SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

COLLEGE OF DENTAL SCIENCES

PB NO 327, PAVILLION ROAD
577004
www.cods.edu

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

May 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

College of Dental Sciences, established in 1991 has shown excellent academic achievement in a short span of time.This is an institution involved in rich amalgamation of scientific enquiry and comprehensive dental care service.

Location: College of Dental Sciences is located in the heart of the city of Davangere, Karnataka. Davangere is a city whose history dates back to 1200 years geographically, historically, culturally, socially, linguistically and politically.

The teaching and hospital facilities at the college of dental science are accommodated in two interconnected buildings, which are situated in proximity to the J.J.M Medical College, Bapuji Hospital and Chigateri General Hospital. This proximity and the reputation of our institute ensures a large flow of patients with wide ranging pathological conditions and an inter specialty management of these patients exists.

From the year 2012 till August 2021, the institution was headed by Dr. Vasundhara Shivanna, as Principal. After her superannuation, during the interim period, in September 2021, she is appointed as the Director of CODS and continues to manage the administration of the institution. The Vice-Principal of the institution is Dr. Shobha Prakash, who is also the IQAC Coordinator.

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Vision

Be a leading institution in providing an overall dental education and research on par with International standards leading to direct patient benefit and improved healthcare of the society.

To foster research for advancement of dental practice and community well-being.

To create awareness among the community at large regarding oral health well being.

Mission

Emerge as the centre of excellence in imparting education as well as in service to patient and community by :

- Widening intellectual and skill horizons empowering the students to be globally competent **(core value-student competency)**.
- Inculcating ethical and moral responsibilities towards Patient, Society and Nation along with system based - evidence based- practice management while promoting the use of technology **(core value – professionalism, system-based practice management, use of technology).**
- Developing scientific endeavours through Research and collaboration and lifelong learning **(core value-innovation, teamwork and lifelong learning).**

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Prime location of the institution with easy accessibility and in close proximity to the medical college run by the same Management & the Government district hospital, which provide ample opportunities to students to train themselves in both, basic medical science and allied subjects.
2. Availability of well-equipped skill labs for pre clinical training and a well-monitored Learning Management System (LMS) for overall training in Dental Education and Professional Practice.
3. Excellent clinical OPD facilities leading to appreciable patient inflow for augmenting the Teaching-Learning process.
4. An 'in house' operation theatre with facilities for an intensive care unit to deal with emergencies, offer

instant/additional Learning opportunities for the students.

5. Presence of an effective Mentor-Mentee system for constant and continuous Learner support, both in academics and personal counselling.
6. Institution organizes regular/free dental awareness/treatment camps and follow-ups, to aid in 'hands-on' and 'on site' training to students and also to promote institutional outreach to the community.
7. A transparent feedback system from all stakeholders facilitates appropriate corrective measures for overall quality improvement in the operations of the institution.
8. Treatment costs are at affordable rates thereby offering service to all sections of the society.
9. Specific value-added competency programs introduced.
10. Dental Education Unit – for exposures of faculty to advances in education, which inturn benefiting students through modified curriculum content & instructional designs.

Institutional Weakness

1. Research activities need to be strengthened and improved.
2. Limited E-governance at all levels.
3. Innovations and Patents to be improved.

Institutional Opportunity

1. To introduce E-learning modules.
2. Resorting to evidence-based dentistry to augment critical and analytical thinking among students.
3. Arrange for exchange programs for encouraging student mobility and learning, both nationally and internationally.
4. To establish facilities for Comprehensive Dental Care Management (CDCM) as a Teaching-Learning tool.
5. Conduct of advanced dental speciality workshops and conferences for the benefit of faculty and students alike.
6. Adopting OSCE and OSPE patterns of Evaluation Methods as suggested by DCI.
7. Digitalization of Patient Management System (PMS) for undertaking data analytics for upgrading to total digitilization (EHR =Electronic Health Record).

Institutional Challenge

1. Decrease in student admissions in the recent years.
2. To procure funds raising schemes.
3. Keeping track of alumni profiles, both in their higher educational endeavours and professional advancement.
4. Mobilization of extra-mural resources for research and services.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

College of Dental Sciences follows the curriculum as planned, designed, prescribed by RGUHS, based on mandated guidelines of Dental Council of India (DCI). Our institution ensures that the academic events are implemented for BDS and MDS programs. College has 5 faculty representatives in the University Board of Studies, who routinely suggest changes in the curriculum and evaluation methods to RGUHS. Under the able guidance of our Head of the institution and teaching faculty, interdepartmental, interdisciplinary and value-added courses are offered to undergraduates and postgraduates. The Curriculum Committee, after reviewing the report of the previous academic year, recommends changes in the curriculum delivery and also has formulated graduate attributes, course and program outcomes. Periodically inter-departmental case presentations and skill enhancement programs are conducted. Certificates in Implantology, Laser Dentistry, Geriatric Dentistry, Aesthetic Dentistry and Basic Life Support have been awarded in these module based programs since last 5 years.

Institution upholds values of professional ethics, issues related to gender, emerging demographic shifts, environment and sustainability. Such issues are incorporated in our academics by means of conducting seminars, rallies and awareness camps. Value-added courses such as Special Health Care, Diet & Nutrition, Forensic Odontology, Tobacco Awareness & Cessation Training Program, Learn to Speak Kannada and Biostatistics are conducted. Students are encouraged to attend community postings, field visits, undertake research projects. Our institution also aims at constant self-improvement by means of having a robust feedback system, where feedback is obtained from all stakeholders.

Teaching-learning and Evaluation

Students qualified in NEET Examination from various parts of India are admitted to BDS and MDS Programs under various categories giving equity to reservation of seats. College maintains the prescribed student-teacher ratio (4:1) as per the apex body guidelines, and follows learner-centric teaching methodologies like experiential learning in simulation labs, integration of knowledge of Medical Sciences in Clinical decision-making and interdisciplinary teaching.

All faculty use Information Communication Technology enabled tools for effective teaching. Library has got subscription to e resources, online study materials, e journals etc. We have subscription for Educational Intelligence System (EIS) mobile App for digital communication for academics. Mentoring students is one of the essential & integral parts of teaching and learning as it ensures need-based and appropriate guidance and training with equitable service to all mentees hailing from diverse backgrounds.

Institution adheres to academic calendar for conduct of continuous internal evaluation and ensures that it is robust and transparent. For atypical learners, individualized education plan with remedial classes are conducted. Parents are invited annually for parent-teacher meet to discuss the student's performance. Advance learners are given opportunities to excel in the interested areas.

Institution offers the best infrastructure and well experienced teaching Faculty to guide and train the students in achieving academic aspirations and excellence.

For overall development of students, equal importance is given for both curricular and extra-curricular activities. A National and International Students' Club is formed to build innate talent and aptitude of individual students.

Research, Innovations and Extension

Our institution has always been cultivating research culture amongst its students and staff. Research is one of the fundamental vision of the institution. It has on an average 100 staff among which 53-55 are guiding PG's recognized by RGUHS. Institution has been taking initiatives to update and train the students and staff regarding the recent updates and advances in various specialties of dentistry by conducting Continuing Dental Educational programs on a regular basis to update and get ideas and thoughts for future research and innovations.

We encourage the UG students to pursue research projects. This initiative has led to many of our alumni to pursue research as their career, and we take pride in our alumnis' newly pursued career options, both in India and abroad. The research funding from RGUHS has been persistently utilized by our students and faculty.

Academic collaboration by utilizing and providing research facilities and assistance with various institutions has been an inseparable activity going on since many years at our institution. Active MOUs in order to facilitate the same have been in place with such institutions.

Our institution, always worked towards providing the community with much-needed dental service focusing on our vision and mission. We have been providing the dental services at negligible cost, so that we can cater to the unaffordable and unreachable segment of the community and thereby improving their quality of life, with our rural dental camps, satellite centres and activities in co-ordination with various NGOs, IDA and our own SS CARE TRUST.

Infrastructure and Learning Resources

We have excellent teaching-learning facilities consisting of 12 **classrooms**, 25 **laboratories** including skills laboratory and simulation centre, 21 **clinics** and 11 **seminar rooms** with ICT enabled facilities, which enables in achieving high standards of education.

The **media of teaching and learning** for Undergraduate and Postgraduate students include seminars, journal club, pedagogy, andragogy, symposiums, tutorials, demonstrations, problem and case-based learning, laboratory simulation exercises, clinical work, workshops and conferences.

For **Advanced diagnostics**, we have CBCT, RVG, soft tissue laser, endodontic microscope, hard & soft tissue microtome, compound microscope, polarising light microscope, CAD CAM, ceramic and acrylic lab facilities.

The college has approximately 298 **dental chairs** with an average **OPD** inflow of 250 patients per day.

We have a **sports room** equipped with various indoor activities and 2 sports grounds. The college is attached to **Gymnasium**, **Meditation and Yoga Centre** which provides both physical and mental fitness.

All college **events** are conducted in our ICT enabled **Seminar hall** of 200 seating capacity. For large scale events **Bapuji auditorium** which has a seating capacity of 880 is utilised.

We have 2 boys' **hostels** and 3 girls' hostels, and **staff quarters.**

Bapuji **Hospital** emergency and **OPD blocks** are attached to our campus with a 24*7 **chemist shop, Bapuji**

Bank and **ATM** machine which are located outside the campus.

We have a well-stacked **central library, Digital library** and a **reading room** with high-speed internet facility i.e.**100 mbps internet bandwidth**.

The college has an established **maintenance** committee for a standard base level management.

Student Support and Progression

College always supports students benefitted by scholarships in Govt. and non-Govt schemes. Capability enhancement schemes like Yoga, human value, language skill, analytical skill, personality and also professional skill development etc., are employed by the institution for students. For competitive examinations students are provided training and career counselling guidance to build their future. Our college has a international student cell which caters to the needs of the Foreign Students by conducting orientation, academic and clinical skilled programs to familiarize the enrolled students to our institution. Students participate in cultural activities, sports, fine arts, entrepreneurship etc., and have been awarded for their outstanding performances. Student welfare committee consist of student representatives for academic and administrative purposes. We have a ragging free campus with an anti-ragging cell which works excellently in curbing the menace of ragging and internal compliant cell to address student's grievances. We have many students qualifying in state/national/international exams and progressed for higher education. Among the outgoing students many of them obtained placements in India and abroad and are also self-employed giving excellent health service to the community. We have an active registered alumni association which supports the institution with its contributions and development activities.

Governance, Leadership and Management

Institutional success mainly depends on its system of administration. Good administration needs good leadership in effective management of its system. CODS have always had such leaders to fulfil the institutional Vision and Mission through the effective system of Governance and Management.

Placing our institution in the global map and attracting the students from all over the world to pursue their higher studies reflects the nature of governance in our college. Prospective plans of the institution in up gradation of digitally-enhanced teaching, diagnostic, treatment facilities and skill enhancement keeping in line with the present generation's aspirations and global competition.

Adequate funds are generated and mobilized to meet requirements assessed by internal audits and thus making our institution a self- reliable one in fulfilling academics and administrative functions. At the end of the financial year external auditing will be done by Shantappa & Co.

Active participation of teaching & non teaching staff with the Board of Management has made the systems in the college into an effective Professional Higher Education Institution, excelling in all aspects.

Well-framed norms for the organisation are making effective participation of the employees of this institution in performing their duties.

E-governance is given due consideration in the implementation of academic as well as administrative activities

of the institution through Information and communication technology committee.

Institution has never left its employees' welfares being unseen. The institutional welfare measures for all its staffs is keeping the faith of its employees growing abreast.

Internal Quality Assurance Cell of the institution is ensuring quality activities of the institutional functioning, organisational behaviour and participative governance.

Institutional Values and Best Practices

Our institution conducts various programmes like Gender equity sensitization, national & international commemorative days and festivals along with its regular academic activities. These programs uphold the institutional values and social responsibilities undertaken by the institution. Specific facilities are provided for women in term of safety and security. Counselling room and day care center are also provided for students and staff. Institution has incorporated energy conversation devices like solar energy, LED bulbs and sensor-based lights and also water conservation facilities like rain water harvesting, construction of tanks and bunds and bore wells. Degradable and non degradable solid and biomedical waste management facility is available. Divyangjan facilities is provided like signage boards, washrooms, ramps etc have been provided. Information about the Code of Conduct for students, academic and administrative staff is displayed on our Institutional website. Other measures that the institution has undertaken are green campus initiatives like landscaping, battery operated vehicles, and pedestrian friendly pathways. Efforts by the institutions to conduct initiatives for tolerance and harmony towards culture, regional, linguistic, communal socio-economic and other diversities are noteworthy. 'Best practices' of the institution pertinent to teaching learning, maintenance, office practices and upkeep of things are adopted and updated in institutional website. Institutional distinctiveness which characterizes and recognize institution are reflected in all its activities conducted.

Dental Part

Admission of students for BDS program depends on the NEET Percentile scores which determine the relative standing of the college. The Institution has adequate pre-clinical skill laboratories which ensure training for the students.

Infection control protocols are strictly followed in the Institution during clinical teaching. Prophylactic Immunization against communicable diseases for students and care givers is compulsory. For fresh students Orientation programs, white coat ceremony and workshops on infection control are conducted on regular basis. Orientation program for Interns is conducted at the end of BDS program.

Student have the opportunity to train in specialized clinics like Implantology, tobacco cessation special health care needs and also exposed to diagnostic and therapeutic High End Equipment such as CBCT, CAD/CAM, Endodontic surgical microscope and Dental LASER unit.

Students' assessments of clinical competencies is done by conducting objective methods like OSCE and OSPE. Dental graduate attributes are developed and implemented to assess the attainment of such attitudes. Dental Education Unit is established for quality development of the faculty like seminars, workshops conferences etc mainly in emerging trends in dental education technology. Every year for students, expenditure on consumable Dental materials which is used for clinical training is allotted for students.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	COLLEGE OF DENTAL SCIENCES
Address	PB No 327, Pavillion Road
City	DAVANAGERE
State	Karnataka
Pin	577004
Website	www.cods.edu

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	Vasundhara Shivanna	08192-231285	9844118814	08192-251969	principalcods@gmail.com
IQAC / CIQA coordinator	Shobha Prakash	08192-236494	9663121305	08192-251969	iqaccods@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing
Institution Fund Source	No data available.

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details	
Date of establishment of the college	10-12-1991

University to which the college is affiliated/ or which governs the college (if it is a constituent college)		
State	**University name**	**Document**
Karnataka	Rajiv Gandhi 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](#)	25-01-1996	12	

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	PB No 327, Pavillion Road	Urban	2.32	9410

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
UG	BDS,Bds	60	Pre University Course	English	100	47
PG	MDS,Prosthodontics	36	Bachelor of Dental Surgery	English	6	6
PG	MDS,Periodontics	36	Bachelor of Dental Surgery	English	6	4
PG	MDS,Oral And Maxillofacial Surgery	36	Bachelor of Dental Surgery	English	6	6
PG	MDS,Conservative Dentistry	36	Bachelor of Dental Surgery	English	6	6
PG	MDS,Orthodontics	36	Bachelor of Dental Surgery	English	6	6
PG	MDS,Oral Pathology And Microbiology	36	Bachelor of Dental Surgery	English	4	0
PG	MDS,Public Health Dentistry	36	Bachelor of Dental Surgery	English	3	0
PG	MDS,Paedodontics	36	Bachelor of Dental Surgery	English	6	6
PG	MDS,Oral Medicine And Radiology	36	Bachelor of Dental Surgery	English	4	1

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				17				30				49
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit				17				30				49
Sanctioned by the Management/Society or Other Authorized Bodies				63				19				18
Recruited	38	25	0	63	11	8	0	19	7	11	0	18
Yet to Recruit				0				0				0
	Lecturer				**Tutor / Clinical Instructor**				**Senior Resident**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0				0				0
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit				0				0				0
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				0
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				170
Recruited	0	0	0	0
Yet to Recruit				170
Sanctioned by the Management/Society or Other Authorized Bodies				156
Recruited	100	56	0	156
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				23
Recruited	0	0	0	0
Yet to Recruit				23
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	29	6	0	35
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	0	0	0	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	38	25	0	10	8	0	7	11	0	99
UG	0	0	0	0	0	0	0	0	0	0

Highest Qualification	**Lecturer**			**Tutor / Clinical Instructor**			**Senior Resident**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Highest Qualification	**Lecturer**			**Tutor / Clinical Instructor**			**Senior Resident**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Highest Qualification	**Lecturer**			**Tutor / Clinical Instructor**			**Senior Resident**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	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**
	1	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	9	0	0	0	9
	Female	37	1	0	0	38
	Others	0	0	0	0	0
PG	Male	2	9	0	0	11
	Female	14	10	0	0	24
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	1	0	3
	Female	7	5	7	6
	Others	0	0	0	0
ST	Male	1	0	0	0
	Female	0	3	1	0
	Others	0	0	0	0
OBC	Male	5	10	4	3
	Female	10	9	16	14
	Others	0	0	0	0
General	Male	22	19	14	29
	Female	48	40	43	40
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		93	87	85	95

General Facilities	
Campus Type: PB No 327, Pavillion Road	
Facility	**Status**
• Auditorium/seminar complex with infrastructural facilities	Yes
• **Sports facilities**	
* Outdoor	Yes
* Indoor	Yes
• Residential facilities for faculty and non-teaching staff	Yes
• Cafeteria	Yes
• **Health Centre**	
* First aid facility	Yes
* Outpatient facility	Yes
* Inpatient facility	Yes
* Ambulance facility	Yes
* Emergency care facility	Yes
• **Health centre staff**	
* Qualified Doctor (Full time)	99
* Qualified Doctor (Part time)	0
* Qualified Nurse (Full time)	21
* Qualified Nurse (Part time)	0
• Facilities like banking, post office, book shops, etc.	Yes
• Transport facilities to cater to the needs of the students and staff	Yes
• Facilities for persons with disabilities	Yes
• Animal house	Yes
• Power house	Yes
• Fire safety measures	Yes
• Waste management facility, particularly bio-hazardous waste	Yes
• Potable water and water treatment	Yes

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

Hostel Details		
Hostel Type	**No Of Hostels**	**No Of Inmates**
* Boys' hostel	1	54
* Girls's hostel	2	119
* Overseas students hostel	2	12
* Hostel for interns	0	0
* PG Hostel	0	0

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Preamble: As an affiliated college, CODS is expected to follow the norms of the affiliating university (RGUHS) as guided by the Statutory Regulatory Authority – DCI. The college will certainly implement the NEP-2020 in letter and spirit once the DCI/RGUHS provide the guidelines. In the meantime, some of the existing practices of the college are in line with the principles of the NEP 2020, which are detailed below: Our institution offers one program for Undergraduates (BDS)and 9 Programs for Postgraduates (MDS) leading to award of degrees pertaining to Dentistry only. Within the current regulations of University and the Statutory body, the HEI has specialised Medical college staff, coming from other discipline(i.e MBBS), there by the regular program itself is having the interdisciplinary courses like Anatomy, Biochemistry, Physiology, Pharmacology, Microbiology, General Pathology, General Medicine and General Surgery. Outside the core courses of BDS and MDS, the HEI had also introduced numerous certificate and value added courses which are multidisciplinary/ interdisciplinary in nature, like for example certificate course in 'Implantology', 'Constitution of India' and 'Biostatistics'. In the year 2020-21, our curriculum committee suggested to go for the integrative teaching of the various subjects vertically as well as horizontally. We had sent a letter through our

	institution's representative member of University's Academic Council and started implementing integration and alignment with a new timetable. Since the institute is present in a multidisciplinary campus having other HEIs of Bapuji Educational Association, the Governing council members are aware of this strength and were taking up the agenda of NEP 2020 in every meeting and is being discussed for future preparedness of multidisciplinary program adjustments. The College management is planning to adopt for the system of multidisciplinary courses in the future, with collaborations in teaching, research as well as in services, offering bachelor's and master's degree programmes with Vocational (skill development) courses. There is awareness and preparedness for the new system where in we expect our HEI being affected with gradual phasing out of current affiliations and formation of new 'cluster of institutes' in the coming future.
2. Academic bank of credits (ABC):	Preamble (as mentioned in 1. Multidisciplinary/interdisciplinary) As per the UGC (Establishment and Operation of Academic Bank of Credits in higher Education) Regulations, 2021 the University must register itself for the Academic Bank of Credits. The provision will help those with programs having Choice based credit system and anyone who exits or enters a program during the program duration. For the upcoming new regulations of DCI (in the news as per some reliable sources), CBCS system will be released and integration of our discipline Credits with the credits of UGC credit bank will be proposed, may take another one or two years. The Governing council members are aware of this and were taking up the future preparedness under the agenda of implementation of NEP 2020 in every meeting. However, HEI is guiding the students to register for National Academic Depository (NAD), upload the certificates in Digi Locker and prepare to link the same in the registered portal of ABC in future. Very sooner, workshops will be conducted to make sure 100% of the students will have the knowledge and exposure.
3. Skill development:	Preamble (as in 1. Multidisciplinary/interdisciplinary) The HEI offers several vocational and skill education courses, embedded within the course time of their BDS and MDS program. They are designed for the skill development, holistic development as well as

	employability enhancement of an individual. These courses vary from communication skills to a variety of technical skills like laser dentistry, stress management etc. There are faculty in our HEI having the background of allied health industries. Our collaborations with industries and other HEIs for research, projects and internships help students for acquaintance to the work culture in various environment as well as acquiring the experience of hands-on practice. Our representative of Academic Council in the University had also suggested revision of curriculum to integrate respective specialties with the emerging technologies and skills. The ongoing certificate courses are skill courses namely Implantology, Laser Dentistry, Geriatric Dentistry, Aesthetic Dentistry and Basic Life Support with reserved cases handled during their one month posting in their respective department, for only who completed final year BDS. Similarly, there are several value-added courses. In a significant move towards NEP (and the probable DCI regulations too), the HEI is in the process of implementing bridge courses that helps a student move horizontally. To move in the right spirit of NEP, the HEI intends to make one vocational course mandatory for Students either online or blended mode in association with NSDC. Currently, there are few Dental technician courses only pertaining to our field in healthcare sector of NSDC and we are waiting for the relevant new skill courses to be announced in NSDC portal in line with dentistry.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Preamble (as in 1. Multidisciplinary/interdisciplinary) The current education system is the continuum of the British colonial India and there is an urgent preservation and promotion of the forgotten culture, diversity, and other natural wealth of India, with its rich inherent scientific nature. To significantly strengthen a sense of identity, belonging, pride and 'inherent scientific knowledge' NEP has proposed this kind of integration. IQAC is aware of this fact and HEI is taking several measures according to it. The earliest measure is sensitization of students to cultural practices and traditions through fests and events such as Onam, Ethnic Day etc. and competitions involving Indian traditions such as Yoga, rangoli etc. Students were made aware of the fact that there are dictionaries and regional language

	books. There are skill sessions to make use of translation software. There is regular value added courses on 'Indian Constitution' and 'Learn to speak Kannada', every year with documentation following the protocol of University Ordinance. It has also been strongly advocated to teachers for the use of regional languages like Kannada and Hindi for students with poor English comprehension. All the department name plates were long back translated into Kannada terminologies. Yoga programs have been regularly conducted which maintains awareness of our traditional system for individual well-being. As per the news, upcoming curriculum change from Dental Council of India for CBCS, HEI will introduce the elective courses on Ayurveda and Yoga as per the course modules suiting the elective course timetable.
5. Focus on Outcome based education (OBE):	Preamble (as in 1. Multidisciplinary/interdisciplinary) Outcome-Based Education (OBE) is emphasized in NEP 2020 and is a student-centric teaching and learning methodology in which the course curriculum planning, delivery and assessment are all planned to achieve the stated objectives as outcomes in the form of competencies. Although the old DCI regulation document shows competencies in each course, the HEI had long back come out with a handbook of course outcomes, program outcomes and competencies stated in accordance with the curriculum mentioned in our affiliating university ordinance. So, measures were in place to measure their attainments in courses and programs by inculcating them into the assessment methodology like OSPE/OSCE with all the questions related to competencies that assesses not only cognitive skills (Bloom's Taxonomy) but also include Affective skills and Psychomotor skills. To make sure that a graduate at the end of the program is attaining all 'graduate attributes' surveys are conducted from the students about their perception that focus on skills and attitudes. Additionally, multisource feedback is collected from employers, internship supervisors and other stakeholders about the exit graduate so that they are industry ready or self-employable in their professional practice. The curriculum committee and the Principal will ensure the reliability and validity of the attainment process.
6. Distance education/online education:	In the beginning of the pandemic before the faculty started teaching courses online. Ever since the start of

Covid pandemic there is a significant shift in the methodology of Teaching-Learning, by replacing all classroom teaching to online education. Our institute carried out the regular course classes on zoom not only to the BDS students, but also departmental Seminars & Journal clubs for Postgraduates, followed by the online internal assessments and online year end summative assessments, mimicking any distance education program altogether. Faculty underwent courses to learn about online teaching. In the right spirit of NEP 2020, our HEI is determined to encourage our students and faculty to register from a list of healthcare related courses in SWAYAM portal and NSDC portal, then write their online examinations to fetch certificates. Our LMS will provide the links for recorded classes. HEI is committing to a new resolution making students mandatory to take at least one or two such courses compulsorily that add value to their resume, skill and other future endeavors, followed by necessary approvals to include the Credit Transfer Scheme to same students. HEI is even considering the credits earned if the student is willing to learn courses from international education forums, like Coursera, EdX, etc. A separate program designed at CODS for the students who want to stay at home and study, but attend online classes will be implemented and executed, in future.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Electoral Literacy Club was established at our college on 1st August 2021, with the aim of bringing awareness about importance of election and democracy.
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?	Students' Coordinator and coordinating faculty members are appointed by our college. Co-ordinator - Dr. Prashant GM. Dr. Prasanna BG, Dr. Prakash L, Dr. Shruthy R are co-ordinating faculty members. Student members are Muktha patil, Pratheek Shankaran, Rishabh Aski, Preetu, Shravani BM, Sujay, Vidhisha, Raghavendra, Avinash, Shraya, Dr. Vasavamba and Dr. Mithal Patel. ELC is functional and not representative in character.

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.	Awareness program was organized to the staff, Interns and Postgraduates of the college on why we should vote and our right to vote on the day of National Voters Day 25th January which is celebrated every year in our college premises. Awareness program was celebrated this year with the theme 'Nothing Like Voting, I Vote for Sure' as per the instructions from the Rajiv Gandhi University of Health Sciences, Bangalore.
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.	A survey was conducted by the 3rd year Undergraduate students related to the awareness on registering with electoral office, procuring the voter id, importance of Loksabha & Rajyasabha election, right to vote among 1st year and 2nd BDS students using a preformed questionnaire. We found among 106 students 52 have got their voter id while 12 have applied and 37 are yet to apply who are elgible.
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.	An awareness programme was conducted among the eligible students who are yet to apply for voter id. On constitutional right to vote, how significant difference can it make by voting, how every vote counts and information about NOTA (None of the above) also was briefed and motivated them to get enrolled.

Extended Profile

1 Students

1.1

Number of students year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
372	381	406	480	523
File Description			Document	
Institutional data in prescribed format(Data templ			View Document	

1.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
76	80	103	112	98
File Description			Document	
Institutional data in prescribed format(Data templ			View Document	

1.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
93	87	84	95	74
File Description			Document	
Institutional data in prescribed format(Data templ			View Document	

2 Teachers

2.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
96	96	93	91	93

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

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
96	96	93	93	93

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

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
276.51	313.4	423.3	389.8	576.8

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:
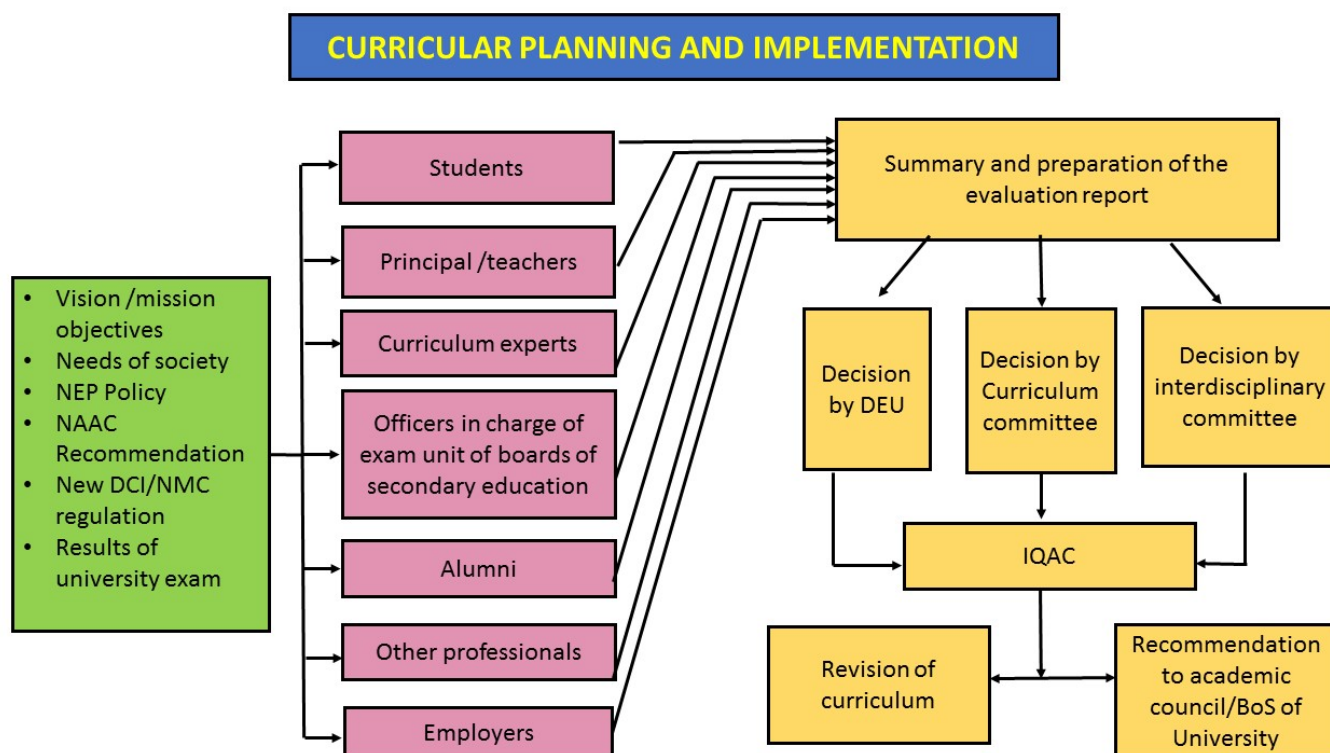
Curriculum Planning:

Curriculum Design: CODS with its focused Vision & Mission towards reaching Quality Dental Education & Oral Healthcare needs of the society, ensures that the academic events are implemented for BDS and 9 MDS programs, based on the guidelines of the Dental Council of India and RGUHS, adhering to the Graduate Attributes and Learning Outcomes as recommended by our Statutory Regulatory Authorities. Currently the Revised Scheme of 2011 & 2017 is implemented for UG and PG Programs respectively.

Curriculum Enrichment: With the evolving trends of reaching out holistic development to the modern graduates, our institution has the onus of offering flexible but appropriate Value added courses, Certificate courses, Capability enhancement schemes and Career guidance sessions to promote higher order competence and employability in general and in specialty areas of dentistry, which are planned and achieved by the Institutional Curriculum Committee (ICC) and Dental Education Unit (DEU).

Academic Calendar& Curriculum Mapping: Apart from following the University-prescribed Academic Calendar, there is an Institutional Master plan (pre-determined) for every academic year and time to time

'Teaching Plans' are adopted. Curriculum Mapping is realized in CODS from the extension of basic unitized 'Lesson Plan', with appropriate Learning Outcomes.

Curriculum Delivery and Instructional Methods: Student-centric methods are given high priority as our faculty members are well-trained through intense sessions of FDPs, regularly conducted by RAATI-RGUHS. To ensure self-directed learning by students, PBL/CBL sessions have been incorporated. Faculty use Flipped classrooms with prior study materials shared with the students. Faculty often orient the students towards Research, to achieve higher cognition skills like 'critical thinking', 'decision making' and innovation. One major factor in the development of good psychomotor skills and culture of good values in our students is the predominance of Professors with vast experience among the faculty. There is an effective **'Mentor-Mentee committee'** to follow and resolve the academic and personal issues of each student and ensure progression. The use of LMS (EIS software) and other ICT technologies like online/flipped classes have immensely helped in effective and fast-paced curriculum delivery.

Student Evaluation: The institution follows a summative examination process done under the schedules and rules of RGUHS, with external invigilators, practical examiners, and evaluators. For Internal examinations, every department follows its own Question bank, MCQs, and viva-cards (Correlating with Student Learning Outcomes) and well-tested Blueprinting with appropriate rubrics. Objective method of OSCE/OSPE is used in one of the internals. Logbooks, reflections, and portfolios are part of the evaluation of the PGs. Institution uses LMS to transparently convey student attendance and marks to the parents. Cohorts of Atypical Learners (slow and advanced) are identified, mentored, and supported by Individualized Education Plans (IEPs).

Feedbacks from stakeholders and student performance in internal assessments are reviewed by the Curriculum Committee and DEU under the umbrella of IQAC in its regular annual meetings, and appropriate corrective measures are undertaken.

Representation in University: Our views for the changes in curricular aspects are conveyed to the University by our Faculty representatives who actively represent at the BoS and Academic Council of RGUHS.

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

Other Upload Files	
1	View Document

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: 1.92

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

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

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

1.2 Academic Flexibility

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

Response: 40

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

Response: 92

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

Response: 230

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: 36.02

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

2021-22	2020-21	2019-20	2018-19	2017-18
159	88	108	218	221

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

1.3 Curriculum Enrichment

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

Response:

CROSS CUTTING ISSUES

GENDER EQUALITY
- Women's Day
- Sexual Orientation & Gender Identity
- Maharavi
- Men's Day

ENVIRONMENT AND SUSTAINABILITY
- Promoting go green
- World environment day

RIGHT TO HEALTH
- Dental camps
- Blood donation camp
- Deaf and dumb oral screening camp
- Awareness program on consumer protection
- Sustainable developmental goals

HEALTH DETERMINANTS
- Tobacco intervention program
- Walkathon
- World health day
- Oral health day

EMERGING DEMOGRAPHIC ISSUES
- Dhantabhagya Yojana
- COVID vaccination Drive

PROFESSIONAL ETHICS
- Professional ethics awareness programs

HUMAN VALUES
- Orphanage donation
- Yoga day

CODS is sensitive to include relevant cross-cutting issues into the curriculum as prescribed by the Statutory Regulatory Authorities (SRAs), as follows:

Gender

CODS practices equal access to resources and opportunities including decision-making, where needs of students are addressed regardless of gender. Gender equality is the goal, while gender neutrality and gender equity are practices and ways of thinking that help in achieving the goal as well as respecting superiors and subordinates, encouraging a holistic professional development. Awareness programs emphasizing on women empowerment, elimination of unacceptable practices against any gender were organized in last 5 years.

Environment and Sustainability:

Going green is no longer just a trend-it is a priority at CODS, which addresses environmental contamination, waste management and other critical issues by encouraging green practices among students and all the members of the institution.

We have adopted Green-dentistry and sustainable concepts of energy conservation creating a healthy work environment, meeting today's needs without compromising on the ability of future generations, to meet their needs.

REDUCE, REUSE, RECYCLE AND RETHINK is our Motto towards Environmental sustainability

Area of implementation	Green Practice
Energy efficient and conservation practices of the college	• In-door and out-door plants in office • Well-ventilated lecture halls and labs • Maximum use of Natural light sources • Installation of Solar panels • RO Water plant and • Rainwater Harvesting
Provisions for students	• College bus facility with minimum emission • E-mail or WhatsApp group notifications towards realizing a paperless practice
Clinical work areas	• Eco-friendly scrubs • Reusable PPE kits & face shields • OPD card printed on recycled paper • Stainless steel surgical suction tips, air dryers instead of paper towels
Bio-hazard waste disposal	• Biodegradable color-coded disposable bags • Class B autoclaves, steam sterilization • **Zero chemical** processing with Digital x rays
Patient safety options	• Composite, ceramics, metal-free restorations minimizing mercury hazards • Reduced radiation hazard
COVID Safety measures	• Compulsory mask, interstate negative RT-PCR, compulsory vaccination, COVID-appropriate behaviors- social distancing, regular hand sanitization/wash, protection from aerosols with PPE. Thermal screening at all entry points.

Our students are actively involved in field visits to water treatment plants and Sapling planting by students is encouraged on World environmentday.

Human Values:

Human values and social responsibilities are taught in the institution ensuring the overall holistic development, which includes the following activities:

- No Tobacco Day Rallies
- Public awareness street plays
- Blood Donation Camps
- Oral Screening Camps on World Oral Health Day
- Toothpaste distribution and Demonstration of oral hygiene practices at various schools and rural areas achieving a coverage of 50,000 population in and around Davanagere during the last five years.

Health determinants and Right to health:

The core determinants of health valued at CODS include nutrition, lifestyle, environment and genetics. Awareness programs conducted periodically include inter-departmental discussions on:

- Diet and nutrition
- Stress-free lifestyle and Yoga
- Importance of mindfulness
- Meditation
- Sustainable environment
- Genetic Diseases and special needs

CODS, is proud of being a non-discriminative Healthcare provider, imparting Oralcare for all, with no discrimination to age, caste, religion, economic status or any other bias.

File Description	Document
Link for any other relevant information	[View Document](#)
Link for list of courses with their descriptions	[View Document](#)

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

Response: 24

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

Response: 24

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

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

Response: 40.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
206	79	143	241	209

File Description	Document
Institutional data in prescribed format	[View Document](#)
Attendance copy of the students enrolled for the course	[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: 97.85

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

Response: 364

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

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](#)
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](#)

Other Upload Files	
1	[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: 76.97

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

2021-22	2020-21	2019-20	2018-19	2017-18
23	25	28	27	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

2021-22	2020-21	2019-20	2018-19	2017-18
33	33	33	33	33

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

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

Response: 58.91

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

2021-22	2020-21	2019-20	2018-19	2017-18
93	87	84	95	74

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

2021-22	2020-21	2019-20	2018-19	2017-18
147	147	147	147	147

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

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

Response: 31.33

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

2021-22	2020-21	2019-20	2018-19	2017-18
18	20	28	41	28

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](#)

2.2 Catering to Student Diversity

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

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

Response: A. All of the above

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

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

Response: 3.88

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

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

Response:

Co-curricular activities are the activities which are carried out outside the normal classroom, but they supplement the academic curriculum and help in augmenting learning by doing. These activities help students to develop problem-solving, reasoning, critical and creative thinking, communication and collaborative abilities, time management, social skills and relationship-building, self-confidence, and commitment. Getting involved and participating in various clubs like sports, music and volunteering is a wonderful way to meet new people, enjoy your time on the campus and ensure a healthy/balanced lifestyle.

 One of the main mottos of the institution is the overall development of the student; hence equal importance is given for both curricular and extra-curricular aspects. To ensure this, students are encouraged to participate in various extramural activities including sports and cultural. Student council helps in sharing students' interests and ideas with the faculty, to have a student-friendly environment. A Fulltime Physical Director is appointed in the institution who takes care of all the cocurricular activities which are organized within and outside the college. Various programs are conducted annually. Students are motivated to participate in various inter-college festivals, zonal-level and university-level competitions. 6 of our college students have represented the RGUHS university in national-levels sports. Empasis will be given on feed back by the students regarding the events and their suggestions will be valued.

A steady increase in the participation of students in weekly initiatives of medical humanities like art, poetry, movie club, book reviews and writing, using the resources from 'graphic medicine' portal, has been observed. The festivities of such as Ayudha Pooja, Ganesha Chaturthi, Holi, Onam, Ramadan, and Christmas bring a sense of "home away from home" among students and promote the experience of embracing our nation's cultural and religious diversity.

Diverse cultural events and sports events like college day, Graduation Day etc. has been organized, where in students from various committees are part of it.

VIVIDS, an annual sporting and cultural extravaganza is conducted under the umbrella of BEA'S Dental colleges. It provides a great platform for the students to display their talent and teamwork in indoor and outdoor games, cultural and art programs such as dancing, singing, carving, drawing, collage, rangoli, mehndi, cooking and many other events.

A student recognized and encouraged for being interested in Medical Digital animations and graphics, while several others picked up photography, dance, and music. Every graduating batch during their internship organizes various programs contributing to the national development under the guidance and supervision of the faculty. The programs include blood donation camps, green initiatives like vanamahotsava, donations to flood victims and orphanages, screening, and awareness camps in rural areas. College students and faculty have actively taken part in *Swaachha Bharat Abhiyaan* inculcating value system among students.

Memorandum of Understanding has been signed with a music academy, sweat park gym, and Ashwini Ayurvedic Medical college for the benefit of the students. For the physical well-being of our students a well-equipped gym with trainers, indoor badminton court, table tennis facilities are available in both the girls' and boys' hostel.

For psychological development, yoga and meditation camps, personality development courses are conducted every year.

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

2.3 Teaching- Learning Process

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

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

Response:

Experiential learning:19 workshops were conducted for students to give first-hand experience regarding various skills and equipment's usage.

Interdisciplinary Learning:

Students need to understand the role of all disciplines for a comprehensive treatment of the patient. Hence

students are posted in 8 medical and 10 interdepartmental. Clinical case presentations are conducted regularly, the PBL conducted are interdisciplinary in nature.

Participatory Learning:

Students are encouraged to actively participate in patient management, community screening & treatment camps and create awareness among the public regarding oral health & ill effects of tobacco consumption. They are encouraged to present papers and posters at conferences.

Problem solving methodologies:

To enhance students' skill to increase their ability to solve the case-based problems, they are tutored where a case condition is given to a group of students by facilitator and asked to identify and provide ideas to treat the problem and to plan treatment followed by analyzing the results.

Self-directed learning:

To have a better insight of a selected topic, students are encouraged to refer to various books & journals. They are also motivated to select a topic and have discussions regarding different investigations and methods of treatment available for a particular condition. To upgrade clinical skills, students are urged to repeat the procedures in vitro until they master and excel in them.

Patient-centric and Evidence-Based Learning

With a large number of experienced faculties in the institution students are encouraged to focus on evidence based patient centric management. Their vast knowledge helps students to learn and practice with evidence.

Students are nurtured by faculty to search *for* the latest *evidence* in published studies. Total number of 680 case presentations & Journal Club are Conducted in the institution during which individual case condition is discussed in depth and best management is decided for the condition.

Learning in the Humanities:

Our Institution provides both discipline-specific skills and critical-thinking abilities for a better-decision making capacity among students.

To promote learning in the humanities, around 26 programs organized by the institution in the past 5yrs for students so that they develop efficiency to address demanding situations in their day to day personal & professional life.

Project-based learning:

Students are given projects related to subjects like preparing models, surveys, follow up of a particular condition to enhance their knowledge & skills by working for an extended period to investigate and respond to problems, or challenges. Thereby they can reflect on the process, analyze and revise the work. It helps students to draw insights from various sources and utilize multiple skills to tackle the challenge.

Role play:

Role Play allows students to explore realistic situations by interacting with other people in a controlled manner to gain experience and test different strategies in a safe environment. It helps to develop communication and social skills among the students & gives them the feeling of observing real events.

Students are encouraged to volunteer for role play where a particular topic is given and asked to act. The facilitating teacher monitors them.

Postgraduate students have their individual google sites where they share their reflections about learning.

File Description	Document
Link for learning environment facilities with geotagging	[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](#)
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:

ONLINE CLASS

Information and Communications Technology (ICT) plays a significant role in education in modern scenario. Teaching & learning is undergoing drastic changes due to the use of ICT. Digital literacy is being built through the incorporation of ICT into our regular teaching and learning. In education system it has tremendous potential to help teachers & students in creating high quality and skilled human resources

All faculty of the institution use ICT enabled tools for effective teaching during theory classes, case discussions by means of PPT presentations, using animations and AV aids. All classrooms, departmental seminar rooms and auditorium are equipped with LCD projectors, digital smartboard, computer, Internet, AV aids, for effective teaching and learning. The college library has subscription to numerous E-resources, online study materials, 42 e- journals, 103 e-books, and 57 CDs & DVDs of study materials for access to faculty and students alike. During pandemic of COVID-19 faculty could deliver effective teaching using E-classrooms through online app for more than a year.

Teachers can learn various skills with the help of ICT wherein they can do certification programs which can helps in improving teaching contents & with the use of Power Point presentations they can make the students understand complex processes and theories. Frequent training programs for faculty are conducted to use ICT enabled tools in their teaching. 82 faculty have been trained in E content development. There is an e-learning modules platform in the affiliating university website.

Faculty has created their own google sites and google classrooms, wherein they upload study materials and conduct assignments and surveys to foster global competencies. Students have the liberty to access these study materials. During the lecture session faculty use several online apps to assess students understanding of the topic, evident in the institutional lesson plans. Teachers are also able to guide students about the materials available on the internet, e-books, e-journals, e-magazines, and social sites which are helpful in better learning. ICT has amplified the scope of individual learning where a student can achieve learning according to their will without the barriers of time and space.

The college campus is Wi-Fi enabled which gives free access to students and faculty. The institution's

examination and valuation Centre is equipped with 102 CCTV cameras for live streaming of examination, scanning of answer scripts and online valuation of answer papers. A digital smartboard is constantly used.

As an initiative towards digital campus, college has subscription for Learning Management System (LMS) Portal – Software Educational Intelligence System (EIS) mobile App to share learning content, delivering, tracking, and reporting courses and outcomes. Feedback from all stakeholders is obtained through EIS. It is used to support traditional face-to-face teaching-learning, as well as for blended/hybrid and distance learning. We can monitor both students and faculty regarding the class conducted, students' attendance & their feedback regarding the teaching. Power point presentations, educational videos, study material links are uploaded for better learning. Software also enables us to communicate with parents regarding the assessment and evaluation of students. Institution has access for conducting online quiz, uploading YouTube links related to study material, and soft skills and video lectures.

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: 4.09

2.3.4.1 Total number of mentors in the preceding academic year

Response: 91

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:
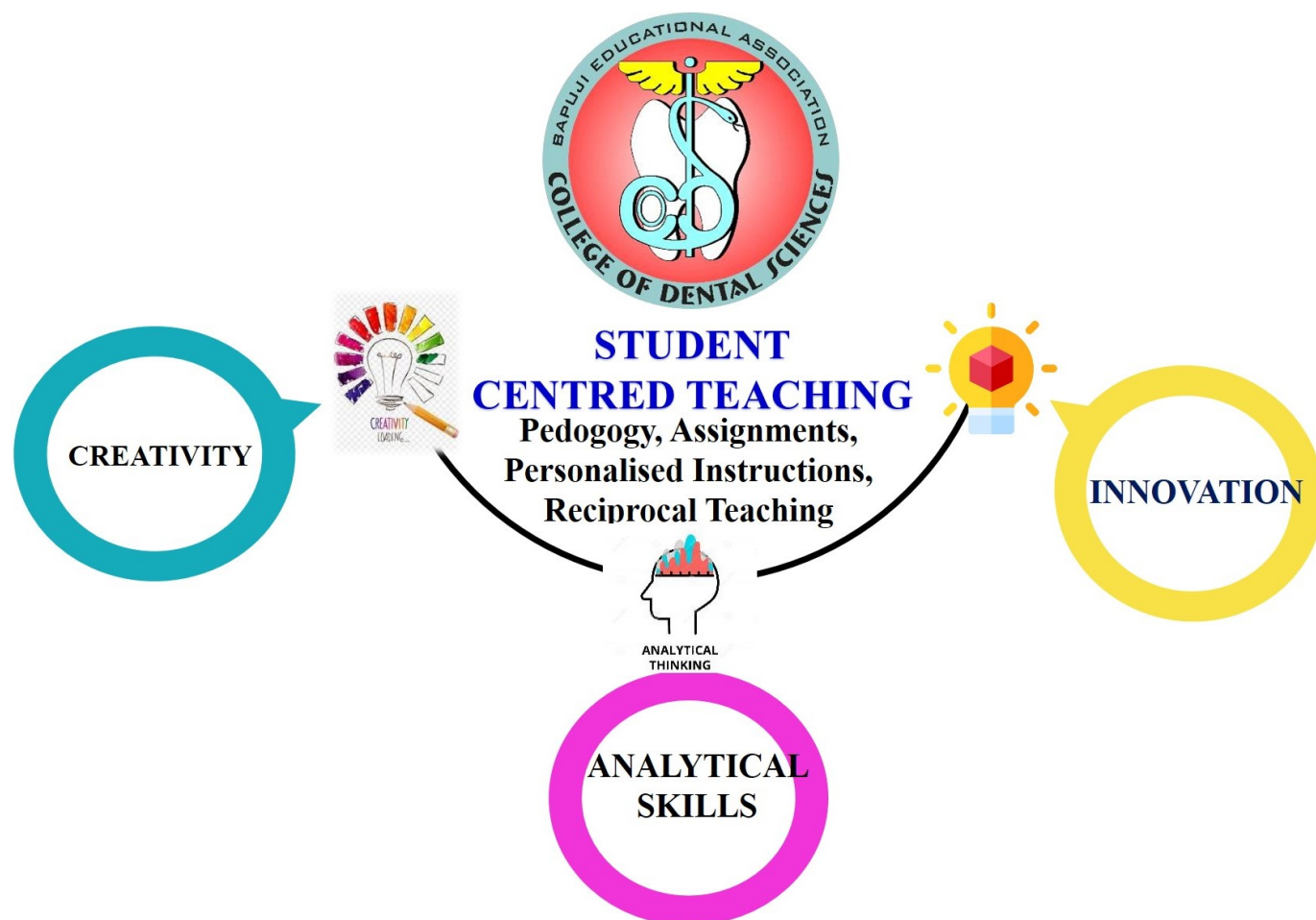
The Teaching-Learning process of the institution not just includes traditional lectures but also encourages **participatory learning often with heutagogy models**. Students set their **own goals and prepare for Socratic seminars** followed by teacher's immediate feedback and buzz group discussions. For these mediated lectures modern digital recent **technology** is available in the college. Additional modern approaches of independent learning are facilitated by providing multimedia, E textbooks, social media and short video links for better understanding by the students.

In the case of regular teaching, Patient management problems PMPS or clinical case vignettes are encouraged to be used even in each class topic. The **Problem Based Learning** committee has been functional. For this, there is a new timetable and **flexible seating layout** especially for creative group activities. They are encouraged to organize their content using **mind-maps, charts,** timelines, or any other graphic organizers.

Our horizontal and vertical **integration** of the teaching make connections across subjects, making our course **interdisciplinary/interdepartmental.**

There is a policy in our handbook on complete **academic freedom:**

- to critique in search of truth such as during journal clubs, and
- innovate with new idea/ do research of personal choice

Opportunities for reflections:

Standardized tests and non-standardized tests: The evidence of critical thinking and analytical thinking was found after there was a shift in implementing type of **MCQs** for assessment from Lower order thinking skills (LOTS) to **Higher Order thinking skills** (HOTS). Apart from standardized tests, college constantly fosters the need to self-evaluate participating in debates, quizzes, collages, elocution competitions and quick write-ups for holistic student development like creative communication and emotional management.

Preclinic and early clinical exposures: In lab stimulatory learning, combination of analogies and 2D animations are also used. Simultaneously **ECE** and learning in humanities also start that helps them know how to reflect.

During **clinical postings,** students engage in peer discussions with enquiry-based learning, and they carry out **higher-order reasoning competencies**, facilitated with personalized instructions and even reciprocal teaching is also followed. Postings are accompanied by assignments.

Our students are exposed to **experiential /community engaged learning** where the strategies of team building exercises, surveys, short research, and camp activities are promoted. They explore other cultures too.

Outside the college as a part of CODS student community students attend **conferences** with panel discussions, symposium, and clinical/hands on workshops, carry models, poster/paper presentations, all followed by reflective writing. which also show their analytical and innovative skills

All the above conditions provide plenty of opportunities for **reflection**. Students take up the workshop of **creative journaling** and have started to build their **e-portfolios in their own googlesites**.

All the above conditions also provide young students exposure to **pressing problems or needs of the society** around them to help to build their **research idea** followed by the **solutions or ideas termed innovation**. This kind of venture is supported by our **Research methodology workshops and IPR literacy seminars**. **Project based learning** where in one entire area of curriculum is known associating with real world problems. Currently RGUHS research projects have come to help our undergraduates. Here the information learnt must be applied, studied, integrated, and appraised. These ideas lead to innovations among students and with a better output.

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

2.4 Teacher Profile and Quality

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

Response: 99.57

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](#)

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: 25.45

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

2021-22	2020-21	2019-20	2018-19	2017-18
6	32	32	25	24

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: 14.62

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

Response: 1403.2

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

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

Response: 28.27

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

2021-22	2020-21	2019-20	2018-19	2017-18
82	0	52	0	0

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

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

Response: 1.06

2.4.5.1 Number of fulltime teachers who received awards and recognitions for excellence in teaching and student mentoring, scholarships, professional achievements and academic leadership at State, National,

International levels from Government / Government-recognized agencies / registered professional associations */ academies* during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
02	01	01	00	01

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

2.5 Evaluation Process and Reforms

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

Response:
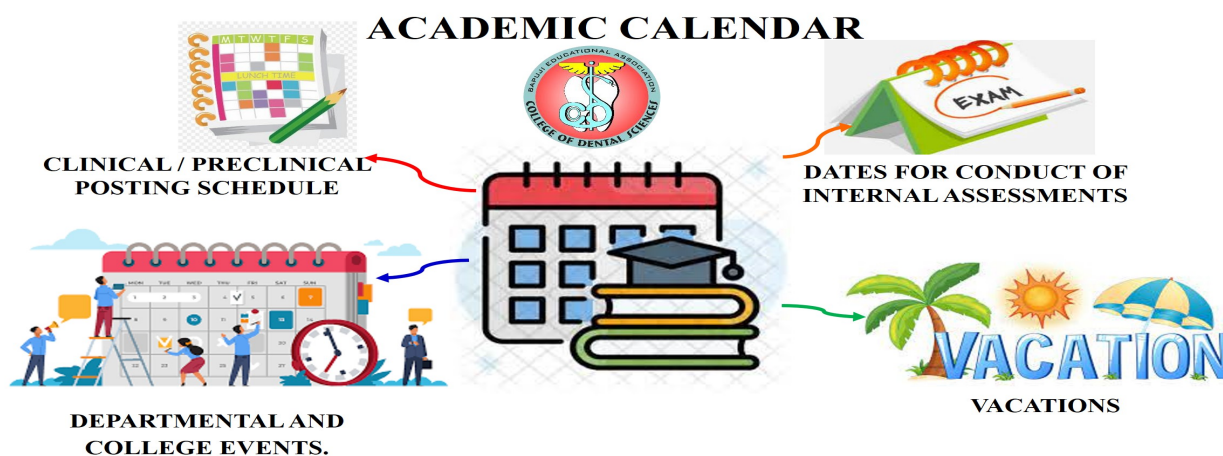
Academic calendars are systems, by which we define achievable landmark dates for each academic year. CODS is a affiliated college of RGUHS and is guided by the regulations formulated at the university level in all matters pertaining to syllabi, examination, and evaluation. It is the framework for routine commencement of academics, internal evaluations, and university examinations and various activities to be conducted in the institution.

Our academic year starts from June/July every year. CODS offers admissions to academic programs BDS and MDS through NEET.

The academic calendar consists of clinical posting scheduled for students, dates for conduct of internal assessments, vacations, departmental and college events.

Every year the undergraduates are subjected to 3 internal assessments. The **continuous internal assessment** is carried out through a mechanism specified by the RGUHS. A student needs to attend at least 80% of the classes in order to appear in the final examination. EIS software is used to mark the attendance. Questions are framed such that they adhere to RGUHS standard. The subject handling faculty prepares question bank that covers equal number of questions from each unit, covering all the topics. Department internal exam coordinator under the guidance of HOD, checks for the standard of the question bank.

Internal assessment tests and other measures taken to judge the performance of students is done fairly/transparently and in an effective manner. Students are allowed to go through the valued answer scripts of internal assessment tests and doubts regarding evaluation are cleared. Internal test performance is intimated to the parents. Parent-teacher's meetings are conducted to discuss the performance of the student.

Atypical learners are identified based on their internal assessment performance along with other criteria. For slow learners counseling will be done and special classes, clinical discussions, tests will be conducted to improve their performance. As mentors and advisors of students, around 2 to 3 students are entrusted to each faculty member. The mentor sorts out the personal issues, academic and non-academic problems of their mentees and provides counseling and guidance.

As a part of the quest for excellence we have implemented outcome based on evaluation methods (graduate attributes). Internal examinations in every department follow their own question bank, MCQs, viva cards, with well tested blueprint & rubrics. Objective method of OSCE & OSPE is used in one of the internals. Logbooks, reflections, E portfolios are also part of evaluating the teachings.

Faculty regularly undergoes faculty development programs where they are trained in various evaluation methods for upgrading themselves & implementing in the internal assessment to foster global competencies among students. Direct Observation of procedural skills (DOPS) & Mini Clinical Evaluation Exercises (Mini -CEX) have recently been implemented as formative assessment to enhance the competencies of students.

Feedback from various stakeholders is also considered for improvement of evaluation 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:

CODS has a strict yet transparent, time-bound and efficient mechanism for dealing with examination-related student grievances. Institution ensures examinations are conducted error proof as per the rules and regulations of RGUHS. The institution has an examination committee consisting of the convenors and members who look into smooth conducting of the internal and external examinations.

The students and staff are made aware of the transparency of examinations and to avoid grievances during annual examinations, the institution has taken up all necessary requirements as directed by the university

For Continuous Internal Evaluation (CIE):

CIE are conducted once in 3 months & total 3 internals are considered. Vetting of the question paper will be done within the respective departments which minimizes the mistakes. After the internal results are displayed on the notice board/LMS - EIS application and later discussed with students. If any student has a grievance related to question papers like, out of the syllabus, repeated questions, improper splitting of marks, the students can approach examination committee who in turn inform concerned department staff / HOD to take necessary action for same and matter is resolved immediately. Any grievances like malpractices, delay in the distribution of question-and-answer scripts will be reported to the internal complaint committee who handles the issue as per the RGUHS guidelines.

For University Exam –

The external examination is conducted according to guidelines prescribed by the university. Online Question papers is downloaded 30 minutes before the examination by the chief superintendent, in front of observers/ squad appointed by university and a student representative.

Any issues with the question are informed to the room supervisor who in turn informs Deputy superintendent & Chief superintendent who calls the university to inform about the issue. University in

case of any changes immediately inform the chief superintendent, Deputy superintendent & an e mail is sent to college mail for further changes.

An observer/squad appointed by university reports any malpractices to the university along with evidence material (electronic device, mobile phones, malpractice report) in a sealed cover. University follows the guidelines to handle the reported malpractice and the issue will be resolved.

Submission of Appeals:

After the results are published on the website, students having any issues with marks awarded can apply for photocopy of their valued answer script through website portal within 10days of publishing of the results on website & issue will be resolved by the university within 3 weeks.

Guidelines for the issue of photocopy of answer sheets are given on the university website for reference.

Provision for Re-Totaling and Re-Assessment

As per University norms, 3 step evaluation procedure is followed before the results are published on the university website.

Since answer scripts are evaluated digitally through 3 step procedure, there is no provision for re-totaling and re-assessment.

To date 77 grievances from undergraduates and 12 grievances from postgraduates have been redressed in the last 5 years and all have been enquired into and resolved as per norms and to the satisfaction of the students.

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

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

Response:
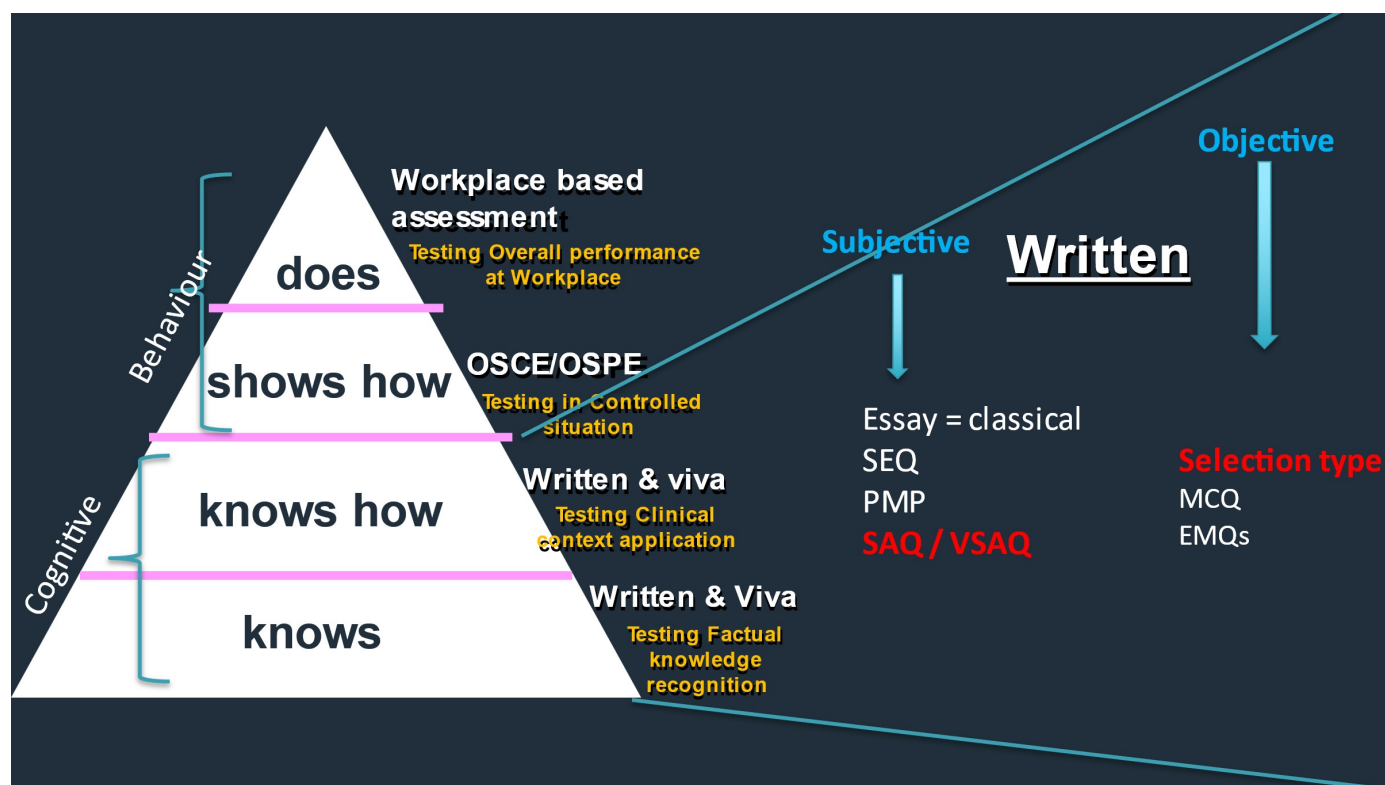
Examination Procedures and processes integrating IT: Examination Management System (EMS) services are available in the university (RGUHS) which follows a unified and systematic approach to conduct examinations (both for Internal and University final assessments) like:

1. Installation of CCTV and mandatory use of electronic jammers in examination halls.

2. Implementation of the Bar-Coded answer booklets.

3. Online Question papers system is in place wherein paper is downloaded 30 minutes before the examination by chief superintendent, in front of observers/squad appointed by university and a student representative.

4. EMS enabled process of scanning and online evaluation of answer scripts eliminates the answer paper movement from center and 3 step evaluation procedure is followed by RGUHS.

5. Functional clocks, bell, and stationary supports.

Continuous Internal Assessment System

Three internal examinations are carried out for undergraduates. Two mock examinations are carried out for post-graduate students. The final practical and viva exams are conducted as prescribed by the university.

The LMS portal (EIS – digital campus) an automated mechanism is instituted in the institution allows precise and easy attendance maintenance, conduct of online quiz / test with facility of auto evaluation based on correct answers and points, it allows self-assessment by the student as well as formative evaluation by the faculty by providing marks and analysis graphs to check the student progression over different tests.

Other than summative assessment continuous and holistic methods of formative assessments where gradings are given depending on the performance in seminar presentations, journal clubs, case presentations, short studies and research projects, inter departmental meetings, health awareness campaigns, poster and paper presentations, creation of models, library dissertation, quiz, MCQ tests, maintenance of logbook and work diary recordings.

Competency-based assessment

The assessment questions in the written paper, orals, OSCE/OSPE and practical etc. all were aligned with the Course Outcomes which are also called as major competencies in each course, and the teaching staff keeps in mind the Miller's Model for choosing evaluation methods even during the formative assessments/clinical postings. Each course outcomes have been mapped to program outcomes.

Workplace-based assessment

To deem a student as competent, a series of tasks are carried out like direct observations of procedural skills (DOPS) during end-posting clinical exams, mini clinical evaluation exercises during clinical postings in outpatient clinics, wards, and having case-based discussions. Proficiency in all these is evaluated objectively and recorded in a structured checklist.

Self-assessment

Students are provided with an opportunity to self-appraise or make judgement about their learning process after their formative assessments and by methods like proof reading of their assignments, analyzing their valued answer scripts and approaching the concerned faculty. Some Postgraduates are acquainted with maintaining e-Portfolio.

OSCE/OSPE

Introduction of Objective Structured Clinical Examination (OSCE), Objective Structured Practical Examination (OSPE) in the formative examinations has provided hands on and real-world approach towards assessment. It helps to identify errors in case handling, test a clinical skill, competency in communication, interpretation of procedure using standardized stations and then assessing of their skills objectively with a detailed marking scheme and standard set of questions reduce examiner bias.

File Description	Document
Link for Information on examination reforms	[View Document](#)
Link for any other relevant information	[View Document](#)

Other Upload Files	
1	[View Document](#)
2	[View Document](#)
3	[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:
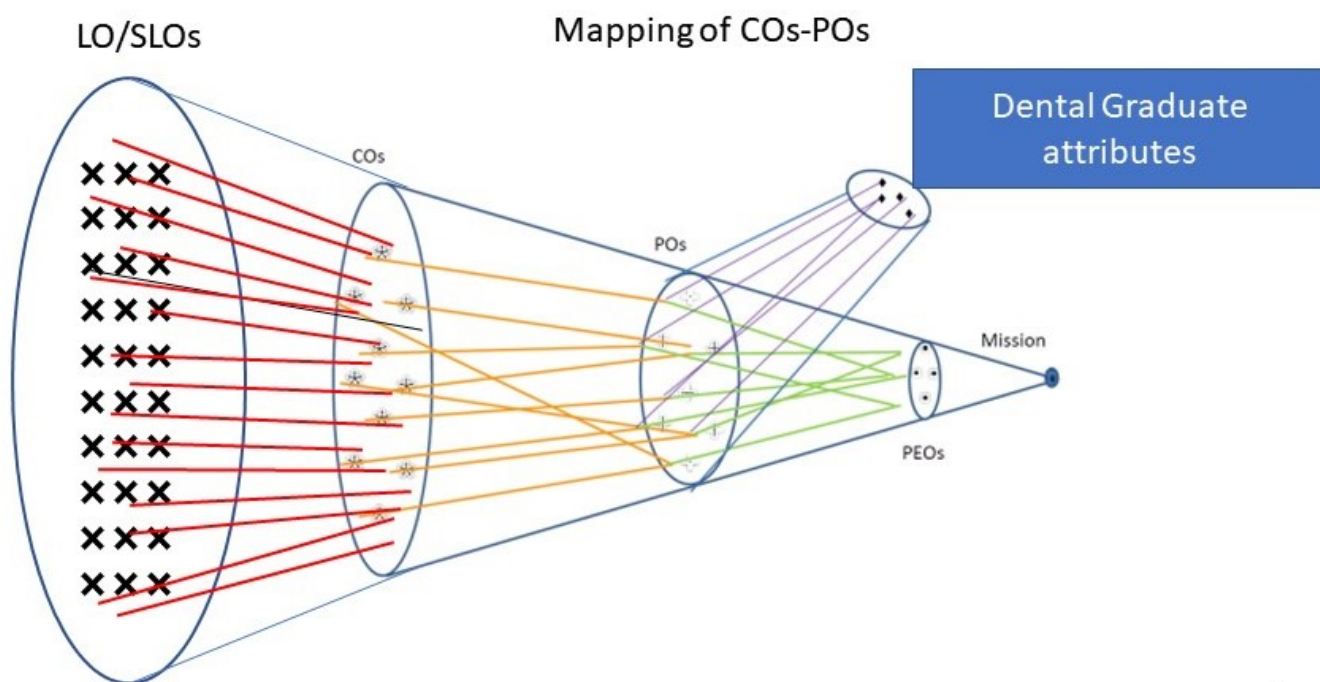
Any program, course or any academic activity needs to be undertaken with an aim of proper execution in an orderly manner for achieving perfection and excellence.

Our affiliating University Ordinance 2011, 'Annexure to University Notification dated:Auth/BDS-Regulation/172/2011-12,Dated 27/1/2012' Section1, mentions its Dental institutions to 'Evolve its institutional objectives, which would be in consonance with the national goals and health policy.'Also the POs, COs & Graduate attributes seemed to be imminent to our graduates as per the mission of NEP 2020, the institution curriculum committee had to design POs, COs, Program Specific Outcomes (PSOs) & Graduate attributes in alignment with the Aims and Objectives of RGUHS Ordinance, to be attained by a dental graduate at the end of the program. It is to be noted that well known Deemed to be Universities of India that implemented the same uses Revised Bloom's Taxonomy framework for better results/outcomes and so is our College. The list of outcomes and attributes are displayed in the institutional website. However HEIs are waiting for the Program outcomes (POs), Course Outcomes (COs), Learning Outcomes & Graduate attributes to be released from the DCI for implementation.

The course description of the University Ordinance includes syllabus topics to be followed for each course, based on which the teachers make their Learning objectives/Learning outcomes for each topic linked to one of the Course Outcomes. Apart from this our Teachers follow other details of ordinance like daily tutorial plans, executing methods and materials, various books meant for reference, set timetables and post execution assessment methods.

The curriculum committee had to divide the Graduate Attributes into 3 generic and 2 programme-specific attributes, each of which will be incorporated into the stated list of COs and implemented through Learning Outcomes/Learning Objectives which inturn were made by the respective teacher prior to the class hour (stated in the lesson plans), which are in the process of review every year. Further, the individual departments of the colleges are responsible for ensuring proper implementation of the measures taken to obtain productive outcomes and Attributes. It is to be noted that the POs, COs, PSOs and the Graduate Attributes were all in alignment with the stated Vision and Mission of the Institution.

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: 96.98

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

2021-22	2020-21	2019-20	2018-19	2017-18
74	77	102	110	94

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

2021-22	2020-21	2019-20	2018-19	2017-18
76	80	103	112	98

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](#)
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:
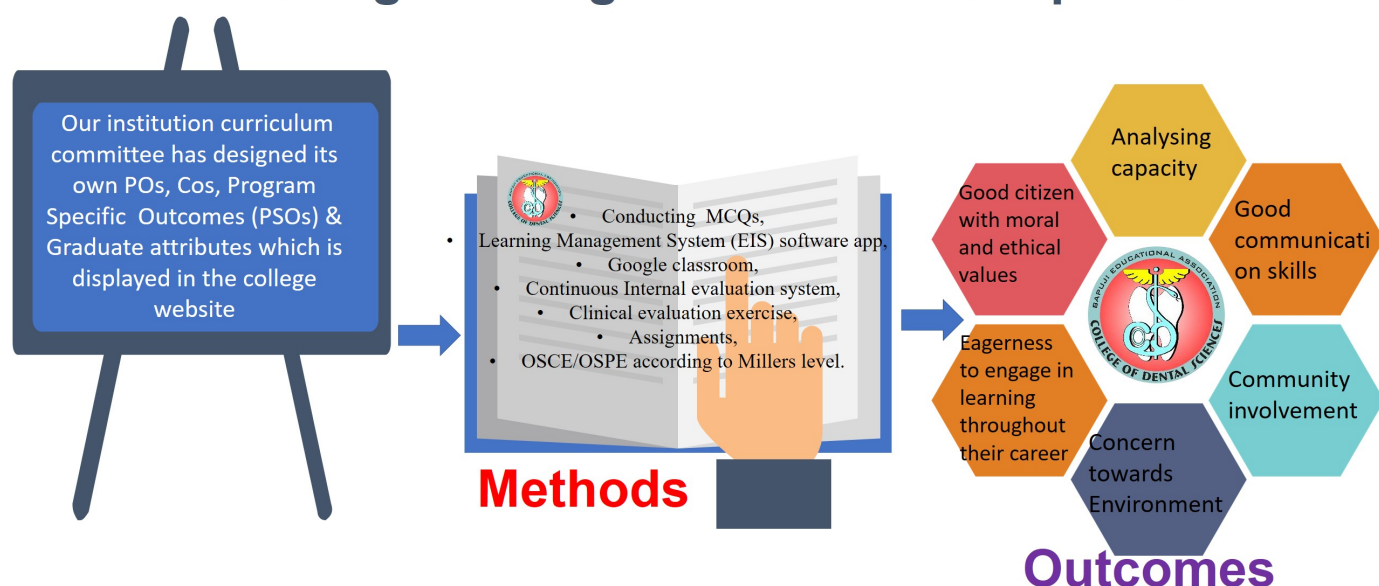
Our institution curriculum committee has designed its own POs, COs, Program Specific Outcomes (PSOs) & Graduate attributes which are displayed on the college website. Steps are taken to make sure teaching,

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

A blueprint of Learning Outcomes has been prepared where every department has stated their learning outcomes & mapped the various teaching learning methods used. Blooms taxonomy level under 3 domains- cognitive, psychomotor, affective are stated for the mentioned outcome.

Whether the listed outcome has been achieved or not is assessed by activities conducted during the session like conducting MCQs, interaction with students, exchange of notes material through Learning Management System (EIS) software app, google classroom, Continuous Internal evaluation system, Clinical evaluation exercise, assignments, OSCE/OSPE according to Millers level.

The standard level is weighed in terms of overall students accomplishing a set target score. Once this is achieved the results that are obtained are given a higher baseline for the next academic year for improvisation. If in case the set standard level is not achieved, then an immediate remedial plan is chalked out to rectify it.

The outcomes are defined by the percentage obtained by an individual student in a subject against the total marks set for it. The student's success rate is the measuring scale for the stated learning outcomes.

All students at the time of graduation are supposed to acquire the following skills:

1. Analyzing capacity: Shall be able to critically think and analyze and frame the actions in a rational manner

2. Effective communication skills: The candidate shall be able to exhibit good speaking, listening, reading ability and be well versed with electronic tools to effectively establish a connection of people, thoughts, scientific literature and upcoming advancement in technology.

3. Community involvement: Shall be able to solve and mitigate any issues, generate opinions, and thereby help the community as well.

4. Concern towards Environment: Shall be able to understand the necessity to have concern towards the environmental issues.

5. Eagerness to engage in learning throughout their career adapting and acquiring any changing medical technologies

6. Most importantly to be a good citizen with moral and ethical values showing concern towards society.

The set learning outcome is assessed by the feedback obtained by the students at the end of the course. This aids the college to make necessary modifications in the already set academic targets to accomplish the outcomes.
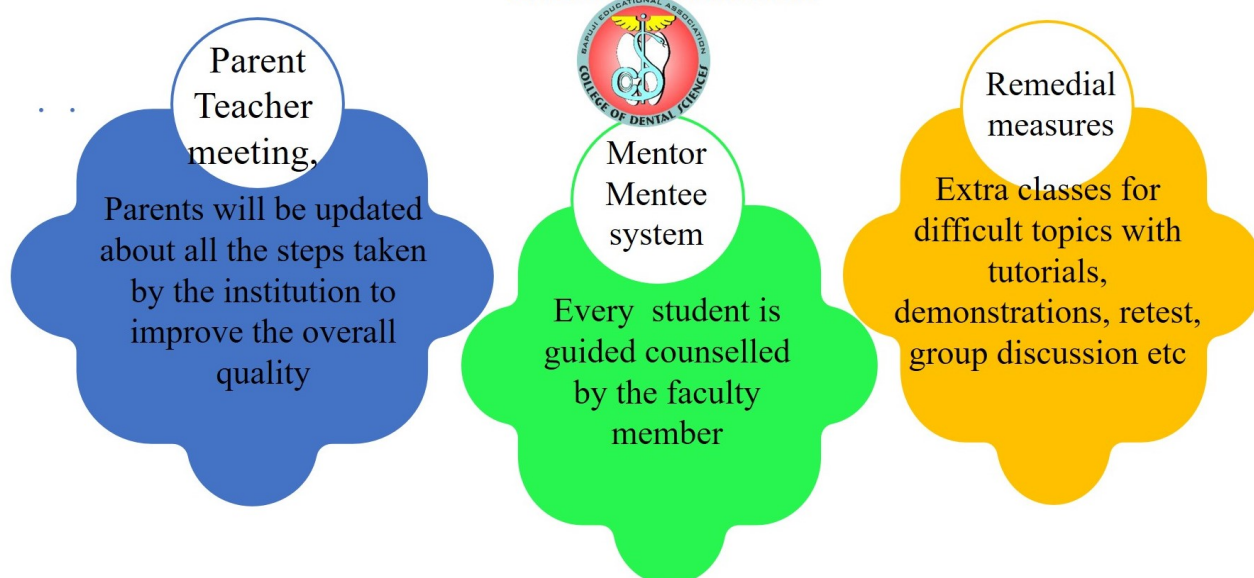
File Description	Document
Link for programme-specific learning outcomes	**View Document**
Link for any other relevant information	**View Document**

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

Response:

Structured mechanism for Parent-teachers Meetings

Important for professional and overall development of the students and it is an integral part of every educational institution.

Parent Teacher meeting,

Parents will be updated about all the steps taken by the institution to improve the overall quality

Mentor Mentee system

Every student is guided counselled by the faculty member

Remedial measures

Extra classes for difficult topics with tutorials, demonstrations, retest, group discussion etc

The parent-teachers committee conducts parent teacher meeting which is important for professional and overall development of the students and it is an integral part of every educational institution. Interaction of every parent with concerned teacher will motivate and improve the academic behavior of their ward. During the parent teacher meeting, the parents will be updated about all the steps taken by the institution to improve the overall quality like informing them the remedial measures taken to improve their performance in academics and co-curricular activities to encourage students in maintaining the mental and physical health, and also antiragging measures taken by the institution are briefed to the parents in the meeting. The white coat ceremony will be conducted every year along with meeting for the newly joined students to convey the message of significance of white coat.

In our institution mentor-mentee system is followed where in every student is guided/counselled by the faculty member and also interaction with the parents is done regarding the overall performance of the students. Each faculty member will be allotted 2-3 students as mentees, where in the faculty member interacts with each of the student with respect to academic performance and helps them to perform better. Also the parents have an access for digitally based EIS which contains information about various activities pertaining to academic performance, attendance and results of the students. This helps the parents to track the performance of their wards throughout the academic year. With the help of this system parent can

interact with concerned teacher to make the students perform better in future.

Parent teachers meeting is conducted initially at the time of admission of Undergraduate and postgraduate program to familiarize with college and university protocol regarding academics and also the various departments with teaching and non-teaching faculty members. Intermittently parent teachers meeting is conducted depending upon performance, grievances if any or any other factor which need to be addressed. In these meetings the concerned teachers along with the Director will interact, discuss and remedial measures are taken regarding the issue raised. Feedback from all parents are collected by college feedback committee and reviewed by the parent teacher committee. Feedback answers from parents accounts for the evaluation method called 360 degree assessment(multisource feedback) for that particular ward concerned to the parent.

Remedial measures like extra classes for difficult topics with tutorials, demonstrations, retest, group discussion, additional attention, replanning of academic activities, co-currricular activities like college day, ethnic day, graduation day & vivid celebration. Extra classes were taken to compensate for classes that were deficient during covid 19 lockdown. Outcome analysis seen was Parents were satisfied with the measures adopted & received favourable feedback regarding EIS app.

Due to Covid 19 Pandemic Parent Teacher Meeting for the academic year 2020-21 was not conducted in tune with the guidelines by the Government of India & Rajiv Gandhi University of Health Sciences

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.74

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: 57.36

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

2021-22	2020-21	2019-20	2018-19	2017-18
54	55	55	54	51

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

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

Response: 4.83

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

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

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: 5

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

2021-22	2020-21	2019-20	2018-19	2017-18
01	2	2	0	00

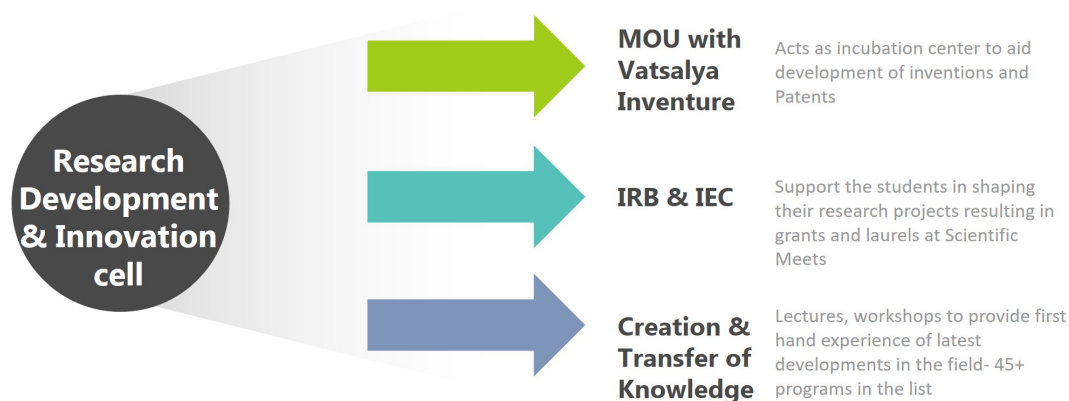| File Description	Document
Institutional data in prescribed format	[View Document](#)
E-copies of the grant award letters for research projects sponsored by Government, industries and non-government sources such as industries, corporate houses etc	[View Document](#)
Any additional information	[View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

Other Upload Files	
1	[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:

Innovation Ecosystem

Research Development & Innovation cell

MOU with Vatsalya Inventure — Acts as incubation center to aid development of inventions and Patents

IRB & IEC — Support the students in shaping their research projects resulting in grants and laurels at Scientific Meets

Creation & Transfer of Knowledge — Lectures, workshops to provide first hand experience of latest developments in the field- 45+ programs in the list

BEA-R&D Cell - Futuristic Step to create a world class common facility to support research in Bapuji Educational Association, parent association our institution

Initiating innovation is a challenge in the healthcare education sector. Innovations are possible only when the basics in the field are thoroughly understood and the minds are exposed to advances happening in the field. Keeping in mind both the aspects, our institution, on regular basis invites renowned speakers and scholars in various fields of dentistry to deliver guest lectures (including on IPR) and conduct hands on workshops and courses to students and faculty. These activities are major channels for transfer of knowledge, which in turn kindles innovative thoughts in the young minds. E-platforms have also been utilized to extract the tacit knowledge and ideas from various activities among students and teachers, helping the creation of new knowledge.

Around 45 programs have been conducted in the institution which have been focused to ignite young student minds research activities.

College of Dental Sciences is under the umbrella of prestigious Bapuji Educational Association. The same harbours nearly 52 educational institutions. The faculty and students of our college are privileged to access various facilities available in other technical and nontechnical institutions. Collaborative scientific works and projects are always promoted.

The incubation of various projects have been continuously rendered and supported by the institute's R&D Cell along with Vatsalya Inventures, Bangalore, which is the resourceful as incubation cell for the institution. Efforts of the incubation cell has led to following innovations being applied for patents:

1. Modified Thyroid Shield (MTS), an adjustable collar, based on the patient neck size as it contains components namely neck piece and a supporting framework

2. Un-Bite a Bio-Mechanical spring-loaded measureable opening device to separate upper and lower jaws in lock-jaw patients (Patent received from IP IndiaApplication number: 201941054088Date: 27th

December 2019).

3. STAR Orthodontic Aligner- appliance in treating malaligned teeth, deviced by Dr Dilip Kumar, Professor of Orthodontics applied for IPR Patent no:202241025131 on 29-04-2022.

Bapuji Education Association- Research & Development cell (BEA-R&D cell) is an initiative which envisions creating a state of the art research cell in order to promote research and innovative activities in the educational institutions under the umbrella of BEA, including CODS. Very recently, institute has formed its own Institution's Innovation Cell, following the initiative of MoE, Govt.of India and registered for KAPILA scheme for IPR awareness and assistance and will be utilized to greater extent in the coming days.

Undergraduate students have applied and successfully obtained grants from external funding agencies like RGUHS and ICMR for short term research activities.

The staff have been higly instrumental in initiating the research thoughts in the students by guiding and supporting them in various research activities which have been presented in national and international platforms and brought laurels to institution. This appreciations and support from the faculty to the students has been a constant source of inspiration to our students which is evident in students' taking up research as their career in India and abroad.

Apart from regular university prescribed dissertation, the Postgraduates are encouraged to take up research projects and have successfully completed them by the end of their program. These have been presented and well appreciated by their specialty colleagues in various conferences and conventions

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: 21

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

2021-22	2020-21	2019-20	2018-19	2017-18
4	3	2	4	8

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: 4.2

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

Response: 231

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

Response: 55

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

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

Response: 1.89

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 proceedingsindexed in UGC-CARE list on the UGC website/Scopus/Web of Science/PubMed/ during the last five years

Response: 0

File Description	Document
Institutional data in prescribed format	View Document
Any 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: 388

3.4.1.1 Number of extension and outreach activities carried out in collaboration with National and International agencies, Industry, community, Government and Non-Government organizations engaging

NSS/NCC/Red Cross/YRC/Institutional clubs etc. during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
66	13	111	112	86

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](#)
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: 73.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
313	60	406	465	362

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:

Awards & Recognitions for Extension Activities

Excellence in Social Service Award- Karuna Jeeva Kalyan trust

Tobacco cessation & Dental Health Education

Dental Services to rural areas

Awards & Recognitions

Serving dental needs of people with Special needs

Community Service excellence Award- IDA Appreciation for DantaBhagya Scheme Various Recognition & Appreciation Letters

Recognitions form Karnataka Hemophilia Society and Karuna Jeeva Kalyan Trust

Commitment to social causes is the core principal and ideology of the institution, since inception. The vision statement being **'serving the underserved',** the ideology is infused among the students and faculty. Our institution has been a pioneer in providing awareness in oral healthcare to the population of Davangere, by providing basic dental health care. We have been instrumental in providing dental healthcare in the rural corners of the district by conducting screening and treatment camps on regular basis. The same has been well appreciated by the benificiary organizations and community. As a token of appricition and gratitude to the care and awareness provided in the schools, the appreciation letters were confered. Efforts of service was made in the form of 109 dental camps in the year 2020-21, by a unit of dentists from CODS associated with IDA, Davanagere Branch. For this, the HEI has been conferred as

'Community Service excellence Award' by the Indian Dental Association branch.

Our institution has been associated for **Danta Bhagya Yojana** with Department of Health & Family Welfare, Government of Karnataka, to rehabilate the disabled dentition, where free dentures will be prepared and will be dispened to the patients at their door step. The institute has augmented a mechanism to reduce the burden on patients of multiple visits to the institute over an extended period of time to prepare denture by conducting denture camps lasting for 2 days alone. This was well appriciated and recognized by the community and the government. The appreciation letters were conferred upon the involved staff, technicians and students who success fully delivered up to 20 dentures at a time in a span of 2 days, where involved staff and students worked overnight in the camp.

Tobacco menace is hovering over the society specialy affecting youth and rsulting in a deadly result of Oral Cancer. Dealing with such a addictive habit and its effects, the dental faculty has aspecial rol to play in avoiding the habit at its earlist. Realizing this responsibility institution has been attempting in creating awareness ad intervening its habit in various plat forms. The efforts have been appreciated and recognized by various organizations. Apart from various appreciation letters, the institution has been conferred with "**IP Vishwaradhya award for excellence in Social Service**" from Karuna Jeeva Kalyana Trust in recognition to contribution to various programs conducted jointly.

Hemophillia is a dreaded disease which is charecteried by profuse bleeding on simple and minimal trauma. These patients need special care for dental needs and are also prone fordental problems of extreme severity. These patients have been efficiently and successfully handled in our institute over an extended period of time. Hemophilia society of Karnataka has recognized the effective handling of dental needs of such patients and the empathetic care provided by the staff incharge of department of Oral Medicine, who are beingfelicitated and appreciated.

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

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:

Young minds are like fertile grounds to sow and nurture values like empathy and social responsibility, which can be reaped by the community/society/nation in the future actions of our students as responsible citizens. Understanding this fact and taking responsibility, college mandates along with curriculum, value-based approach towards the patients in their routine practices through extension activities. Many facts are further emphasized in our institutional distinctiveness too.

Major initiatives by the institution towards social commitment:

1. Establishment of Satellite Clinics to provide oral care in remote and rural areas
2. Adoption of PHCs around Davangere and providing regular dental treatments in those PHCs is being practiced by the college.
3. The best example of college's attempt to instill the social commitment among students is regular treatment camps organized by the department of Public Health Dentistry in association with various NGOs in the rural areas reaching the underprivileged sections of the society. It exposes the students to all sections of society which need attention in terms of health needs and the same has been carried forward by some of our students in their career along with their routine professional practice.
4. Every graduating batch during their internship organizes various programs under the guidance and supervision of the faculty to do their bit for the community. The programs include blood donation camps, green initiatives like *vanamahotsava,* donations to flood victims and orphanages, screening, and awareness camps in rural areas.
5. Our institution is also an integral part of SS CARE Trust which aims providefree basic health care facilities to the needy section of the community.
6. Mobile dental unit of the college provides quality dental care at remote places.
7. Dental treatment at very economical charges to all and free dental treatment to economically unaffordable ones and specially challenged have been the hallmarks of our college.
8. Initiatives in the campus which are *Divyangajan* friendly like wheelchairs and lifts functional at the college, enabling easy access to various floors and departments to them. Also, special reserved parking for Divyangajan inside the campus which eases access to the OPD has been established.
9. College students and faculty have actively part taken in *SwachhaBharat Abhiyaan.*
10. No tobacco day celebration is a regular practice at our institute where faculty have been actively participating by organising road shows, camps and poster displays creating awareness about the devastating effects of tobacco usage.
11. A waste management system is instilled in collaboration with Sushanth environmental technologies to eliminate the possibility of polluting our neighborhood.
12. College works in close association with the district hospital in providing the required dental are during recent pandemic. Staff and students were posted in covid wards and also contributed during the post covid mucormycotic outbreak by treating and rehabilitating the affected patient.
13. On Oral hygiene day- free treatment and screening and providing samples is a routine practice of our institution.
14. Special Service for Hemophilia patients, and blood donation camps for them.
15. Various contributions during COVID pandemic

Student Outcome: The hands-on services have become the practical platform for value-based education and results are evident in the evaluation of Graduate Attributes. Secondly, field exposure elicited societal needs and thus created new research ideas.

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: 18

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

2021-22	2020-21	2019-20	2018-19	2017-18
5	27	20	20	18

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](#)
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: 32

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: 32

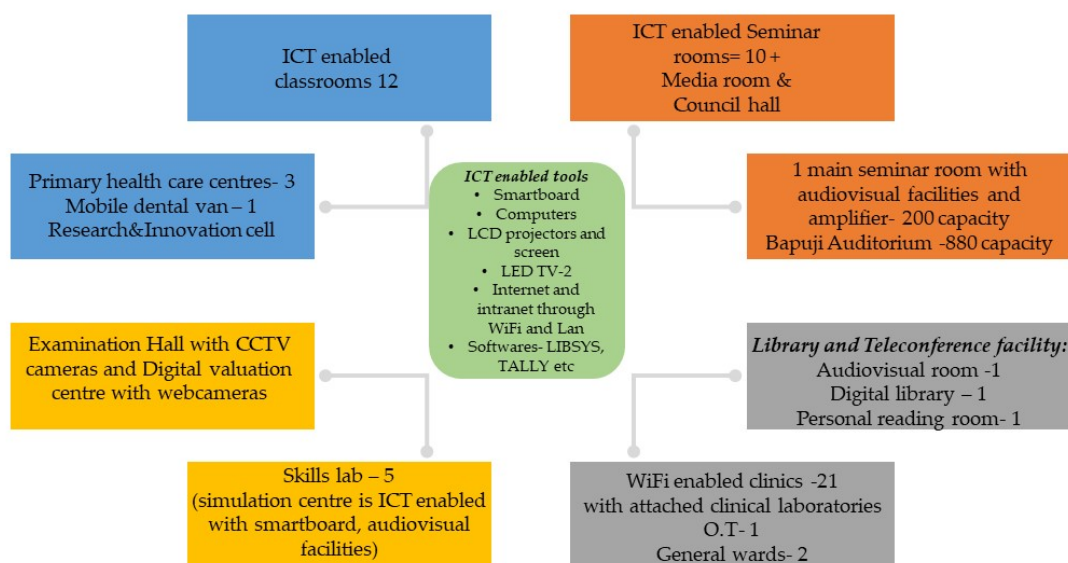| File Description	Document
Institutional data in prescribed format	[View Document](#)
E-copies of the MoU's with institution/ industry/ corporate house, Indicating the start date and completion date	[View Document](#)
Any additional information	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

TEACHING LEARNING FACILITIES

ICT enabled classrooms 12

ICT enabled Seminar rooms= 10 + Media room & Council hall

Primary health care centres- 3 Mobile dental van – 1 Research&Innovation cell

ICT enabled tools
- Smartboard
- Computers
- LCD projectors and screen
- LED TV-2
- Internet and intranet through WiFi and Lan
- Softwares- LIBSYS, TALLY etc

1 main seminar room with audiovisual facilities and amplifier- 200 capacity Bapuji Auditorium -880 capacity

Examination Hall with CCTV cameras and Digital valuation centre with webcameras

Library and Teleconference facility: Audiovisual room -1 Digital library – 1 Personal reading room- 1

Skills lab – 5 (simulation centre is ICT enabled with smartboard, audiovisual facilities)

WiFi enabled clinics -21 with attached clinical laboratories O.T- 1 General wards- 2

To prepare the students for the workforce, CODS provides access to the tools and facilities not only stipulated by the regulatory body but also keeps up with the trends of instructional design in educational methodology and advanced technology for the current generation students, achieving best outcomes of the program. We have ICT (with Wi-Fi and LCD projectors) in 12 classrooms, 10 Seminar rooms (all ten departments) and Wi-Fi enabled 20 laboratories (with portable visualizer & projectors). A main air-conditioned auditorium/seminar hall (with Wi-Fi, projector and camera) with a capacity of seating 200 people for large events like CDE/FDP programs, workshops, projected webinars, cultural events, orientation days, commemorative days, inaugural day of courses, celebrations etc. Our classrooms are spacious and well-ventilated with adequate seating facilities. The lecture hall no.5 offers flexibility in seating arrangement for reflective/group discussions such as during PBL/CBL.

The Audio-Visual room enables us to undertake webinars and teleconferences. We also have a council hall for interdepartmental student/staff presentations and decisive meetings.

Each department has its own clinical laboratories (9 clinics) which are well equipped and meet the requirements of the regulatory bodies.

The 5 skill laboratories facilitate exclusive learning experience for students. Prosthodontics and Conservative departments (Phantom lab) provide patient simulators for the best skill enhancement. The college is equipped with mannequins to conduct Basic Life Support exercises at the simulation center in

our college which is ICT enabled (Digital Smart board, Wi-Fi, LCD projector and screen, mikes and cameras). The oral medicine and radiology department has a mannequin to demonstrate radiographic techniques to students.

For Advanced diagnostics, our college is equipped with high end diagnostic systems like hard tissue and soft tissue microtomes and research microscopes in the Oral Pathology department. Digital radiography is provided in all the required departments. The Dept of Oral medicine and Radiology has 3-dimensional imaging technology i.e. CBCT and soft tissue LASER equipment is present in periodontology.

All our examination halls are CCTV enabled and paper valuation is carried out at the digital library section which is installed with web cameras.

The Operation Theatre of our college is well equipped, and we also utilize OTs of medical college of our institution for additional needs. The Bapuji auditorium with a seating capacity of 880 is used for large events like graduation ceremonies, cultural festivities, and conferences.

The Department of Pedodontics has regular postings at the Child Health Care Centre of Medical College, which exposes students to comprehensive learning.

Regular postings at both Bapuji Hospital and government CG hospital to expose post graduate students of oral surgery department to various trauma cases and emergency care management.

We have 3 attached satellite PHCs which provide community-based clinical learning and the mobile dental van helps to conduct dental treatment camps successfully. In joint co-ordination with the Govt of Karnataka's 'Danta Bhagya' scheme, we reach out to the dental needs of the people in rural areas.
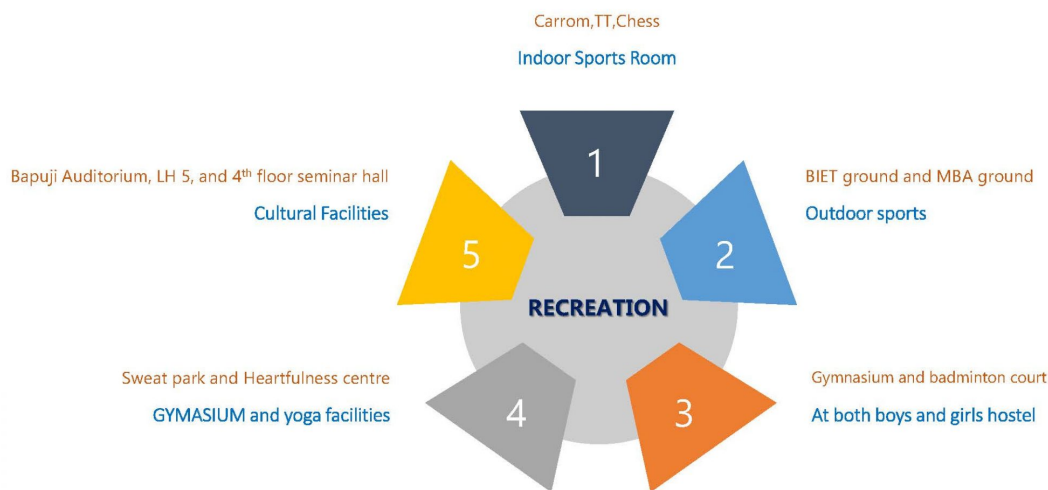
The department of Preventive and Community dentistry has a museum which displays educative models. Our students have exposure to AYUSH-related learning and herbal research at the Ashwini Ayurvedic Medical College and Hospital, Davangere.

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

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

Response:

SPORTS AND CULTURAL FACILITIES

Carrom,TT,Chess
Indoor Sports Room

Bapuji Auditorium, LH 5, and 4th floor seminar hall
Cultural Facilities

BIET ground and MBA ground
Outdoor sports

Sweat park and Heartfulness centre
GYMASIUM and yoga facilities

Gymnasium and badminton court
At both boys and girls hostel

RECREATION

1
5
2
4
3

Urban location of college- parks, swimming pools, movie theatres, multi cuisine restaurants, gaming centres, etc..

College of Dental Sciences stresses on the holistic development, health, wellness and recreation of students besides the routine curricular activities.

Sports facilities: We have sufficient acres of sports area which provides both physical and mental fitness for students and staff and a dedicated sports trainer who is well qualified and trains students in various sports activities.

Our institution being a part of Bapuji educational Association (BEA), which is a cluster of 52 educational institutes, has the privilege of access and official permission to use these additional infrastructural facilities- 2 separate playgrounds-BIET ground (2.5 acres) and MBA ground (5 acres), as also, 45 yards of cricket ground, 91.86 ´ 49.21 sq.ft.of basketball and volley ball ground for the use of our students. Regular sports activities are conducted by our college and several times in association with IDA organization, District Pavillion stadium beside our college is utilized with the permission of the concerned authorities as and when required for athletic events. The **Sports room** in college, has 528 sq.ft area, for playing indoor games such as carrom, chess, table tennis etc.

The hostel accommodates a basketball court, a badminton court, and an indoor table tennis court, within the hostel. A well-equipped gymnasium is also available for the students in both the girls' as well as boys' hostels.

Gymnasium: An MoU has been obtained by the institution for Gymnasium (5000 sq.ft) with a minimum fee for student registrations, which facilitates the student fitness.

Wellness facilities: An MoU with Meditation and Yoga Centre (400 sq.ft) at DoddaBathi, to facilitate the health and wellness of students and staff. Our 'Heartfulness campus program' integrates value-based University education with a 'holistic' approach balancing the heart and mind with an impeccable sense of confidence, personal character & values. This has transformed students into bold thinkers with the capability to transform self and society.

Cultural Centre: Cultural activities will be conducted in 'Bapuji auditorium' in the campus which has a seating capacity of 880 for Annual day and Graduation Day ceremonies during which stage performances for drama, music, folk, fashion show and other forms of arts conducted. Within the college building ICT enabled 'Auditorium cum Seminar Hall' of 200 seating capacity and also a large 'Lecture Hall 5' which has an added advantage of being flexible in its seating arrangement are used for multiple activities of 'cultural week' organized regularly by the college like Quiz, Antakshari, Dum-Charades, Pick and speak, Debate, etc. and for women like rangoli, mehendi, flower decoration, etc. for annual day, orientation program, cultural events.

Urban Location itself of the institution and hostels, by nature, provides many recreational facilities in the surrounding areas like parks, swimming pools, fine arts campus, gaming center, cyber cafes, restaurants of authentic local and pan India cuisine, malls, movie theatres etc... for recreation.

File Description	Document
Link for list of available sports and cultural facilities	[View Document](#)
Link for any other relevant information	[View Document](#)
Link for geotagged photographs	[View Document](#)

4.1.3 Availability and adequacy of general campus facilities and overall ambience

Response:

CAMPUS FACILITIES AND OVERALL AMBIENCE

Boys hostel facilities
- Elevator
- Gym
- Drinking water (RO)
- Dining Hall
- Rooms
- Badminton Court
- Parking lot
- Garden
- Generator

Girls hostel facilities
- Elevator
- Gym
- Drinking water (RO)
- Dining Hall
- Rooms
- Badminton Court
- Parking lot
- Garden
- Wifi
- Generator

Campus facilities
- Water purification Unit
- Generator
- Open terrace cafeteria
- Toilets
- Sign boards
- Parking and washroom for disabled

Campus facilities
- Bapuji bank
- Bapuji ATM
- JJMMC boys hostel Post office
- Eco friendly campus
- Staff quarters
- Solar panels
- Rain water storage

Medical facilities
- Bapuji emergency Hospital
- Bapuji OPD
- Bapuji Pharmacy 24*7

The general facilities and the ambience of the institution have long been adequate and attractive revealed

by the feedback from stakeholders of student and faculty.

Hostels: Separate PG and UG hostels are available for boys and girls. We have 2 boys' hostels and 3 girls' hostels including one international hostel each for boys and girls. Accommodation is 2-3 people per room in UG and 2 per room in PG and if requested, then one person per room is also provided. All the hostel rooms are well furnished with attached washrooms for all except one girl's and one boys' hostel where common washrooms are there on every floor. 24 hrs running water facility is provided in all washrooms with hot water provision present throughout the year through solar-enabled water heaters. All hostels in their mess provide a variety of cuisine for all the students, and the type of food is decided by the mess prefect nominated by the student council on a monthly rotation basis. Drinking water is supplied through RO purifiers which are available on all floors. Both normal and cold drinking water is available. The electricity supply is present 24*7, backed up by an automatic generator. Security guards are present for all the hostels and it's under CCTV surveillance. All our hostels are Wi-Fi enabled. There is a common room present within the hostel where students have access to media provisions such as television, newspapers, and magazines. There is a basketball court, a badminton court, and an indoor table tennis court, within the hostel. A well-equipped gymnasium is also available for the students in both the girls' as well as boys' hostels.

Bapuji auditorium, with a seating capacity of 880 people, is also available to carry out graduation ceremonies and cultural activities.

Bapuji Bank as well as the ATM machine is located just outside the campus. Post office is present right next to the boys' hostel.

Sign boards is made available at entrance to direct towards various blocks of the institution.

Medical facilities: Bapuji Hospital emergency and OPD blocks are attached to our campus. Also, the government hospital is present opposite our campus. Both these hospitals together provide us with more than 1000 bedded facilities. A 24*7**Pharmacy shop** is also available.

Green Landscaping: Ours is a clean and eco-friendly campus with landscape all around.

An open terrace Cafeteria is in the college campus providing healthy and fresh edibles, in ecofriendly plates and glasses.

Reading room & newspaper section: These are the favorite places for students.

Internet browsing room with desktop computers.

The Residential accommodation: is provided for staff at the staff quarters-Chandragiri, Indragiri and Biligiri. In each block 5 houses are occupied by our staff. The flats are fully furnished with 24/7 power supply, parking facilities as well as a children's park within.

CODS provides students and staff with the best ambience and facilities possible and is always working towards achieving a better and a calmer environment for everyone.

File Description	Document
Link for any other relevant information	[View Document](#)
Link for photographs/ Geotagging of Campus facilities	[View Document](#)

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

Response: 20.44

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

2021-22	2020-21	2019-20	2018-19	2017-18
4	87	138	46	165

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](#)

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:

CODS leaders are aware that the infrastructure is playing a crucial role in the students' learning experience throughout their stay for the completion of program. Besides, the institution is keen on attracting quality faculty who value modernization. The forementioned objective of student competencies to a global standard are achieved by having the infrastructure that includes teaching hospital and laboratories with relevant/advanced equipment supported by ICT, used for pre-clinical/clinical demonstrations/hands-on or EPAs, and for all kinds of assessment methods. All this is supported by the availability of rich clinical materials (patient input) like cases of extraction, scaling, denture, restoration etc. With an average OPD of

250 patients per day. Each piece of equipment matches the stipulations in 'quantity', and with better 'quality'.

Teaching Hospital with facilities/equipment *common* to all departments:

CODS, that has been regularly inspected by the regulatory body runs both UG&PG courses with teaching hospital in 9 specialty departments, easily accommodating approximately 298 dental chairs (of imported Kavo and Confident company). Each departmental clinic accommodates sterilization, ICT-enabled seminar room with audio-visual aids, a library section (plethora of books in the subject), a net connected computer, faculty cabin, PG room, X-ray/RVGs in some, equipped laboratory and waiting-cum-play area (if children). photography room in orthodontia and OT plus inpatient wards in Oral surgery.

Clinical and labororatory facilities/equipments *specific to each* department

The HEI provides all the routine equipment mandated in every Department, but we tried to collectively concise without missing important and advanced ones.

Oral Medicine: Intra-oral/Extra-oral/Panoramic (OPG) radiography machines, **CBCT** setup, RVG, pulp-testing & biopsy equipments, dark-room, x-ray protective lead items, TENS kit and additionally, tobacco cessation room for counselling.

Oral Surgery: All surgical kits (Minor oral surgery, Osteotomy, Cleft surgery, Bone grafting, emergency trauma, implantology, distraction osteogenesis, piezo), Minor and Major OT, Fiberoptic intubation kit, Cautery, two wards with 14 beds.

Prosthodontics: Articulators, micromotors, crown removers etc. Equipment of general/Chrome-cobalt/ceramic/implant laboratories, preclinical phantom-head laboratory.

Periodontolgy: Variety Probes & Scalers, complete perio-surgical instruments, grafts, LASER, diagnostic equipments(BANA test, Biomarker kit, etc.), implant kit and physiodispenser.

Orthodontics: Orthodontic equipments for 1)preclinical teaching 2)diagnosis-treatment including complete appliance-making. Additional: photography section and film-tracing room

Public health dentistry: Equipments of comprehensive care for community camp patients

1)Visiting CODS department 2)At Field: with Mobile dental Van (2 dental chairs). Museum with educative models.

Oral pathology: Teaching/research/diagnostic lab equipments for: 1) histopathology tissue sectioning-staining-storage 2)routine microscopy[with UG&PG teaching] 3)Research&stereo microscopy 4)photomicrography 5)routine blood-tests 6)microbiology-tests 7)culture&sensitivity 8)cytology with cytospin 9)Hard-tissue-microtomy 10)IHC 11) study-models 12)Wax-carvingμscopes lab for 100 students.

Pedodontics: Equipments of 1)comprehensive oral care for children and special children 2)conscious-sedation unit 3)RVG 4)hydrosolder 5)pressure-moulding unit 6)Educative models and CDs. 7)Preclinical lab

Endodontics: Preclinical phantom lab. Equipments of restoration/finishing kits, RCTs, Pulp-tester, Rotary equipments (handpiece etc), apex-locators, VLC units, instrument retrieval kit, additionally has loupes, High suction HEPA Filter, I-care Machine, Vistascan & endodontic microscope. Equipment for casting, ceramic and alloy lab procedures.

Implantology: Physiodispenser, implant kit.

Associated Medical college and Bapuji Medical Hospital to our linkage provides necessary resources for basic subjects like pathology, general medicine, etc., past 32 years.

Simulation Lab: Mannequins, smartboard, A-V system- Projector+Cameras+Microphones

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

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

Response: 81161

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

2021-22	2020-21	2019-20	2018-19	2017-18
80096	41151	143933	12747	126951

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

2021-22	2020-21	2019-20	2018-19	2017-18
132	101	184	251	259

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

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

Response: 332.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
215	185	193	179	259

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

2021-22	2020-21	2019-20	2018-19	2017-18
125	136	116	125	131

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

4.2.4 Availability of infrastructure for community based learning Institution has:

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

Response: A. All of the above

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

4.3 Library as a Learning Resource

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

Response:

Library Management System- LIBSYS Systems

Library is automated using Integrated Library Management System (ILMS)

➤ Name and features of the ILMS software **– LIBSYS**

➤ Nature and extent of automation (full or partial) – partial (college edition). **Version- LSease (Rel.5.0)**

➤ Year of commencement and completion of automation – **2005, yearly automation**

LIBSYS Systems

- Acquisition System
- Cataloguing System
- Circulation System
- Serial System
- OPAC system
- WEB OPAC system
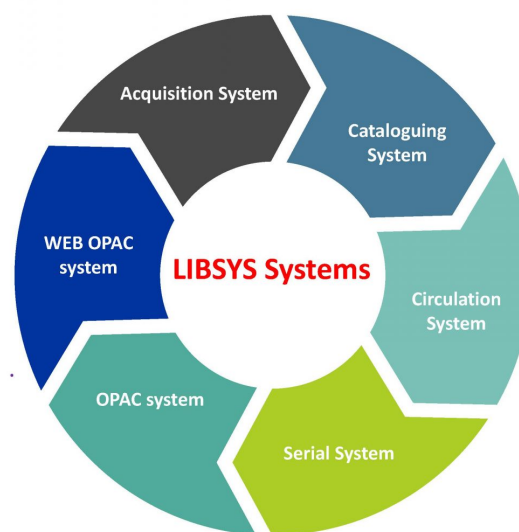
The central library of CODS has a fully automated Library with an Integrated Library Management System to facilitate quick access of documents, journals and housekeeping operations of the library.**:**

- Name and features of the ILMS software - LIBSYS
- Nature and extent of automation (full or partial) – partial (college edition). Version- LSease (Rel.5.0)
- Year of commencement and completion of automation – 2005, yearly automation

Library Management System- LIBSYS Systems:

LIBSYS is a group of integrated multi-user library management systems. It runs on various platforms such as UNIX, NOVELLLAN, WINDOWSNT, etc. LIBSYS is built around its own bibliographic database following ANSIZ39.2 format and supports variable field lengths for diverse types of documents.

The **Acquisition System** deals with ordering of library resources, monitoring their receipt, invoice processing and accessioning. It also maintains expenditure and budget analyses under a variety of accounts/headings.

The **Cataloguing System** provides online catalogues in the various orders maintained in traditional libraries. Additionally, it makes available instant listings under a variety of searchable fields to suit the requirements of a modem reference center. Other than data entry facility, the system has the additional facility to accept data in standard machine-readable formats such as CCF (IS0-2709), MARC (ANSI-Z39.x), etc. This makes possible the import/export of bibliographic data in standard exchange formats, meeting specific requirements of any library. The system provides facilities to generate bibliographies, current awareness services and SDI (Selective Dissemination of Information).

The **Circulation System** maintains up-to-date membership records as well as the latest status of the collection meant for circulation. It performs all the functions related to circulation providing suitable

checks at every stage. It takes care of infrequent but routine functions such as bindery record management, books on display in the library, latest additions to the library, etc.

The **Serial System** provides control of periodical subscriptions and subsequent monitoring of the scheduled arrival of individual issues. It maintains records of the budget sanctioned for serials under distinct categories, amounts encumbered and expended, thus providing complete budgetary control. It also handles serials which are received gratis or in exchange.

The **Article Indexing System** provides the facility to create and maintain a separate articles database. It facilitates special services like SDIs, listing of current articles, bibliographies, etc.

The **OPAC system**, as the acronym suggests provides an Online Public Access Catalogue. The bibliographic databases can be accessed in a manner never ever possible before with printed indexes. The system includes a word-based search facility using Boolean operators that can narrow down a search to meet specific needs.

Additional features of this system are:

1. Periodic list of recent additions to the library
2. Members can find the desired resources easily
3. Reserve resources that are currently in circulation

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:

Details on data acquisition in library:

Type of document/non book materials	Total no. of collections
Total No. of Textbooks	6388
No. of Title	5002
Reference volumes	
Dictionary	28
Encyclopedia	98

Donated Books (2017-22)	35
Book Bank Books (For economically weaker sections)	287
Current Subscription to online National and Int. Journals (2021-22)	42
No. of Bound volumes of Journals	2395
Monographs	23
Knowledge resource for library enrichment	15
Health related Kannada Books	127
CD ROM	50
Back Volumes CD-ROM'S	07
Newspapers	04
Magazines	01
e-journals	40
PG – Entrance books	66
Departmental books in each Department	407

Year	2017-18	2018-19	2019-20	2020-21	2021-22
Total number of titles purchased	73	10	84	7	2
Total number of copies of books purchased	80	12	89	7	3

The College Library & Information Centre started its service in the year 1991, as a routine academic learning & research referral library. The chief librarian, faculty and students in CODS religiously believe that the library plays an important role in information, research and critical thinking and hence is the '**mind of academic society**'. The sentiment is very evident during our annual grand pooja of '**Saraswathi**' statue in the middle of our library. CODS has a central library that is equipped with a (ICT enabled) properly stacked reading material and a 'reading room' which forms the core of our teaching

institution. It paves way towards informative multimedia such as textbooks, journals, e-journals, newspapers, scientific magazines etc. It's a place of aspiration to study for many while for others it offers a principal road of achievement for their research. Plethora of resources also available via RGUHS digital library too.

All bibliographic details of Books, Journals and CD-ROM Databases are accessible through the campus wide network such as OPAC & Web OPAC. The Library & Information Centre has vast number of printed documents, and it subscribes to over 40 National and International Journals. It has established contacts with other organizations for exchange of the Institute's publications and Inter-Library Loan arrangement.

Apart from the central library each department has their own departmental library.

UG Section: Racks/cupboards labelled with basic science category subjects- Anatomy, biochemistry, physiology, general medicine, general surgery, general pathology; Dentistry specific subjects like Endodontics, Oral Surgery, Oral Pathology, Prosthodontics, orthodontics etc for easy access. Among other sets of collections(as in table above), high usage is by students who Prepare For NEET PG Entrance & other Competitive Examinations.

Journal/Postgraduate/Faculty Section: Postgraduate library has journals. Display cupboard with recent edition of journals are displayed for reader updates. Back volume issues, journal and other issues are staked separately. Magazines from other colleges are made available for the students to have an idea of the other events conducted or occurring in other institutions.

Digital Sections: e-library, helinet access through computer section.

Library staff: Library employees realise their vital role to acquire, assemble, organize, and preserve the documents which disseminates knowledge of earlier generation to later ones. They

are well informed about books placed to support all fields of specialization. There is a section with a team to plan, design and use print as well as e-resource with cost efficient services. A photocopy machine serves student and staff.

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: A. All of the above

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

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

Response: 7.89

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

2021-22	2020-21	2019-20	2018-19	2017-18
1.43050	1.69327	4.97034	7.66797	23.68914

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

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

Response:

LIBRARY USAGE
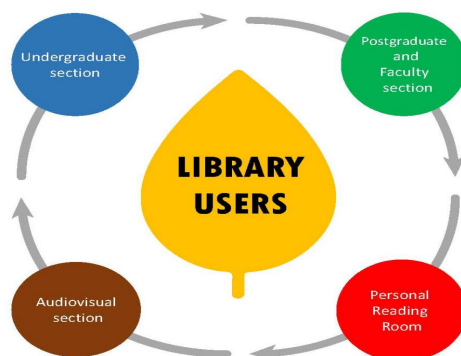
Since 'library' is a necessary unit in social fabric, CODS disseminates the information for the students who believe knowledge is a premium. Though this product of society underwent cultural advancement with technology, CODS library stimulates students' senses and promotes good mental health encouraging book reading individually or in groups. Our library is occupied with students because of 'Library assignments', 'self-directed learning' like PBL/CBL and reflective writing, as learning methods. Building reliable references during student seminar presentation and dissertation preparation are other reasons.

Keeping pace with the changing times, the college understands the growing need of high- speed internet facilities as a search tool for staying connected with the latest in the scientific arena. A free browsing facility with leased line internet connection is provided for students and staff members. With a seating capacity of 264, the library maintains a separate undergraduate and postgraduate section, reading room and a well air-conditioned computer and Audio-visual room. A peaceful ambience is always maintained which enables the students to study efficiently and productively.

Clinical research forms the foundation for any teaching institution. To provide this foundation, our library is endowed with materials such as indexed journals, different editions of textbooks and dissertations required for research purposes. Students can have access with their library cards to all the library facilities being provided. New books / journals are acquired regularly, and a constant update of databases is done, ensuring the latest and the best.

Our Library offers a wide range of resources which are listed below:

1.	Supportive library staff who will happily assist in finding the appropriate materials requested by the students.

2.	Students have the advantage of accessing e-journals through HELINET PORTAL [Log in details and password is displayed on library notice board]

3.	Provision of a 15-day issue period on textbooks for students belonging to backward categories.

4.	Other sources of information available in our library are recorded videos, podcasts, CD's, assigned to each subject.

Students can also use the LSCG system at any point of time to access the library regarding the availability of books, journals and other materials available, which saves time.

Timings: Our library operates from 9:30am- 10:00pm every day, which is extended till 12:00 am during examination time for the benefit of students. In addition, our students and staff are periodically notified regarding any change made in the library's timing during holidays.

Learner sessions/library usage programs organized for the teachers and students:

Library Orientation Program is organized every year, each for 1st BDS and MDS students. The Chief Librarian provided information about the existing stock, how to search books and journals with the help of OPAC, digital section and RGUHS Helinet facilities. A brief introduction about important services and facilities provided by the library was mentioned.

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 Three 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: 25

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

Response: 25

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

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

Response:

Timeline
INTERNET FACILITIES

2017-18	2018-19	2019-20	2020-21
16mbps.	50 mbps	50 mbps	100 mbps
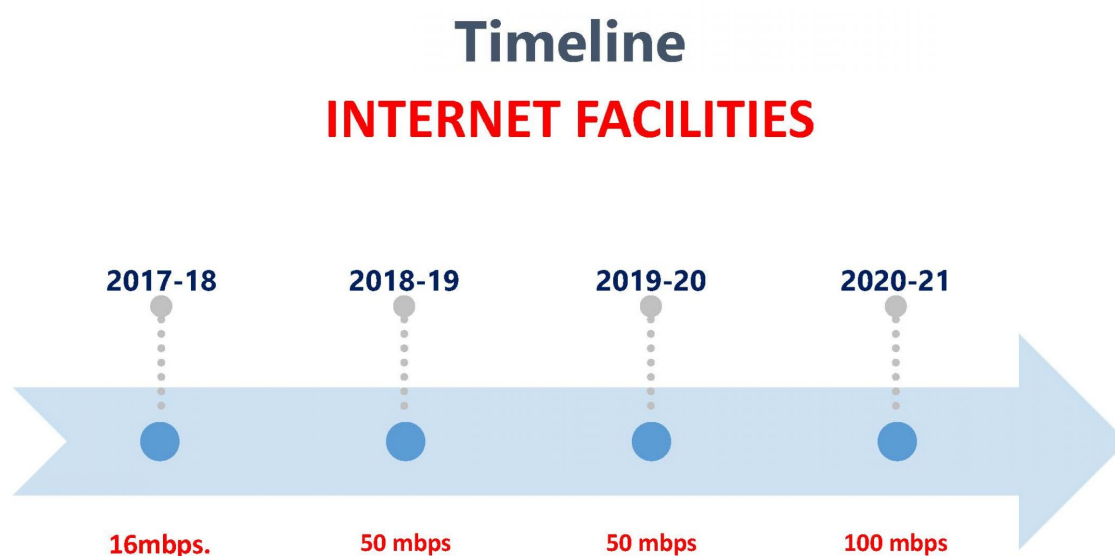
Eversince the education sector has embraced the use of technology to enhance the learning experience of students CODS has prioritized IT facilities, updating to make it an integral part of our daily lives. Greatest way students made use of IT was by developing 21st century digital literacy skills starting from accessing applications, know technical skills, us multimedia tools to create presentations, access online resources to aid their research, communicate and collaborate with peers and instructors. The instructors too created more dynamic and interactive lessons that capture the attention of students. The same IT hardware is here for e-governance and the University conducted annual assessments too. Continuous Zoom events saved the academic lifeline during the Covid pandemic lockdowns. Security features have also been incorporated. Institutional LMS and the active website cods.edu are always in the transaction for updates, resources and

other links.

A Systems Administrator heads the Information Technology Department. Having a dedicated IT personnel on campus helps the institution with an array of support opportunities to learn too. It offers comprehensive information technology support including software development under AMC (Annual Maintenance Contract) with INDOTECH, hardware maintenance and IT support with ADITYA INFOTECH and high-speed internet with INCUBIX technologies.

Computers, LAN, Wi-Fi on campus

The institution has a total of 84 computers (desktops&laptops) for use by students and staff. These are connected through a Local Area Network (LAN) to create an Intranet. Genuine user of Microsoft product. Computers are available in classrooms, office, examination center, library (G-CAD) and department OPD counters. All HOD'S and administrators are provided with Laptops.

Internet facilities

The bandwidth capacity had been increased from 16 Mbps to 50mbps in 2017 and further to 50-100Mbps leased line in 2020. An extensive Wi-Fi along with Microtic router and recently the firewalls have been established to cover all parts of the campus.

University assessment and transformations during pandemic: Web-cameras had been installed for exam valuation center as per university instructions (Bills enclosed). Live streaming of examination centers supervised by RGUHS during university exams. Due to continuous internet support, and upgradation to 100mbps leased line- during covid pandemic we have conducted regular online classes for BDS students; seminars, Journal clubs for MDS students; meetings by all the staff (Photos enclosed in any other relevant information).

With upgrading the technology, the institution has purchased learning management system called EIS and adopted the platform for teaching learning facilities. The system also helps us to keep a record of attendance of students, while also helps the staff to upload the lectures taken in PowerPoint format.

Data centre

An advanced data center is housed in the institution to meet computational and networking needs. The data center has 2 Server machines.

Library server run on Libsys software. Account section operates on Tally server. Indotech software is used for patient management. Data if required can be electronically retrieved like for research studies. MySQL as backend database solutions. All the servers and desktop are secured with Quick heal internet security essential anti-virus.

Biometrics-regulated attendance access is followed for all staff, Post graduate students and internees. 24x7 CCTV camera surveillance and retrieval of 2 months CCTV footage is available.

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

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

Response: 50 MBPS-250 MBPS

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

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: 51.38

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

2021-22	2020-21	2019-20	2018-19	2017-18
179	147	189	234	234

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

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

Response:

All service requests are deemed emergency and resolved by college maintenance team for standard base level management.
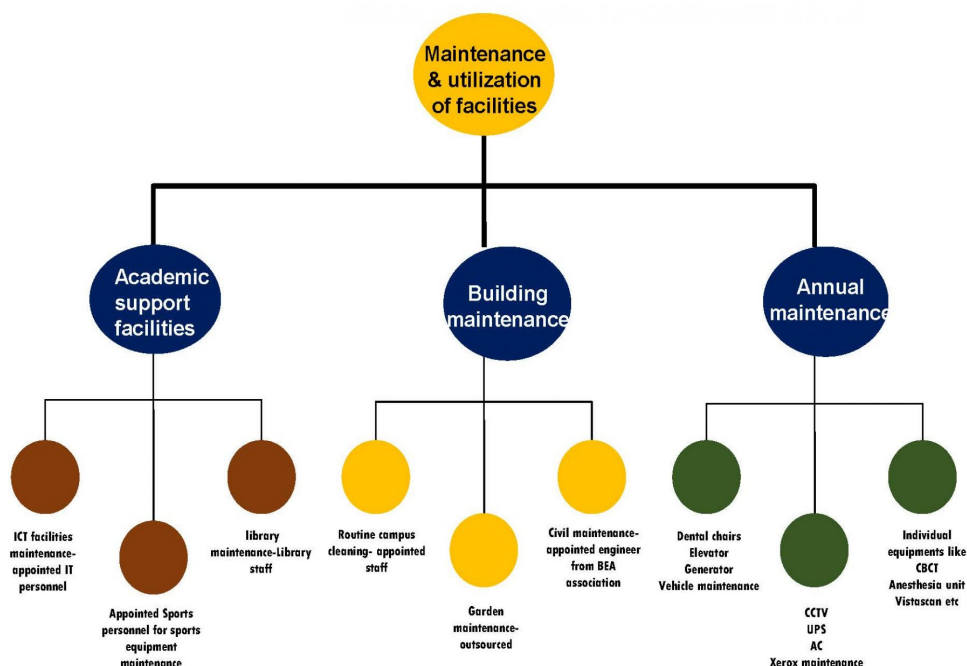
The educational institutions have a duty to provide an environment that is conducive to learning and growth for the students. To achieve this, colleges have established systems and procedures in place that are designed to maintain and utilize these facilities efficiently. This policy delineates the levels of services provided that are non-chargeable and chargeable.

1. **Maintenance of Academic and support facilities.**

The college has a maintenance committee for standard base level management. This committee of 5 members consists of Dental chair technician -1, Assistant dental mechanic -1, Support staff – 3. They are responsible for the services and repair of all academic facilities on campus such as in laboratories, preclinical halls, clinic sections etc. They offer preventive maintenance facilities like stationery, chemicals, equipment accessories etc. as well. All service requests are deemed as emergency and resolved within 30 minutes. The maintenance committee ensures that they have a stock of certain materials and spares for easy availability and replacement, thereby providing a quicker service.

Library: Library employees realize their vital role to acquire, assemble, organize, and preserve the documents. Books are properly stacked in the right order.

Computers & ICT facilities: We have a college appointed personnel, who is well versed in the field of IT, who oversees all the maintenance of ICT facilities on the campus.

Sports: for sports related facilities, we have a sports master who is appointed in our college who trains students and staff in sports related activities and is also responsible for the maintenance of sports equipments.

1. **Physical facilities maintenance:**

Routine cleaning services are done for which we have staff who maintains campus buildings ('A', 'B' & 'C' blocks) clinic-halls, administrative office, library, classrooms/seminar rooms, common public spaces, lavatories/ restrooms, lounges, and corridors are part of routine care.

Disinfection protocol is in place for all the clinical treatment and diagnostic places.

Elevator maintenance: All elevators are inspected regularly and maintained in accordance with the appropriate codes and standards.

Pest control management: The above services have been contracted to perform and provide frequent services.

Fire management: Emergency fire extinguishers with trained support staff.

1. **Civil works and maintenance:**

To ensure the infrastructure is in good condition from time-to-time new upgrades and repairs will be made. Electricians provide repair and maintenance of all existing lightings and provide light fixtures and electrical outlets installation. A request sent to the management will be immediately followed by a visit of the Resident Engineer. Of BEA association who oversees the electrical, plumbing, furniture along with civil works.

1. **Annual maintenance of equipment:**

In addition, we have AMC's for -Dental chairs (by KAVO consultant), RO filter maintenance, AC maintenance, Generator, Elevator, Computers and internet facilities, LAN/WAN, UPS, CCTVs, Microscopes, Anesthesia unit, CBCT, RVG, I-care machine, Vistascan, Front loading autoclave. They provide reactive and repair services as well as preventive maintenance well in advance of the expiration period of the facilities.

The success of a college is measured by the success of its students, and maintaining and utilizing facilities is an important aspect of achieving this success.

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: 15.61

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

2021-22	2020-21	2019-20	2018-19	2017-18
100	51	88	47	33

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

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

Response: A. All of the above

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

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

Response: 9.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
26	45	39	46	47

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](#)

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

Response:

Our goal is to encourage students from all over the world to join us in their professional academic voyage and become scholars in dentistry.

Conducting orientation programs

Monitoring the academic performances

All round development

International Student Cell Support Services

Monitoring the payment of fees

SriLankan Dental Council

Counseling

Malaysian Dental Council

Support and assistance

Evolving as a leader in higher education

The College of Dental Sciences (CODS) possesses an active international student division that caters to the needs of students from abroad. The college has always been open to students seeking exceptional dental education, which we consider our expertise.

Historically, the institution has been a hub for numerous international students enrolling in the undergraduate BDS program, including NRIs, from various parts of the world like Malaysia, Iran, Sri Lanka, and more. We proudly showcase recognition certificates from the Malaysian Dental Council and Sri Lankan Dental Council on our website. However, due to reasons such as the COVID-19 pandemic and nationwide restrictions imposed by the Ministry, there have been no international students in recent years. Nevertheless, CODS is reestablishing its previous policy for international students in preparation for future admissions, if any. As part of our pursuit of excellence, we are actively engaging with the Nodal officer for our institution under the 'Study in India flagship project' of the Ministry of Education, Government of India. The objectives of our new International Student Cell are as follows:

1. Encourage students from all around the globe to join us in their professional academic journey and become dental scholars.
2. As a leading higher education institution, we have tailored the admission process, fee structure, and all related services specifically for foreign students.
3. Throughout this journey, we strive to respect their cultures and traditions while blending them with our country's rich heritage. Foreign students are typically admitted at the beginning of the academic session.
4. Ensure that the concerns of students' families residing outside India are addressed.

The International Student Cell provides various support services, including:

1. Conducting orientation programs to familiarize enrolled students with the offered programs, fee structure, eligibility criteria, university policies, and legalities.
2. Monitoring students' academic performance through collaboration with mentors and communicating progress to parents/guardians annually.
3. Overseeing fee payments for academic programs and other services.
4. Offering support and assistance for visas and related immigration processes, if necessary.
5. Organizing orientation events to facilitate social and cultural adjustment.
6. Providing counseling on social issues and special tutorials to aid in understanding the local language.
7. Emphasizing the holistic development of international students by involving them in cultural activities, sports, fine arts, entrepreneurship, and more, encouraging them to think beyond academics.
8. Appointing a senior faculty member as the chief coordinator of the International Student Cell, responsible for attending to the needs and well-being of foreign students on campus.

Contact information for the coordinators is as follows:

1. Dr. Dhanya Kumar, Faculty, CODS, Davanagere – 9448603672
2. Mr. Prakash, Manager, CODS, Davanagere – 9945299930

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

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

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

Response: All of the above

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

5.2 Student Progression

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

Response: 26.35

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

2021-22	2020-21	2019-20	2018-19	2017-18
11	13	11	9	6

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

2021-22	2020-21	2019-20	2018-19	2017-18
26	45	39	46	47

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: 35.67

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

2021-22	2020-21	2019-20	2018-19	2017-18
37	23	36	35	34

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: 26.32

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

Response: 20

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](#)
Link for Additional Information	[View Document](#)

5.3 Student Participation and Activities

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

Response: 3

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

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

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

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

Response:
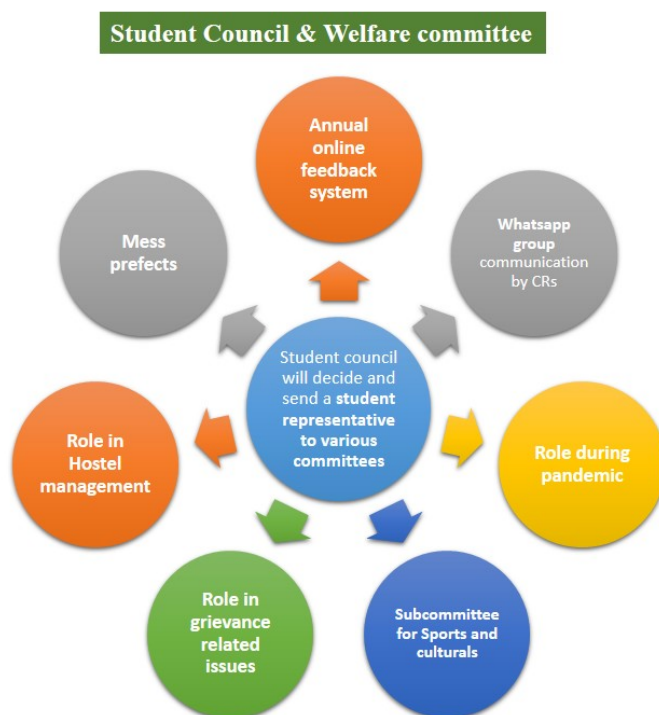
The Student Council mainly helps in sharing student's interests and ideas with the faculty to have a student friendly environment in the college and hostel campus. College of Dental Sciences (CODS) has an active Students' Council, which is formed by nomination of students and not by election. The student council will decide and send a **student representative to various committees**. The activities under its student representation include the following:

- Student council made the student participate in the **annual online feedback system** where in opportunities are provided to all the students to express their opinion, best ideas, and practices regarding academics (includes examination, co-curriculum, value added courses), administrative, wellness events, sports and cultural etc. which will be encouraged by the staff, and they will allow students to actively participate in academic, administrative, cultural and sports activities of the institution.
- Role in introducing **Whatsapp group** communication and monitoring by **class representatives (CRs)** of every batch: By this system communication between faculty and the students as well as among the student peers becomes easy and transparent. This had practically helped in cases of class timetable, exam/practical dates, special classes, sharing ID/Passwords for online classes, culturals, sports, health related information for student safety in the COVID pandemic situation is done through the students whatsapp groups instantly.
- Student council kept track of the key avenues for student progression through respective committees, such as regarding UG research, career and placement notifications, scholarship loan facilities etc…
- **Role during pandemic:** In Covid – health and safety awareness along with necessary medical support for the students staying away from their family like Doctor Consultation, testing, beds and oxygen etc has been facilitated through the student-staff open communication through the phone

and college/batch closed social media groups. Also solved issues like Wi-Fi connectivity, accessibility issues to various journals and other University online library contents, online education materials during the lockdown period through **library committee**.

- **Subcommittee for Sports and cultural** organize various sports events and effectively manages all the events very smoothly.

Past events: Different cultural events and sports events like **VIVIDS, College Day, Graduation Day, Womens day, Kannada Rajyothsava, Onam** etc. has been organised and handled by the students from various committees which was facilitated by the college staff, Principal, and management. There are student clubs for dance/ music/skit such as *'The Crew'*, *'The Euphoniouns 9',* etc.

- **Role in greviance related issues:** Anti-ragging committee and the Internal Complaints Committee address ragging and sexual harassment respectively, if needed will also be supported by Student Council members.
- **Role in Hostel management:** The hostel mess is managed by the students by becoming **mess prefects** on rotation basis through the Student Council. This helps in making students more responsible, build management skills and improve their finance handling skills. The everyday food menu will be decided according to the student's choice, keeping in mind the different diversity of students and their food culture, which makes every student feel more homely.

File Description	Document
Any additional information	[View Document](#)
Link for any other relevant information	[View Document](#)
Link for reports on the student council activities	[View Document](#)

Other Upload Files	
1	[View Document](#)

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

Response: 3

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

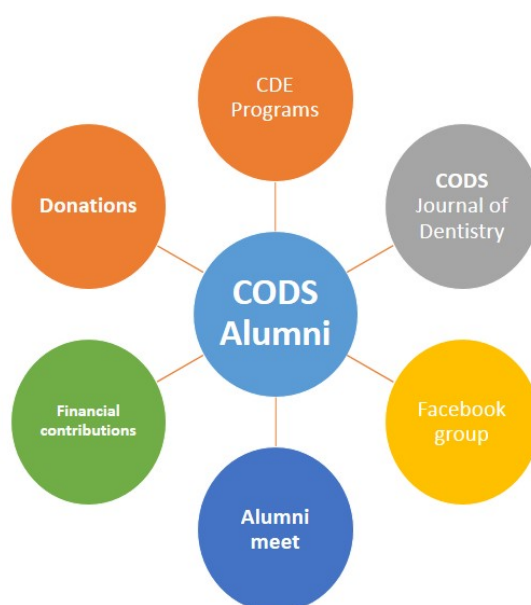| 2021-22	2020-21	2019-20	2018-19	2017-18
2	0	6	3	4

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

5.4 Alumni Engagement

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

Response:

College of Dental Sciences (CODS) Alumni Association was started by the symbiotic efforts and ideas of staff and students at the College, was registered under the Karnataka society's registration act 1960 on 13th March 2008. The association was framed and executed with the vision to imbibe the upgraded scientific knowledge, current developments, innovations, research, and latest advances in the arena of dentistry and to date, is still working vivaciously. Apart from this, it acts as a vector, bringing all the students (BDS, MDS present and passed out) and faculty members together and motivate them to thrive with rationalized knowledge and practices of dental profession with flow and dignity, as they say, "there is no age for learning and to get wise ". The association, which has more than 3460 members, offers and gives a fair chance to its members to share their ideas and concepts with considerate perspective and hence creates a healthy scaffold for knowledge sharing and learning.

Continuing Dental Education (CDE) programs are conducted periodically, and preference is given to alumni members. Activities include at least two CDE programs per year

EC meetings: two to three meetings per year

CODS Journal of Dentistry (CODSJOD): Has two issues per year. The journal is managed under the auspices of the Alumni association, Jaypee being the publisher. Distinguished alumni are part of the editorial board and contribute to the success of the journal. All the alumni members are given preference to submit their articles to be published in the article.

Facebook group: The association is active in social media through Facebook page, and all the activities are shared through that. The association is in regular touch with the alumni through its own Gmail account.

Alumni meets are conducted once in three years, which gives an opportunity for all the alumni to visit their alma mater. The previous alumni meet scheduled was for 2020 which was cancelled due to covid.

Financial contributions: Alumni members have contributed financially, which is audited, and a quantum of it is again contributed to the college for purposes such as CODS Journal.

Donations: A silver statue of Saraswathi and 33 new study books were donated by the alumni members.

Student exchange: Student exchange programs have been conducted with organizations/institutions in connection with our proud alumni members as faculty or as recommendation faculty.

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

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

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

Response: B. Any four of the above

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

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

Be a leading institution in providing an overall dental education and research on par with international standards leading to direct patient benefit and improved healthcare of the society.

Mission

Emerge as the center of excellence in imparting education as well as in service to *patient and community* by:

- Widening intellectual and skill horizons empowering the students to be globally competent (**core value- student competency**).
- Inculcating ethical and moral responsibilities towards Patient, Society and Nation along with system based - evidence based- practice management while promoting the use of technology (**core value – professionalism, system-based practice management, use of technology**).
- Developing scientific endeavors through research and collaboration and lifelong learning (**core value- innovation, teamwork, and lifelong learning**).

Institutional Objectives -

Our institutional website cites the Institutional Objectives that is an expansion of core values in our mission, the domains of which are *Academic and Research, Personal and Interpersonal, Ethical/ Universal Value, Global/ National/ Social, Environmental, Entrepreneurial/Technology/ Other Enhanced Capabilities, and Aesthetics.*

The nature of governance is accountable(year-end evaluation), effective(implements), democratic(academic/research-freedom), transparent(website), decentralized(departments), participatory(feedbacks), equitable/inclusive(eg.slow-learners/women), responsive(budget-allocation) and provides 'conduct-code'. The above said vision and mission of our institution can be reflected in **academic and administrative governance** through several ways as follows (and has come out in our **Perspective plan**):

Academic Programs (outcome based): Our vision had influenced us to modify and implement academic programs within the limits of DCI/University regulations. These include certificate courses for PGs and Internees, free value added courses targeting UGs, handbook of curriculum mapping with Outcome lists, student centric methods like small groups(PBL/CBL), experiential learning with reflections, online platforms, OSCEs and year-end evaluations by curriculum committee. Fostering learning through research, collaborations and community services had ensured student's progress *towards global competency.*

Student support: Mentorship, capacity building with 21st century skills, extracurricular support of sports and cultural, financial aid for UG research projects, student charter, guidance to competitive exam(NEET-PG), career & placement guidance, psychologist's counselling had been implemented.

Faculty Recruitment and Development: While promoting diversity and inclusivity in recruitment, faculties were updated with *FDPs* & Continuing Dental Education programs, their training for e-content development, financial support, encouraging publications, exposure to 'innovation-culture' and microteaching induction program for newly appointed were some measures. Our faculty plays a key role in collaborations.

Administrative Policies: The core-value of *'institutional social responsibility'* instilled policies of low-cost hospital service and plenty of free community service(volunteerism), had been mentioned in our best practices, tested even during pandemic. The e-governance using *digital technology* progressed our academics through EIS-LMS and administration through Indotech-ERP. Management responds accountably via *budget allocation & mobilization of funds* to meet every requirement mentioned here. Divyangjan friendly, campus safety, waste management, infection control, action for sustainable environment, are few more to name among policies.

Quest for excellence: Our well-constituted IQAC is active. Associate Deans and committees follow *the entire feedback system* that comes from various stakeholders including Alumni & Parents, to help raise the current quality of HEI. NAAC grade, NIRF/Outlook magazine rank, Student-ranks, Gold-medals, Faculty awards, community-service awards, Guident's 'Most Proactive Dental College' for clinical & research work, sports awards, recognitions from Srilankan and Malaysian councils marked our milestones.

File Description	Document
Any additional information	[View Document](#)
Link for 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 institution has effective leadership to guide and motivate the group towards a common goal & is reflected through governance (earlier said) which is accountable(year-end evaluation), effective(implements), democratic(research-freedom), transparent(website), equitable/inclusive(eg.slow-learners/women), responsive(budget-allocation), provides 'conduct-code', and most important among all is decentralization(departments) and participatory management(feedbacks and committees)
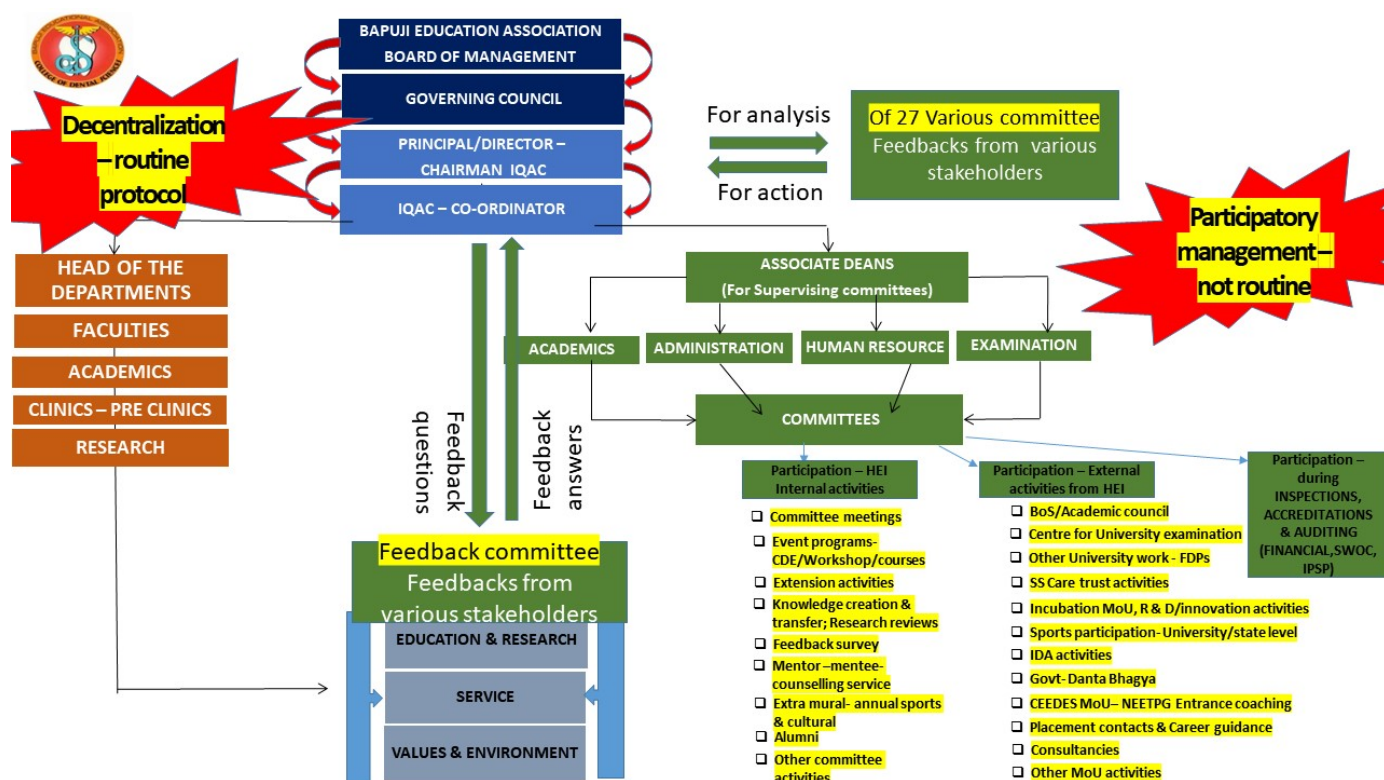
Decentralization

The Bapuji Educational Association has earned the title of "Oxford of Karnataka" under the dynamic leadership of Dr.Shamanur Shivashankarappa, Chairman of Governing council. The Governing Council has a systematic way of operating, while providing authority and operational autonomy to various functionaries, contributing to a *decentralized system*. It has empowered the Principal/Director as the Head

of the academic and operational functions for the institute. To support the same, the Vice-Principal supervises institutions engaging various stakeholders. IQAC (for quality-benchmark issues) and the College Council (for policy & managerial issues from management viewpoint) constantly provide their views based on data/research.

Routine operation: The next level of ecosystem is Departments. At the core of the '**routine System Based Practice' of HEI,** lies the Departmental activities, entrusted onto the HODs, running academics, laboratory, diagnostic, clinical and university related assessment functionaries, by the team of Professors/Readers/Lecturers and support staff with significant creativity and autonomy. A free exchange of opinion required for the refinement given to their respective HODs seeking approval from the principal, considering Mission and Objectives. Support is obtained from the administrative manager through office staff involving accounts, establishment, admission, store, maintenance and ICT sections.

The IQAC and College Council function overlap and have been divided into four streams with faculty members being appointed as Associate Deans of Administration, Academics, Examination, and HR. All the Associate Deans, various committees (27), the Principal/Director & HODs will meet on a common platform to chart strategic working plans keeping in view the benchmarks(from IQAC) and policies(from college council). This part is both decentralization & participatory work.

Participatory Management

Our leaders consider multiple perspectives and participation from all the employees and stakeholders. Most *participatory activities* were '**non routine work',** but instantly scheduled through a system consisting of Associate Deans and 27 committees (here participating representatives are from across departments and stakeholders) as shown in the organogram. The committees provide their data, analytical information, and inferences for action, correspondingly. Respective Associate Deans & IQAC who will put forward to the Head of Institution. The IQAC and College Council function overlap but the ultimate action taken will be documented in IQAC. The data for committees will come from time-to-time collection of feedback by an independent **feedback committee**. IQAC will collate the feedback results, sort them out to committees for analysis and efficient work plans. The feedback system is robust and considers every member of HEI (faculty members, student, parents, alumni members, patients, and nonteaching staff) which upholds the culture of *participative management*.

Other examples of participation:

All Faculty members met to chart IPSP&SWOC (May 2022).

Academic freedom: Students and faculty members have liberty to engage in open academic inquiry (research, ideas, and debates) without fear of censorship.

Outcomes

The results of decentralization and participations has the overarching benefits of excellence in academic, research and patient/community services explained elsewhere.

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

6.2 Strategy Development and Deployment

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

Response:
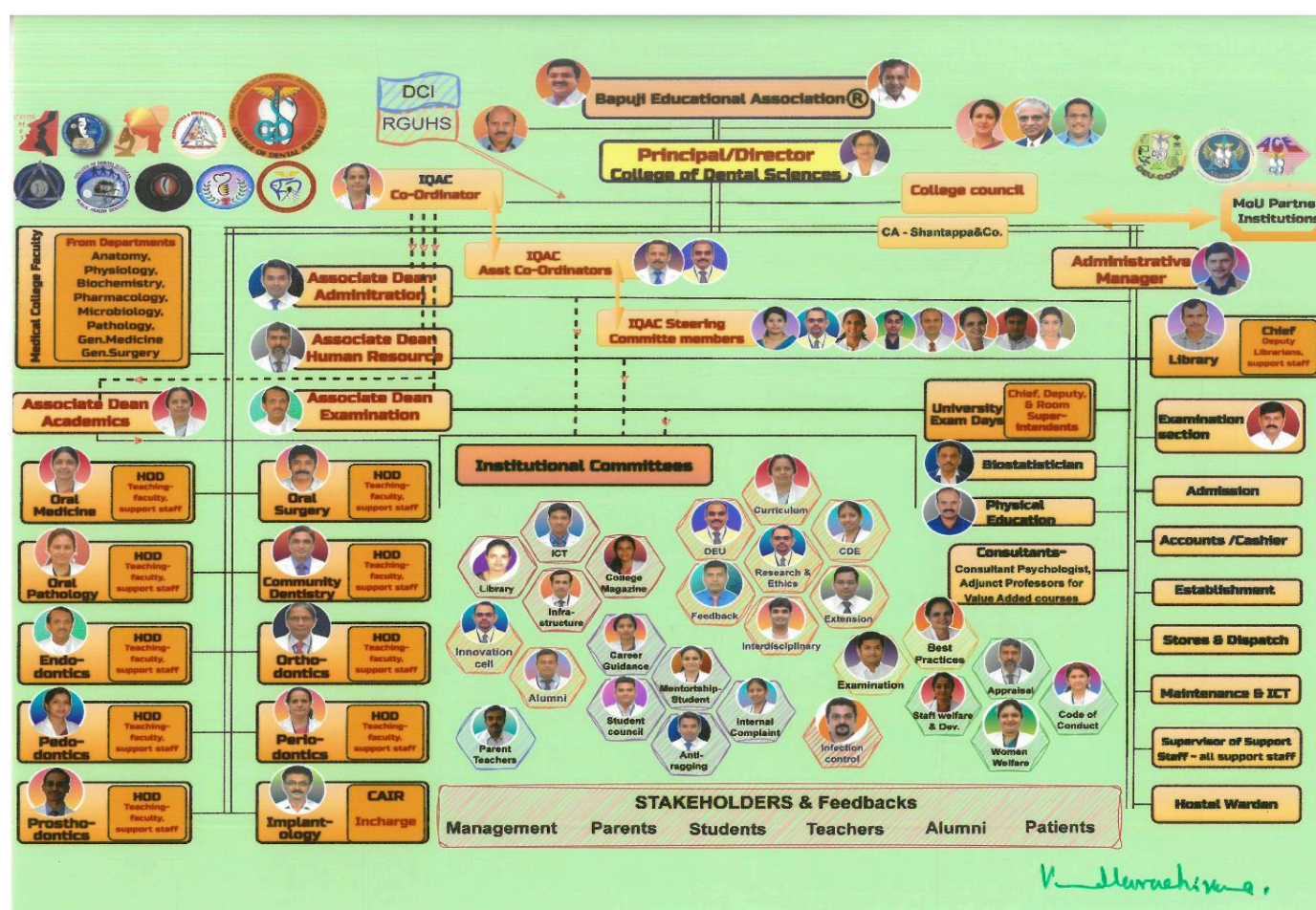
By aligning with the vision and mission of our institution, a ceaseless change to the routinization of progress, service, and innovation has been ensured. This relentless churning led to the formulation of our strategic plan, ascertained through periodic outbursts of latest ideas when free exchange of opinion flows from bottom to top of hierarchy, possibly in 3 ways as follows:

1.The HODs with their faculty recognizes the refinement needed from day-to-day department's clinical and academic activities, reporting to the Director/Principal (Dean of both College Council & IQAC)

2.The Associate Deans fetch the analytics of stakeholders' feedback from 27 committees. All stakeholders' feedback were collected (via online currently) by the 'feedback committee', which then sorts 'answers&questions' (found in 'filled forms') to each of 27 committees, who will meet & analyse their 'relevant answers' for inference and then reports to respective Dean Associates, and finally reaches the Director/Principal (Dean of both College Council & IQAC).

3.The Manager collates all the office related administrative and financial aspects that finally reaches Director/Principal.

The IQAC and College Council (similar to senate) will be called for several meetings in a year by Director/Principal in which the HODs and Associate Deans are also its members and were encouraged for disciplined participation and orderly discussions. During these times various committees, office staff, etc., may come and go, and the Board of Management will be continuously contacted, all for purpose of consultations like timeframe, finance, manpower, material etc. The convener of the college council thinks from the viewpoint of our management and the needs of society, it helps in decision making. Thereby, an IPSP with specific goals and action plan will be developed, once in 3-5 years, but refined every year. In 2022, all faculty and some office staff participated in IPSP formation and SWOC analysis.

The responsibility of deployment of the strategic plan is through the systematized organizational grid. This was well explained with our organogram elsewhere, with decentralization of routine work through HODs and participatory management in non-routine work through Associate-Deans. The Dean Academics will supervise curriculum, library, research, and career guidance through its committees. Dean Examination supervise to Examination, result analysis, and grievances. Dean HR is accountable to supervise Staff-Student-Women welfares, Code of Conduct & Parent-Teacher meet. Dean Admin would supervise infrastructure, ICT, Anti-ragging, magazine and infection control with respective committees. Other important bodies include Alumni, Student council, Dental Education Unit, Mentorship committee and Career guidance/placement cell. The period of Committee conveners is around 3 years, while for Associate Deans' period extends till the end of NAAC Cycle.

Our IPSP is prepared with baseline of suggestions made in previous cycle's Peer Team Report. IPSP considered milestones of Short-term 2017 to 2019(achieved); Mid-term 2019 to 2022(achieved); Long-term from 2022-23 to 2027-28 (future-plan). Some 'Key-indicators' of achievement include value added courses, online feedback system, digitized evaluation, IPR, collaborations, clinical material, career guidance, auditing, green campus, FDPs, DEU, etc. Timely corrective measures were employed during Pandemic times. Hoping this cascade of events to lead a path towards achieving excellence in education, service, and research.

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

6.2.2 Implementation of e-governance in areas of operation

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

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

Response:
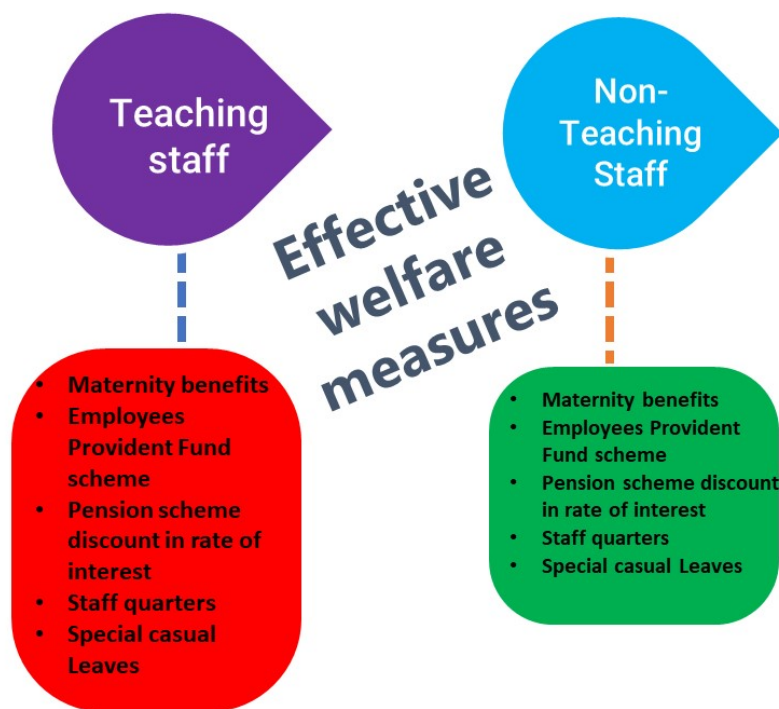
It is undeniable that the teaching and non-teaching staff played a key role in the institution's growth. As the work environment improved, welfare facilities along with services became more important that kept up the morale of employees. The institution provides various welfare measures for its employees which are as follows:

Teaching staff:

1. **Maternity benefits** (according to Maternity benefit act, 1961 amended in 2017) – Women employees are given the benefit of paid maternity leave for a period 135 days (4.5 months), for two deliveries.
2. The institution has been registered under the **Employees Provident Fund scheme** since 2002 with a separate code number viz., KN/27161 for the benefit of its employees.
3. The long-serving faculties who have contributed to the development of the institution have been given the privilege of a pension **scheme** as amended by the management.
4. As a part of welfare for the staff, **loans** are provided from the Bapuji Co-operative bank with a **discount in rate of interest** upto 3% from that of general rate of interest.
5. Free of cost or concessional charges for dental treatment in the institute to staff and family members on discretion by Head of the institute.
6. Staff are provided with **quarters** for their accommodation by the Bapuji educational association.
7. Institution also provides **Special casual Leaves** (Paid Leaves) to the staff for attending Conferences, CDE programs and for being as an examiner for other institutes.
8. The staff parents who have differently abled children are also provided with special consideration leaves (without pay).
9. The institution provided aprons and scrubs for all their staff members.

10. Institution had long been offering timely promotions to their employees till the start of Covid pandemic.

11. The institution may provide the financial contribution to attend conferences, etc. on individual basis recommended by college council

Non-teaching Staff:

- The same benefits are provided for non-teaching staff as for teaching staff, where applicable.

- Non-teaching staff and Group – D employees along with their spouse and children can avail the dental treatment facilities at concessional charges in the institute on management's discretion.
- ESI scheme benefits employees drawing monthly salary up to 21,000/- and below. For ESI contributions @4.75% till 2019 and 4% after 2019, is paid by the management.
- Any other case as indicated by Principal.

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](#)

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: 19.61

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

2021-22	2020-21	2019-20	2018-19	2017-18
79	12	1	1	1

File Description	Document
Relevant Budget extract/ expenditure statement	[View Document](#)
Policy document from institutions providing financial support to teachers, if applicable E-copy of letter indicating financial assistance to teachers	[View Document](#)
Office order of financial support	[View Document](#)
Institutional data in prescribed format	[View Document](#)

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: 16.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
21	8	17	18	18

File Description	Document
Reports of Academic Staff College or similar centers Verification of schedules of training programs	[View Document](#)
Institutional data in prescribed format	[View Document](#)
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: 34.51

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

2021-22	2020-21	2019-20	2018-19	2017-18
71	10	82	0	0

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](#)

Link to additional information	[View Document](#)	
Link of AQARs for the last five years	[View Document](#)	

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

Response:

The institution has a system for performance appraisal of teaching and non-teaching staff. This system is utilized to recognize the contribution of individuals for the development of the institution and in turn the college to achieve its goals.

Institution has a system which is utilized for appraisal of staffs' performance which is based on the Self-appraisal system and has been assessed by Heads of the departments and later based on this, the principal will complete the annual appraisal system by giving consideration for the performances of the staffs. The form/format prepared is for self-evaluation and introspection of contribution by each staff for that year and it encourages to either maintain or improvise to reach the newer goals and not just for appreciation or promotion.

The self- appraisal system involves the following staff-

For the Teaching staff –

For teaching faculties completion of the classes assigned according to the curriculum, active participation in students' assessment and evaluation process and fulfilling the University guidelines, attending continued education programs and utilizing the same for educating the students has been considered for performance appraisal. In research field, contributions of the teaching staffs in research publications, research paper presentations done in conferences and getting Copyrights, patency for any creative ideas or any innovations by any staffs are considered for appreciation by the institute. The minimum points to be obtained through publications for each level of designation has been given by the Dental Council of India. The same is considered for the qualification for promotion in CODS. 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.

 Students' feedback on teaching staff is taken. (Previously it was manual now through online platform –

EIS CODS). Head of institute completes the annual appraisal of the teaching faculty and will send their recommendations for the annual increments and /or promotion which are subject to vacancies

For the Non-teaching staff –

The non-teaching staff performance in the institution is being assessed by the HOD, where they are posted and the same has been communicated to the Head of the institute. Based on the contribution of the non-teaching staff towards the development of the institute proper appreciation is given to them. As for teaching staff, non-teaching staff are also considered for annual salary increments. The office/administrative staffs' performance is being evaluated by the Office Manager and the report is submitted to the Head of the institute for their proper appreciation. So does the technical staff's performance in looking afterward all the technical aspects of the institute is duly evaluated by the Manager and the report is submitted to the Head of the Institute for proper appreciation.

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

6.4 Financial Management and Resource Mobilization

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

Response:
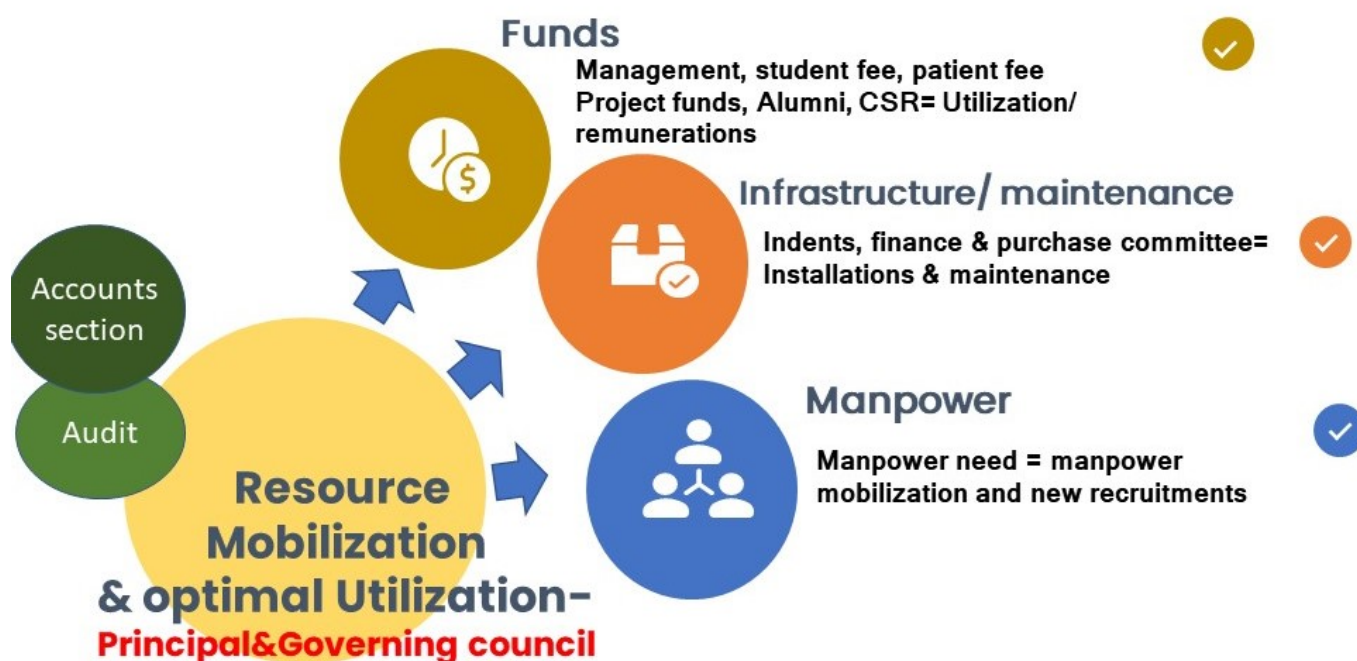
Institution maintains and follows a well-planned process for mobilization of funds and resources. The process involves the Principal, Governing council, Auditor, HODs, committees, and accounts of office.

The institute has designed some specific rules for fund usage and resource utilization.

Acquisition of funds -

- The main source of funds is generated through UG/PG Student Tuition fee and secondly from patient treatment services and other consultations from facilities like research lab
- Fund raising in the form of donations (like Alumni), University/Professional body sponsorships, CSR, NGOs etc. can add to the revenues.
- Alumni contributions maintain their own Alumni account.

Utilization of Funds

- A finance committee has been constituted to monitor the optimum utilization of funds for various recurring and non-recurring expenditures.
- The purchase committee seeks quotations from the vendors for the purchase of equipment, consumable Dental materials, Textbooks, Journals, Stationaries etc.
- The Principal and the Manager are common members of the above two committees.
- The quotations are scrutinized by the finance and purchase committee before a final decision is made which is based on parameters like pricing, quality, terms of service, etc.
- The Principal, Store -In- charge along with the Finance department ensures that the expenditure lies within the allocated budget. Intervention and support of the management is sought in case the expenditure exceeds the budget allocation.
- After the approval of the budget from the Governing Council the purchase process is carried out.

Resource Mobilization Policy and Procedure -

- Before beginning of financial year, the Finance Committee prepares for the college budget
- The institutional budget includes recurring expenses such as Salary, electricity, and internet, Annual Maintains charges for Equipment, Consumable/Non-consumable Dental-materials, Stationery, and other maintenance costs.
- It includes planned expenses such as Clinical and lab equipment purchase, furniture, and other developmental expenses.
- The budget is scrutinized and approved by the Board of Management.
- The Accounts department and Purchase Committee monitor whether expenses are exceeding the budget provision.
- Statutory auditors certify the financial statements in every budget year.
- The grants received by the college are also audited.
- In case, excess funds found, will be saved and reused for institutional development, based on priorities during that time and welfare policies.
- In case, fund deficiency is found, thorough introspection of perspective plan done meanwhile management will compensate for the loss.

Optimal utilization of resources -

- The college aims to promote education/service/research, while going through the inspection reports of DCI/University.
- The faculty, who exhibit initiative and receive substantial grants for the R&D work or for strengthening the infrastructure would be encouraged and will receive special commendation for

the effort.
- Institution appreciates grants from agencies like ICMR, and University grants.
- Effective utilization of infrastructure is ensured through the adequate appointments of qualified lab technicians and system administrators.
- The optimal utilization of the resources is ensured through encouraging innovative teaching-learning practices and research.
- Purchasing advanced Diagnostic equipment, treatment armamentarium and patient management software, AMCs for equipment and instruments. etc.
- The available physical infrastructure is optimally utilized beyond regular college hours, to conduct remedial classes, co-curricular activities/extra-curricular activities, and parent teacher meetings.

The infrastructure is utilized as an examination Centre for university examinations.

File Description	Document
Any additional information	[View Document](#)
Link for resource mobilization policy document duly approved by College Council/other administrative bodies	[View Document](#)
Link for any other relevant information	[View Document](#)
Link for procedures for optimal resource utilization	[View Document](#)

6.4.2 Institution conducts internal and external financial audits regularly

Response:

The institution has implemented a system to conduct both internal and external financial audits annually in order to ensure financial compliance. The internal financial committee carries out a comprehensive internal audit twice a year. This committee thoroughly examines the income and expenditure details, and the resulting compliance report is submitted to the institution's management through the principal. Additionally, an external agency conducts an annual external audit.

The following mechanisms are utilized to effectively monitor finances and ensure efficient use of financial resources:

At the beginning of each financial year, the principal presents a budget allocation proposal to the management, taking into account recommendations from department heads.

The college budget covers recurring expenses such as salaries, electricity, internet charges, annual maintenance costs for equipment and instruments, consumable materials, stationery, laboratory equipment purchases, furniture, and other development expenses.

The accounts department monitors expenses according to the allocated budget set by the management.

Depreciation costs for previously acquired items are also calculated.

Internal Audit Process: The internal financial committee conducts a thorough audit of all vouchers and bills on a semi-annual basis. They carefully review expenses under different department heads by verifying bills, purchase requests, and vouchers.

 If any discrepancies are identified, they are brought to the attention of the principal. This process has been consistently followed for the past five years.

External Audit Process: The institution's accounts are regularly audited by a chartered accountant in compliance with government regulations.

The external audit is conducted once a year. During the audit, procedures are performed to obtain evidence regarding expenditures. The auditor seeks reasonable assurance about the accuracy of the financial statements. After completing the audit, the auditor sends the report to the management for review.

Any audit-related queries are promptly addressed with supporting documents within the specified time limits. The auditors also assess the appropriateness of accounting policies used.

Over the past five years, no major audit objections have been raised. These mechanisms demonstrate the institution's commitment to maintaining transparency in financial matters and adhering to financial discipline to prevent any mismanagement or misappropriation of funds or property at all levels.

The audited statement is duly signed by management authorities and the chartered accountant. The external auditing of the institution is performed by SANTHAPPA & Co.

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: 2.09

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0.61	1.1325	0.253	0.09

File Description	Document
Provide the budget extract of audited statement towards Grants received from nongovernment bodies, individuals, philanthropist duly certified by Chartered Accountant and the head of the institution	View Document
Institutional data in prescribed format	View Document

6.5 Internal Quality Assurance System

6.5.1 Instituion has a streamlined Internal Quality Assurance Mechanism

Response:
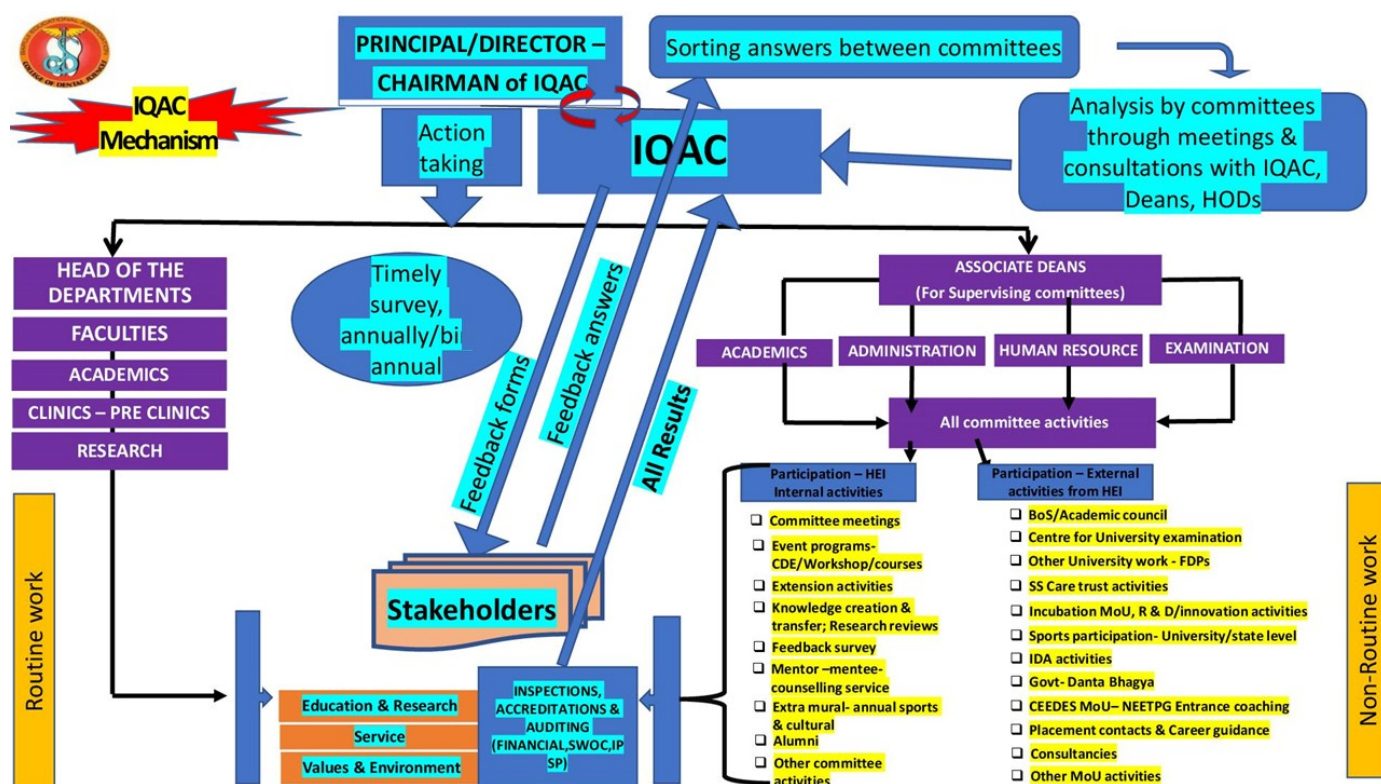
STRUCTURE AND MECHANISM OF IQAS AND IQAC:

The IQAC of College of Dental sciences was established in 2007 but underwent modifications according to the NAAC framework, in the year 2013 and 2020. The IQAC is functioning efficiently to ensure quality in all aspects of institutional activities. Other than Principal and Co-Ordinator, the members of IQAC include steering members, the Associate Deans who supervise committees for carrying out the various academic, research and service activities of the institute in alignment with the vision and mission of our institute. Academic-administrative-financial auditing, inspections, accreditation & ranks, results of student exams, careers, and most importantly stakeholders' feedback answers, all provide data of outcomes to IQAC. A feedback matrix is developed that includes questions on curriculum, on systems like infrastructure and many more categories. Feedback answers are sorted between the committees who do analysis of newly collected data through meetings & consultations with IQAC/ Deans/ HODs. These periodic meetings of the IQAC suggest a new action plan which may be executed by the principal,

sometimes after approval from Management Board. Parallel to this, is a rigorous documentation procedure and mechanisms to prepare the data for AQARs, NIRF and NAAC cycles, all done as initiatives of the IQAC.

A list of some important steps implemented by the IQAC during the last five years are as follows:

- Preparation of structured feedback forms from various stakeholders, resulting in positive implications such as modifications in curriculum like new value added courses offered by the college, but within system guidelines coming from DCI.
- Measures to disseminate information on the course outcomes and program outcomes among faculty(revamping the very old, given as Aims and objectives), so that they prepare the learning outcomes/objectives given for each topic listed in the ordinance of affiliating university.
- Updating the Institutional website with more user-friendly navigation tools towards LMS, Academic Calendars, Greviance redressals etc…
- Suggestions for the introduction of certain infrastructures like
    - A room with flexible seating arrangements for different teaching learning methodologies like PBLs/CBLs, BLS or any other group discussions
    - Facilities for *Divyangjan*
    - Green landscaping and sustainability within the campus
- Extension of Wi-Fi and internet facilities in the college and to the men's and women's hostels.
- Active collaborations with other institutions through MoUs
- Introduction of Performance-Based Appraisal System for teaching staff as per DCI guidelines and for non-teaching staff.
- Developing policies and procedures for staff welfare.
- Contributed to the usual progress of regular Continuing Dental Education programs in the form of seminars and workshops including research grants, innovations and transfer of knowledge for Faculty Empowerment and Student Enrichment
- Introduction of Basic Life Support certificate course for all the staff, internees and Postgraduates.
- Introduction of Career Guidance program events for the students, especially for the clinical internees.
- Introduction of Dental Education Unit which organized FDPs conducted RAATI, RGUHS.
- Providing the arrangements to attend accreditations and quality related programs within the institutions as well as outside the institutions.
- Institutional Quality Gap analysis, IPSP and SWOC analysis by IQAC with all the teaching and some non-teaching staff being invited to participate, following the Academic & Administrative & Financial Audits

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: 36.04

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

2021-22	2020-21	2019-20	2018-19	2017-18
96	77	0	0	0

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](#)
Link for Additional Information	[View Document](#)

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

Response: A. All of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 11

7.1.1.1 Total number of gender equity sensitization programmes organized by the Institution year-wise during the last five years
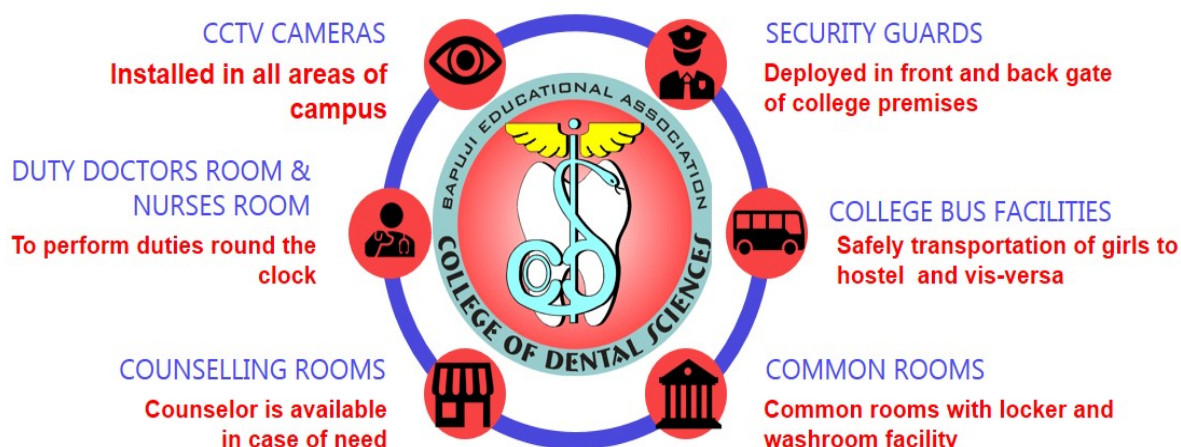
2021-22	2020-21	2019-20	2018-19	2017-18
2	2	4	2	1

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

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

Response:

SAFETY AND SECURITY IN THE CAMPUS

CCTV CAMERAS
Installed in all areas of campus

SECURITY GUARDS
Deployed in front and back gate of college premises

DUTY DOCTORS ROOM & NURSES ROOM
To perform duties round the clock

COLLEGE BUS FACILITIES
Safely transportation of girls to hostel and vis-versa

COUNSELLING ROOMS
Counselor is available in case of need

COMMON ROOMS
Common rooms with locker and washroom facility

Gender equity

Our Institution strives to provide utmost care and respect in promoting gender equity. Programs with an aim of enlightening, educating people about their rights and equal opportunities at work and in society in general are conducted. The main aim of the Institution towards gender equity is to nurture academic excellence, build leadership qualities, instill confidence, and show empathy among the students in a safe and secure environment. The Institution acknowledges the need to have gender equity programs in future which enlightens the path towards fair and equal society in all aspects of life.

Gender equity is well portrayed by our college, with women gracing the position of Principal, Vice-Principal and Heads of SIX Departments. They are a source of inspiration and role models to students, faculty, and society. There are forty-two appreciable number of female faculty.

Sensitization in curricular and co-curricular activities:

CODS practices equal access to resources and opportunities including decision-making, where needs of students are addressed regardless of gender. Gender equality is the goal, while gender neutrality and gender equity are practices and ways of thinking that help in achieving the goal as well as respecting superiors and subordinates encouraging a holistic professional development. Unbiased representation of both genders in the student admission process ensures that they enjoy the same rights, opportunities, and protection. 11 such awareness programs emphasizing on Women Empowerment, elimination of unacceptable practices against any gender, issues on transgender awareness, and International Men's Day are organized in last 5 years.

Bi-annual meetings of Women and Welfare Committee, Principal, and members of IQAC team are held to plan and conduct various gender equity programs. Sensitization programs like celebration of International

Womens' day, International Men's Day and Transgender day are being conducted annually.

Facilities for women on campus

- CCTV cameras have been installed in various areas of college premises including all the departments, corridors, reception areas and many other areas for safety and security reasons.
- All round (24 *7) security guards are deployed in front and back gates of the college premises.
- College bus is provided for girls for safe transportation from hostel to college and vice-versa.
- A counselling room along with a counselor are available for the students in need of help.
- An expert psychologist (under MoU) for counselling of selective students is being referred to contact and has been moderated through mentor-mentee committee.
- Common rooms are separately available for boys and girls with lockers, washroom, and restroom facility within.
- Separate duty Doctors room with washroom facility, rest room for boys and girls are available to perform their duties round the clock.
- The sisters/ Nurses room is available for all the sisters of our institution who perform their duties day and night.

File Description	Document
Any additional information	[View Document](#)
Link for any other relevant 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](#)
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: C. Any three of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Installation receipts	[View Document](#)
Geo tagged photos	[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:

WASTE MANAGEMENT

SOLID WASTE MANAGEMENT
Samarth Solutions &
services

BIOMEDICAL WASTE
MANAGEMENT
Sushanth Environmental
Solutions

LIQUID WASTE MANAGEMENT
Treated with Sodium Hypochlorite in
college campus

E-WASTE MANAGEMENT
Rachana Powercom &
TATA chrome

HAZARDOUS CHEMICALS &
RADIOACTIVE WASTE
MANAGEMENT
Gupta Gold Palace Goldsmith

WASTE
MANAGEMENT

Solid waste:

Degradable part: such as canteen waste like food & vegetables, garden waste like tree leaves, office waste like shredded paper materials is collected from the respective departments in black bags and will be noticed daily basis and disposed by approved waste management agency.

Nondegradable part: Include plastic items collected are transported to the designated place and such waste is managed and disposed of by approved waste management agency.

(Previously by- Smt. Parvatamma Shamnuru Shivashankrappa Kalyna Abiruddi Sangha® Currently by – Samarth Solution and service)

Liquid waste (degradable): is sent through a drainage system properly covered, that is flow conductive & periodically checked for blockages, connected to the medical college & hospital campus' sewage system wherein it passes through a large septic tank **treated with 5% sodium hypochlorite**, which finally joins a municipal drainage system that runs outside the town for another treatment.

Biomedical waste management:

We follow the 2016 guidelines of **biomedical waste** management, KSPCB Karnataka State Pollution

Control Board through the firm **Sushant Environmental Technologies**, who collect all biomedical waste frequently. The trained support staff, monitored by committees for environmentally safe protocols, segregates biomedical waste into 4 categories, which are color coded for easy identification and disposal at designated areas located in the campus. Segregation chart is displayed in all departments, over color-coded bins.

YELLOW CATEGORY *(degradable)*– Human anatomical waste, soiled waste, chemical liquid waste etc. If waste from patients with HIV, Hepatitis & COVID – 19, it is collected in the labelled bags.

RED CATEGORY – *(recyclable)* Contaminated recyclable waste, syringes, drains, oxygen mask, face shield, gloves, saline bottles, suction tips etc.

WHITE CATEGORY *(Nondegradable)*– waste sharps including metals. Stored in white colored translucent puncture proof, leak proof, temper proof containers. Needle burners and syringe destroyers are also used for sharps.

BLUE CATEGORY *(Nondegradable)*– glassware, metallic body implants in puncture proof, leak proof boxes or containers.

In the wake of the COVID – 19 pandemic, segregation of waste was done in safe, ventilated, and secured location to prevent secondary spillage. In the doffing area, a large bin with yellow color bag is used for disposal of PPE kit and masks.

E-waste management (Nondegradable): The batteries used for power management in the Institution are regularly maintained and older batteries are disposed of through recognized dealers (Rachana Powercom Pvt Ltd), while purchasing new batteries. All electronic waste generated from students and staff is collected by CROMA- A Tata Enterprise with whom we have MoU.

Waste recycling: All the old and condemned furniture, dental chairs, equipment and materials are auctioned by the institution to the scrap dealers.

Hazardous chemicals and radioactive waste: At the institution level, *Hazardous chemicals* like developer and fixer are collected and disposed through **'Gupta Gold palace'** goldsmith which is collected every month in safe manner. Hazardous chemicals like xylene will be collected in the container and reused for cleaning wax deposits like on tissue processing cassettes, etc. For remaining our support staff gives it to a vendor in the industrial estate.

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

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

1. **Built environment with ramps/lifts for easy access to classrooms**
2. **Divyangjan friendly washrooms**
3. **Signage including tactile path, lights, display boards and signposts**
4. **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**

5. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading

Response: A. All of the above

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

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

Response:

Ever since the start of CODS from1991, the HEI has found the students form diverse culture, regional and linguistic backgrounds including Malaysian students and is a role model of democracy.

To inculcate the values of tolerance and harmony towards all kinds of diversities the college regularly organizes different activities such as:

Cultural activities to raise the spirit of unity such as Women's Day, Monochrome day (promoting "Go Green" for green dentistry), Ethnic Day and Gratitude Day titled 'Incredible Donation Incredible You'(wherein collections were donated to the Orphanage). There are student clubs for dance/ music/skit such as The Crew, The Euphoniouns etc. portrayed at 'VIVIDS', an annual cultural and sporting extravaganza.

Festivals, to embrace our nation's vibrant religious diversity, such as Ayudha Pooja, Ganesha Chaturthi, Holi, Saraswati Pooja and the Town's special event of 'Sri Durga Temple 'are celebrated with great fervor by all in the campus.   Dressed up Santa would exchange gifts and wishes during Christmas, the college supports for those who fast for the Ramadan days, thus the harmony cutting across all faiths. Most of the town prayer halls are within reach, making it "a home away from home".

Linguistic festivals: The students from Kerala dressed in traditional attire commemorate the festival of Onam, wherein beautiful rangolis were decorated with flowers. Kannada Rajyosthava was celebrated to emphasize culture of the state. A setting of full year courses through eminent adjunct professors on 1. 'Constitution of India' conveying human values, altruism and duties and responsibilities 2.'Learn easy Kannada', that fine-tunes the communication & attitude towards local patients.
Leveraging CODS location to serve in community settings:
Community of low socio-economic order: students learnt close-at-hand the environmental, social, financial and health problems faced by villagers not only through regular dental awareness camps, but also free Denture delivery camp conducted under the scheme of government 'Danta Bhagya Yojana' by our Department of Prosthodontics, in collaboration with PHC, Hirekerur (32 dentures) and at Govt. Hospital, HuvinaHadagali (60 dentures).
School community: regular dental awareness & checkup camps.
Covid community: Numerous sensitization program were conducted regarding COVID 19, preventive or safety measures to be followed in clinics and campus to UG & PG students (in 2020), non-teaching faculty including sisters, para dental staff and attenders & teaching faculty (in 2020 and 2021). The institution had taken an early initiative in getting the students and staff vaccinated against the corona virus with the help of the district health authorities. With this background, our Internees and Post-Graduates could volunteer to work at the COVID care facilities at Davangere providing immensely valuable service to society during the pandemic.
Community of differently abled children and old age homes: PGs of Pedodontia were encouraged to visit such schools (including Autism school) and geriatric homes that helped build the spirit of empathy.
Community of Hemophiliac: Blood donation drives were conducted in 2018, 2019 (Raktadaan) and 2021 by the Institution in association with the Bapuji Blood Bank and Karnataka Hemophilic society, with the emphasis on the importance of blood donation towards Hemophilia community.

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

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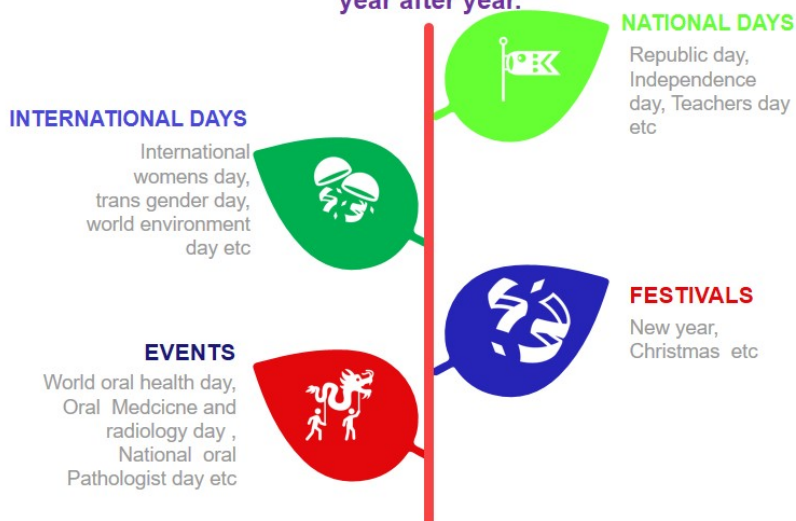
Response: A. All of the above

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

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

Response:

Institution celebrates national and international days

Festivities reinstate the sense of nationalism, togetherness and patriotism, amongst us, year after year.

NATIONAL DAYS
Republic day, Independence day, Teachers day etc

INTERNATIONAL DAYS
International womens day, trans gender day, world environment day etc

FESTIVALS
New year, Christmas etc

EVENTS
World oral health day, Oral Medcicne and radiology day , National oral Pathologist day etc

National Festivals:

National festivals like **Republic Day and Independence Day** are celebrated in our Institution with unprecedented zeal. These festivities reinstate the sense of nationalism, togetherness, and patriotism amongst us, year after year. On those respective days, programs such as flag hoisting, followed by cultural events are organized instilling a sense of responsibility and pride.

Our students celebrate '**Teacher's Day'** on 5th September annually, showing their gratitude, love and affection to their beloved teachers. As part of celebration, the students presented the staff with plant saplings, greeting cards and honored the head of the institution.

National Oral Cancer Day was celebrated on 6th December with the theme "Spot the Spot", the 8-step oral cancer self-screening program. This educated the patients and created awareness among society.

International Festivals:

- **Gender equity programs:** such as International Women's Day**,** International Men's Day, International Transgender day are conducted wherein cultural fests and CDE programs are organized.
- **World environment day** was celebrated on 5th June every year by the institute along with IDA, Davanagere branch where "Tree Sapling Plantation" was organized, which was actively participated by the students and staff.
- **World Oral Health Day**: To educate the public about the immense importance of oral health and its vital role during the COVID pandemic, program was organized by our institution. "FIT RGUHS FOR FIT INDIA" – Building a Fairer, Healthier world was organized by Rajiv Gandhi University of Health Sciences on 7th April 2021 with walkathon rally to educate the public.
- **World No Tobacco Day**: a rally was held with placards and posters to create awareness to public about the ill-effects of tobacco consumption and reinforce the habit of quitting tobacco

consumption was conducted by the Institution on 31st May of every year.

- **Oral Hygiene Day** is celebrated by the Department of Periodontics on 1st August annually. Various treatment or education programs are conducted such as free dental screening, treatment camps, distribution of samples (brushing aids), and CDE programs.
- **Dentist's Day**: our institution along IDA, Davanagere branch organized a dental treatment program at an Orphanage.
- **Orthodontic week**: is celebrated at our institution during the first week of October annually, creating awareness among the public regarding malocclusion and its ill-effects.
- **The World AIDS day** program was conducted on 1st December to bring about awareness and prevention of AIDS to the public and students.
- **The new year** is a time to start with new hopes, desires, expectations, and new year resolutions. This was celebrated by various departments with great enthusiasm.
- **Prosthodontists day**: on 22nd January, an online seminar with the topic "Introduction to CAD-CAM" was conducted.
- **Oral Pathologist Day**: Department of Oral Pathology had organized Anomaly tooth carving, wax carving and H and E sketching competition for undergraduate students.
- On "**Cons and Endo Awareness Week- Program**", "Speech competition" on the topics: "Healthy Tooth - Healthy life" and "COVID 19 perception of Dental Students towards online education changing trends and its impact on future Dentistry" was conducted.

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

7.2 Best Practices

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

Response:
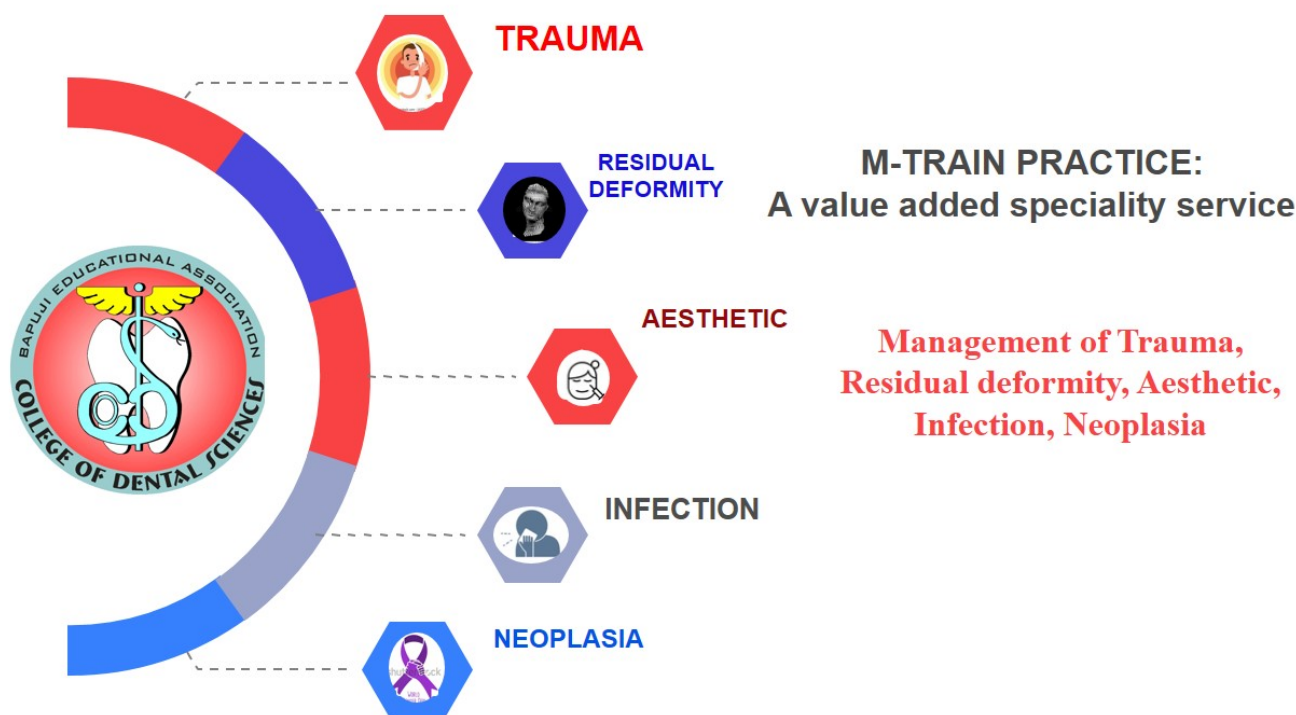
Best practice 1:

1.Title of the Practice:

M-TRAIN (Management of Trauma, Residual deformity, Aesthetic, Infection, Neoplasia) PRACTICE: A value added specialty service

2. Objectives of the practice:

- Effective diagnosis and management of maxillofacial trauma/injuries.
- Postoperative rehabilitation of residual deformity patients.
- Unburdening the economical weaker section seeking the specialty care.
- Sensitizing and exposing the budding resident doctors to plethora of surgical challenges.

3. The context:

Our Institution with the maxillofacial unit, well equipped with operating theatre, in-patient ward, dedicated team of teaching staff, nursing staff and post-graduate students is strategically situated in close proximity to the District Hospital and Bapuji Hospital. This positioning and connectivity along with the facilities creates a steady inflow of maxillofacial cases from these hospitals and surrounding villages to our department unit and makes it a primary referral center for so many complex cases which demands expertise advice and management.

4. The practice:

College of Dental Sciences, Davangere is one among the best reputed PG Institutions in India. The wide spectrum of cases operated in the Institution provides a rich source of practical and clinical exposure to the under-training students.

The Maxillofacial unit in our Institution has dedicated faculty who work round the clock in a cohesive manner to bring the best quality in the management of maxillofacial cases. The same is complemented with other allied specialties like Emergency medicine, Ophthalmologist, ENT specialists, Neurosurgeon, Radiologist and General Pathologist in case of need and multidisciplinary approach in case of requirement. Our college is equipped with advanced diagnostic aids like CBCT and active oral pathology department, making the approach to these complex cases much more effective.

Being one among the few hospitals handling maxillofacial cases in the district, our college prides in equipping with fiber-optic intubation facility, with a well-trained team of on-call anesthetist, which helps in the management of space infection cases like Ludwig's Angina, TMJ ankylosis, oral cancer with limited or nil mouth opening.

During the COVID pandemic, there was surge in the incidence of Mucormycosis in the District Hospital. Our team and the ENT Department collaborated in the successful management of these cases medically and surgically. Post-operative care of these cases with huge maxillary defects were rehabilitated by our Prosthodontists.

5. Evidence of success:

Success of any healthcare institution is measured by its longevity, success of their students and the number of patients benefitted.

Apart from regular dental treatments and surgeries, Maxillofacial unit has been performing the M-TRAIN program and handling numerous complex cases – **Trauma 573 cases, Pathology or Oral cancer 334 cases, Orthognathic Surgery 71 cases and Space infection 83 cases over the years.**

6.Problems encountered, and resources required:

- Lack of Indemnity insurance from the institution
- Lack of protection against violence by patient attenders towards hospital staff.

Best practice 2:

Management of Haemophilia patients with dental needs
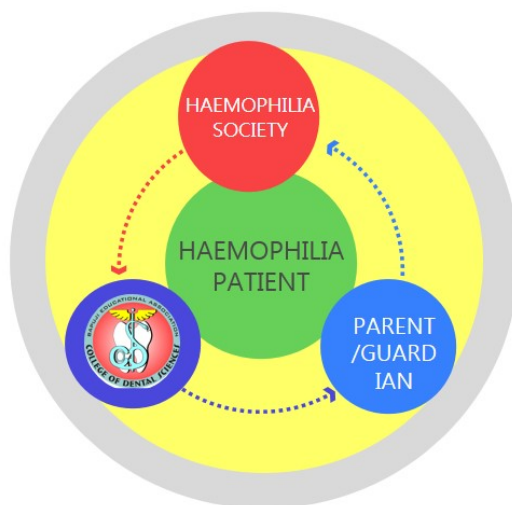
1.Title of the Practice: Management of haemophilia patients with dental needs

2. Objectives of the practice:

Haemophilia is inherited bleeding disorder which leads to spontaneous bleeding following injuries or surgeries. Haemophilia occurs in about 1 of every 5,000 male births. Dental problems in these patients poses difficulty in managing them emotionally as well as psychologically. Our institute took up the social responsibility of providing oral health care and educate them regarding the oral health maintenance in collaboration with Karnataka Haemophilia society.

3.The context:

There is always a way when there is will, we faced challenges initially when the patients were referred. The patients were hesitant for dental treatments advised and were unaware of possible complications of poor maintenance of oral health. Poor oral hygiene and iatrogenic factors also can induce oral bleeding in these patients, which is a challenge of next level to the dentists.

4.The practice:

Management of hemophilia patients usually depends on severity of the condition with avoidance of harsh maneuvers during dental treatment by preventing accidental damage to oral mucosa and protecting the soft tissue. Endodontic therapy is the main treatment preferred in our institution. Institution took all measures to follow international guidelines which advise the use of clotting factor replacement therapy for all invasive surgical interventions. Surgical management of these patients is done in consultation with Haemotologist regarding the factor levels, factor replacements, type of surgery and the need for systemic hemostatics. Analgesic and antibiotics are advised on consultation with haemotologist.

Regular gatherings are held at Karnataka Haemophilia Society for Haemophilic patients. During these events we conduct regular dental screening for patients and their parents/attenders. Lectures are also arranged regarding dental health and tobacco/Gutka ill-effects.

In haemophilia society regular clotting factor replacement is done for these patients, once these patients are stabilized, we request the authority to refer the patients for routine dental checkup. Required dental treatment is done under the same factor replacement, thus reducing the overall burden on the patient.

5.Evidence of success:

Dental treatment of these special health care need patients is being regularly handled in our institute and treating dentists and students are more confident once they are trained in the protocols and precautions to be followed.

Apart from the dental treatment, proper dental health education for these patients is mandatory. The joint activities to educate the patients are regularly being organized and are effectively conducted in collaboration with The Karnataka hemophilia society, Davangere. The association also has provided a letter of appreciation for initiating such programs and also actively involves the department of Oral Medicine and radiology in such programs.

6. Problems Encountered and Resources Required:

Following up of these patients over an extended period is difficult these days. Sometimes referral doctors are available via phone just during the chairside treatment procedures, in case of emergency.

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

Student exposure towards the community

1-Danta Bhagya Yojana

2-Free tooth paste distribution

3-Dental camps

10-SS Care Trust

Community outreach Services at low and affordable cost as a part of

Institutional Social Responsibility(ISR)

4-Adoption of villages through Satellite centres for treatment

9- Management of Mucormyocosis:

5-Tobacco cessation programs

8- COVID Vaccination drive

7-Our Service at COVID wards

6-Charity by students

CODS has been set up with a clear and primary mission to have moral responsibility towards patients,

society and nation by providing evidence-based treatment. District of Davangere has 843 villages, with rural population of 13,16,487 out of total population 21,59,502. According to Government data, 3,28,091 are below the poverty line. For People unable to afford for daily needs, dental treatments will be a luxury since dental treatments with advanced facilities are lacking in many district/ government hospitals. Considering the above challenges, our institute has initiated numerous programs to aid and reach the needy and unaffordable section of the population.

Danta Bhagya Yojana, is a state government initiative to provide geriatric patients with free dentures within 2-3 days in their hometown.

Free toothpaste distribution: Children between the age group of 6 to 14 years, in primary schools, were taught good oral hygiene habits and toothpaste were distributed. Charts with oral care information were exhibited in schools.

Dental camps- Various outreach activities in co-ordination with local authorities' dental health camps were organized in different schools in and around Davanagere.

Adoption of villages through Satellite centers for treatment: Our institution extends help to all sections of society. We have adopted these PHCs (Bada, Anagodu, Mayakonda) and have been providing dental health checkup and basic treatment at the respective PHCs.

Tobacco cessation programs: Every year we conduct World No-Tobacco Day in the form of awareness lectures, Rallies and Street plays.

Charity by students: Money and books were collected and accepted, anything and everything except perishable items in good condition were handed over to the organizations working for the needy.

Our Service at Covid wards: During COVID pandemic our institutions Post graduate students and interns as per request of Government of Karnataka to assist and support medical doctors and nursing staff in treating COVID patients during 1st and 2nd wave.

In collaboration with District Health Office during the **Vaccination drive** against Covid 19, our institution nurses were trained in the method of administering the vaccination and carrying out the program. All the students, dental faculty, paradental and menial staffs were vaccinated in the college campus

Our institution played a crucial role in management of **Mucormycosis** cases in collaboration with Government District hospital, Davangere. Post-operative rehabilitation of these cases was carried out in our institution.

SS Care Trust- under the able guidance of joint secretary, Bapuji Education Association, Dr Shamanur Shivashankarappa, trust has been formed focusing on providing health care needs to under privileged and economically backward communities of Davangere district.

Effect of ISR on student education, vision and mission: The above services help our students in getting unique learning resources and has increased exposure to various issues of society. We believe that the research ideas in a student emerge from the exposure of issues in the community. Alumni of our institute

trained in CODS are well placed in their career and are rendering valuable contributions at their own levels. The training undergone during their Post-Graduation and Internship has inspired them immensely to reach their current position.

File Description	Document
Link for any other relevant information	[View Document](#)
Link for appropriate web page in the institutional website	[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: 73.7
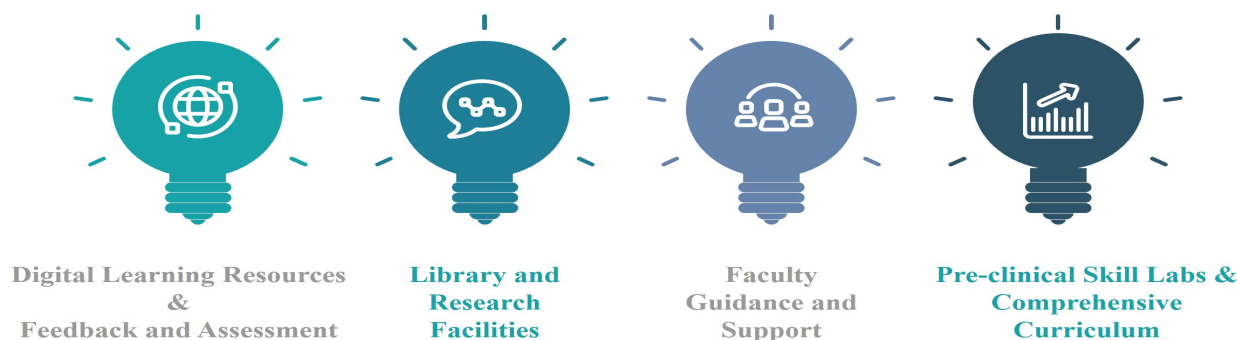
8.1.1.1 Institutional mean NEET percentile score

Response: 73.69654782

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

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

Response:

8.1.2 Steps ensured to improve pre-clinical skills of students

Digital Learning Resources & Feedback and Assessment — **Library and Research Facilities** — **Faculty Guidance and Support** — **Pre-clinical Skill Labs & Comprehensive Curriculum**

The college ensures adequate training for students in pre-clinical skills. The objective of pre-clinical training is to train and prepare the students for clinical situations in a simulated environment.

Pre-clinical skills are essential for dental students to acquire the attitude and skills before they start working on real patients. These skills are necessary to develop students' confidence, precision, and technical abilities before moving on to clinical practice. Our institution has taken various steps to improve

pre-clinical skills in students and has created dedicated facilities to support these efforts.

A: The following steps are ensured to improve pre-clinical skills of students:

Comprehensive Curriculum: Pre-clinical courses focus on subjects such as dental anatomy, physiology, biochemistry, pathology, and microbiology, giving students a thorough understanding of the fundamentals. Comprehensive curriculum of pre-clinical courses is specially designed to prepare students for the challenges of clinical practice.

Pre-clinical Skill Labs: Pre-clinical skill labs are designed to provide the students with the experience of a controlled environment to practice pre-clinical dental procedures and be competent globally. These labs are equipped with the latest dental equipment, allowing students to practice various procedures such as restorations, dentures, and others, to hone their skills and improve their precision in a supervised environment, including safety measures to be followed.

Faculty Support: Faculty members with adequate years of clinical experience guide students through the pre-clinical skill development process. They provide hands-on instructions, feedback, and guidance to help students develop their skills. Faculty members also monitor students' progress by grading them and provide individualized instructions to help the students to overcome specific challenges and drive them towards excellence.

Feedback and Assessment: Pre-clinical skill development is an iterative process, and frequent feedback and assessment are essential. Faculty members conduct OSPE regularly and provide continuous feedback to students, and students are monitored and assessed regularly to track their progress. This helps the students to identify areas of their weakness (if any) and improve their skills gradually.

B: Facilities to support pre-clinical skill development of students:

Pre-Clinical Skill Labs: These labs are designed to simulate clinical situations and provide students with a controlled environment to practice various dental procedures. The labs are equipped with the latest dental equipment and simulators to mimic the clinical environment. Our institution is equipped with the following pre-clinical labs- Anatomy, Histology, Biochemistry, Physiology, Microbiology, Pathology, Pharmacology, Dental Anatomy & Dental Histology, Oral Pathology, Pre-clinical prosthodontics, pre-clinical operative and Pre-clinical Orthodontic/Pedodontic labs.

Digital Learning Resources: Institution provides access to digital learning resources such as online videos, webinars, and interactive sessions. These latest technological resources promote students to learn at their own pace and reinforce what they learn in the classroom.

Library and Research Facilities: Institution has well-stocked library with resources such as textbooks, journals, research papers and e-resources. These resources help students to stay up to date with the latest research and developments in the field of dentistry.

Faculty Members: Experienced faculty members are available to guide students and provide hands-on instructions. They offer a wealth of knowledge and experience, helping students to develop their skills and gain the confidence they need to excel in clinical practice and profession.

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:

FOUNDATION COURSES PRACTICED IN THE INSTITUTION

ORIENTATION FOR FRESH STUDENTS

WHITE COAT CEREMONY

WORKSHOPS ON PATIENT CARE
(INFECTION CONTROL, BIOMEDICAL WASTE MANAGEMENT)

WORKSHOPS ON PATIENT CARE
(PROFESSIONAL ETHICS)

INTERNSHIP ORIENTATION

A. Orientation & foundation courses are a critical component of the dental education curriculum for students entering dental institutions. These courses provide students with the fundamental knowledge and skills necessary to succeed in dental school and prepare them for their clinical experiences. The orientation program is conducted for students at various stages of their dental education, including 1st BDS, 3rd BDS, Interns, and 1st MDS students. The program provides an opportunity for students to interact with senior faculty members and learn from their experiences.

B. The White Coat Ceremony is a significant event for all 1st BDS students. It is a traditional ceremony in which students are presented with a white coat, which symbolizes their entry into the dental profession. The ceremony serves as a reminder of the students' commitment to uphold the ethical and professional standards of dentistry. This event is a significant milestone in a student's journey towards becoming a dental professional, and it marks the beginning of their clinical education.

C. Workshops on patient care are an essential component of healthcare education. These workshops cover a range of topics such as community skills, infection control, biomedical waste management, and professional ethics. These workshops are designed to provide students with the knowledge and skills necessary to provide high-quality patient care in a safe and ethical manner.

Community skills workshops focus on developing effective communication, cultural sensitivity, and empathy for patients from diverse backgrounds. Infection control workshops teach students how to prevent the spread of infectious diseases in a clinical setting. Biomedical waste management workshops educate students on the safe disposal of medical waste.

Professional ethics workshops emphasize the importance of ethical behavior in the healthcare profession. These workshops encourage students to uphold ethical standards, respect patient autonomy, and maintain confidentiality. Ethics play an essential role in biomedical waste management. Healthcare professionals must dispose of medical waste in an ethical and responsible manner. This means taking measures to minimize the environmental impact of waste disposal while prioritizing patient safety and privacy. Healthcare professionals must also ensure that medical waste is disposed of in compliance with legal and regulatory requirements.

Proper biomedical waste management is crucial for preventing the spread of infectious diseases and

protecting the environment. Medical waste contains harmful substances such as chemicals, pathogens, and radioactive materials. If not handled and disposed of correctly, medical waste can pose significant health risks to both healthcare workers and the general public.

D. Internship orientation is a crucial event for students entering their clinical rotations. The orientation is designed to provide students with a comprehensive understanding of their responsibilities and expectations during their internships. It typically covers important topics such as the roles and responsibilities of healthcare professionals, patient care, safety protocols, and medical ethics.

Internship orientation is also an opportunity for students to get to know their fellow interns and the healthcare professionals who will supervise them during their rotations. They will also receive valuable information about the hospital or clinic where they will be working, including policies and procedures.

File Description	Document
Programme report	[View Document](#)
Orientation circulars	[View Document](#)

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

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

Response: A. Any 5 of the above

File Description	Document
Usage registers	[View Document](#)
Invoice of Purchase	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Geotagged Photographs	[View Document](#)
Any additional information	[View Document](#)
Links for additional information	[View Document](#)

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

such as:

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

Response: A. Any 5 of the above

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

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

Response: 4.22

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

2021-22	2020-21	2019-20	2018-19	2017-18
4	10	1	2	3

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

8.1.8 The Institution has introduced objective methods to measure and certify attainment of specific

clinical competencies by BDS students/interns as stated in the undergraduate curriculum by the Dental Council of India

Response:

The Dental Education Unit of our institution believes that there is no single instrument that will assess 'competence' in its entirety. Subjectivity of assessors adds to this making it double whammy.

CODS is making efforts to establish an objective methodology.

As per the course content mentioned in the documents of DCI regulations 2007 and ordinance of RGUHS 2011, the course content is fetched to prepare the list of competencies (=learning outcomes/SLO) a major part of it will be examined through the objective methods of OSCE/OSPE and programmatic assessment for graduate attributes. Since the practice of making competency statements/SLOs, institutionally by the respective faculty member, is relatively new to this system, the statements are being decided to be reflected, changed, and revised every year. However, the list of course content/topic utilized is attached.

CODS conducts one of the 3 practical internal assessments in the form of OSCE (OBJECTIVE STRUCTURED CLINICAL EXAMINATION) in clinical departments and OSPE (OBJECTIVE STRUCTURED PRACTICAL EXAMINATION) in pre-clinical departments to introduce the objective methodology of assessing the competencies. The OSCE/OSPE stations include:

A. With examiner

1. Case history making – communication part, 2. Examination skill station 3. Procedural skill stations (eg. cytosmear, suture removal)

B. Without examiners

1. Interpretation of reports such as blood investigations and x rays

2. Complex decision making MEQ type (without examiner), AND VIVA for the students.

Students are given practical or clinical tasks to perform, and their skills are tested based on a particular task. Checklists, rubrics, and rating scales were being utilized by the examiner for grading/scoring. Time allocated for each station varies from subject to subject but usually each station is timed from 4–5?min.

Another objective methodology used by the institution is the Programmatic assessment wherein the grading of 360-degree observations collected from each department under mentor-mentee system, then collated at vital information collecting system, wherein **several similar subjective opinions** impact in converting the same **into objective score/grade**. Accordingly, the student is suggested for the need of improvement in specific attributes.

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

Other Upload Files	
1	**View Document**

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

Response: 100

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

| 2021-22	2020-21	2019-20	2018-19	2017-18
93	87	84	95	74

8.1.9.2 Number of first year Students addmitted in last five years

2021-22	2020-21	2019-20	2018-19	2017-18
93	87	84	95	74

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:
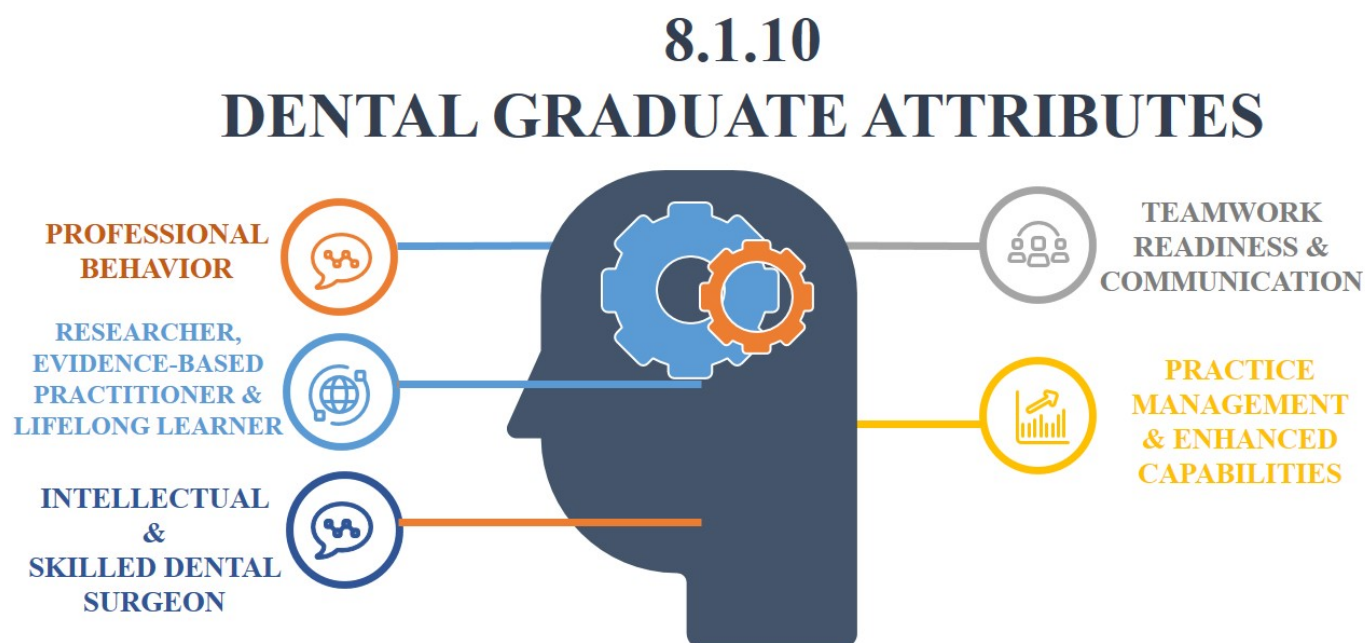
Dental graduates are expected to possess a unique set of attributes that enable them to provide quality oral healthcare services to their patients. As healthcare professionals, dentists have a critical responsibility towards their community and nation. They play a vital role in promoting oral healthcare and hygiene, which can have a significant impact on overall health and quality of life. Dentists also contribute to public health initiatives by participating in community education/extension programs and advocating for relevant policies.

Discipline-Specific Graduate Attributes:

1. **Intellectual and Skilled Dental Surgeon/Clinician:** Dental graduates must possess excellent clinical skills to diagnose and treat dental conditions. They must be able to perform a range of dental procedures, from simple restorations to complex oral surgeries. They must also possess excellent problem-solving skills to diagnose and manage complex cases.
2. **Researcher, Evidence-Based Practitioner, and Lifelong Learner:** Dental graduates must be committed to research and evidence-based practice to improve patient outcomes. They must keep up to date with the latest developments in dental research and incorporate this knowledge into their practice. They must also be committed to lifelong learning and professional development to maintain their clinical skills and knowledge.

Generic Graduate Attributes:

1. **Teamwork Readiness and Communication**: Dental graduate attributes go beyond the technical skills required to perform dental procedures, and encompass a range of interpersonal, communication, and leadership skills that are essential to success in the profession and work effectively with other healthcare professionals.
2. **Professional Behavior:** Dental graduates must maintain the highest standards of professional behavior to earn the trust and respect of their patients and colleagues. They must be committed to ethical practice and act with integrity at all times. They must also be aware of the legal and regulatory frameworks within which they work and adhere to the highest standards of professional conduct.
3. **Practice Management and Enhanced Capabilities:** Dental graduates must possess excellent management and leadership skills to run a successful dental practice. In addition to providing clinical care, dental graduates are responsible for managing dental practices, collaborating with other healthcare professionals, and continuously improving their knowledge and skills

Evaluation of attainment of Graduate attributes: Programmatic assessment wherein the mentor regularly gathers information from records of postings, performance at regular internal assessments, paper based tests. Some students capable of reflective writing with self administered rating scale for which mentors give immediate feedback as long as the student likes to upgrade himself/herself. All such information collected from each department, and collated wherein **several subjective opinions** converts **into objective score/grade**. Accordingly the student is suggested for the need for improvement in specific attributes, mostly attained by the time of graduation.

Dental graduates must possess a wide range of attributes to be successful practitioners. By possessing these attributes, dental graduates can provide effective and high-quality care to their patients, contribute to the development of the dental profession, and achieve success in their careers.

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: 0.16

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

2021-22	2020-21	2019-20	2018-19	2017-18
63.93277	30.26769	71.86257	93.96629	91.46658

File Description	Document
Institutional data in prescribed format	[View Document](#)
Audited statements of accounts.	[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:

8.1.12 FACULTY DEVELOPMENT PROGRAMMES IN EMERGING TRENDS IN DENTAL EDUCATIONAL TECHNOLOGY

EMERGING TRENDS IN DENTAL EDUCATIONAL TECHNOLOGY

FDP's in emerging trends in Dental Technology

FDP's on advanced educational technologies

The Dental Education Unit (DEU) of CODS started in 2019 with initial efforts of conducting regular faculty development programs (FDPs) to ensure regular upgradation of teaching-learning activities. It consists of 15 enthusiastic members from various departments who are iteratively trained in Revised Basic Course Workshops in Educational Methodology, conducted by RGUHS's Academic & Administrative Training Institute (RAATI). Some of the DEU faculty have also completed Advanced Course and

Bootcamp. The main Coordinator is a resource person designated as the **Master Trainer** at RAATI.

Objectives of the DEU include: to evaluate curricular development and faculty development in alignment with NEP 2020, the statutory body and University initiatives (expecting changes towards competency-based education). Further, to update the latest trends in Teaching-learning methods, assessment methods under FDPs and implement by collaborating with curriculum committee, PBL committee, exam committee, etc. Also, DEU encourages effective research in educational methodologies and document faculty publications.

Functions and activities:

Meetings: DEU meetings are convened several times a year based on the needs. Predetermined agenda circulated to all members, deliberate on agenda issues during meeting followed by action taken reports circulated to members. All the recent notifications from various websites (like DCI, RAATI) including fellowships with the agenda of **encouraging faculty to pursue advanced modules**, updates in technologies and current trends like simulations, all should be watched out and brought to the meetings.

To collaborate with other committees or institutes for the year end evaluation of curriculum.

Annual workshops: Organized as per Government (NEP), statutory body, University directions (RAATI, RGUHS). The number of faculty attending FCEM is 100% in 2019, Short course is 17 members in 2020 (one faculty completed the bootcamp to be a resource person under RAATI. Further, 72 members cleared FCEM through LMS of RAATI in 2022. The tools discussed were Mini-CEX (Clinical Evaluation Exercise), DOPS (Direct Observation of Procedural Skills), OSPE, OSCE, Mini PAT (Peer Assessment Tool), MSF (Multi Source Feedback), portfolios under WPBA, also discussed about CBME, CO-PO and its mapping, AETCOM, electives and choice/credit-based systems.

DEU collaborated with ACE CODS for several workshops and CDE programs on advanced technologies in dentistry.

Development of e-content and e-learning modules by faculty for undergraduates: software-based training and evaluation of students in multiple choice, problem/scenario/case-based learning questions. A total of fifty-five trained for EIS (an LMS) and 82 teachers trained to develop e-content and delivery, all through their e-portfolio.

Feedback collection and evaluation: collection and evaluation from all batches of outgoing students done and corrective measures suggested wherever required.

Contributed to Orientation and induction programs: conducted annually for all freshers, clinical phase and final year students. The induction program for fresh faculty (around 9 faculty) in microteaching in 2022.

File Description	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**
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**

Other Upload Files	
1	**View Document**

5. CONCLUSION

Additional Information :

As an affiliated college, CODS is expected to follow the norms of the affiliating university (RGUHS) as guided by the Statutory Regulatory Authority – DCI. The college will certainly implement the NEP-2020 in letter and spirit once the DCI/RGUHS provide the guidelines.

Concluding Remarks :

To move towards its vision and mission the College has been transformational with several initiatives, especially with strong student-centric approaches, complete feedback reviews, value added courses, installations of modern equipment, timely auditing, UG-research, transparency in evaluations, faculty development programs and Institutional Social Responsibility by means of Dental Camps to reach the unreachable and many other initiatives. The college has a dental hospital which is a single window delivery of total oral healthcare needs. Further, the institution aims to produce best practices in every criterion in the future and its IQAC has been aligning the institutional practices to the core values of quality suggested by the Statutory Regulatory Authority (SRA) and for its own future growth strategies. The institution is also making efforts to overcome challenges by establishing communications with the Universities and Statutory bodies to amend the issues as per the Affiliating Institution's requirements. The institution is reputed and well-known for a long time for its quality of campus life, reflected by the reviews from its alumni members. The institution is open to incorporate need-based changes to achieve further recognition and excellence in dental education.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
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) 1.1.2.1. Number of teachers of the Institution participating in BoS/Academic Council of universities year-wise during the last five years Answer before DVV Verification: *(see table below)* Answer After DVV Verification : *(see table below)*
1.3.4	Percentage of students undertaking field visits/Clinical / industry internships/research projects/industry visits/community postings (data for the preceding academic year) 1.3.4.1. Number of students undertaking field visits, clinical, industry internships,research projects,industry visits,community postings Answer before DVV Verification : 364 Answer after DVV Verification: 364
2.1.1	Due consideration is given to equity and inclusiveness by providing reservation of seats to all categories during the admission process. Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years 2.1.1.1. Number of students admitted from the reserved categories as per GOI or State Government norms year-wise during last five years Answer before DVV Verification: *(see table below)* Answer After DVV Verification : *(see table below)* 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

1.1.2.1 Answer before DVV Verification:

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

1.1.2.1 Answer After DVV Verification :

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

2.1.1.1 Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
23	28	28	27	24

2.1.1.1 Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
23	25	28	27	24

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
33	36	33	33	33

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
33	33	33	33	33

Remark : As per the HEI data and documents provided. The earmarked seats and the admissions are not interchangeable between the UG/PG programmes.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
93	87	85	95	74

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
93	87	84	95	74

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
147	147	147	147	147

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
147	147	147	147	147

Remark : As per the HEI statement in the attached documents and the corrected values presented with the metric and in 8.1.9.

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 : 1403.2 years

	Answer after DVV Verification: 1403.2 years
2.4.5	Average Percentage of fulltime teachers who received awards and recognitions for excellence in teaching, student mentoring, scholarships, professional achievements and academic leadership at State, National, International levels from Government / Government-recognized agencies / registered professional associations / academies during the last five years 2.4.5.1. Number of fulltime teachers who received awards and recognitions for excellence in teaching and student mentoring, scholarships, professional achievements and academic leadership at State, National, International levels from Government / Government-recognized agencies / registered professional associations */ academies* during the last five years Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>7</td><td>8</td><td>10</td><td>8</td><td>14</td></tr></table> Answer After DVV Verification : <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>02</td><td>01</td><td>01</td><td>00</td><td>01</td></tr></table>

2.6.2	Incremental performance in Pass percentage of final year students in the last five years
	
	    2.6.2.1. Number of final year students of all the programmes, who qualified in the university examinations in each of the last five years
	Answer before DVV Verification:
	<table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>94</td><td>105</td><td>123</td><td>145</td><td>140</td></tr></table>
	Answer After DVV Verification :
	<table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>74</td><td>77</td><td>102</td><td>110</td><td>94</td></tr></table>
	    2.6.2.2. Number of final year students of all the programmes, who appeared for the examinations in each of the last five years
	Answer before DVV Verification:
	<table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>108</td><td>122</td><td>146</td><td>164</td><td>170</td></tr></table>
	Answer After DVV Verification :
	<table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>76</td><td>80</td><td>103</td><td>112</td><td>98</td></tr></table>

	Remark : As per the HEI statement in the attached documents and the corrected values presented with the metric
3.1.2	Average Percentage of teachers awarded national /international fellowships / financial support for advanced studies/collaborative research and participation in conferences during the last five years

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
01	2	2	0	00

Remark : As per the HEI data and documents provided during clarification. Projects of 2015-16 and grants of student project work not considered. |
| 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 : 41
Answer after DVV Verification: 32 |

	Remark : As per the HEI data and documents provided.
4.1.4	Average percentage of expenditure incurred, excluding salary, for infrastructure development and augmentation during the last five years 4.1.4.1. *Expenditure incurred, excluding salary, for infrastructure development and augmentation year-wise during the last five years* (INR in lakhs) Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
4.32728	87.01383	138.44709	45.81555	165.26268

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
4	87	138	46	165

4.2.2	Average number of patients per year treated as outpatients and inpatients in the teaching hospital for the last five years 4.2.2.1. Number of patients treated as outpatients in the teaching hospital year-wise during the last five years. Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
80096	41151	143933	127747	126951

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
80096	41151	143933	12747	126951

4.2.2.2. Number of patients treated as inpatients in the teaching hospital year-wise during the last five years.
Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
104	74	134	197	168

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
132	101	184	251	259

Remark : As per the HEI data and documents provided.

4.3.3	Does the Institution have an e-Library with membership / registration for the following:
	1. e – journals / e-books consortia
	2. E-Shodh Sindhu
	3. Shodhganga
	4. SWAYAM
	5. Discipline-specific Databases
	Answer before DVV Verification : A. All of the above
	Answer After DVV Verification: A. All of the above
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
	Answer before DVV Verification : Any Four of the above
	Answer After DVV Verification: Any Three of the above
4.5.1	Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
178.64522	146.65369	188.72715	233.70919	325.05922

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
179	147	189	234	234

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:

2021-22	2020-21	2019-20	2018-19	2017-18
11	20	15	18	6

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
11	13	11	9	6

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:

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
37	24	38	35	35

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
37	23	36	35	34

Remark : As per the HEI data and documents provided.

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

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

one) year-wise during the last five years .

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	5	1	1

Answer After DVV Verification :

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

5.4.2	Provide the areas of contribution by the Alumni Association / chapters during the last five years 1. Financial / kind 2. Donation of books /Journals/ volumes 3. Students placement 4. Student exchanges 5. Institutional endowments Answer before DVV Verification : B. Any four of the above Answer After DVV Verification: B. Any four of the above	
6.3.2	Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years 6.3.2.1. Number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies year-wise during the last five years Answer before DVV Verification:	

2021-22	2020-21	2019-20	2018-19	2017-18
82	18	1	1	1

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
79	12	1	1	1

6.3.4	Average percentage of teachers undergoing Faculty Development Programmes (FDP) including online programmes (Orientation / Induction Programmes, Refresher Course, Short Term Course etc.) during the last five years.. 6.3.4.1. Number of teachers who have undergone Faculty Development Programmes including online programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course and any other course year-wise during the last five years Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
72	10	82	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
71	10	82	0	0

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: A. All of the above
7.1.3	The Institution has facilities for alternate sources of energy and energy conservation devices 1. Solar energy 2. Wheeling to the Grid 3. Sensor based energy conservation 4. Biogas plant 5. Use of LED bulbs/ power efficient equipment Answer before DVV Verification : C. Any three of the above Answer After DVV Verification: C. 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 : As per the HEI documents and the photographs attached.
7.1.6	Green campus initiatives of the Institution include 1. Restricted entry of automobiles 2. Battery-powered vehicles 3. Pedestrian-friendly pathways 4. Ban on use of plastics 5. Landscaping with trees and plants Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above
8.1.9	Average percentage of first year students, provided with prophylactic immunization against communicable diseases like Hepatitis-B during their clinical work in the last five years. 8.1.9.1. Number of first year students, provided with prophylactic immunization against communicable diseases like Hepatitis-B during their clinical work in the last five years Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
93	87	85	95	74

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
93	87	84	95	74

8.1.9.2. Number of first year Students addmitted in last five years
Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
93	87	85	95	74

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
93	87	84	95	74

Remark : As per the HEI statement in the attached documents and the corrected values presented. |

2.Extended Profile Deviations

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
373	383	408	481	524

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
372	381	406	480	523

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
94	105	123	145	140

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
76	80	103	112	98

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
93	87	85	95	74

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
93	87	84	95	74

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
96	96	95	91	93

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
96	96	93	91	93

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
276.50959	313.41254	423.30861	389.72288	576.83602

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
276.51	313.4	423.3	389.8	576.8