance collaboration.
- Address grievances promptly to maintain smooth operations across all levels.
- Enhance the campus experience through proper infrastructure maintenance.
- Support curricular and extracurricular activities to fulfil the college's vision.
- Ensure all activities align with campus cultural norms.

Student Council Activities:

Conducts outdoor activities like cricket, football, volleyball, throwball for boys and girls as well as indoor sports activities like chess, carrom, table tennis, badminton every year.

Celebrates various days like Traditional Day, Singing & Dancing Competitions, Skits and plays during cultural week, cooking completion, Canvas painting, face painting, Debate, Open Mic competition, freshers' night, DJ Night, Annual Day, etc.

Representation of students in college committees and decision-making bodies:

Committees comprising student members play a essential role in integrating student viewpoints and ensuring their opinions are valued and acknowledged.

Here are various types of committees where students frequently engage:

1. Institutional Innovation committee
2. IQAC
3. Anti-ragging committee
4. Student Council committee

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

5.3.3

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

Response: 5

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

2022-23	2021-22	2020-21	2019-20	2018-19
08	05	0	06	06

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 activities with the support of the college during the last five years.

Response:

Name of the Association- “Alumni Association of D Y Patil Dental School, Pune”- Pune/0000817/2024

Office of the Association- A designated cabin besides Dean Office has been given to association for collaborative work which is well-equipped to fulfil its mission and serve its members effectively.

Composition of Alumni Association-

This structure of the Alumni Association outlines the key positions within the Alumni Association's executive committee with a total of 446 members including the chairman, secretary, and five additional staff members.

Alumni Association has been conveying meetings once in every year to discuss the further action of plan for betterment of Alumni.

Activities conducted by Alumni Association:

Social Activities

Tree plantation drive conducted by Alumni Association on 16th July 2023 aimed to contribute to environmental sustainability and community well-being. Around 50 saplings were donated by alumni students during this activity, and they actively participated in this plantation drive.

Herbal garden by Alumni Association –

Herbal garden was established on 15th February 2022 with the help of alumni. Alumni helped in plantation of saplings to encourage the students to have knowledge about application of various herbs in medicine. This activity increased the interaction and strengthened the bond between current students with alumni.

Dental Material donation

Alumni donated materials like Resin based luting cements, Composite syringes, etchant, bonding agents, Bio ceramic-based root canal sealer and MTA cement to the institute to enhance the practice management.

Book Donation

The Alumni Association enhances education by donating books, promoting lifelong learning, and aiding current students' academic growth. Around 150 books of different specialities have been donated by alumni students to the library in last five years.

Student Exchange-The alumni who are private practitioners have helped to for the training of the students in the private clinics in and around Pune.

Student Placements

The Alumni Association operates WhatsApp group that shares placement opportunities at private clinics. So far 21 students have been benefited and are successfully working in clinics.

Alumni Meet

Alumni meets was arranged every year to get suggestions like development of practical aspect in academic curriculum. Hands on workshops were arranged for alumni & students to give enough exposure to develop practical skills.

DY Patil Alumni Oral Health Talks

The institutional endowment was started in the college on the name of Hon'ble DY Patil in year 2021. Following activities have been conducted so far under this initiative.

- Webinar was conducted on "Guidance Programme for PG NEET" by alumnus Dr. Nisha Dalal on 25th January 2021.
- Career counselling workshop was conducted on 'An Interactive session on How to prepare for MDS' by alumnus Dr. Aneesh Pradhan on 19th July 2022.
- A lecture was conducted by alumnus Dr. Shoaib Qureshi on "How to establish a Dental Clinic" dated 15th December 2022 to provide comprehensive knowledge and practical guidance on the steps and considerations involved in setting up a dental clinic.
- A lecture was conducted by alumnus Dr. Ankit Patel on "Financial management" dated 23rd May 2023, to learn how to create and interpret financial statements.

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

5.4.2

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

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

Response: A. All 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
Link for Additional Information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

? Vision

“Illuminating future dental health professionals with the brilliance of knowledge and help them emerge as a guiding light of excellence in the realms of dental education, patient care, and research.”

? Mission

Elevate dental health education by fostering a culture of continual learning for both faculty and students, staying abreast of the latest advancements in dental science and technology, and promoting excellence in education and practice through scientific, academic, and clinical research activities.

Promote interdisciplinary collaboration, enhancing both research and patient care, alongside continuous professional development for faculty and staff fostering a culture of improvement and excellence.

NATURE OF GOVERNANCE:

The chairman and members of the **governing body** actively participate in **financial planning, monitor expenditures, and oversee infrastructure development**. The institution is equipped with qualified and capable administrators at institutional and departmental levels, ensuring effective leadership in patient care and academic matters.

Dean holds responsibility for the comprehensive administration and academic excellence of the institution. His duties include overseeing faculty and staff, directing curriculum development, managing student affairs, and ensuring smooth daily operations.

Governing authorities play a pivotal role in **policy formulation, regulation, and guideline implementation** aimed at ensuring continuous improvement within the institution.

Academic planning, College Council and Maintenance committee are established to oversee academic and administrative functions.

STAKEHOLDERS' PARTICIPATION IN THE DECISION-MAKING BODIES:

HOD's and staff monitor administrative and academic matters within their respective units.

Students contribute to decision-making by participating in bodies such as **IQAC, anti-ragging committees, student cells, and feedback committees**.

ACTIVITIES WHICH LED TO INSTITUTIONAL EXCELLENCE:

Institution is dedicated to the ongoing enhancement and fortification of its institutional quality, achieved through professional and personal development programs. The institution has embraced two best practices: "Healthy Teeth, Happy Kids: A School-Based Dental Wellness Program" and "Visionary learning: Dental loupes and Early Clinical Exposure" They reflect institution's commitment to serving the community and promoting oral health by addressing needs of vulnerable populations.

Over the past five years, the institution has witnessed an increase in patient influx, indicating growing trust and recognition within the community. From 2018 to 2023, there was a notable increase in the OPD visits. In 2018, there were 8688 new patients and 12761 old patients. By 2023, the numbers surged significantly, with 15596 new patients and 24131 old patients seeking OPD services. Institution has organised COVID-19 vaccination Dose 1 and Dose 2 for all faculty members and students. Students participate and organize NSS and other activities like Special Olympics Bharat, Swachh Mukh Abhiyaan, Swachh Bharat Abhiyaan, Organ donation drive, Tree plantation, Food distribution drive etc. Institution has a newly renovated 'State of Art' Department of Prosthodontics. Since 2018, 70 Continuing Dental Education (CDEs), FDP's and guest lectures organised has contributed to the enhancement of professional performance.

Students visit other universities through student exchange programs and participate in conferences, present their scientific presentations.

In 2022, the university granted one research stipend for short-term projects. Also, in the same year, a student clinched the title of champion at the All India Inter University Chess Championship.

File Description	Document
Any additional information	View 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:

The inception of the institute took place in 2014, guided by the visionary leadership. The management committee, led by the Honourable President, oversees various aspects, and consistently holds meetings with the administrative Director and Dean.

The institute, overseen by a governing body chaired by the chairman, recommends processes and

systems aimed at advancing excellence in dental education within the institution.

The Chairman:

The Chairman serves as the leader of the institution, overseeing both curricular and extracurricular activities. Acting as the primary liaison among the management, staff, and students, he facilitates communication and coordination across all levels of the institution.

Director:

The Director holds a crucial role in organizational governance, responsible for supervising the overall performance of the institution and playing a pivotal role in its implementation.

Dean:

Responsible for ensuring the smooth functioning of the institution, the Principal is accountable to the Chairman through the governing council. Dean works closely with faculty, overseeing operations, budgets, staff, and student affairs. Strategic planning encompasses long-term initiatives, accreditation, community engagement, faculty recruitment, and crisis management, all of which contribute significantly to shaping the college success and reputation.

HEAD OF THE DEPARTMENT LEVEL:

The Head of Department consistently convenes departmental meetings to ensure that all staff members are informed about pertinent policies and agendas. The departmental head assumes a crucial role in implementing new reforms and advancements within their respective fields. They communicate measures concerning academics, syllabus, as well as patient and student welfare to the management through the board of heads. Their responsibilities encompass academic leadership, faculty management, administrative oversight, student affairs, research promotion, professional networking, quality assurance, and fostering communication and collaboration.

FACULTY LEVEL:

The effective operation of the institute relies on the active participation of all staff members in various committees, including the Academic Committee, Curriculum Planning Committee, and Internal Examination Committee, among others. Their roles include teaching, curriculum development, research, clinical supervision, student mentorship, professional development, and community engagement. This shared commitment fosters an energetic academic atmosphere, equipping future dental professionals and enhancing the institutes achievements and standing.

ADMINISTRATIVE LEVEL:

The Office Superintendent offers essential administrative support and guidance to ensure the smooth operation of both the hospital and the institute. Each department, including Office, Store, Accounts, and Library, is led by its respective head and guided by the Dean to facilitate seamless academic activities and daily hospital management. The Office Superintendent supervises important local governance bodies such as Sanitation, Security, Hostel, Accounts, Store, Service Record Maintenance including fess and admission.

AUXILIARY LEVEL:

Institution is supported by a varied auxiliary staff comprising dental technicians, administrative personnel, attendants, BVG staff, electricians, carpenters, engineers, audiovisual technicians, hostel wardens, gardeners, and security/housekeeping personnel.

This inclusive and participatory leadership reflects a progressive approach to institutional management

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

6.2 Strategy Development and Deployment**6.2.1**

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

Response:**ORGANISATIONAL STRUCTURE:**

The institute's organizational structure and operational details are effectively structured, and the statutory bodies and committees operate in accordance with the established rules and regulations. Regular meetings of the college council, alongside various committees, are convened to formulate essential strategies and plans for the effective implementation of the institutional strategic plan.

The Dean plays a key role in overseeing daily college operations and fostering communication between the council, staff, and students. Regular meetings with department heads promote coordination and facilitate discussions within the institution's organizational structure.

STATUTORY BODIES AND COMMITTEES:

Several committees, essential for facilitating effective decision-making, convene regularly throughout the year to enact plans and policies. Academic committees, including the Academic planning, college council, Grievances and Redressal Cell Library Committee, and Feedback Committee, ensure academic excellence.

Institutional Ethics Committee and Institutional Review Board, focus on advancing research initiatives. Gender Development Committee and Student Council, address personnel and student-related concerns. Maintenance Committee, Hospital infection control, waste management and Code of Conduct Committee, oversee operational aspects.

RULES, NORMS, AND GUIDELINES:

The institution has established **policies, standard operating procedures (SOPs), and guidelines governing** its various domains. The Code of Conduct delineates expected behaviour and ethical standards for students, faculty, and staff. Human resources policies and financial guidelines are rigorously adhered.

STRATEGIC PLAN AND ITS DEPLOYMENT:

IQAC has prepared the strategic plan for the institute. 2018-2023 comprises of:

- **Infrastructure**

Establishment of a specialized library for postgraduate students, featuring academic books, journals, and research papers, following proposals from the Academic Planning Committee and College Council.

Infrastructural aspects were included in the Strategic Plan, for its deployment HOD's, IQAC and Dean are allotted responsibilities. It includes initiation of post graduate courses, renovation of departments, procuring advanced equipment like intraoral cameras.

IQAC proposes a policy for environment safety and green campus, which is evaluated and implemented by the Dean. Initiatives like switching to energy-efficient LED lights and establishing an herbal garden in April 2023 were undertaken.

- **Research and Collaborations**

The Head of Postgraduate Departments propose and gain approval from the IQAC and Dean for a Memorandum of Understanding (MoU) to facilitate student learning. D Y Patil Dental School has established MoU with Ayucare Diagnostic Centre (CBCT Centre), Pune. This agreement granted access to cutting-edge CBCT imaging facilities and diagnostic services for D Y Patil Dental School. Also, student exchange MoUs were signed between Karad College of Dental Sciences and Index Institute of Dental Sciences. These programs offer students immersive experiences in dentistry, exposing them to the latest advancements.

- **Healthcare**

To increase students' clinical exposure, heads of PG departments propose the idea of free dental treatment to IQAC. It is then scrutinized and initialized by the Dean. DYPDS offers free dental treatment for the kids of orphanage school . MoU is signed between Ashraya Initiative for children and D Y Patil Dental School for the same.

The Strategic Plan was instrumental in uplifting the quality of various functional areas of the DYPDS during last five years.

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

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:

Employee performance is influenced by the implementation of welfare measures, which encompasses a

range of services, facilities, and amenities for both teaching and non-teaching staff.

- 1) **Healthcare Facilities:** The institute conducts an annual Hepatitis-B Vaccination Drive to safeguard the health of its faculty, students, and non-teaching staff. Over 270 individuals benefit from this initiative each year. Also, **COVID-19 vaccination** drive with Dose 1 and Dose 2 was organized benefitting over 723 individuals.
- 2) **Financial Support:** 50 Teaching staff have received remuneration to attend international and national conferences and workshop. Teaching and non-teaching staff receive gratuity and provident fund schemes as part of their service benefits. Since 2018, 10 teaching and 3 non-teaching staff members have received gratuity. Provident funds are paid to the EPF account on an average for 150 staff members per month.
- 3) **Research incentives:** The institution promotes faculty participation in conferences by providing special leaves. Since 2018, 124 faculty members have availed this benefit.
- 4) **Leaves:** All staff get 12 Casual leaves per year, 15 earned leaves per year, 10 special leaves per year, 15 days medical leaves per year, Maternity (6 months)/ Paternity (15 days) full paid leaves. 12 staff members have been benefitted by maternity and paternity leaves.
- 5) **Campus Accommodation:** Faculty members engaged in teaching are granted access to residential staff accommodations, consisting of two staff quarters.
- 6) **Recreational Facilities:** The campus features a canteen offering subsidized food, sports facilities including volleyball, throwball, basketball, cricket, and football grounds, gardens.
- 7) **Subsidised Cafeteria** – Cafeteria for faculty members and mess facility is present in the campus.
- 8) **Sports facilities-** Sports facilities include amenities for badminton, chess, and carrom.
- 9) **Day care facilities-**The institution offers comprehensive daycare services, ensuring a safe and nurturing environment for the children of faculty.
- 10) **Wi-fi facility** – High speed Wi-Fi facility has been implemented within the college departments for students and staff.
- 11) **Salary Advance** – Staff members have the option of receiving the salary in advance.
- 12) **Insurance-** Both teaching and non-teaching staff are provided health insurance coverage through TATA AIG Insurance, with a sum insured of Rs. 5,00,000.
- 13) **Fee concession-** Children of faculty members of DYPDS are entitled to a 25% fee reduction for admission into D Y Patil International School, with a minimum of one year of experience, and a 35% reduction with over two years of experience. To date, this benefit has been utilized by 2 teaching and 1 non-teaching staff members.
- 14) **Treatment concession** – All the teaching and non-teaching staff receive 25% of concession in dental treatment. (Treatment of Scaling and extractions are free of charge to all)

Welfare Measures for Non-Teaching Faculty:

Non-teaching staff receive gratuity and Provident Fund benefits. Currently, 2 individuals have received gratuity payments, while all have access to Provident Fund benefits. All non-teaching staff receive an annual Diwali bonus, salary increments, and two sets of uniforms.

File Description	Document
Any additional information	View 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: 3.03

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

2022-23	2021-22	2020-21	2019-20	2018-19
09	01	00	00	00

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
Link for additional information	View Document

6.3.3

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

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

Response: 13

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

2022-23	2021-22	2020-21	2019-20	2018-19
13	17	11	13	11

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

6.3.4

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

Response: 20.31

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	28	18	06	12

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

6.3.5

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

Response:

DYPDS has a very efficient self-appraisal system that covers academic, administrative and research activities of teaching staff. Overall **performance appraisal** for teaching and non-teaching staff is completed **annually**. The Head of the Department and Officers of the administrative section monitor their performances. The annual performance appraisal process serves as a vital mechanism for recognizing and rewarding excellence while identifying areas for improvement. Every faculty member should submit his/her annual performance report in the appraisal format prescribed by the college. Detailed instructions issued in this regard has to be followed scrupulously. As it is self-introspection of his/her performance, reporting by the faculty member should be factual and accurate, supported by evidence wherever necessary. By engaging in self-assessment, faculty and staff members are empowered to **reflect on their professional achievements** and set goals for continued growth and development.

The oversight of performance appraisal activities by the Head of the Department and Officers of the administrative section underscores the institution's commitment to upholding high standards of performance and professionalism. Their involvement ensures that **evaluations are conducted fairly, consistently, and in alignment with institutional objectives**.

The Appraisal report is based on the annual performance of the employee that includes:

- No. of Publications in National/International/State level Journals
- Contribution for Book chapter or monogram (online books not to be considered)
- No. of Posters / Papers presented at National/ International conferences
- No. of research projects taken (other than PG dissertations and PhD thesis)
- No. of research projects guided (other than PG dissertations and PhD thesis)
- No. of invited guest lectures delivered at institute level, national and International Level

- No. of workshops invited as resource person.
- Collaborative research / PhD / enrolled for PhD (to be claimed only up to 5yrs)
- Any other research related work
- Editorial board of journal / book.
- Review board of journal.
- Receipt of Awards and recognitions
- Organizational Activities
- Innovative Teaching / clinical /other activity

Mechanism of performance appraisal

The above set performance appraisal report is to **be filled by the faculty in prescribed Performa**. The view of the faculty in the prescribed Performa is **reviewed by the Head of the Department**.

The report of **appraisal of Dean is reviewed by Director**.

This has helped in motivating the faculty for maximizing teaching, research, and output.

Performance Appraisal System of Non-Teaching Staff:

The performance appraisal of the non-teaching staff of college / institutions is done by the **Head of the Department in the prescribed Performa**. The assessment includes general administrative **ability, computer proficiency, work management quality, reliability, general intelligence, and leave records, relations with superiors, industry, and** applications of the concerned employee. In addition, a few more factors were also considered. Clinical services (where applicable) carrying out the clinical procedures in the department and examining the number of patients and taking care of the additional duties assigned are evaluated for the appraisal of the staff. Lending the services in administration with due responsibility by the staff and active participation in committees and councils are also subjected for appraisal assessment. Performance appraisal is considered for further career advancements.

File Description	Document
Any additional information	View 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:

D Y Patil Dental School operates as a **self-financing affiliated institution** with a well-defined system in place to oversee the **optimal utilization of financial resources at its disposal**. The primary objective is **to provide the best dental education with large exposure to clinical work and to provide research opportunities** to its students and faculty while offering advanced and affordable oral health care to the community at large. The oversight of financial resource effectiveness and efficiency is managed by the **Institutional Finance Committee**. Budget allocations cater to the needs of both academic and administrative operations. The Finance Section within the Administrative Office maintains records of all **financial transactions** under the supervision of the **Chief Accountant**. This includes managing budgets, processing payments, and ensuring compliance with financial regulations and policies. Additionally, the Finance Section collaborates closely with other departments to **provide financial data and analysis for strategic decision-making**. It conducts **regular audits** to maintain accuracy and transparency in financial reporting.

The primary components of financial resources include the following:

1. **Tuition Fees:** Determined periodically by the Fee Regulatory Committee of the Government of Maharashtra and collected from students.
2. **Other Revenue Streams:** Including **hostel fees, outpatient department (OPD) collections, radiograph charges, treatment/procedure fees, scholarships, free ships, and research grants**.

These funds are utilized to **offset deficits resulting from subsidized treatments provided to serve a maximum number of patients**, which in turn enables our students to gain exposure to diverse patient cases. Additionally, funds support initiatives such as organizing **dental camps in nearby villages and providing free treatment to financially poor patients**.

The collection of fees is **facilitated digitally through RTGS/NEFT or via Cheque/DD/Cash** directly deposited by students into designated bank account. Hospital collections are deposited into the bank account in accordance with the directives provided by the college authorities.

The following procedure is adopted for utilization of resources:

The funds accumulated from various sources are **allocated towards academic and administrative endeavours**, with a focus on ensuring their efficient utilization. All procurement activities are conducted with authorization from relevant authorities, following procedures such as **Tenders, RCs, ARCs, and Quotations**, prioritizing quality without compromising, and emphasizing maximum warranty periods for all items procured.

Financial resources are allocated towards the following purposes:

Recurring expenses:

1. Salaries for both teaching and non-teaching staff.

- 2.Subsidized treatments for patients.
- 3.Procurement of consumable materials and stationery.
- 4.General maintenance and repair of equipment and infrastructure.
- 5.Research and development initiatives, training programs, workshops, and examinations.
- 6.Settling bills for electricity, landline, and internet charges.

Teaching Learning Purposes:

- 1.Acquiring books, journals (both print and online), and subscriptions to e-journals, newspapers, and magazines.

Development Purposes:

- 1.Infrastructure development, including purchasing new equipment, dental chairs, and other instruments.
- 2.Acquisition of furniture.
- 3.Building renovation and parking area improvements.
- 4.Upgrading clinical or non-clinical areas.

Infrastructure Resources:

Efficient use of infrastructure is guaranteed by incorporating state-of-the-art equipment and employing sufficient, well-trained personnel. The infrastructure is maximized to accommodate academic and extracurricular activities, workshops, educational programs, additional/remedial classes, and examinations.

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

6.4.2

Institution conducts internal and external financial audits regularly

Response:

D Y Patil Dental School has **internal audit mechanism, an ongoing continuous process in addition to its external audits. Internal audits are performed regularly** by the institution's **internal financial committee**. This committee **meticulously examines income and expenditure** records, and the resulting compliance report is then submitted to the institution's management through the Dean.

A team of staff under them do a thorough check and verifications of all **vouchers, supporting documents, records and books, e-statements of the transactions** that are carried out in each financial year including **budget estimations, utilizations, cash transactions and bank reconciliation statements**.

Mechanism of Internal audit and settlement of objections implemented in the institutions are as follows:

Examining the statutory payments to different bodies like EPF, EHS, TDS, Income Tax Examining the Bank passbook & reconciliation statement. Salary and remuneration payment for all staffs, doctors & consultants are taken care and monitored by the internal auditors every month.

The internal auditor checks the accounting and taxation records on a periodic basis. This includes:

- All receipts from tuition fees, grants, OPD income, exam fees, other fee.
- All payments to staff, vendors, contractors, and service providers.

Internal audits are conducted on a quarterly basis throughout the fiscal year. The purpose of a proactive approach is to identify and rectify financial irregularities. The efficacy of the regular internal audit system significantly contributes to the absence of audit objections raised by the external Statutory Auditors.

External audits are conducted annually by independent auditors.

For auditing the accounts, the college, has appointed a firm of Chartered Accountants. External audits are done by **Sadananda Shetty and Co. chartered accountants (FRN No.130934)**. The financial records are certified i.e., income and expenditures, balance sheet, and notes on accounts. This audit confirms and rectifies any errors in accounting that do not match the set of accounting standards and regulations. It also brings out any discrepancies found, act of violation etc. to the Board of Management.

External auditors thoroughly scrutinize the institution's financial statements, ensuring accuracy and adherence to accounting standards and legal requirements. Their comprehensive examination provides an impartial assessment of the institution's financial health and transparency. Following the external audit, a detailed **audit report is submitted to the institution's governing body**, providing valuable insights and recommendations for further improvement. This collaborative approach between internal and external auditing processes underscores the institution's commitment to financial accountability and transparency.

The accounting and auditing of the college is computerized using the package **Tally 9**.

The methods employed to oversee the effective and efficient utilization of financial resources are outlined as follows:

1. The college budget covers **recurring expenses** (such as salaries, utility bills, maintenance, and consumables) and **non-recurring expenses** (including laboratory equipment, furniture, and development costs).
2. The accounts department monitors expenditures in accordance with the **allocated budget** from management.
3. **Depreciation costs** for assets acquired in previous years are calculated.

4. **Regular audits of all vouchers** are conducted by an internal financial committee.
 5. **Expenditures across different** categories are reviewed by verifying bills and vouchers.

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: 2.03

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

2022-23	2021-22	2020-21	2019-20	2018-19
1.75	0.28	0	0	0

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

6.5 Internal Quality Assurance System

6.5.1

Institution has a streamlined Internal Quality Assurance Mechanism

Response:

The institution has formed an Internal Quality Assurance Cell (IQAC) dated 07.03.18.

IQAC is involved in the following activities:

1. The IQAC, in collaboration with Curriculum Committee, designs the calendar of events. The calendar of events serves as a roadmap, aligning with the college's objectives and priorities while catering to the diverse needs and interests of students, faculty, and staff. IQAC collaborates

closely with various departments and stakeholders to ensure coordination and synchronization of events, optimizing resources and maximizing the impact of each initiative.

2. IQAC conducts **periodic workshops** related to quality within the college. Till date 70 workshops have been conducted. These workshops, facilitated by subject matter experts and experienced practitioners, cover a wide range of topics relevant to academic excellence, administrative efficiency, and overall institutional improvement.
3. The Internal Quality Assurance Cell (IQAC) plays a role in monitoring the Value-added Courses (VAC). Various departments of the dental school have collectively conducted 45 such courses. IQAC consistently monitors quality control at the institutional level. Through regular assessments, audits, and evaluations, The IQAC evaluates the Value-Added Course proposed by the departments. VAC is undertaken at department level and Head of Departments are responsible for monitoring and execution.
4. IQAC initiates the organization of conferences, seminars, and workshops beneficial for both staff and students. Since 2018, 2 conferences, 6 workshops and 19 seminars are conducted. By inviting renowned scholars, experts, and practitioners as speakers and facilitators.
5. IQAC records faculty research publications and promotes research endeavours within the institution. By systematically cataloguing faculty research outputs, including journal articles, conference papers, books, and patents, IQAC provides valuable insights into the scholarly contributions.
6. Support to slow learners and development of soft skills. Supporting slow learners and fostering the development of soft skills are integral components of the institution's commitment to inclusive education and holistic student growth.
7. Feedback analysis-A dedicated Feedback Committee under the IQAC ensures a robust mechanism for collecting and analysing feedback on crucial aspects like curriculum, examination processes, and continuous dental education programs. These insights are crucial for continuous improvement and are submitted to the head of the institute.
8. Institutionalizing quality assurance, the IQAC has developed comprehensive policies and SOPs for diverse programs and activities
9. Instrumental in faculty development, the IQAC has organized various teacher training workshops, focusing on methodologies like Problem-Based Learning, Case-Based Learning, Evidence-Based Learning, innovative evaluation processes such as OSCE/OSPE and state of art seminar rooms.
10. Student support and engagement have been bolstered through the creation of the Student Council, Alumni Association
11. The IQAC has played a pivotal role in quality initiatives, including assessment and accreditation by NAAC.
12. To further streamline quality assurance, the IQAC has structured various committees such as Feedback Committee, Institutional Innovation Cell, and Grievance and Complaint Committee.
13. The IQAC has championed infrastructural development initiatives including the establishment of incubation centre which comprises of an Innovation, Research and Incubation Centre Research and Innovations Cell, advanced need-based machinery, software and research database etc.

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

6.5.2**Average percentage of teachers attending programs/workshops/seminars specific to quality improvement in the last 5 years****Response:** 96.12

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

2022-23	2021-22	2020-21	2019-20	2018-19
65	77	68	74	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

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

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: 24

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	6	3	4	6

File Description

Document

Report gender equity sensitization programmes

[View Document](#)

Institutional data in prescribed format

[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:

DYPDS ensures an inclusive environment for both the genders. Gender sensitization programme is conducted in the BDS curriculum at regular intervals every year in the college incorporating inclusive language & case studies integrating cultural competence & gender sensitive communication skills, discussing ethical considerations providing inclusive clinical training, training faculty in gender sensitivity, encouraging research on gender specific oral health issues. Workshops on sensitization establishing student support services & outreach programmes to address gender related oral health disparities.

Gender equity & sensitization in co-curricular activities.

Students, Staff and supporting staff all are made aware of the different committees present in the college that is **Grievance Committee and Anti-ragging committee** and how to approach this committee if any untoward incident happens. Awareness campaigns and events are taken throughout the year to keep the

conversation about gender equality and inclusiveness alive and visible.

Along with this gender equality is also taken care of during admission ensuring equal opportunities for both the genders however the number of female students surpasses male students. **Employment** for the staff and non-teaching staff as per the guidelines from the government.

Guidelines are also followed for the **promotion of staff without discrimination of gender**, thus equal opportunities are provided for all.

Mentor mentee meetings are conducted at regular intervals to take feedback from students regarding any challenges or difficulties faced and to ensure handling the sensitive issues of both the genders, based on which the counselling is done. **Mentor mentee program is conducted every year at the beginning of the year.** Apart from the academic progress or challenges this programme also takes care of any personal issue that the student is facing that does not allow them to perform well.

The anti-ragging committee is active and has put up a board that includes instructions along with emergency contact numbers of the staff in charge, in the prominent areas of the college. All steps are appropriately taken to ensure **a ragging free campus.**

While formation of the committee It's made sure that there is representation of female staff and girl students is adequate and equal powers are given to take decisions that will benefit all irrespective of their gender.

Facilities provided considering both genders -

Girls common room and Boys common room are available in the college building itself. Locker facility provided to all.

Separate washroom for male and female patients, students and staff are present at every floor of the college building.

24x7 CCTV surveillance at both girl's hostel and boy's hostels.

Male and female guards separately working in the shift 24 by 7.

A **manual sanitary napkin vending machine** is in the place in the girl's washroom on the first floor.

Female staff of Institute can opt for **maternity leave for 6 months** and male staff can avail paternity leave of **15 days for two children.**

Institute also provides **Day care facility** to create a convenient environment for the teachers and non-teaching staff.

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

7.1.3

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

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

Response: A. All of the above

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

7.1.4

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

- **Solid waste management**

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

Response:

D Y Patil Dental School, Pune has various facilities in place and has done Memorandum of Understanding (MoU) with various agencies for the management of waste generated at the site.

Solid Waste Management : Solid noninfectious waste is collected in dustbins from college campuses, offices, central canteen, and various departments etc. The use of dustbins maintains a garbage-free campus. The waste is segregated into dry and wet waste which is further classified into degradable and non-degradable waste. Sweepers are allotted to each floor who manages all the waste generated on the campus. The waste collected at the site of generation is stored at a central location in the campus and then picked up by the contractor for disposal (**Approx. 100-200 kg / year and approx. 500 cans / year**)

Liquid Waste Management: Liquid waste generated from various sources like dental clinics, laboratories, offices, staff quarters, student hostels is drained through proper drainage system to the Sewage treatment plant (STP) installed in the campus. The STP runs wastewater through multiple treatment stages. After preliminary filtration, the water passes through three main stages of wastewater treatment (primary, secondary, and tertiary). The treated water is then reused for non-potable purposes like gardening, flushing etc. (**Underground and overhead water tanks each with 3000L capacity**)

Biomedical Waste management (BMW): The biomedical waste is segregated at the point of generation and is collected into color-coded bags as per the rules and regulations of the local governing body (Pune Municipal Corporation). The biomedical waste is transferred from the site of generation within 48 hours to a dedicated temporary storage site before being picked up by the designated agency for disposal. The transfer and handling of waste is done as per the standard procedures in place. The Biomedical Waste generated at DY Patil Dental School is managed by **Passco Environmental Solutions Private Limited**. The biomedical waste collected is approximately **800kgs annually**.

E waste management: Computers, servers, monitors, compact discs (CDs), printers, calculators, fax machines, TVs, medical apparatus, refrigerators, and air conditioners are the general type of E-Waste generated on the campus. The unused electronic equipment is stored in a designated room and then disposed of by a Fortune Enterprises Pirangute, Pune

Waste water recycling system: The water from STP is used for non-potable purposes like gardening and flushing of toilets, at construction sites on the campus etc.

Hazardous chemicals and radioactive waste management :

Radiographic solid waste in the form of lead foils is collected and disposed of by **Fortune Enterprises** which is authorized for such waste collection and disposal. DYPDS has established a MOU with them. The waste is collected once bimonthly. Lead foil waste -Approx 1Kg / 2 months.

Amalgam from the department of conservative dentistry and endodontics is also collected by **Fortune labs** and disposed.

Radiology liquid waste (Developer and Fixer solutions) – The waste solutions from radiological section is collected in cans (container) provided by the official company - Fortune Labs and handed over once bimonthly for disposal. (16 Liters /2 months)

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

7.1.5

Water conservation facilities available in the Institution:

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

Response: Any Four of the above

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

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

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

Response: A. All of the above

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

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

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

Response: A. All of the above

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

7.1.8

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

Response:

D Y Patil Dental School is committed to fostering an inclusive environment that embraces diversity in all its forms. Institute recognizes the importance of tolerance, harmony, and respect towards cultural, regional, linguistic, communal, socioeconomic, and other diversities. Here are some key initiatives institute has undertaken:

Institutional efforts/initiatives in providing an inclusive environment -

Economic inclusiveness: Institute reserves 25% seats for SC, ST and OBC class as per the Maharashtra Government rules. In last 5 years, 25.39% (112/441, Year 2018-2019), 27.72% (117/422, Year 2019-2020), 32.71% (142/434, Year 2020-2021), 34.68% (154/444, Year 2021-2022), 38.56% (167/433, Year 2022-2023) students of reserved category have taken benefit of the scholarship programs under the different schemes of Government of India Post Matric Scholarships.

Equal Employment Opportunities: Institute is committed to affirmative implementation of equal opportunities to any Indian citizen for **employment, pay, and promotion** regardless of their cast, economy, or gender differences. Reservation policies of the government of Maharashtra are strictly followed in appointing **Teaching and non-teaching staff**.

Workplace equity: Linguistics inclusiveness: In DYPDS, **Marathi and Hindi** languages are used for better communication and understanding of the students. Also, the communication with the patients is done in **Hindi or Marathi** which is local language of Maharashtra.

Cultural inclusiveness: Institute regularly conducts programs to celebrate cultural diversity and promotes appreciation of the same among all faculty and students. Regional, local festivals like **Ganesh Utsav, Diwali, Navaratri, Christmas** are celebrated to provide a platform for students and faculty to mingle freely forgetting their caste and creed. This establishes positive interaction among people of different racial and cultural background.

Community engagement: Tobacco cessation center is functional in OMDR Department. and **No tobacco awareness programs** are conducted regularly. NSS unit of DYPDS conducted **blanket distribution drive** at **Takshashila Buddha Vihar, Yerawada**, and 100 blankets were distributed to the needy ones. During the **Covid crisis, a free Covid -19 vaccination drive** for administering booster dose was arranged in DYPDS in association with Pune Municipal Corporation. This exemplifies our commitment to community welfare and proactive response to public health challenges.

Conflict Resolution and Reporting Mechanism: Institute has statutory committees like Anti-ragging, Grievance, and ICC committee under POSH Act for cultural, regional, linguistic, and communal conflicts if any and is attended quickly.

Leveraging location for the service of the community:

Satellite Centres :

D Y Patil Dental School with its incorporated satellite centres extends oral health initiatives and play a vital role in expanding access, enhancing training, and fostering community engagement. These centres, involving DYPDS students and faculty, provide wider reach, local engagement to reach out diverse populations, skill enhancement and build a decentralized network for accessible oral health services.

Extension and Outreach activity:

The institute organizes frequent Oral Health Camps for NGOs, school students, orphanages, old age home and exemplifies our commitment to community well-being and equitable access to oral healthcare.

All this helps in developing the students holistically so that they can serve the society and nation with a lot of empathy and social responsibility.

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

7.1.9

Code of conduct handbook exists for students, teachers and academic and administrative staff including the Dean / Principal /Officials and support staff.

- 1. The Code of conduct is displayed on the website**
- 2. There is a committee to monitor adherence to the code of conduct**

3. Institution organizes professional ethics programmes for students, teachers and the academic and administrative staff

4. Annual awareness programmes on the code of conduct are organized

Response: A. All of the above

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

7.1.10

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

Response:

DYPDS puts all the efforts in organizing and **celebrating National and international commemorative days, events, and festivals**. The Institute makes a point of arranging **programmes that create an impact**, are helpful and add value to student life.

Departmental programmes are arranged on days like Prosthodontic day, Orthodontic day, Endodontic day, Oral Maxillofacial day, Oral Medicine and Radiology day, Oral Pathology day, Dentist Day, Periodontist day, Childrens day, Geriatric day, where in a programme which includes lecture series or demonstration and/or hands on a particular topic from that subject is arranged and a guest speaker is called upon to deliver it along with this some activities like Rangoli competition, wire bending competition, Reel competition, Skits are arranged.

The institute also celebrates **Republic Day and Independence Day** which is celebrated as a common programme for all the institutes in the campus.

Dr Babasaheb Ambedkar Jayanti, Unity Day, Library Day, Mahatma Gandhi Jayanti are also celebrated. On Unity Day we have an oath taking ceremony.

On days like **international yoga day**, yoga activity is organized for all students at the college along with the staff fostering good physical and mental health.

World no Tobacco Day is one which is observed on 31st May and all the patients in the college are explained about ill effects, also awareness programs are arranged in the campus for all students and staff members who are given information on tobacco and its ill effects. No tobacco campaign is run where people who are willing to quit are made to sign.

Women's day is celebrated every year wherein a program is organized for all women staff which include singing competition, dancing competition, cooking competition and sometime even workshop on various topics are arranged like Baking a cake, lecture by Gynecologist on cervical cancer, Talk by Dermatologist on taking care of skin and hair.

Children's Day is celebrated by the department of Pedodontics where every year kids from government school are invited for free dental checkup, free fluoride topical application for kids and distribution of dental kits.

Other than these, Institute also celebrates **Makar Sankranti, Holi, Gudi Padwa, Ramanavami, Bakri Eid, Muharram, Patteti, Raksha Bandhan, Ganpati Utsav, Navratri, Dussehra, Diwali, Christmas** and there is 15 days summer and winter vacations is also given to all the staff members.

Ganpati Utsav is celebrated every year wherein the deity is brought in dental college building at the Saraswati amphitheater for 5 days. The aagman is done with lot of dhol tasha. Aarti is performed every day and visarjan is done on the 5th day in midst of dhol tasha.

Iftar parties are also arranged in the holy month of Ramazan for all students and staff along with non-teaching staff who are willing to join.

Navratri is celebrated every year wherein Dandiya night is organized for dental students from all years, DJ is organized, and students dress up in traditional attire and play dandiya. Dinner is also arranged for all the students.

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

7.2 Best Practices

7.2.1

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

Response:

1. Title of Practice 1 - Healthy Teeth, Happy Kids: A School-Based Dental Wellness Program

2. Objectives:

- 1.To promote oral health among low socioeconomic paediatric children aged 6 to 12 years by providing free dental treatment.
- 2.To prevent dental issues, alleviate pain, and enhance the overall quality of life for students.
- 3.To instil healthy dental habits early in life fostering lifelong oral health awareness and positive attitude towards dentistry.
- 4.To expose students to pediatric dental problems and offer specific protection to prevent dental caries.

3. The Context:

1. Alarming prevalence of dental disease among children.
- 2.High prevalence of dental caries reported amongst underprivileged and low socioeconomical population.
- 3.Lack of affordability results in poor growth and development, lack of school attendance and poor oral health.
- 4.School based dental wellness program aims to address the problem with many activities aimed at preventing dental diseases and promote dental health.
- 5.Adopting Ramchandra Vidhalaya and Ashraya orphanage is a novel approach to attain the goal of disease-free mouth.
- 6.Well trained and motivated students and interns involve offering dental services by screening, diagnosis and applying preventive dentistry.

4. The Practice:

1. Baseline data

- 1.Following the screening of 2000 children, it was observed that 1784 had poor oral hygiene, dental caries and mild gingivitis.
- 2.Children indicated for pit and fissure sealant application followed by topical fluoride application were shortlisted.
- 3.Proper Tooth brushing demonstration and appropriate diet counselling will be reinforced.
- 4.Preventive procedure pit and fissure sealant and topical fluoride application were continuously implemented and monitored.
- 5.All existing dental caries will be restored.

2. Formative evaluation

Was done to evaluate the retention fissure sealants and oral hygiene maintenance.

3. Intervention

- 1.Upon identifying students who would benefit from sealants and fluoride application, appointments were scheduled at the Department of Pediatric Dentistry DYPDS.
- 2.At the Department of Pediatric Dentistry students were trained batchwise during their clinical

posting to apply pit and fissure sealants and topical fluoride application under the supervision of faculty. Yearly, a total of 90 students from final year and around 70 interns are trained.

3. Post treatment children were given demonstration of Fones tooth brushing and flossing technique to maintain good oral hygiene.
4. Follow up taken during 3rd, 6th, 9th month of each year to evaluate the retention of sealants.

5. Evidence of success:

1. In 2018, the prevalence of dental caries was among the school children was 74%.
2. In 2023, percentage decrease in the prevalence of dental caries from 74% to 20% in school children was observed.
3. No new incidence of caries.
4. 100% retention of pit and fissure sealants.
5. Improved oral health.
6. Fear and anxiety regarding dental treatment was overcome.
7. Students and interns exhibit improvement in clinical skills, knowledge retention, and professional competence over the course of their involvement in the program.

6. Problems encountered and resources required

1. Initially children were anxious and apprehensive regarding the dental treatment
2. Scheduling the program at some intervals was a hurdle due to exams, timetable, holidays, systemic diseases.
3. Following up during the lockdown period posed challenges, resulting in 5% of treated children not being identified.

1. Title of the Practice 2 - Visionary learning: Dental loupes and Early Clinical Exposure

2. Objectives:

- To make students aware of advantages of magnification in dentistry to enhance clinical skills, better manual dexterity & ergonomics.
- To offer early learning of dental materials commonly used in clinical practice and inculcate competency crucial for clinical decision-making.

3. The Context:

- Dental loupes provide magnification with which students can easily understand the detailed concepts of cavity preparation.
- Teaching Dental Materials to I and II-year students presents a challenge because they lack exposure to clinical settings. Their understanding relies on imagining clinical scenarios rather than experiencing them first-hand. Hence, this program was initiated for second year students to facilitate deeper understanding of preclinical exercises.

4. The Practice:

- **Visual acuity & Precision:** This approach of introducing dental loupes starts with training the students by conducting a lecture and workshop two months after the new academic session begins. The

student takes a tour to magnification room in Department of Conservative Dentistry, in group of 10 students who are allotted a pair of and each group is given loupes to handle, adjust so that they and gets hands on experience.

- **Structured Clinical Rotations:** Early clinical exposure is allotted 65 working hours which includes clinical rotations in Department of Prosthodontics and Conservative Dentistry, aligned with their theory classes. Clinical rotations occur monthly for one and half hours during their preclinical hours. During these rotations, ten students are assigned to one dental chair, where they shadow and observe clinical procedures performed in the dental clinics.
- **Training sessions:** In each academic year, 11 training sessions relevant to clinical situations are conducted, for one hour each during preclinical hours. These topics are chosen to help them handle a clinic efficiently. These training sessions are repeated annually to ensure consistency and comprehensive understanding.
- **Case Scenarios and Simulations:** Department of Prosthodontics and Conservative Dentistry create and present ten case scenarios each, for students to analyse and critically evaluate the clinical situations. These scenarios vary from challenging the students to choose appropriate dental materials to plan appropriate treatment in given situation. Simulations involving phantom heads are utilized to instruct students on the proper handling of dental materials, individually using dental loupes and carrying out cavity preparations, base application and amalgam restoration.

5. Evidence of Success:

- Pre- and post-questionnaire data collected after theory sessions and clinical postings respectively revealed more than 90% improvement in students' better understanding of the subject.
- Students' feedback, gathered through Google forms reflect high satisfaction and enthusiasm for the early clinical exposure initiative.

6. Problems Encountered and Resources Required:

- Coordinating and supervising clinical rotations, workshops, and other activities with students' academic schedules and clinical placements can be logistically challenging.
- Students must be properly trained in areas such as infection control and patient privacy, must be supervised by clinicians to ensure that they do not compromise patient care.
- Students take time to orient with the use of loupes facing initial problems like eyestrain, headache and neckache.
- The maintenance of dental loupes is an added responsibility.

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:

MULTI-SECTORAL APPROACH OF HEALTHCARE AND EDUCATION

Since its establishment in 2014, DYPDS has proved its distinctiveness in many aspects of dental training, oral healthcare, and societal aspects. The institute is situated in a semi urban area and gives access to oral healthcare and dental education to the population in and around Pune. The geographical location of the institute gives an advantage in serving society without any limitation. The institution has served the society involving stakeholders from multiple sectors ensuring quality education and affordable and accessible healthcare.

1. HEALTHCARE BEYOND THE BOUNDARIES

a) Offering Accessible and Affordable Dental Treatment

The institute provides accessible and affordable dental treatment for underprivileged people. Annually, 60 % of Dental Caries, 80% of Periodontal Diseases and 10% of Malocclusion are treated. In the last five years, DYPDS has served 3,37,872 patients, out of which 35,252 patients were offered completely free treatment and 109 were given oral health care at concessional rate. Total cost of the treatment borne by the institute for free and concessional treatment in last five years was INR 39,39,152/-.

b) Comprehensive Oral Health care to Hitherto Unreached.

- **MAHER** an organization for social work including orphans- 120 children application of pit and fissure sealant and topical fluoride.
- **Dnyandeep Balgruha**, 50 children application of pit and fissure sealant and topical fluoride.
- **Ashray Initiative for Children- Yerwada** - 1050 screened, 625 children application of pit and fissure sealant and topical fluoride.
- **Old Age Homes**-85 offered dental treatment and general health instructions

2. INCULCATING SOCIAL COMPETENCE IN DENTAL GRADUATES

Envyng the DYPDS mission of social responsibility, students and faculty voluntarily participate in extension and NSS activities.

- **Spreading Warmth**-150 Blankets distributed to underprivileged on 26th January 2022.
- **Hunger Drive** -Food distributed to 145 beggars on 26th January 2023.
- **Blood donation camps** were organized on the occasion of **Founder's Day** by donating 43 units of blood on 22nd December 2021 and 53 units of blood on 22nd December 2022.
- **Vanamahotsav** - 250 Tree Plantation on 16th July 2023 around Lohegaon.
- **Environmental Cleanliness Drive** - Staggering 50 kgs of non-biodegradable waste like cigarette

buds, plastic bottles and food wrappers collected and disposed scientifically on 16th October 2022.

- **Environment Day** -Distribution of 150 Tree Saplings to the Dental OPD patients on 5th June 2021.

3. VILLAGE ADOPTION

DYPDS has adopted **NIRGUDI** Village to improve oral health of Nirgudi residents and 1450 residents benefiting annually with preventive dental services.

4. SCHOOL BASED ORAL HEALTH PROGRAM

DYPDS has an MOU with Ramachandra Vidyamandir and junior college on 15/8/2021 and over 1400 students were screened followed by application of pit and fissure sealants and topical fluoride on 1225 children.

5. COLLABORATION WITH NGO

DYPDS has an understanding with following NGOs...

- **Centre for advocacy and research** - **20th Dec 2021** - 2500 slum dwellers benefitted with blankets, food and dental services.
- **Mother Teresa charitable dental hospital and research centre** - Sep 15th, 2021, conducted 10 camps and served 2000 patients
- **Mother Dental Charitable Trust** - 10th May 2024 conducted 1 camp and screened 100.

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: 79.29	
8.1.1.1 Institutional mean NEET percentile score Response: 79.29	
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
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8.1.2

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

Response:

DYPDS has preclinical labs in the Departments of Conservative Dentistry, Prosthodontics, Orthodontics & Pedodontics.

Objective and Adequacy of preclinical training:

The objectives of the Preclinical training are to introduce the students to laboratory procedures in a simulated environment.

Equipment/ Infrastructure of preclinical area (UGs):

The **Department of Prosthodontics** trains undergraduate students to learn their Pre-clinical skills. The 1st BDS students are trained to use the various impression materials and their manipulation, 2nd BDS students are taught artificial teeth arrangement, 4th, BDS the student are taught tooth Preparation on the typhodont /extracted tooth. The pre-clinical lab has 50 phantom head that are attached to the tables. The

department also has Ceramic Laboratory, Casting Lab.

The **Department of Conservative Dentistry & Endodontics** is equipped with 50 phantom heads for undergraduates and 3 for postgraduates. The department allows students to first perform preclinical work on plaster models to give gross idea about various cavity designs. Post graduate students perform all types' of cavity preparations for complex restorations using ivory teeth mounted on phantom heads. The department is equipped with ceramic firing machine, induction casting machine & lab micromotors and dental operating microscope.

The **Department of Orthodontics** trains UG students for basic wire bending exercises & PG for bonding procedure, wire placement and ligation of the wire to the bracket's exercises on typodont's as a preclinical work. The department is equipped with thermoforming machine, electro polisher machine, hydro solder machine, acrylic trimmer, spot weld machine, model trimmer & acrylic polishing lathe.

Department of Pedodontics is equipped with spacious preclinical area with 2 phantom heads for PG's to fabricate various appliances, cavity preparation on extracted tooth/typodont. The department is equipped with plaster dispenser, lathe, soldering unit, dewaxing unit, moulding machine, steamer, acrylizer & trimmer.

SOP for Preclinical Laboratory is developed to guide students and ensure – **Cognitive, Affective and Psychomotor learning attributes.**

Measures to improve preclinical skills:

All students are trained in preclinical skills. The students work on study models before treating patients in their respective clinics.

1. **Preclinical training in Prosthetics and Conservative dentistry** are done in the first two years of BDS. The intricacies of manipulation of plaster of Paris, gypsum, heat cure and self-cure resins, preparation of temporary and permanent denture base, special tray, occlusion rims and arrangement of teeth to simulate, complete dentures are fabricated on dental casts.
2. During **Covid crisis and nation lockdown virtual learning** of the students was conducted using Zoom platform
3. Students learning skill assessed using OSCE/OSPE method. **Formative evaluation done** by conducting **two internal assessments** and one **preliminary examination** as per OSCE along with regular examination pattern as stipulated by **Maharashtra University of Health Science.**
4. During Internship, it is mandated to undertake one **research work** under the guidance of allotted staff members.
5. **1st and 2nd BDS students** are involved in extracurricular activities like **Soap Carving** to simulate tooth carving and other **psychomotor exercises** in dentistry
6. **Orthodontic Post Graduate** students are trained to use **Nemoceph Software for Orthodontic Diagnosis and treatment planning**

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

8.1.3***Institution follows infection control protocols during clinical teaching***

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

Response: A. All of the above

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

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

Every year Orientation program is held for newly admitted DYPDS students in the institution Auditorium Hall.

Orientation of 1st year BDS students:

The **major objective** of the program is to make the students and their parents aware of the **BDS curriculum and rules & regulations** of the Institute. The students are also made aware of different committees in college like **Anti ragging, woman's grievance cell, hostel, library** etc. The students are **taken on a campus tour to familiarize themselves with the existing facilities** for their academic, co-curricular activities.

Anti ragging sensitization program is conducted every year for II, III, IV BDS, interns & MDS students by Anti ragging committee members. Orientation program for I BDS is held in which Anti ragging measures taken by institution are addressed. Each fresh I BDS students is given a copy of Mentorship Book along with allotted mentor to express their personal and professional difficulties who will be acting as a local guardian along with phone numbers of the Dean, Warden, Anti ragging committee members. All the names have been displayed at prominent places in the campus which includes hostel, mess area & canteen etc. Anti ragging Committee members randomly take a surprise visit to hostels and check for any incident of ragging.

Various academic programs are conducted for students which includes workshop, guest lectures. During celebration of various national days like world no tobacco day, orthodontic day, national oral pathologist day etc., students participate in essay competition, quiz competition and poster presentation.

WHITE COAT CEREMONY is conducted each year for **Third year BDS students** before they start their clinical postings to convey the importance of being professional, honest caring and ethical towards their patients. **Patient perception towards professionalism** in dentistry is taught and oriented the students about proper attire, sterilization and working area along with ergonomics during clinical postings.

Cross infection risk and **CDC measures on infection Control** is given importance to protect both patient and doctor by adhering to the universal precautionary measure like autoclaving and proper biomedical waste disposal

INTERNSHIP ORIENTATION PROGRAM is organized every year before commencement of internship to orient students to care patients ethically and provide professional & compassionate care to patients. The Interns are taught the importance of proper communication for maintaining good **"Doctor-Patient Relationship"**. The importance of caring, honesty and being empathetic towards every patient is focused in every intern student.

Alumni successful cracked NEET are invited to deliver lectures on **NEET preparation for interns along** with lectures on and what next after BDS.

Postgraduates are oriented about various **specialized clinics** like Tobacco Cessation Center Clinic, Integrated/ Comprehensive Dental Care Clinic, Aesthetic Clinic, Implant Clinic and Geriatric Clinic to emphasize importance of interdepartmental practice. This will help them to learn the art of multidisciplinary approach to manage special cases. They are oriented towards Good **Clinical Practice, Research methodology, Bio-statistics and Bioethics.**

File Description	Document
Programme report	View Document
Orientation circulars	View Document

8.1.5

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

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

Response: A. Any 5 of the above

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

8.1.6

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

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

Response: A. Any 5 of the above

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

8.1.7

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

Response: 0.75

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

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

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:

D Y Patil Dental School (DYPDS) primary objective is to prepare students to acquire cognitive affective

and psychomotor skills for their future career. This is accomplished by assessing them through theoretical examinations and practical/clinical examination in handling patients in all aspects of Dental Surgery. General anatomy, Physiology, Biochemistry, Microbiology, Pharmacology and General Pathology competency is attained by imparting practical training in analysis of blood samples and urine samples obtained from patients, recording the blood pressure.

For dental subjects during first and second BDS year, the students are trained in Carving of Tooth, Mixing and manipulation of different dental Cements / materials, Preparation of tooth models using gypsum products, preparation of different cavity designs and restoration with modelling wax. Students are taught about handling phantom models to learn preparation and restoration of cavity on typhodont and on extracted tooth, fabrication of special trays, temporary and permanent denture bases, preparation of occlusion rims, alignment of occlusion rims on articulator, teeth arrangement and processing of fabricating complete dentures and removable partial dentures. The objective of the preclinical training is to improve the hand skills and simulate the students so that they will be able to replicate the tooth structure while preparing and restoring a tooth cavity and making Complete and removable partial dentures.

3rd and 4th year BDS students are posted in medical sciences subjects (General Surgery and General Medicine), Oral Pathology and clinical dental departments. The medical subjects aims to teach the students to understand the systemic health and assess the overall health status of the patient. Clinical postings in dental clinical departments focus on training the students in different competencies of dental treatment. The primary objective of extensive training in various clinical aspects of dental surgery is to ensure that the student as a whole is able to assess/diagnose a patient and treat all the dental problems as a whole.

Assignments:

Students are allotted with specific topics as assignment and are expected to complete the work by themselves. The assigned work will be case history recording, Fabrication of Dental Prosthesis; Preparations of Various cavity designs, seminars, field visits, Viva Voce and research projects, MCQs etc all within the curriculum as per MUHS /DCI

List of Measures:

Written Examinations:

- The question paper contains different types of questions like essay, short answer and M.C.Qs.
- The nature of questions set, are aimed to evaluate students.
- Two internal assessment and one Preliminary examinations are conducted before University Examination

Clinical Examination:

- Objective Structured Clinical Examination
- Records and log books
- Case history recording
- Dental chair side Viva on case history and treatment rendered
- Grand Viva Voce

DYPDS measures taken are to attain the graduate attributes. Clinical portion of the curriculum is fulfilled through respective clinical postings. During the postings demonstrations are given for each procedure and cases discussed appropriately. The students graduating from DYPDS acquire adequate knowledge, skills and attitudes required for carrying out all the activities appropriate to general dental practice. The students are also trained for community oral health care through dental outreach programs.

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: 62.96

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

2022-23	2021-22	2020-21	2019-20	2018-19
90	76	70	26	60

8.1.9.2 Number of first year Students admitted in last five years

2022-23	2021-22	2020-21	2019-20	2018-19
105	104	100	100	100

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

8.1.10

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

Response:

Methods to Define Dental graduate attributes:

In response to the evolving demands of the dental profession, DYPDS has taken proactive steps to define and implement a comprehensive set of graduate attributes for the students. These attributes encompass not only clinical proficiency but also encompass a range of skills, attitudes, and behaviors essential for success in the field. Through a collaborative effort involving faculty, industry experts, and stakeholders, the Curriculum Committee has carefully defined these attributes, aligning them with the expectations of employers and the needs of patients.

Graduate attributes-

The Dental Graduates attributes are-

- Clinical Competence
- Critical Thinking and Problem-Solving
- Professionalism and Ethics
- Patient-Centered Care
- Leadership and Management Skills
- Lifelong Learning
- Research and Evidence-Based Practice
- Interprofessional Collaboration
- Adaptability and Resilience
- Community Engagement and Advocacy

Dental Graduates are trained to be competent

- To evaluate and diagnose oral health problems
- To educate and motivate public for maintaining good oral hygiene
- Diagnose accurately by using recent diagnostic aids and interpret data
- Diagnose etiologic factors responsible for oral health problems
- Perform interceptive procedures to reduce oral health problem
- Students are trained in pre-clinical work on typhodont simulation labs prior to treating patients

Steps taken by the college to implement and assess attainment of attributes

The strategy adopted by DYPDS to implement the dental graduate attributes includes Curriculum Integration, Assessment Strategies, Feedback and Reflection, Clinical Experiences, Faculty Development, Inter professional Education.

To ensure that students develop and demonstrate these attributes throughout their education, the institute has implemented a systematic evaluation process. This process involves ongoing assessment and feedback integrated into the curriculum at various stages of the program.

DYPDS has implemented **Objective Structured Clinical Examination (OSCE)** and **case presentation** for evaluating students' clinical skills and judgment. OSCE provides an overall picture of the student's general knowledge, diagnostic and treatment planning skills, and presentation skills. This enables faculty members to evaluate students' knowledge in pathophysiology, clinical diagnosis, and treatment planning.

Practical Knowledge of the students are evaluated after each exercise by trained experienced Faculties. After each clinical posting the student is assessed for clinical expertise by end posting exams.

Theoretical knowledge is assessed by means of 2 internal assessments and 1 preliminary examination.

Tobacco Cessation Center trains students in the cessation counseling technique to use the approach in their day-to-day clinical practice. Details collected are maintained in record books for reference.

Students are encouraged and guided by faculty to participate in **national level conferences** and **paper/poster presentations**.

Value added courses are organized by different departments with input from subject experts to enrich faculty and students.

An extension and outreach activity helps students in improving Personality, leadership qualities and organizational technique.

DYPDS organizes continuous dental education (CDE) programmes, workshops, seminars, symposium, debate, and quiz competitions throughout the academic year in which students and interns participate to acquire knowledge about recent advances.

By integrating the evaluation of graduate attributes into the curriculum, the College aims to produce dental graduates who not only excel clinically but also embody the qualities necessary to provide compassionate, ethical, and patient-centered care.

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: 0.14

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

2022-23	2021-22	2020-21	2019-20	2018-19
108.93	64.74662	49.43228	69.11255	38.19614

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

8.1.12

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

Response:

Empowering faculty with innovative teaching skills is the most critical component of health professionals' education, keeping this in mind DYPDS has established Dental Education Unit (DEU) on 2nd Jan 2020 consisting of senior faculty members to facilitate in conducting various faculty development programs as well as dental education programs. FDPs are conducted to improve teaching methodology to transfer the knowledge to the students and to improve their learning qualities. FDPs are focused on establishing an educational system to foster excellence and mold a teacher into a competent and trained educator in dental sciences.

All the faculty members are stakeholders to improve educational processes; thus, the efforts are put to plan implementation of curriculum in an organized manner. Main area of FDPs is to ensure continuous

quality improvement in teaching, learning, assessment, and evaluation. FDP helps to keep faculty updated on current trends in dental education through educational workshops and conferences.

CDE programs are conducted to update recent advances in dental diagnosis and management to facilitate faculty training the students.

Dental Education Unit (DEU):

DEU functions to enhance the teaching qualities of the faculty members to ensure content delivery by implementing curriculum in an organized manner to the students and also to improve the learning abilities of the students. DEU helps faculty to stay updated with current trends in dental education through educational workshops and conferences.

DYPDS conducts programs like **Basic Life Support (BLS) / CPR** training to empower faculty to tackle emergency and critical situations.

During the COVID pandemic, the teaching faculty utilized digital platforms for teaching.

Programs like **Teacher training workshop** ensure continuous quality improvement in teaching skills, learning and effective interaction. DYPDS conducts training workshops on **smile design, aesthetic dentistry, CBCT and CAD CAM**.

Teachers are trained to evaluate the students by conducting **OSCE/OSPE methods** to facilitate more profound understanding and absorption of concepts and skills. DEU promotes faculty members to undertake programs on **SWAYAM** and **ILMS**.

DYPDS encourages the research talents in faculty and students by conducting programs like **Good Clinical Practice and Intellectual Property Rights** which channelizes them to perform ethical research and patents.

Thus, faculty development has a critical role to play in promoting academic excellence and innovation that result in a high level of satisfaction and gains in teaching skills.

Various programmes organized by DEU of DYPDS:

- Good Clinical Practice - 18/8/23 and 19/8/23.
- SHODHA Fundamentals in Biomedical Research - 27- 29 Jan 2022
- Tobacco Cessation Training Program on 1st June, 23 – 24/6/2022.
- Bioethics - 14-10-2023.
- Basic Endodontics Endobuzz - 5/3/2019.
- Rock Your Smile in USA - 21/6/2021
- Principles of Radiographic Interpretation on 15/7/2021
- Magnification in Restorative Dentistry & Endodontics on 23/8/2021
- Missing links in Bioethics -26/10/2021
- CBCT Basics and Beyond - 25/4/2022
- Emotional Intelligence- 20/1/2023
- Stress Management - 25/9/2022.
- Biomechanics Basics to Advanced - 20/10/2022.

- Sleep Medicine -24/1/2023.
- Good Clinical Practice and Current Regulatory Aspects in conduct of Human Clinical Research-18-19/8/2023

Different Program conducted by DEU are attended by Dental and Medical faculty. A total of 30 faculty members attended each program.

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

5. CONCLUSION

Additional Information :

D Y Patil Dental School has the most unique organizational structure. DYPDS is a self-financed dental institute, under Maharashtra University of Health Sciences.

At institute level, DYPDS has identified three core areas for smooth functioning: Academic, Hospital and administration. For effective decentralization of power and initiatives from grass root level, institute has formed multiple purposive committees addressing each or multiple core areas. These committees have faculties, non-teaching staff and students as representatives. Dean, DYPDS presides over most of these committees as a chairperson.

For promotion and sustenance of quality in the institute, Internal Quality Assurance Cell (IQAC) has been formed on 07/03/2018. IQAC observes the overall functioning of the institute and makes relevant recommendations in each area to improve overall quality. IQAC too, just like other committees, has got a blend of all the stakeholders as a representative.

Concluding Remarks :

D Y Patil Dental School is a respected institution dedicated to providing superior, advanced, and affordable dental care while also preparing competent dental professionals for global readiness. Serving urban, semi-urban, and rural communities in Maharashtra, the school emphasizes a blend of experienced faculty and youthful energy to deliver excellence. With over eighty thousand annual outpatient visits and access to cutting-edge technologies, DYPDS extends its reach through satellite clinics, affiliated medical facilities, and community outreach programs.

At DYPDS, students receive a comprehensive dental education that includes theoretical, practical, and research components. The institute fosters a culture of dental research among both students and faculty, supported by an Institutional Ethics Committee for ethical oversight. This environment offers students extensive clinical exposure, cultivating practical skills crucial for holistic oral healthcare.

DYPDS champions innovation in education, integrating advanced technologies, blended learning methods, and competency-based assessments. Through MOUs and exchange programs, the institute broadens students' global perspectives and enriches faculty expertise. By embracing these progressive strategies, DYPDS aims to continually enhance its educational offerings and prepare graduates to excel in the dynamic field of dentistry.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.3.2	<p>Number of value-added courses offered during the last five years that impart transferable and life skills.</p> <p>1.3.2.1. Number of value-added courses offered during the last five years that impart transferable and life skills. Answer before DVV Verification : 38 Answer after DVV Verification: 30</p>																				
1.3.3	<p>Average percentage of students enrolled in the value-added courses during the last five years</p> <p>1.3.3.1. Number of students enrolled in value-added courses offered year-wise during the last five years that impart transferable and life skills Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>432</td> <td>428</td> <td>393</td> <td>393</td> <td>299</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>402</td> <td>354</td> <td>393</td> <td>214</td> <td>100</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	432	428	393	393	299	2022-23	2021-22	2020-21	2019-20	2018-19	402	354	393	214	100
2022-23	2021-22	2020-21	2019-20	2018-19																	
432	428	393	393	299																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
402	354	393	214	100																	
1.3.4	<p>Percentage of students undertaking field visits/Clinical / industry internships/research projects/industry visits/community postings (data for the preceding academic year)</p> <p>1.3.4.1. Number of students undertaking field visits, clinical, industry internships, research projects, industry visits, community postings Answer before DVV Verification : 509 Answer after DVV Verification: 444</p>																				
2.1.1	<p>Due consideration is given to equity and inclusiveness by providing reservation of seats to all categories during the admission process.</p> <p>Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years</p> <p>2.1.1.1. Number of students admitted from the reserved categories as per GOI or State Government norms year-wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>27</td> <td>26</td> <td>25</td> <td>25</td> <td>25</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	27	26	25	25	25										
2022-23	2021-22	2020-21	2019-20	2018-19																	
27	26	25	25	25																	

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
27	26	25	25	24

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

Answer before DVV Verification:

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

2.3.4 Student :Mentor Ratio (preceding academic year)

2.3.4.1. Total number of mentors in the preceding academic year

Answer before DVV Verification : 53

Answer after DVV Verification: 50

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 : 596.4 years

Answer after DVV Verification: 561.4 years

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:

2022-23	2021-22	2020-21	2019-20	2018-19
85	91	77	85	59

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
65	71	67	80	59

Remark : Teachers should not be more than full time teachers.

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

2.4.5.1. Number of fulltime teachers who received awards and recognitions for excellence in teaching and student mentoring, scholarships, professional achievements and academic leadership at

State, National, International levels from Government / Government-recognized agencies / registered professional associations / *academies* during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
23	15	12	10	12

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
22	15	12	10	12

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
10	05	2	0	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	2	3	1	2

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
53	20	13	27	10

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
24	12	09	16	06

Remark : Input edited excluding repeated number of teachers.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
03	0	0	0	0

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
12	08	05	08	08

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	08	03	07	08

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
133	55	22	30	113

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
133	55	22	30	113

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:

2022-23	2021-22	2020-21	2019-20	2018-19
04	01	0	02	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
03	00	01	02	0

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 : 19

Answer after DVV Verification: 14

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:

2022-23	2021-22	2020-21	2019-20	2018-19
32.44	25.08	65.56	10.04	15.43

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
253.1121	275.149	253.62	292.22	324.72

Remark : Input edited as per given highlighted audited statement by considering actual expenditure on infrastructure development and augmentation.

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:

2022-23	2021-22	2020-21	2019-20	2018-19
572	563	491	468	414

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
509	504	480	468	414

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:

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
636.21	350.06	247.98	395.66	375.06

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
288.5731	106.4389	23.39296	44.92588	60.39592

Remark : Input edited by considering actual Expenditure incurred on maintenance of physical facilities and academic support facilities.

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

Answer before DVV Verification : All of the above

Answer After DVV Verification: All of the above

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.,)

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 ..

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
35	29	13	05	08

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
33	32	07	00	00

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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
35	29	13	05	08

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
35	32	13	05	08

Remark : Input edited as qualifying students should not be more than appeared students.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
6	3	0	1	1

Answer After DVV Verification :

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

5	3	0	1	0
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5.3.3 Average number of sports and cultural activities/competitions organised by the Institution during the last five years

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
25	23	0	21	22

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
08	05	0	06	06

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
51	40	13	05	09

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
09	01	00	00	00

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:

2022-23	2021-22	2020-21	2019-20	2018-19
69	70	74	74	75

Answer After DVV Verification :

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

11	28	18	06	12
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Remark : Input edited as per the given certificates excluding repeated teachers.

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:

2022-23	2021-22	2020-21	2019-20	2018-19
77	83	73	74	75

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
65	77	68	74	75

Remark : Number of teachers should not be exceed than full time teacher, input edited accordingly.

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

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: Any Four of the above
 Remark : Input edited as per the given data.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
93.98252	64.74662	49.43228	69.11255	38.19614

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
108.93	64.74662	49.43228	69.11255	38.19614

Remark : Input edited as per the given audited statement.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of full time teachers year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>85</td> <td>91</td> <td>77</td> <td>85</td> <td>86</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>65</td> <td>77</td> <td>68</td> <td>82</td> <td>83</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	85	91	77	85	86	2022-23	2021-22	2020-21	2019-20	2018-19	65	77	68	82	83
2022-23	2021-22	2020-21	2019-20	2018-19																	
85	91	77	85	86																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
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