



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

D A PANDU MEMORIAL R.V.DENTAL COLLEGE

NO.CA 37, 24TH MAIN, I PHASE, J P NAGAR

560078

www.dapmrvdc.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

January 2021

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

“Education is not the filling of a pail, but the lighting of a fire.” - W.B. Yeats. This is the firm belief of D.A. Pandu Memorial R V Dental College (RVDC). As one of the leading Dental Colleges and Hospitals in the country, it has been providing quality dental education and dentistry services since 1992. Its contribution towards dental education and community oral health has been recognized in various national and international forums. The primary goal of RVDC is to inculcate dedication towards the profession, promote social responsibility among the students, and provide a positive atmosphere for learning.

RVDC is under the umbrella of **Rashtreeya Vidyalaya Educational Institutions (RVEI)** [Rashtreeya Sikshana Samithi Trust (RSST)]. RV is a renowned name in both general and professional education, and has established 21 educational institutions of repute, with a tagline of “**Go, Change the World**”. A recent proud accomplishment is the recognition of RV as a private University.

Our institution is **affiliated to the Rajiv Gandhi University of Health Sciences (RGUHS)** since 1996 and is **recognized by the Dental Council of India (DCI)**.

RVDC had a humble beginning, as R.V. Dental College, with one academic programme and an intake of 40 students. In 2002, it was relocated to a sprawling campus of 5.7 acres. Since then, many academic programmes have been added. **Currently, RVDC has 390 students enrolled in 24 academic programmes offered by the college.** The college has also been renamed as D.A. Pandu Memorial R. V. Dental College, in 2002, in recognition of the immense contribution by Late Shri. D.A. Pandu, Former Hon. Secretary, RSST to its growth. Our college is located in the heart of the city, inclusive of four wings, boys’ and girls’ hostels, staff quarters and a 250-bedded multispecialty hospital (Aster RV Hospital). In fact, the road in which the institution is located is named as D.A. Pandu Road, and the Metro station in Jayanagar 5th block, Bengaluru is named as ‘RV station’.

The last NAAC accreditation of our college was in 2014 and we were awarded an ‘A’ grade with a CGPA of 3.21.

Vision

VISION

- Single window delivery of total oral healthcare needs
- Total quality management in service and education
- Unique work culture in alleviating human oral sufferings
- To train general, specialized and allied professional personnel to meet regional and national oral health care knowledge and skills
- Be efficient, effective, community acceptable and excel in service, education and research
- To impart knowledge and interact with organizations of similar interest
- Fostering global competencies, inculcating value system among learners
- Promote use of technology of relevance

- To induce a paradigm shift in community that many oral diseases are preventable, curable and treatment is affordable
- Reach the unreachable with awareness; education and service serve the underserved

Mission

MISSION

- Learner-centered dental education, Patient-centered service, Community-oriented research,
- Strong community relationship
- Serve the under served
- Meet the regional, national and global dental educational needs Inter organizational linkage
- Strategic future oriented planning to gain excellence in knowledge, skills, service and professionalism in management.
- Open and transparent organizational climate

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- **Experienced Board of Management**, which has more than seven decades of legacy in imparting quality education, which provides immense support to all the college endeavours.
- The dental college is **centrally located within the city and easily accessible**. All basic facilities are available in the vicinity of the campus.
- The institution is credited with highly qualified, knowledgeable and committed teaching faculty, who work as a team.
- **Promoting the use of technology is a core value** in teaching/learning/evaluation as well as administration
- **Significant effort towards minimizing inequality in oral health care:** Oral care is provided at a subsidized cost to all patients. Free oral care is provided for differently abled persons, senior citizens and individuals from lower socio-economic strata
- **Excellent rapport with the affiliated University (RGUHS) and National Speciality associations:** A good representation by faculty at the University as Dean (Faculty of Dentistry), Chief Editor and Editorial Board of RGUHS Journal of Dental Sciences members of Board of Studies, Syndicate and Academic Councils. Faculty representation as office bearers of National Speciality Associations in all branches.
- **Beyond the syllabus training:** The institution conducts numerous Continuous Dental Education Programmes, hands-on workshops, Seminars, Symposia, Masterclass, health awareness programmes, career guidance programmes to promote and foster global competencies.
- **Fulfilling Institutional Social Responsibilities** through numerous extension activities and satellite centres.
- Undergraduate programme, postgraduate programmes, PhD programmes in all specialities of dentistry and certificate courses provide **academic flexibility**.

Strong Research repository: Research is strongly promoted at both UG and PG levels through the required infrastructure, finances and recognized PG and PhD guides

Institutional Weakness

- Relatively low number of students pursuing higher education, particularly from MDS to PhD programmes.
- Need to enhance number of faculty pursuing PhD programmes.
- Lack of few of the latest, but very expensive equipment such as CAD-CAM unit, hard tissue laser, piezo-electric unit (even though they are not part of the DCI requirements)

Institutional Opportunity

- To strengthen industry -institution interface to increase employment for students.
- Collaboration with the commissioned general hospital within the campus enhances opportunity for research.
- International exchange programmes for students and faculty for additional qualifications and research aspects.
- Organization of research oriented national / international events on campus provides more opportunities for collaborations and exploration of research.
- Patient records maintained and catalogued for easy retrieval provides opportunities for analytical research and finally translation into scientific publications.

Institutional Challenge

- Bound by rules of regulatory bodies with reference to curriculum and calendar of events
- Motivate BDS/MDS students to pursue higher education
- To motivate students toward using standardized textbook and library references to improve their knowledge since students prefer to use the plethora of information available more easily on Google.
- Sensitization of policy makers regarding current needs of students and faculty to improve dental education as a whole.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

- The curriculum of DCI and RGUHS is strictly adhered to. The Institution's **UG and PG curriculum committees** oversee the curriculum plan. These committees plan the **annual calendar of events** at the beginning of each academic year. For the UGs, a **staff co-ordinator** is appointed for each year, who interacts with the various departments and co-ordinates the teaching that year, for timetables, internal assessments, clinical postings, and parent-teacher meetings.
- It has an **intake of 60 UG students per year and PG courses in all 9 specialties of Dentistry**, PhD programs, post-graduate Diploma certificate courses in Aesthetic Dentistry and Implantology are offered, catering to **academic flexibility**. 5 departments were recognized as PhD centres in the last 5 years, taking the total to 9. Programmes such as peripheral postings for PGs and clinicopathologic conferences foster **interdisciplinary training**.
- **Curriculum enrichment** ensures students keep abreast with latest advances in dentistry, through

continuous dental education (CDE) programmes and workshops. An add-on course on **professionalism, ethics, infection control, safety protocols and communication skills**, has been initiated for UG and PG students before entering clinics. A training module on **empathy** is a recent addition. **Health Profession Education Unit** is active. Outpatient clinics and community outreach programmes provide **experiential learning**. Health awareness programmes, Youth for Seva, NSS activities and Red Ribbon club inculcate a sense of **social responsibility**. They also learn about **Environmental sustainability and Biomedical waste segregation/disposal**. **Personality development programmes** help in overall development. **Career guidance programmes** are also organized for interns by the **Career Guidance and Placement Cell**.

- **Feedback on curriculum** is collected. The analyzed data is communicated to RGUHS through faculty who are members of undergraduate and postgraduate Board of Studies and Academic council. In last 5 years, **39.5% of our faculty have been members of Board of Studies and Academic Council, and one faculty has served as the Dean of Faculty of Dentistry of RGUHS.**

Orientation programmes are organized for the first-year UGs and PGs, during the beginning of their course. PG students also attend an orientation programme organized by the University

Teaching-learning and Evaluation

- **Student admission** is transparent and merit-based, through NEET/KEA, in **compliance with Government regulations**. Students enroll from varied socioeconomic and cultural backgrounds, with **45% students from outside Karnataka.**
- RVDC provides **liberal cross-border and transnational educational imperatives**. **Orientation programmes, continuous performance assessment, mentorship, remedial classes**, Kannada-speaking classes and celebration of national festivals aid in catering to student diversity. **Anti-ragging committee, Internal complaints committee for abating sexual harassment and the grievance redressal system** are active.
- The institution has stated generic and programme-specific **learning outcomes** along with the graduate attributes as per RGUHS/DCI (mentioned in the website). **The teaching-learning process is student-centric** and incorporates innovative teaching-learning methods (web-based learning, seminars, focused group discussions, buzz groups, quiz, case studies, textbook reading), self-directed learning, teaching beyond syllabus (continuing dental education programmes), experiential learning (through dental camps), UG research, short-term PG research projects and interdepartmental interactions. **A recent addition is the cloud-based Learning Management System (LMS), Quiklrn, which drives outcome-based education.**
- RVDC has **76 dedicated full-time faculty with 36 PG guides and 14 PhD guides currently**. UG student-teacher ratio is 5:1. Faculty retention is good (average teaching experience of 13 years). **All faculty are trained in educational methodology by the RGUHS. 03 faculty have been awarded the FAIMER Fellowship in Health Profession Education.** The teaching faculty are always supported in their academic and scientific pursuit. Every year, the management felicitates students and faculty with extraordinary academic and extracurricular achievements.

Learning outcome is evaluated through **03 internal assessments, posting-end tests, class tests**. A student

information system was in place for monitoring the attendance and learning outcome of students, and has been recently replaced by the LMS. Reforms in evaluation include **mock examination and regular tests for postgraduate students, self-assessment of students through Quiklrn, use of OSCE/OSPE and problem-based learning**

Research, Innovations and Extension

- Faculty and students pursue **short-term and long-term research projects**, which are translated into **presentations and publications**. **Institutional Review Board** oversees all the research activities of the institution and takes responsibility for ethical clearance. **“Research culture”** is promoted through financial and infrastructural support. This encourages submission of proposals to funding agencies; 02 projects were approved by ICMR. **MOU with Showa University Dental School, Japan** for faculty/student exchange programme and **29 prestigious collaborations** have improved research prospects.
- **Undergraduate Research Exposition** for all UG students as part of Public Health Dentistry curriculum is an **innovation**. ICMR has so far funded 05 UG research projects. RVDC also utilizes the innovation and incubation centre in its sister institution, R V College of Engineering. Innovations in teaching, learning and research in last 5 years include:
 - Training module on “Empathy” for students
 - Publication of first braille book in Kannada language on oral health care
 - Artificial intelligence assisted diagnosis and treatment planning in Orthodontics
- **Faculty have published 550 articles and authored 45 books/chapters in books**. Faculty are invited as **organizing committee members, guest speakers, chairpersons/judges in national and international conferences**. They are members of Editorial Board and Review Panel of reputed journals. Many students win **awards** for scientific events in state, national and international forums every year!
- **Extension activities include: Dental screening and treatment camps** conducted in urban and rural areas, **School health programmes** comprising oral health education through **innovative games**, screening and treatment, and **Special camps** for dentures (adoption of Danta Bhagya Scheme by Government of Karnataka), oral precancer/cancer screening, cleft lip/palate are also conducted. In the last 5 years, **657 camps were conducted and 1,09,641 patients were treated, through participation of 3704 students**. A **state-of-the-art mobile dental van** with two completely equipped dental chairs has been specially designed, along with 7 portable dental units. A **specially designed eco-friendly portable hand pump** is used.

The institution has **4 satellite centres and conducts health awareness programmes** regularly. Partnership with CAMHADD CTPHCF, RGUHS and Government with technical support from WHO provides immense

support

Infrastructure and Learning Resources

- An exemplary infrastructure augments the teaching/learning/research process. The Dental College has a **built-up area of 1,25,000 sq. ft.** A **Medical Hospital, Staff quarters, hostels for boys and girls, an eatery** are housed within the campus. There are **two auditoria**, with a seating capacity of 750 (renovated recently) and 225, respectively. **Additional facilities** include museums, sports facilities, gymnasium, garden and ample parking space. The has **10 departments, ICT-enabled classrooms (smart boards available), library and the administrative block.**
- **The infrastructure of clinics and laboratories are in accordance with the RGUHS and DCI guidelines.** All the departments have 21 pre-clinical laboratories, UG and PG clinics with 226 dental chairs, patient waiting areas, patient education material and state of the art equipment. Some of the advanced equipment include Digital panoramic radiography unit, Cone beam computed tomography (CBCT) unit, Pentahead Research Microscope with Image Analysis Software and Soft tissue laser. There are 4 museums including a museum for patient education.
- The **library** is spacious and well-equipped with **more than 7000 books**, journals, CDs, DVDs, newspapers and periodicals. **LibSoft and Web-O-Pac softwares**, e-resources such as EBSCO, NDLI and Wi-Fi facilities have digitalized the library. **The Library Advisory Committee** oversees the library requirements. Our Library is also a member of the **HELINET consortium of RGUHS** and is tied-up with the British Library, Bangalore. **Every department also has its own library.**
- **IT infrastructure** includes **LCD projectors, Wi Fi facility, smart boards and audio-visual facilities in classrooms, as well as ICT equipment and speciality-related software in departments.** The administration and examination sections are also computerized to handle admission process, student information and examinations. **LMS** helps in sharing education material with students and monitoring student performance. Staff and student management is through **SAP-ERP software.** **Outpatient and clinical data** are streamlined through an e-platform, Round Glass Cross.

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

Student Support and Progression

- **Approachable faculty and mentorship provide constant support** to the students. Incentives for scientific presentations in national and international conferences, recognition of academic and extracurricular achievements by the management, Group health insurance, encouragement for participation in intercollegiate events (both academic and extracurricular), **Internal Complaints Committee, Anti-ragging cell, Student support and welfare committee as well as a Grievance Redressal System** ensure additional student support.
- **Holistic development of students** is ensured through many **extramural activities** such as participation in career guidance programmes, add-on course on professionalism and ethics, extension activities as well as personality development programmes. **Yoga classes** are available in the camps and International Yoga Day is celebrated every year. **Value systems** are inculcated through an annual talk on Swami Vivekananda's sayings.
- Our students excel in academic / clinical work, as shown by a pass percentage greater than 95%. Our students obtain **a good number of University ranks and gold medals every year**, and a consistently good pass percentage (average=93%). 30-40% of students enroll in higher studies every year.
- Students actively participate in various academic activities viz., continuous dental education programmes, hands-on workshops, community outreach programmes, scientific presentations, short-term and long-term research projects, state/national/international conferences, intercollegiate events and career guidance programmes. Extramural activities include **annual sports and cultural events** and intercollegiate competitions.

The Alumni Association is registered under the Registrar of societies, Bangalore urban district, Bangalore. It has more than 1700 members. Alumni are invited as resource persons for CDE programmes, career guidance programmes and to be part of college day celebrations every year. Alumni have also contributed books to the departments and central libraries. RV Group of Institutions also has an alumni network through Almaconnect and our alumni are also a part of it

Governance, Leadership and Management

- IQAS encompasses the IQAC, along with the Governing Council and **16 specific committees**. The competent **Governing Council** reinforces the bond between the **Board of Management** and RVDC, and oversees the functioning of the **IQAC**. A **Service Rules manual** by the management is followed. **The Vision and Mission of the institution have been clearly stated**. The Vision & Mission statements of the previous cycle have been retained due to their aptness.
- The institution believes in **participative management and decentralized administration**. The decisions of the Governing Council are implemented by the **Principal (who is also the IQAC chairman)**. **This is achieved through the Associated Deans. They monitor the committees**, who in turn ensure smooth functioning of various institutional activities. These committees plan their activities and responsibilities for each academic year. **Heads of the Departments oversee the functioning of their respective departments in association with Professors, readers and lecturers.**

Auxiliary staff of the institution include dental technicians, administration staff, attenders, engineer, audiovisual technician, hostel warden, gardeners, security and housekeeping personnel.

- **Faculty empowerment strategies** include Staff welfare committee, faculty developmental programmes, incentives for international scientific presentations, special leaves for pursuing additional qualifications, uniform pay scale, gratuity scheme, earned leave encashment maternity/paternity leaves and loans.

An **appraisal system** is in place for teaching and non-teaching staff. Self-appraisal by teaching staff is ensued by evaluation by the Heads of the Departments, and then by the Principal and Management. In 2019, a **goal-based management module, PRISM** was introduced. Faculty and students with extraordinary academic, co-curricular and extracurricular achievements are felicitated by the Board of Management every year.

The institution is **self-financed and managed by RSST**. Additional sources of income include tuition fees obtained from the academic programmes and treatment. Efforts are taken to increase awareness on the diagnosis and treatment facilities available to increase the number of patients availing these facilities. The Management also receives donations from philanthropic organizations/individuals. Financial management is through SAP-ERP system. Internal audits are conducted quarterly and external audits are conducted bi-annually to monitor and regulate the finances

Institutional Values and Best Practices

- **Institutional values and social responsibilities:**
 - **Gender equity** is emphasized upon in all aspects of the institution. Gender sensitization programmes are conducted for all students and faculty. Safety is ensured via security, camera surveillance, in-house counsellor and internal complaints committee.
 - **Social responsibility** approaches include subsidized treatment charges for senior citizens, poor patient fund, free treatment at dental camps and facilities for the physically-disabled in the campus, as well as community outreach programmes and health awareness programmes conducted in campus as well as neighbouring districts and states. Tolerance and harmony towards cultural, regional, linguistic, communal socio-economic diversities among students is achieved via orientation programmes at the beginning of the year, mentorship, celebration of national festivals, and Kannada speaking classes.
 - **Efforts towards environment sustainability** is through energy conservation, waste segregation, water conservation facilities and a landscaped green campus.
- **Best practices:** are
 - **Community Outreach programmes**
 - **Staff support**

Institutional distinctiveness: A distinctiveness of the institution is its **UG research programme**, introduced by the Department of Public Health Dentistry 15 years ago. All students undertake research projects which are of felt need and primary benefit to the institution and the student community as a whole. There have been 26 paper presentations by UG students in the last 5 years alone and 12 of them have won the Best paper awards in various conferences. Three of the research projects were selected for ICMR STS grants until it was stopped for

dental students in the year 2015-16

Dental Part

- **Orientation programmes** are conducted for UG and PG students upon entry into the college. First two years, students are trained in **pre-clinical skills in designated laboratories** with specialized teaching aids inclusive of models, charts, demonstrations and simulation aids. Evaluation is through grading of work by faculty. Before entering clinics, the students attend an **add-on course about professionalism, ethics, communication skills, infection control, empathy, patient care and safety.**
- **Clinical training** is given in UG and PG clinics. **Hospital infection control committee** has specified the protocol for sterilization and disinfection, and the same is adhered to. **High-end equipment** such as CBCT, ultrasound machine, Endodontic microscope, dental Laser unit, Research Microscope provide additional experience for in diagnosis and treatment. Specialized comprehensive clinic, implant clinic, geriatric clinic, tobacco cessation clinic provides added learning. **Separate sterilization units are there in each department, according to the needs of the speciality.** Personal protective equipment is provided to the care-givers. First year students are provided with phylactic immunization against Hepatitis B. Students and staff are trained in **biomedical waste management and an MOU has been established with Maridi Eco systems Pvt. Ltd** for waste disposal.
- The entire UG and PG training is based on the **dental attributes and specific competencies mentioned by the DCI and the college.** The same has been mentioned on the website. Objective measures to attain such competencies include simulations, problem- based learning, OSCE/OSPE, posting end tests, projects, assignments and community health programmes in urban and rural areas. **CDE programmes and workshops (239 total)** help keep students and faculty abreast with global advances in dentistry.
- **The Health Profession Education Unit** focusses on faculty development programmes to improve teacher quality and teacher/learning/evaluation process.

In the last 5 years, 11 teachers have acquired additional PhD/ Diplomas / fellowships beyond eligibility requirements of RGUHS / DCI

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	D A PANDU MEMORIAL R.V.DENTAL COLLEGE
Address	No.CA 37, 24th Main, I Phase, J P Nagar
City	BENGALURU
State	Karnataka
Pin	560078
Website	www.dapmrvc.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Asha R Iyengar	080-22445754	9886011807	080-26658411	principalrvdc@gmail.com
IQAC / CIQA coordinator	B.s. Keshava Prasad	080-26547053	9448505151	080-	keshavprasad72@gmail.com

Status of the Institution	
Institution Status	Self Financing
Institution Fund Source	Trust

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

Date of establishment of the college	01-01-1992			
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	25-02-2010	240	Permanent validity for BDS MDS and PG diploma

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	No.CA 37, 24th Main, I Phase, J P Nagar	Urban	5.2	15204

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,Dental	60	PUC	English	60	60
PG	MDS,Dental	36	BDS	English	2	0
PG	MDS,Dental	36	BDS	English	3	3
PG	MDS,Dental	36	BDS	English	5	5
PG	MDS,Dental	36	BDS	English	2	2
PG	MDS,Dental	36	BDS	English	3	3
PG	MDS,Dental	36	BDS	English	3	3
PG	MDS,Dental	36	BDS	English	3	1
PG	MDS,Dental	36	BDS	English	3	3
PG	MDS,Dental	36	BDS	English	5	5
PG Diploma recognised by statutory authority including university	PG Diploma, Dental	24	BDS	English	1	0
PG Diploma recognised by statutory authority including university	PG Diploma, Dental	24	BDS	English	1	1
PG Diploma recognised	PG Diploma, Dental	24	BDS	English	1	1

by statutory authority including university						
Doctoral (Ph.D)	PhD or DPhil,Dental	60	MDS	English	8	0
Doctoral (Ph.D)	PhD or DPhil,Dental	60	MDS	English	4	0
Doctoral (Ph.D)	PhD or DPhil,Dental	60	MDS	English	4	0
Doctoral (Ph.D)	PhD or DPhil,Dental	60	MDS	English	4	0
Doctoral (Ph.D)	PhD or DPhil,Dental	60	MDS	English	4	0
Doctoral (Ph.D)	PhD or DPhil,Dental	60	MDS	English	8	0
Doctoral (Ph.D)	PhD or DPhil,Dental	60	MDS	English	4	0
Doctoral (Ph.D)	PhD or DPhil,Dental	60	MDS	English	4	0
Doctoral (Ph.D)	PhD or DPhil,Dental	60	MDS	English	4	0

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	6				20				47			
Recruited	3	3	0	6	8	12	0	20	14	13	0	27
Yet to Recruit	0				0				20			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
	Lecturer				Tutor / Clinical Instructor				Senior Resident			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	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	16				0				7			
Recruited	10	6	0	16	0	0	0	0	0	7	0	7
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				88
Recruited	50	38	0	88
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				17
Recruited	15	2	0	17
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	1	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	14	8	0	0	0	0	7	11	0	40
UG	0	0	0	0	0	0	0	0	0	0
Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	15	14	0	0	7	0	0	0	0	36
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	10	1	0	0	11
	Female	40	9	0	0	49
	Others	0	0	0	0	0
PG	Male	3	2	0	0	5
	Female	9	10	1	0	20
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	0	0	0	0	0
	Female	1	1	0	0	2
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	2	1	0	0	3
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	2	1	2	1
	Female	2	1	3	2
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	1	1	0	2
	Others	0	0	0	0
OBC	Male	2	2	1	3
	Female	24	8	19	10
	Others	0	0	0	0
General	Male	12	12	12	13
	Female	43	64	49	53
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		86	89	86	84

General Facilities	
Campus Type: No.CA 37, 24th Main, I Phase, J P Nagar	
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)	119
* Qualified Doctor (Part time)	0
* Qualified Nurse (Full time)	224
* Qualified Nurse (Part time)	0
• Facilities like banking, post office, book shops, etc.	Yes
• Transport facilities to cater to the needs of the students and staff	No
• Facilities for persons with disabilities	Yes
• Animal house	No
• Power house	No
• Fire safety measures	Yes
• Waste management facility, particularly bio-hazardous waste	Yes
• Potable water and water treatment	Yes
• Renewable / Alternative sources of energy	Yes
• Any other facility	NA

Hostel Details		
Hostel Type	No Of Hostels	No Of Inmates
* Boys' hostel	1	30
* Girls's hostel	1	95
* Overseas students hostel	0	0
* Hostel for interns	0	0
* PG Hostel	0	0

Extended Profile

1 Students

1.1

Number of students year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
390	384	382	402	406
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

2019-20	2018-19	2017-18	2016-17	2015-16
82	81	78	81	79
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.

2019-20	2018-19	2017-18	2016-17	2015-16
87	90	59	74	88
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

2019-20	2018-19	2017-18	2016-17	2015-16
73	65	63	63	66
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

2019-20	2018-19	2017-18	2016-17	2015-16
73	73	73	73	73
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)

2019-20	2018-19	2017-18	2016-17	2015-16
281.40	252.3	265.72	298.4	219.3
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The Dental Council of India prescribes a uniform dental curriculum for dental education across the country which is ratified by the Ministry of Health and Family Welfare. This prescribed standard curriculum is adhered to by all universities and institutions. Being affiliated to the Rajiv Gandhi University of Health Sciences (RGUHS), our institution is mandated to follow this curriculum.

Effective Curriculum Planning and delivery:

The Undergraduate and Postgraduate Committees of RVDC also function as the **Undergraduate(UG) and Postgraduate (PG) curriculum committees**. These committees ensure adherence and implementation of this prescribed curriculum in a planned and meticulous manner.

- **Composition of the UG and PG curriculum committees:**

All the faculty of the institution especially the curriculum committee members have been trained in **Educational Methodology through Rajiv Gandhi Administrative and Academic Training Institute (RAATI), RGUHS. Three of the faculty members have received fellowship in Health Professions Education from the FAIMER regional institutes in India. This training ensures that innovative teaching- learning strategies, assessment methods and curriculum-related issues are addressed timely and effectively.**

- **Role of UG and PG Curriculum Committees:** These committees have a primary role in planning, delivery and evaluation of the dental curriculum. The undergraduate committee supervises the undergraduate dental curriculum while the postgraduate committee oversees the postgraduate dental curriculum. Both the committees plan, monitor and evaluate the effective delivery of their respective curricula. A yearly calendar incorporating schedules for all teaching-learning activities (through a structured timetable), formative assessments, parent teacher meetings and student activities are prepared by the respective curriculum committees for all undergraduate and postgraduate courses, at the start of the academic year. Further, deliberations and meetings are held three times a year to ensure effective delivery and solve issues (if any) regarding implementation and evaluation of the curricula.
- **Role of the Departments:** The yearly calendar as developed by the UG and PG curriculum committees is circulated to ensure effective delivery of the dental curriculum across all

departments. The departmental Heads, along with their faculty further plan subject- and department-specific implementation and evaluation of the curriculum in accordance with the yearly calendar. Any issues noted are reported to the respective committees for timely action and corrective measures.

Evaluation of the curriculum:

Curriculum evaluation takes place at the end of each year through a structured feedback sought from all stakeholders. The responses received are analysed and discussed in the respective curriculum committee meetings and action plan for the next year is developed. **Information to the university:** Over the last 5 years around **18%** of our faculty (**among the highest for any affiliated dental college**) have been members of Board of Studies and Academic Councils at the university level. **One of our faculty has served as the Dean of Dental Faculty.** Issues related to curriculum and feedback on the curriculum is shared with the university through them. The Dean, Academic Council and Board of Studies members convey our analysed feedback to the university for any need- based modifications in the curriculum.

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

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

Response: 3.52

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

2019-20	2018-19	2017-18	2016-17	2015-16
4	1	1	2	4

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

1.2 Academic Flexibility

1.2.1 Percentage of inter-disciplinary / inter-departmental courses /training across all the Programmes offered by the College during the last five years Response: 85.59	
1.2.1.1 Number of inter-disciplinary /inter-departmental courses /training offered during the last five years Response: 95	
1.2.1.2 Number of courses offered by the institution across all programs during the last five years Response: 111	
File Description	Document
List of Interdisciplinary /interdepartmental courses /training across all the the programmes offered by the University during the last 5 years	View Document
Institutional data in prescribed format	View Document
Institutional data in prescribed format	View Document
Link for Additional Information	View Document

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

Response: 36.88

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

2019-20	2018-19	2017-18	2016-17	2015-16
207	202	136	110	64

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

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:

True to its motto of providing excellence in dental education and service to humanity, our institution ensures holistic development of its faculty and students. Our institution integrates cross-cutting issues through a plethora of activities like workshops, talks, rallies, competitions, conferences etc. An overview of the same is provided below:

Gender:

- Women's Welfare Committee, Anti ragging and Anti-Sexual Harassment committees (Internal Complaints Committee) meet regularly and organize awareness programs (one day talks, sensitization programs, videos, recreational activities etc.) every year

Environment and sustainability:

- Our institution has won accolades for its garden and greenery. Students participate in plantation drives to learn about the environment. Two students participated in a survey with Tata Consulting Engineers and students from RV College of Engineering to study environment-friendly and sustainable options for our institution. They participated in identification of existing renewable energy sources, water audit, rain water harvesting, recycling and reuse of water planning for the institute.
- Sensitization on '**Reducing Plastic in Dentistry**' was done through a poster competition for faculty and students in 2020.
- Biomedical waste is an important concern. The Infection Control Committee of the institution takes a primary role in revision and adherence to guidelines for **proper biomedical waste segregation and disposal**. The committee also monitors the **sterilization and infection control practices** in the institution.
- As a part of the Public Health Dentistry curriculum, the department also enforces these practices during theory and practical sessions. The faculty provides information on environmental sustainability across all walks of life and motivates them to bring about lifestyle changes.

Human Values:

- Humanism and empathy are important characteristics for a health professional. Last year, a **workshop on “Developing an empathetic individual”** was initiated to inculcate these values in our students.
- **World Elders Day celebration** by the department of prosthodontics helped the students understand the nuances of geriatric dental care.
- To help students deal with stress, **talks on stress management, how to live a long healthy life etc.** are conducted to reinforce such important life skills among the students.

Health determinants, Right to Health and emerging demographic issues:

- The institution’s own **National Service Scheme (NSS) wing** addresses the health determinants by organizing **outreach programs and camps** in urban and rural areas. Oral health care services (education, treatment and preventive procedures) are provided to all segments of the society.
- Through **Dant Bhagya Yojana**, the institution provides free dentures to elderly population below the poverty line.
- **Rallies** creating awareness on oral health problems and tobacco cessation drives are conducted by the students.
- Sensitization on HIV/AIDS issues is done every year by joining hands with the **Red-Ribbon club**.

Professional ethics

- Professional ethics is formally integrated in the undergraduate dental curriculum and is imparted to the students through the Department of Public Health Dentistry.

A specially designed **“Patient safety and professionalism”** module has been successful in training the students in professional behavior and communication skills, considered to be foundational for successful dental practice over the last four years

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

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

Response: 13

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

Response: 13

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

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

Response: 32.63

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

2019-20	2018-19	2017-18	2016-17	2015-16
202	196	132	103	59

File Description	Document
Institutional data in prescribed format	View Document
Attendance copy of the students enrolled for the course	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: 92.56

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

Response: 361

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

1.4 Feedback System

<p>1.4.1 Mechanism is in place to obtain structured feedback on curricula/syllabi from various stakeholders. Structured feedback received from:</p> <ol style="list-style-type: none"> 1. Students 2. Teachers 3. Employers 4. Alumni 5. Professionals <p>Response: A. All of the above</p>	
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
<p>1.4.2 Feedback on curricula and syllabi obtained from stakeholders is processed in terms of:</p> <p>Response: B. Feedback collected, analysed and action has been taken</p>	

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

NAAC

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: 86.66

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

2019-20	2018-19	2017-18	2016-17	2015-16
17	12	25	17	13

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

2019-20	2018-19	2017-18	2016-17	2015-16
32	14	25	18	13

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

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

Response: 95.6

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:

2019-20	2018-19	2017-18	2016-17	2015-16
87	90	86	82	90

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

2019-20	2018-19	2017-18	2016-17	2015-16
91	91	91	91	91

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

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

Response: 49.61

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

2019-20	2018-19	2017-18	2016-17	2015-16
22	35	32	48	57

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

<p>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:</p> <ol style="list-style-type: none"> 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 <p>Response: A. All of the above</p>	
File Description	Document
Institutional data in prescribed format	View Document
Criteria to identify slow performers and advanced learners and assessment methodology	View Document
Consolidated report of special programs for advanced learners and slow learners duly attested by the Head of the Institution	View Document
Any other information	View Document
Link for any relevant information	View Document

<p>2.2.2 Student - Full- time teacher ratio (data of preceding academic year)</p> <p>Response: 5:1</p>
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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

Other Upload Files	
1	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:

Our college facilitates building and sustenance of **innate talent** of individual students by engaging them in both, **extramural and beyond the classroom activities** by:

- Encouraging the students to actively participate in NSS, Red ribbon and many IDA (Indian Dental Association) activities.
- They are encouraged to volunteer with NGOs (Non-Governmental organizations) to get a hands-on exposure to the social conditions of the underserved population.
- They have been volunteering with “Youth for Seva”, “Teach India” and also in a few orphanages with which they are actively associated.
- Our talented students also contribute to the college magazine/ newsletters every year in the form of articles, poems, paintings, crosswords, etc., to name a few.
- Students have been actively participating in skits, short movies, etc and show great enthusiasm in intra- and inter- collegiate competitions held annually to promote beyond the classroom activities. Students are encouraged to take part in these initiatives. The activities also include sports, literary and cultural activities. Our students (undergraduates and postgraduates) are encouraged to take part in sports and cultural programs at the State, and National levels. The awardees are even encouraged with financial assistance.

The institution facilitates building and sustenance of **aptitude of individual students** by engaging themselves in:

- Students (undergraduates and postgraduates) are encouraged to take up academic research projects and are to make scientific paper presentations at the State, National, and International levels. They are appropriately guided by the faculty to write research articles to translate their research into useful publications, for wider readership.

Students actively participate in literary activities during the annual literary and cultural fests

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

2.3 Teaching- Learning Process

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

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

Response:

The following student-centric methods are practiced in the college to enhance learning experience:

- **Experiential learning:** Most of the teaching-learning program is through **experiential learning** at every phase of their course. From carving the morphology of teeth in I BDS, to rendering appropriate treatment and care to the patients, in each and every discipline.
- **Integrated/interdisciplinary learning:** The undergraduate students, Interns and postgraduates participate in **interdepartmental meetings**, conducted once in 2 – 3 months. Staff and students from various departments participate in discussions of case presentations by postgraduates which helps them to update their knowledge and clinical acumen.
- The institution has a modular approach to teaching where each module is designed to include student-centric learning activities – Each class is divided into small groups and activities are designed for participatory learning and **problem based learning**.
- Additionally, all the students are encouraged to practice **self-directed learning like seminar or journal club presentations** which in turn promotes life-long learning.
- Attention is paid to ensure “evidence - based teaching and learning” where the students are counseled to web-search for relevant literature, seek to assess the “trustworthiness” of the

information received, before adopting it in their learning and/or research.

- **Patient - centric learning** is emphasized in theory as well as practical / clinical set-up. Applied aspects of various concepts are taught from the 1st year of undergraduate course and are reinforced throughout the course. Students are trained well with preclinical skills and then allowed to progress and treat the patients.
- **Project-based learning:** Students (undergraduates and postgraduates) are motivated to take up short term **projects** and involve in scientific paper presentations at the State, National, and International levels. Students are also guided to write manuscripts to translate the conducted research into publications.

On a regular basis, **role plays**, buzz group discussions, presentations are conducted to enhance the learning experience. Flipped classrooms are adopted for all suitable topics, especially pertaining to **ethics and humanities**

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: B. Any three of the above

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

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

Response:

- All the teaching faculty of the institution use power point presentations/educational videos whenever necessary, using the LCD projectors for delivering didactic lectures for both undergraduates and postgraduates.
- The institution has Wifi/LAN enabled classrooms.
- Teachers also use other ICT-enabled tools – Moodle and Google Classrooms with smart boards, for lectures and case discussions.
- Teachers use social media for communication and interaction with the students and other staff.– Facebook, Whatsapp. and e-mail for sharing study material and have study-related exchange of ideas and points of discussions.
- Teachers and students have access to *e-swayam* facility, selected e-books/ journals (through Helinet), and to the “National Digital Library of India” for reference.
- Majority of the assignments and feedbacks are submitted by the students using Google forms.
- The institution has deployed a technology-enabled teaching-learning platform, QUIKLRN, which is based on the Outcome-Based Education (OBE) framework. This platform helps to create an efficient student-centric and outcome-based learning environment. The faculty uses this platform to share knowledge articles, lecture presentations, notes, and videos. Students have access to these materials during their course work (both within and beyond the classroom), which encourages them to review the lecture notes in advance before the session as also ideate and recap the lessons at their pace and time. Flipped classrooms also engage the students in participatory learning.
- Student personalized learning platform is created through Quiklrn–The Learning environment is aimed to provide a common repository for

a). Learning materials provided by the faculty,

b). Machine - curated online e-resources organized as per relevance and

c). Individual- identified additional content and newresources.

- Quiklrn learning platform provides cloud-based knowledge management services for every student, based on their learning preferences. Students can recall and retain the learning material assets through multiple academic years and courses. They are able to easily refer and reuse the content as and when needed.

Quiklrn student-centric learning platform interface also has the facility for integrated local language translator with audio capabilities that assists the students to enhance their understanding in their preferred language. This is particularly useful in enhancing the communication between the student and the patient, especially for students who hail from outside the Karnataka State

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: 11:1

2.3.4.1 Total number of mentors in the preceding academic year

Response: 37

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

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 nurtures:

1. Creativity:

- Like- minded undergraduate/ post graduate students are grouped together to undertake research projects designed to address an existing issue close to the students heart (Student assessment method/ teaching a new topic not mandated by the syllabus/ modification of curriculum etc) or to develop and innovate oral health education material (edutainment for children and adults –board game, card game, magazines, animated videos, 3-D pop-up book, magnetic game, 3-D models etc).

1. Analytical skills:

- Some of the research projects have focused on a combination of analytical skills and innovation and address currently pertinent social issues such as violence against doctors, etc.
- In addition, the departments also conduct - collage competitions, debates etc which are organized regularly to bring about awareness on AIDS (Acquired immunodeficiency syndrome), Tobacco and drug abuse, Ragging, gender sensitization, and such others.
- Students and staff (both teaching and non-teaching) of the institution, actively participate in inter-collegiate and intra- institution cultural/ co-curricular events which enable them to share the innate skills/ talents.

1. Innovation among students:

- The yearly magazines and newsletters bring out the innate talents, creativity and innovative ideas of the students in the form of their contributions like poems, short stories, documentaries, quizzes, leisure spaces, sketches or paintings or caricatures, etc.

The institution encourages celebration of various festivals which encourage the students to make such events more entertaining and innovative. Innovative ideas and methods on making documentaries, short movies, educative social interactions, etc. by the students, create social awareness about saving environment, improving general health and well-being of an individual and in turn help in creating and nurturing better lifestyles

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: 91.23

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

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: 16.99

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.

2019-20	2018-19	2017-18	2016-17	2015-16
13	12	12	12	7

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

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

Response: 13.4

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

Response: 978

File Description	Document
Institutional data in prescribed format	View Document
Consolidated Experience certificate duly certified by the Head of the insitution	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:** 23.83

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

2019-20	2018-19	2017-18	2016-17	2015-16
62	9	12	2	1

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
Web-link to the contents delivered by the faculty hosted in the HEI's website	View Document

2.4.5 Average Percentage of fulltime teachers who received awards and recognitions for excellence in teaching, student mentoring, scholarships, professional achievements and academic leadership at State, National, International levels from Government / Government-recognized agencies / registered professional associations / academies during the last five years**Response:** 1.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
4	01	01	01	01

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

2.5 Evaluation Process and Reforms

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

Response:

In alignment to the Annual academic Calendar mandated by the RGUHS, both for the UG and PG programmes, the UG and PG Coordination committees of the College plan the academic calendar for implementation. This academic calendar is shared with all the students and faculty and is strictly adhered to for that academic year, which helps the curriculum transactions to be completed well on time, to hold the examinations as per the schedule communicated by the university. Remedial classes are conducted for slow learners. Additional postings are provided to help them catch up with their clinical work

As per the RGUHS directions, the institution follows a 90:10 pattern, 90 marks are allotted to University examination and 10 marks for CIE

The College has a robust evaluation methodology for the conduct of CIE. Annually, as per the predetermined academic Calendar which is shared with the students (both, UG and PG, for facilitating ample preparations before undertaking the CIE), three internal evaluations are conducted, before the final University examinations. Apart from the three internal evaluations conducted by the college, regularly, many revision tests are conducted by individual Departments. This is in the form of posting end tests, as well as section-wise tests for both UG and PG students. The performance of students in the CIE is discussed with them and they are given a feedback on how to improve their performance. The internal evaluation system as followed is quite efficient and robust.

The students are provided the syllabus and scheme of examination soon after their admissions/beginning of the academic year. Year-wise course coordinators are entrusted with the responsibility of transparent and smooth conduct of the internal evaluation. The students are informed via circulars, notice board announcements as well as social media messages. The internal examination papers are promptly evaluated and marks lists are put up on the respective departmental notice boards. Thereafter, any queries/clarifications of the students are addressed both, by the faculty of each department and specified Course Coordinators. The method is highly transparent and fair.

At the PG level, internal mock examinations are conducted prior to their final examination. The final year mock examination includes a practical component, a pedagogue and a viva voce component which is conducted by both internal and external examiners.

At the end of each posting, theory and practical tests are conducted for the benefit of the students. The students are given a feedback based on their performance in the test to help them assess the knowledge and skills acquired during the posting.

Formative assessment and feedback is also provided in the clinics at the end of each case, both verbally and by way of grades and evaluation forms.

The LMS system Quiklrn is available to the faculty to plan online tests and quizzes. The LMS platform is also used by students for self – assessment or auto – audit.

Progress and Assessment cards for CIE are maintained for each student to document and have a transparent system of evaluating the academic progress of the student

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

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

Response:

Grievance redressal mechanism related to CIE: The academic calendar is prepared at the beginning of the year corresponding with the academic calendar of Rajiv Gandhi University of Health Sciences. The students are made aware of this academic calendar by the respective year wise coordinators ahead of time. The assessment of the three internal examinations is conducted by the College in a timely manner. The marks of the three internal assessments are displayed on the Department notice board and answer scripts are shown to the students. If the students have any issues they are resolved at this time. Even before sending the final marks to the University, the same is discussed with the students, their queries are answered and their signatures are taken prior to sending the final marks to the University to maintain transparency.

b. Matters relating to University examination for submission of appeals: Digital valuation is carried out. If there are large discrepancies in the marks after 2 evaluations, the computer automatically sends the paper to a third evaluator. This system is therefore, both fast and efficient and prevents any delays in announcement of marks. The examination section in the college has a liaison officer who approaches the University on behalf of the students to deal with withheld results or delay in marks card. Computerized assessment of University papers makes the process fast. The University announces results. Any grievances

that may arise are dealt with rapidly.

c. Providing access to answer scripts: The University allows for the students to get a photocopy of their scripts whenever such a need arises.

d. Provision of re-totalling: Following provision of the answer scripts, if there is an issue with the allocation of marks, a representation is given to the University.

e. Provision for re-assessment: If a representation is given to the University with regards to the marks, this is duly considered for re - assessment.

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

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: University papers are verified by subject experts for mistakes or out of syllabus questions half an hour before the examination. There is a computerized question paper sent by the Rajiv Gandhi University of Health Sciences. Training sessions are held at the University for 1st BDS students on how to answer their theory paper.

b. Processes integrating IT: The examination papers of the students are uploaded and digital evaluation is carried out. This allows for rapid announcement of results. To maintain transparency video recordings are made of both theory examination and viva voce conducted. The LMS portal (Quiklrn) allows for both self – assessment by the student as well as allows formative evaluation by the faculty.

c. Continuous assessment system: Three internal examinations are carried out for undergraduates. Two mock examinations are carried out for post –graduate students. Apart from this periodic tests are also conducted for PGs.

d. Competency based assessment: The final internal examination for UGs and mock examination with both internal and external examiners for PGs has practical, viva voce and chair-side discussion components which help us assess the competency of the students. Clinical skills are tested by assessing the student's work on phantom heads and patients.

e. Work place based assessment: Feedback is taken from the employees of our alumni to assess the adequacy of the course.

f. Self – assessment: After completing the syllabus UG students are given tests which they have to evaluate themselves. The answers are provided by the staff. This exercise lets them know their shortcomings and motivates them to perform better. The LMS system also serves as a mode of self – assessment.

g. OSCE/ OSPE: The department of Public Health Dentistry developed and adopted this method of assessment for the undergraduate students in 2015. The students were trained and examined on all the components of comprehensive case history using a total of 25 stations with models and standardized patients. Using OSCE as a method of assessment for the students during their internals has provided various advantages over the traditional method of examination like:

1. Assessing and providing a 360degree view of the students competency in recording of case history and its various procedures,
2. Enabled to provide a feedback immediately to motivate and help the students reach their desired competency levels.
3. Eliminated the subjective component of traditional assessment systems by using an objective checklist at each station.
4. Ensured similar level of complexity for all students.

Enabled to assess the problem solving abilities, skills and factual knowledge better than the traditional method of examination

File Description	Document
Link for Information on examination reforms	View Document

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

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

Response: A. All of the above

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

2.6 Student Performance and Learning Outcomes

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

Response:

The Institution routinely states the learning outcomes (generic and programme-specific) and graduate attributes as per the provisions of the Regulatory bodies and the University. These are communicated to the students and teachers through the orientation program and are uploaded on the official website.

1. Stated learning outcomes for each programme / course as stipulated by the appropriate Regulatory bodies and the University:

Learning outcomes of the BDS course:

The graduate should acquire:

- Adequate knowledge of the scientific foundations on which dentistry is based and good understanding of various relevant scientific methods, principles of biological functions and should be able to evaluate and analyze scientifically various established facts and data.
- Adequate knowledge of the development, structure and function of the teeth, mouth and jaws and associated tissues both in health and disease and their relationship and effect on general-state of health and also the bearing on physical and social well-being of the patient.
- Adequate knowledge of clinical disciplines and methods, which provide a coherent picture of anomalies, lesions and diseases of the teeth, mouth and jaws and preventive, diagnostic and therapeutic aspects of dentistry.
- Adequate clinical experience required for general dental practice.

- Adequate knowledge of biological function and behavior of persons in health and sickness as well as the influence of the natural and social environment on the state of health so far as it affects dentistry.
- Able to diagnose and manage various common dental problems encountered in general dental practice
- Acquire skill to prevent and manage complications if encountered while carrying out various procedures.
- Possess skill to carry out required investigative procedures and ability to interpret laboratory findings.
- Promote oral health and help to prevent oral diseases
- Competent in control of pain and anxiety during dental treatment.

Learning outcomes of the MDS course:

The postgraduate should be able to:

- Describe etiology, pathophysiology, principles of diagnosis and management of common problems within the specialty in adults and children.
- Identify social, economic, environmental and emotional determinants in a given case and take them into account for planning treatment.
- Recognize conditions that may be outside the area of specialty/competence and to refer them to an appropriate specialist.
- Update knowledge by self study and by attending courses, conferences, seminars relevant to specialty.
- Undertake audit, use information technology and carryout research with the aim of publishing or presenting the work at various professional gatherings.
- Take a proper clinical history, examine the patient, perform essential diagnostic procedures and order relevant tests and interpret them to come to a reasonable diagnosis about the condition.
- Acquire adequate skills and competence in performing various procedure required in the specialty.

2. Methods adopted by the College for the assessment of the same:

- Formative assessment and feedback with grades
- Online tests and quizzes
- Three internal assessment for UG students
- Revision tests and PG mock examination for PG students
- Evaluation forms
- Viva voce
- Pedagogue
- Practical examination

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

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

Response: 93.09

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

2019-20	2018-19	2017-18	2016-17	2015-16
76	78	73	76	72

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

2019-20	2018-19	2017-18	2016-17	2015-16
82	81	78	81	79

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

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

Response:

1. The teaching learning and assessment processes of the Institution are aligned with the stated learning outcomes of the BDS course of RGUHS:

Learning Outcome for BDS	Teaching Learning method	Methods of assessment
Adequate knowledge of the development, structure and function of the teeth, mouth and jaws and associated tissues both in health and disease and their relationship and effect on general-state of health and also the bearing on physical and social well-being of the patient.	UG theory class with minimum attendance of 75% makes sure students have the basic theoretical knowledge necessary.	Three internal assessment and 10 marks reserved for theory internals ensures students have a strong knowledge backing.
Adequate knowledge of clinical disciplines and methods, which provide a coherent picture of anomalies, lesions and diseases of the teeth, mouth and jaws and preventive, diagnostic and therapeutic aspects of dentistry.	Case history recording	Evaluation forms

Promote oral health and help to prevent oral diseases	Workshop on infection control conducted at the white coat ceremony	Random checks by faculty
Develop competency in control of pain and anxiety during dental treatment.	Working in Dental camps	
Adequate clinical experience required for general dental practice.	Minimum clinical quota and recording case histories ensures attaining sufficient clinical skills for practice.	Practical examination
Acquire skill to prevent and manage complications if encountered while carrying out various procedures.		

2. The teaching learning and assessment processes of the Institution are aligned with the stated learning outcomes of the MDS course of RGUHS:

Learning Outcome for MDS	Teaching Learning method	Technique of assessment
Adequate knowledge in etiology, pathophysiology, principles of diagnosis and management of common problems within the specialty in adults and children.	Seminar presentations and case discussions are carried out.	Revision tests and PG mock examination ensures students have a strong knowledge backing.
Knowledge in identifying social, economic, environmental and emotional determinants in a given case and take them into account for planning treatment.		

Ability to search for and use scientific literature	Journal club presentations and case discussions	Evaluation forms
Ability to carry out research	PG short projects and dissertation	Dissertation is submitted to the University for evaluation
Oratory and Writing skills	Oratory and writing skills are developed through UG and PG seminar and case presentations as well as by writing research papers.	Evaluation forms
Ability to record findings adequately	Case history recording	Evaluation forms
Attaining adequate skills	PG practical work and recording case histories ensures attaining sufficient clinical skills for practice.	Practical examination

File Description	Document
Link for programme-specific learning outcomes	View Document

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

Response:

1. Structured mechanism for parent-teachers meetings: Parent teacher meetings are organized in the college. For each year there is a year wise coordinator. They help in framing the academic calendars for students. The conduct of the meetings is planned at the beginning of each of each year. Parents are informed well on time as to the date of the meeting. The formative assessment of the student is discussed at the meeting. The parents meet the entire faculty teaching that teach their wards in the current year. Parents are informed about their children's performance in continuous internal assessments, their punctuality, their strengths and weaknesses and regarding their attendance.

2. Follow-up action taken:

1. Counseling was provided to the students who were depressed or home sick.
2. Yoga was conducted within the college to help students.
3. Mentor mentee meetings were conducted to orient students to the course and discuss and solve other problems.
4. The students were made to solve previous years question papers to aid them in preparing for the various subjects.
5. Remedial classes were conducted for slow learners and extended lab postings beyond college hours are provided to help finish the quota.
6. Advanced learners were encouraged to take up research activities and present papers.

7. International students were guided to English courses outside the college to help them familiarize with the language.

4. Outcome analysis:

The outcome of the meetings in the following years has been:

1. Students who in the first year BDS were depressed, as they wanted to take up MBBS, after being explained the scope of BDS, they began to take an active interest in the course.
2. International students who had difficulty in understanding English were referred outside for gaining language proficiency.
3. Students who suffered from home sickness and others were unable to perform due to certain health/ personal issues. Also students who suffered from anxiety and low self-esteem were counseled and were given extra help and attention. These issues were discussed with the parents and necessary help was provided.
4. For students who had difficulty in completing the clinical quotas remedial classes were arranged to tackle this issue.

The outcome of this was that International students have managed to successfully complete their BDS course. Students with other personal difficulties were able to overcome them and fare well in their examinations. Also the remedial classes have helped the students in finishing their clinical quotas before they appeared for their examinations.

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 2.98

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: 1.82

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

2019-20	2018-19	2017-18	2016-17	2015-16
1	1	1	1	2

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

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: 4.58

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

2019-20	2018-19	2017-18	2016-17	2015-16
3	2	3	5	2

File Description	Document
Institutional data in prescribed format	View Document
Fellowship award letter / grant letter from the funding agency	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: 6**

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

2019-20	2018-19	2017-18	2016-17	2015-16
1	0	0	1	4

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

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:**

- D A P M R V Dental College has an ecosystem which basically provides knowledge based centre for training of BDS, MDS, PG Diploma- Certificate Course and PhD students with Library facilities. The institution advices and assists its alumni to establish themselves as successful quality health care providers. So, in order to achieve this ,RSST (RashtriyaSikhshanaSamithi Trust) has started MIIC (Matheen Irfan Incubation Centre) in RV College of Engineering.
- This facility is used by students and faculty of DAPMRV Dental College , RV Institutions like (RVCA)- RV College of Architecture, (RVIM)- RV Institute of Management..
- The main objective of establishing Incubation centre is to produce excellent clinicians and Research Scholars to the society and to activate Innovation , Foster & grow new small technology startup.
- Incubation centre provides infrastructure and commercialization for innovative technologies,

facilitates students to perform research studies as a part of their curriculum.

- It provides technical , commercial and seed funding assistance in a nurturing and supportive environment , to play an important role in the development of various types of newer restorative materials and local anesthetic agents.
- Keeping up with this initiative the institution has come up with certain innovations in teaching and resrarch activities described as below :

Developing an Empathetic Individual

Empathy is regarded the cornerstone of any Healthcare system. Hence it served as the focus of the Fellowship at Foundation for Advancement of Medical Education and Research (FAIMER) in 2017 for one of the faculty reresearch .Later a training module called “Developing an Empathetic Individual” was developed customized to the dental institutions. The program was then integrated in the “Patients safety and communication skill module conducted along with the White coat ceremony program.”

Braille Kannada Book-“ Hallina ShiskshaKaru”

The world’s first Braille book written in Kannada was published by a few dentists to educate the blind people about oral hygiene instructions and practices. The book focussed on Nutrition, Oral hygiene principles, Dentition stages and the Psychological needs of such patients.

Artificial Intelligence Assisted Diagnosis and Treatment Planning in Orthodontics

“Machine Learning” which is a branch of Artificial Intelligence is where the computer has the ability to learn by pattern recognition and algorithms. This technology is being used here at D.A.P.M R.V Dental College and Hospital to predict the diagnosis and treatment planning in the Department of Orthodontics. This model efficiently predicts with Basic clinical and cephalometric data the treatment plan for patients.

Medical Data storage by watermarking scheme using PPG Signals

Patient medical reports are usually handled by hospital personals and stored and organized in paper format. This work also includes Signal Processing of PPG signals to extract a feature which is used as an authentication key for doctors to watermark and de-watermark the EPR for analysis. This system is used to increase the security of the data stored (Department of Oral Medicine & Radiology)

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

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

Response: 24

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	12	7	1	4

File Description	Document
Institutional data in prescribed format	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 format	View Document
Any 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:** 2.75

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: 154

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

Response: 56

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

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:** 1.44

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

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

Response: 0.03

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

3.4 Extension Activities

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

Response: 657

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.

2019-20	2018-19	2017-18	2016-17	2015-16
97	117	177	131	135

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

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

Response: 56.78

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

2019-20	2018-19	2017-18	2016-17	2015-16
212	221	222	226	234

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

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:

D A Pandu Memorial R V Dental College, is one of the premier dental training and research institute of

India from its inception has aimed at high standards of academic and focused social commitment which has been recognized by government and other organizations.

Awards by Government organization Green Campus Initiatives:

Our institutional has a well maintained campus garden. The garden comprises of as many as **184 Varsity of plants** including fruiting trees. Our institution has received **outstanding and best ornamental garden award consistently (2015 - 2020) from the Mysore horticulture department , Government of Karnataka.**

Awards and Recognition for Out reach Activities

- One of the faculty has been **awarded prestigious Asia Book of records and India Book of Records 2020, for organizing 1039 school oral health programs and treating 2,25,421 since January 17 2000 till February 25th 2020.**
- Our institution has bagged **National education excellence award 2019 as the Best Dental Institution in India** awarded by The News paper association of Karnataka for its academic and social obligation.
- **Human Rights Excellence Award** to our faculty for Dedicated Humanistic services and social contributions to the society by All India Public Grievances and Council for Human Rights.(2016)
- **‘Dr Pandurangi Memorial Public Health Research Award’ of Rs 2.5 lakhs** was instituted by the family of founder trustee of CTPHCF to the institution to promote Public Health Promotion and Public health research for the welfare of the community. (2019).
- Institutions Social commitments are well recognized by the Indian Dental Association Karnataka state **branch by awarding Dr. Jayade award for best Community Dental Health activity (2019)**
- Help educate A child trust has appreciated the active participation in **improving the oral health of the tribes of Male Mahadheswara hills.(2019)**
- Improving the oral health of specially abled children has been welcomed and appreciated by Kannada Prabha newspaper.
- Lions blood bank has recognized the faculty and students voluntary participation in blood donation camp organized as a part Rajyotsava celebration(2019, 2015)
- Adama Chetana has recognized the institutions commitment towards environment by providing free sampling and appreciated for participating in sasyaagraha program.(2017)
- Department of Health, Government of Karnataka has appreciated the institution for its active participation in **Bangalore Health fest** where the institution provided free oral health screening for general public.(2017)
- The institution has been recognized for Supporting the concept of Annaporna trust’s **Breakfast Program For Rural School Children.(2018)**
- The NSS unit of SSMRV has appreciated the out reach activities of the institution by awarding memento of appreciation.(

Our institution through its association with various NGOs like Lions club, Bharath Vikas Parishath, Rotary Club, Adhama Ranga Samskruthi Trust, CVL Shastri foundation & Vibha charitable trust,, Annaporna Trust, TVS Company, has been serving the community in improving the oral health of the public and the appreciations are evident through mementos, certificates and Letters of appreciation received from them. Our institution’s outreach activity was explicitly appreciated by the Deputy chief Minister of Karnataka where we had provided free oral health check up and treatment camp for all government schools of

Koratagere.(2018)

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

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

Response:

Our institutions aims at holistic development of the student by installing in them a strong sense of social responsibility by actively involving them in all community out reach activities both with in the state and the neighboring states and by incorporating activities through educational initiatives. Our institutions commitment to social cause was **enhanced in multiple folds after our faculty was appointed as NSS program officer of RGUHS for the entire state.**

Education:

The edutainment material developed in the course of the under gradate research like ‘Sparky Man’ Board game, 32 warriors Card games, Mag Tooth Ninja etc. have been used to educated children through games in all our out reach programs.

Environment issues:

- All Faculty and students have adopted and have been trained in safe and environment friendly methods of biomedical waste disposal both at the campus and at out reach programs.
- Students and faculty actively participate in planting of the sapling in the out reach programs (2016, 2017) .
- ‘Sustainable Campus – Feasibility’ initiative in collaboration with Tata consultancy and R V College of engineering.(2019) involving the interns of the institution.

Swatch Bharath Abhiyan:

- Swatch Bharath Abiyan is aligned with activities such as plastic free campus initiative and clean campus initiative.
- Fun activities like ‘Dress from scrap’ competition during cultural fest and E-poster ‘competitions ‘Novel ideas to reduce plastic usage in dentistry’ help inculcate social responsibility in students.

Health and Hygiene awareness:

- Health and hygiene awareness is an integral component of all our out reach programs conducted by Department of Public Health Dentistry and Pedodontics
- Educating and training of government and private school children in tooth brushing and hand washing technique was carried out by Dept. of Public Health Dentistry.
- The NSS wing and Department of Public Health Dentistry in collaboration with District AIDS prevention society of Karnataka, periodically conducts AIDS awareness program (2017,2019).
- World Oral Health day celebration by organizing Collage competitions for students and faculty.
- In collaborations with RGUHS has Conducted oral health awareness program for residents of sport school
- oral Cancer Screening camp for pourakarmikas of Madur (2018) and general public (2019) in collaboration with IDA and BBMP Goripalya
- Tobacco awareness programs like talk, collage competition and pledge ceremony (2019) and oral cancer screening camps for KSRTC drivers and conductors was conducted in collaboration with IDA and IAOMP.(2019)
- Skin donation and hepatitis awareness walkathons was organized in collaboration with Rotary Midtown and RV Aster Hospital respectively.(2019)
- Institution's strong outreach programs through its camps and satellite centers has trained the students to reach out to the oral health needs of 1,09,641 people including KSRTC employees (2015- 2020)

Socio Economic Development :

- Faculty and students have generously contributed for Karnataka and Kerala flood relief (2018)
- Institution provides treatment at subsidized cost and all treatments provided at camps and satellite center is free of cost.
- Free denture camps are organized under dantha bhagya program
- Elders day initiative by the trust to distribute free dentures for the elderly.
- Through Peoples trust, oral healthcare are is provided free of cost for 18 villages adopted by the peoples trust.

Free oral health care for specially abled

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

3.5 Collaboration

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

Response: 11.8

3.5.1.1 Total number of Collaborative activities for research, faculty exchange, student exchange year-

wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
11	16	10	12	10

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

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

Response: 22

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: 22

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The institution plans and follows as per prescribed DCI norms (Dental Council of India)

and RGUHS(Rajiv Gandhi University of Health Sciences).There are 4 lecture

Halls for Undergraduate teaching with LCD projectors, Wi Fi facility, LAN facility,

smart boards and audio-visual facilities .The class rooms are well equipped with desks, chairs and taking into consideration the comfort of the students, bag holders are also

provided. Laptop connection facility is available at each platform of the desks for

student's convenience. To demonstrate Preclinical and clinical work, smart boards are

used. To educate the students with the recent advances internet facility is available in

all the class rooms. This facilitates better understanding of the subjects by the students.

To monitor smooth conduct of teaching and to ensure safety of the students

CCTV cameras are installed in all class rooms and is displayed in the Principal's

office and Superintendent office.

There are seminar rooms in each department equipped with LCD projector, laptops to facilitate every day seminar, case presentations and journal club presentations. Wifi connectivity is provided in each department where the faculty and students can avail the same for carrying out research and publication activities. Separate casting and ceramic laboratories are present in Prosthodontics and Conservative and Endodontics departments. Every department has its own laboratory facilities. 75 Phantom head tables with manikins enable skilled preclinical learning. Apart from this there are school oral health programs and camps conducted in collaboration with Sri Sathya Sai Trust and TVS Company where both undergraduate and post graduate students get to do community work by oral screening and they also render several oral

health services. There is a Dental van specifically designed with inbuilt 2 dental chairs and there are 7 Mobile dental units with scaler facility for outreach programs

to treat patients inside the van.

Clinico pathological laboratory has most advanced equipments to conduct the histopathological investigations. Two hundred and fifty bedded Aster R V hospital

with advanced medical services is within the campus. This has abled the institution to make referrals and also to get the referrals respectively. College has a dental Museum for educative purpose for the patients during the treatment waiting period. There are 93 computers, Laptops and Printers and scanner facilities available in the departements, Library and administrative sections which are connected with wifi and LAN facility

There is also teleconference facility available.

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

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:

The college has a play ground for all outdoor sportss like volleyball, Basket Ball , The plan of the play ground is attached besides There are indoor sports Equipments for badminton ,carrom, chess, are available in the campus for the students. Table tennis facility and Gymnasium equipments are available in the college. The plan of the play ground is attached. Every year college conducts both outdoor and indoor sports activities. All the students and staff are given equal opportunity by joining them to various teams by random selection and whole college is involved in these sports activities, which are conducted over a week to 10 days time without disturbing the normal functioning of the classes and the clinics. There is a warm up gym with basic facilities available within the campus.

One air-conditioned AUDITORIUM with seating capacity of 223 is available. A LARGE AUDITORIUM with seating capacity of 650 expandable to 800 is also within the campus to accumulate larger crowd during programmes. It has an open stage, Internet, audiovisual facilities for projection and discussions. The two auditoriums facilitate the college to host cultural activities. Students are encouraged to participate in annual college day and inter collegiate fest, university cultural and sports programs.

S-Vyasa yoga center has made MOU with the college and Yoga Day celebration and yoga demonstration is done to the staff to improve the overall health and they are taught yogasanas, therapy yogas and & meditation under the guidance of a qualified instructor. The staff avail the benefit of yoga center

File Description	Document
Link for list of available sports and cultural facilities	View Document
Link for geotagged photographs	View Document

4.1.3 Availability and adequacy of general campus facilities and overall ambience

Response:

The Institution is located at the center of the city with the campus area 5.7 acres and a built up area of 1,72,253 sqft. It has a very good connectivity through all modes of road and Metro train transportation. The metro station is at 1.5 km distance from college which has been named Rastriya Vidyalaya (R V) station. Students and staff make use of this Metro facility for their daily commute. The BMTC bus facility is very convenient and bus stops right opposite to the college.

The campus has 2 auditoriums, outdoor and indoor sports facilities, residential facilities for faculty and non-teaching staff, Cafeteria, Bangalore One centre which is one stop area for paying bills, facilities for persons with disabilities, fire safety measures.

There are separate boys and girls hostel facilities in the college campus for students and provision for 24 hours water and electricity with power backup during power cut to facilitate an uninterrupted preparation for their studies. Students are provided hygienically prepared food in the hostel with renovated mess facilities and upgraded equipments. There is a Sanitary napkin incinerator disposal unit installed in the girls hostel for safety of the students. The College and the Hostel are provided with the Toilet facilities at each floor with signages to facilitate easy identification for the patients.

College has a canteen that is located within the campus to cater to the staff, students and patients' gastronomic needs.

College has MOU with 100 bedded Sevakshetra hospital for teaching purpose which is located less than 3 km away from the college since ours is a stand alone Dental College.

We have a green quadrangle garden maintained by two members for regular care. Different flower, aesthetic and medicinal plants with the green lawn is being maintained and regular mowing of the lawn and grooming of the plants is done.

A Quaternary care multi speciality Aster R V Hospital was inaugurated by our respected Governor Sri Vajubhaivala and the hospital works on the notion "Health for all" which is within the campus to cater to the medical needs of the patients, faculty and students. Faculty are provided with the Aster privilege card. The hospital has all the medical facilities available under one roof and is fully digitalised. This hospital is committed to upholding the global standards in patient care and clinical excellence, with advanced technology and evidence based medicine, expert care and comprehensive health care.

Post office is located 100 meters away from the college to facilitate in easy postal transactions officially and personally.

The Accounts college staff and the students' accounts are maintained at Vijaya Bank is located close to the college.

During the power cut the Institution has a back up generator of 100kv(maintained by the Powerica Generators) and 25 kv for hostel (Maintained by Sun power generators).

There is separate borewell for water supply and the water purification system (RO System) is installed in all the departments to ensure the safe drinking for the staff, students and the patients

File Description	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: 44.46

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

2019-20	2018-19	2017-18	2016-17	2015-16
111.03	188.59	99.19	152.55	45.44

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

4.2 Clinical, Equipment and Laboratory Learning Resources

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

Response:

Institution provides teaching hospital facilities, equipment, clinical teaching and lab facilities as stipulated by regulatory bodies like DCI and RGUHS.

There are a total of 226+ dental chairs housed in individual departments to cater to the undergraduate and post graduate training. Among them 7 are mobile dental units which are extensively used for the school oral health and community oral health programs.

There are 4 museums located in Anatomy, General Pathology and Oral Pathology departments and a general museum for patient education that is located beside the reception. There are 21+ laboratories with advanced facilities needed. Institution has MOUs with 2 hospitals and 4 NGOs for additional clinical learning material. Special efforts have been made to ensure the adequacy of the clinical teaching material in basic medical sciences and clinical medical sciences.

In the year 2018 the Institute upgraded itself with state-of-the-art custom curated mobile dental van which is exclusively used by the for School oral health and community oral health programs which run across the year. This helps both undergraduate and post graduate students to obtain skills to become efficient clinicians. Under Graduate and the

Post Graduate students are trained to refine their skills and given a thorough pre-clinical training before their direct clinical exposure. Students are encouraged to make the charts and models related to the operative dentistry and endodontics which gives them the basic idea to simulate and correlate with the subject. Time table for undergraduate teaching is uniform for all clinical departments providing sufficient exposure for both preclinical and clinical learning. RVDC has high end diagnostic and therapeutic equipments which also aid the student in learning the required set of clinical skills which includes, Intraoral Radiographic units, Digital Radiography, Panoramic Radiography, TENS machine and CBCT (Cone Beam Computed Tomograph). Postgraduate students learn the

nuances of CBCT image interpretation which is an important task in the diagnostic workup of a number of dental procedures like implant planning, 3rd molar surgery etc.

There 50+ microscopes for undergraduates (10 manual monocular, 10 electric monocular, 30 electric binocular). Trinocular microscope attached to a TV used for demonstration of slides. Stereomicroscope to showing ground sections, a

Pentaheaded research microscope for teaching and viewing of the slides. Advanced

equipments like Periotron,-Soft tissue Laser unit, Prophyjet, Iontophoresis unit and centrifuge and Physio dispensers are present. We also have MOUs with 2 hospitals and 4 NGOs (numbers to be verified) for additional clinical learning material. Special efforts have been made to ensure the adequacy of the clinical teaching material in basic medical sciences and clinical medical sciences. magnifying loops aid in efficient clinical procedures. Further, special attention is provided to the students with different learning abilities by guiding them to do extra work which enables them to gain the required confidence to proceed with the routine clinical work.CO 2 LASER UNIT- (PCO15-A laser type) with a wavelength of 10.6 microns is used for performing Soft tissue biopsies, Frenectomies and Mucocele excision advantages of which are, minimally invasive, Less intra-operative time, minimal bleeding and good postoperative healing

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

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

Response: 158284

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

2019-20	2018-19	2017-18	2016-17	2015-16
98648	158735	167261	173299	171096

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

2019-20	2018-19	2017-18	2016-17	2015-16
4092	4620	4272	4883	4514

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

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: 385

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.

2019-20	2018-19	2017-18	2016-17	2015-16
306	297	295	289	309

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.

2019-20	2018-19	2017-18	2016-17	2015-16
81	83	83	90	92

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

4.2.4 Availability of infrastructure for community based learning Institution has:

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

Response: B. Any three of the above

File Description	Document
Institutional prescribed format	View Document
Government Order on allotment/assignment of PHC to the institution	View Document

4.3 Library as a Learning Resource

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

Response:

The library and information centre at DAPM RV Dental College is one such centre, which aligns with the vision and mission of the institution. In keeping pace with the advent of technology in library sciences, our institutional library has brought in a radical change in the functioning of the library through automation. This has helped in enhancing the experience of the user. The institutional library has introduced ‘LIBSOFT’ the institutional library management system or ILMS software (12.0 version) the automation started in the year 2009 and was successfully completed and the software integrated into the functioning of the library in 2015.

‘LIBSOFT’ program, with its unique features, has brought about sweeping changes in the way library functions. The software helps in creating a hassle free acquisition process where in all the details about the book viz author; publisher, edition ISBN number etc can be accessed by the click of the button. The software also helps in generating the barcode labels which simplifies the search for the book. The software also helps in creating member ID cards with all the requisite information stored in the digitized membership card. ILMS has simplified the transaction functions in the library. The software has streamlined the issue, return, renewal and reserving the books which has enhanced the user experience. it also auto generates emails for every transaction including sending reminder emails.

The library is equipped with WEBOPAC system which helps the user to access the books from a remote location. The IP address required for this is shared with the user during their induction into the library. This allows the user to reserve the books as well in case of non- availability of the book. The senior librarian will follow up the process and issues the reserved book once it is available.

The software also helps in generation of the material report, member report, usage statistics etc. The library also provides for procuring a book or a journal through the contacts of the librarian in case of non-availability of the same in the institutional library.

The library has a practise of encouraging the usage of the library by giving away best user award in the

faculty, undergraduate and post graduate students' category. This carries a cash prize of Rs 2000 and Rs 1000 respectively with a certificate of appreciation.

Since Databases in LIC are constantly updated as and when new documents are added which is displayed in the KIOSK. Our users can have quick access to latest information either by visiting LIC or from their Departments because our whole campus is networked through Wi-Fi technology. All most all the functions of LIC such as (a) Acquisition, (b) Serial Control, (c) Cataloguing (d) Circulation (e) OPAC (f) Documentation (g)SDI (h) Compiling Bibliographies (i) Reports Generation (j) Library Stock Verification (k) Management of LIC are automated.

This not only saves precious time of users, but also enhances the efficiency of functioning of LIC, since bar coding is done for documents are issued to users

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

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

Response:

Library and Information Centre (LIC) of D A Pandu Memorial R V Dental College and Hospital is Rapidly developing into one of the most sought professional education and research referral Learning Resource Centre. It has a good collection of printed and electronic documents. It is subscribing to both Indian and international Journals. To enable its members of faculty and students to keep abreast with growth of knowledge in the areas of Dental and Medical sciences, it procures latest documents from time to time.

There are 8149 volumes and 3816 titles in the Library and Information Centre with a break up as below.

Purchase Books: - 6912

Donated Books: - 1086

The library has 151 Books received from the Department of Social Welfare which will be issued only for the students of backward class.

The selection for Books are through the Book Exhibition which will be conducted in the campus for 3 days from 3 different vendors. HODs and Members of faculty physically visit the Exhibition hall and select the books pertaining to their respective Departments. The dates of these exhibitions will be decided by the Library advisory committee under the Chairmanship of the Principal and Committee head along with its members.

Library and Information Centre also subscribes 47 International and National Journals

It holds 39 International and 08 National Journals, which will be displayed, in the Journal section of the Library and Information Centre for reference. Photo copy of these journals are permitted with the photo copy machine available in the Library and Information centre and in the end of the year these journals are bound volume wise and issue wise

and made these a bound volumes. As of now there are 1738 Bound volumes in the Library and Information Centre.

Library and Information centre also has 538 Dissertations not only from the students at DAPM RV Dental College but also from other Dental Colleges across the country which is kept only for the reference section of the Library and Information centre

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

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: D. Any two of the above

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

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

Response: 26.9

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)

2019-20	2018-19	2017-18	2016-17	2015-16
28.63	24.67	20.09	27.87	33.23

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

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

Response:

Library Induction program will be conducted in the beginning of the academic year to PG and UG students by the Senior Librarian of the College to know more about the Library and Information. Virtual sessions on NDLI, EBSCO will be conducted in the college by the expert faculty from NDLI & EBSCO. Experts from RGUHS will handle the sessions on HELINET Consortium. Library and Information Centre DAPM RV Dental College announces the best Library User award for Staff, PG and UG Students for the best user of the Library. Cash award will be given to the best user during the college day celebrations which encourages the reading habit among the staff and student fraternity. Log in IDs will be created for the students and Faculty in coordination with NDLI and RGUHS for the access of e resource content at DAPM RV Dental College. Library and Information centre provides e book service to the Members of faculty based on request received.

DETAILS OF THE TRAININGS / WORKSHOPS CONDUCTED BY LIBRARY AND INFORMATION CENTRE:-

NDLI TRAINING PROGRAM:

National Digital Library of India Overview session was conducted on 16th October 2019 from 01:45 PM to 03:00 PM in our college by Dr. Vignesh Sornamohan Chief Strategic and Outreach Officer, NDLI, IIT Kharagpur with respect to the request raised by our Principal Dr. Asha R Iyengar, NDLI to explain more about the access of NDLI resources. All the members of faculty along with PG Students participated in the program, Trainer conducted the program and explained the unique features of the NDLI and the resources along with some games for staff and students in the program. After the program the nominations were made by sending the request to Dr. Vignesh and were nominated and created the log in ID's and our student got access to the resources. The session was followed by question and answer sessions and was ended by Vote of thanks to Dr. Vignesh Sornamohan

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

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 Two of the above

File Description	Document
Institutional data in prescribed format	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: 14

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

Response: 14

File Description	Document
Institutional data in prescribed format	View Document
Geo-tagged photos	View Document

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

Response:

The Institution is aware of the need to enable health informatics-based learning amongst the students. For

this purpose, the institution has invested in the following infrastructural facilities

1. **Internet facilities:** The campus is wifi enabled in the class rooms, auditoriums, seminar halls, office workspaces, library, computer labs and digital library. In addition, the students have access to LAN facilities in the Institutional library. Currently, a bandwidth of 25 MBPS is available. Internet is available 24X7X365 for students and faculty members, on campus. The internet bandwidth in the campus is enhanced periodically as per the technological advancements and requirements.
2. **Hardware:** Hardware consisting of Desktops (75), laptops (18) , printer (26), scanner (4), LCD projector(10), SMART classrooms (4), Photocopiers (3) and CCTVs (17). (Annexure). Every department has its own set of hardware required for academic and administrative purposes. Periodic upgrading and investment in newer hardware is decided based on the annual audit. A budgetary plan is in place for augmentation, replacement and upgradation of existing infrastructure.
3. **Software** -Each computer system has a minimum of 6 of the latest system software and 10 application software which supports academic requirements. In addition, the faculty have access to G-Suite which enables them to synchronously use the Google apps for teaching assistance.
4. **Health informatics software** – All the departments utilize

- 1.Round glass patient management system to document the patient records.
- 2.Learning Management Systems – all students are provided with access to LMS which provides 24x7 learning experience.

- 1.Certain departments use **Patient management software** which are advanced and latest in the industry.

- 1.For eg: In the department of **Oral Medicine and Radiology**, we have,

1. **For CBCT machine:**

- 1.i-Dixel software -It is used during the process of image acquisition for patient positioning, selection of exposure parameters, slice thickness and region of interest.
- 2.ON DEMAND 3D is an advanced 3D imaging software which is capable of processing and reading DICOM files of any imaging machine. It is also used to enhance the quality of the CBCT images such as brightness, contrast and density.
- 3.Radiant DICOM Viewer: used to read DICOM files from medical CT and MRI machines. It also helps 3d segmentation and reconstruction of image volume to suit the diagnostics needs of the case.

1. **Digital Extra-Oral machine** -Carestream Digital imaging software: This is a software to record and manipulate the 2-dimensional images of skull and panoramic images of the jaw.
2. **Digital Intra-oral machine**- Digora dfW 2.8: This software is used to record and analyse intra oral digital images taken on phosphor stimulable imaging plates. The software helps in digital storage and retrieval of patient data.

1. In the **Department of Orthodontics** –

1. **For INVISALIGN** - ClinCheck Pro 6.0 - a fully digital event for Invisalign-trained orthodontists. **Our institution is the only one in the entire country to have this software for treating patients**

The Nemoceph software - the tool that lends more possibilities in diagnostics, treatment plan and presentation of the orthodontics case using cephalometric techniques

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

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

Response: <50 MBPS

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

4.5 Maintenance of Campus Infrastructure

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

Response: 10.97

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)

2019-20	2018-19	2017-18	2016-17	2015-16
28.89	41.69	31.63	33.43	10.81

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

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

Response:

The academic assets in the form of classrooms, Laboratories and dental clinics are optimally utilized. The faculty are provided with the staff rooms and student common rooms are available. The campus is disabled friendly with lifts, facilities like ramps, reserved car parking and wheel chairs.

Maintenance of Physical Infrastructure:

There is an in-house maintenance engineer with a team of Carpenters, Electricians, plumbers, and Gardeners who take care of the maintenance of the campus. House keeping and maintenance of Air Conditioners are outsourced and AMCs are available for regular upkeep of facilities. The laboratory technicians maintain laboratory records. The concerned HODs supervise the laboratories and technicians.

Repair and maintenance of the sophisticated equipments are outsourced. Insurance coverage for the equipments are available.

Systematic waste disposal of all Biodegradable waste and e-waste is done regularly and is outsourced to MARIDI.

Library-There is a central Library with a seating capacity for 125 students and adequate number of books, Journals and reference books. There is one senior librarian and two assistant librarians for management and maintenance. Every year a book exhibition is held and books are selected by the HODs. Each department has a departmental Library.

The number of visitors' students and staff on a daily basis are maintained in a register.

The library committee resolves schedule of issue/return of books etc.

Sports: There is a student support and welfare committee in place, which looks after the sports and cultural activities of the students. The committee along with the engineer helps in maintenance of the Badminton court/TT boards /Gym/Basket Ball/Carom boards etc in the campus. Students are encouraged to participate in annual sports/cultural activities conducted by the other institution and inter-institutional and University

events.

Computers;

All the departments have been provided with desktops and Laptops. Systems, applications and products (SAP)-Enterprise Resource Planning (ERP) has been implemented. Finance, accounts HR and students' life cycle Management is incorporated. An adequate number of computer systems are provided for the same. LMS and Quick learn software for student learning are being included to facilitate student learning.

For e-content in the library,16 computers with internet facility are provided. Computer maintenance is outsourced through an AMC.A complaint register is maintained in the office for recording of complaints regarding computers.

Classrooms:

Well ventilated spacious class rooms with ICT enabled and department Seminar Halls, labs, clinics, both the auditorium are maintained by in house attendants and by house keeping staff.

There is Round the clock a security service provided in the campus, for the hospital and student hostel, which is being outsourced.

Equipment like generators, compressors, water motors, water purifiers, coolers, water pumps are maintained by the in-house Engineer.

Fire Extinguishers are placed/installed at different locations in the clinical departments, classrooms and medical departments, office, auditoriums and hostel.

The respective departments are maintaining museums.

The maintenance committee meets twice a year to discuss and suggest the measures taken to improve the overall maintenance.

Computers and WI FI are being maintained by Gurudev computer solutions.

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

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: 33.69

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)

2019-20	2018-19	2017-18	2016-17	2015-16
128	128	144	135	126

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

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

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Detailed report of the Capacity enhancement programs and other skill development schemes	View Document
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: 16.55

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

2019-20	2018-19	2017-18	2016-17	2015-16
91	57	56	55	66

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

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

Response:

The student support and welfare committee has been handling the matters related to the international student committee. It has tried to help the international students to adopt to the ways of living, language, food and culture of our country as well as our state. It has been facilitating the celebration of important events of their native countries. It also serves as a platform to address grievances of the students if any.

The committee has been actively promoting the members to participate in Kannada language learning classes, visit to areas of tourist attraction, cultural activities. Participation in celebration of Indian festivals and observing Iranian New Year has been center point of the activities of the council. The committee was also instrumental in organizing football matches between the native and international students in past years. The institution has signed a memorandum of understanding with Showa University School of Dentistry, Japan which encourages collaborative relationship for student and faculty exchange, including leadership development bilaterally since March 2019. A designated faculty has been allocated to manage the international exchange related activities

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

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

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

Response: All of the above

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

5.2 Student Progression

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

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

Response: 49.37

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 ..

2019-20	2018-19	2017-18	2016-17	2015-16
16	29	30	10	16

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

2019-20	2018-19	2017-18	2016-17	2015-16
16	57	56	55	66

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

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

Response: 72.99

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	87	86	87	94

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

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

Response: 19.35

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

Response: 18

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

5.3 Student Participation and Activities

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

Response: 2

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 .

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document
Duly certified e-copies of award letters and certificates	View Document

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

Response:

A student support and welfare committee comprising of student representatives from each year and faculty of the college is effectively functioning in the college. Students are also members of many other relevant administrative committees of the college which provide the students an opportunity to raise their concerns and contribute in a positive overall development of the institution. The student support committee has been actively planning and conducting all the cultural and sports related activities of the college. The committee also manages the conception and conduct of day to day practice of the extra-curricular activities. It also oversees the proper usage and maintenance of sports and gym facility in the college premises. The committee organizes regular sports and cultural activities which culminates as annual sports and cultural day event. The college is divided in to four groups for the sports events and the cultural events are

conducted year wise participation. This plan helps in adequate opportunities to interact with each other and reduces the social barriers between the seniors and juniors. Annual Sports and Cultural days are the flashpoints in a calendar year for the out-going students of the college as every one of them gets an opportunity to manage a specific activity. This helps them hone their management and inter-personal skills. Annual fun fair is conducted every year to encourage the students to involve in team activities and learn financial management. The committee also promotes fun weeks on a routine basis to bring out lighter moments in the academically packed calendar of the students. The committee also facilitates student participation in a lot of activities helping social causes like participation in walkathon, marathons to support causes like Anti-tobacco rallies, Cardiac health etc. Organizing debates on socially relevant topics and invoking enthusiasm for directing the energies to betterment of society has been the prime objective of the council. Programs held on world nature day, say no to plastic campaign, say no to tobacco campaign are a few examples of the orientation of its activities. The student representation is also taken care in the many other administrative committees of the institution

File Description	Document
Link for reports on the student council activities	View Document

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

Response: 2

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

2019-20	2018-19	2017-18	2016-17	2015-16
5	8	6	7	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

5.4 Alumni Engagement

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

Response:

The alumni association of D A P M R V Dental college was registered on 28th Feb 2003 in the Registrar of societies, Bangalore urban district, Bangalore. Since then the association has been active and has contributed significantly to the growth of the college. There are more than 1700 members of this association which includes BDS students, MDS students, Diploma students and certificate course students who have passed out from our institution. The association has more than 700 members on its active facebook page. In lieu of the current pandemic the association with the college management has started using Almaconnect application to bring all the members on a common social platform virtually. This application would help all the members to relive their college days' memories and also share and explore opportunities for remunerative employment in a digitally safe manner.

The association has been conducting activities on a regular basis which include conduct of scientific education programs and entertainment get-togethers, team building activities. The oversees members of the association make it a point to visit the institution every time they visit India and make every effort to recontribute to the alma mater. They have been actively sharing their experiences guiding the students of the institution about newer opportunities and ways to achieve them. The members of the alumni association also actively contribute in the Kannada Rajyothsava celebrations and the annual blood donation camps held in the college. They have been actively participating in all the social initiatives of the institution like health care camps and rallies to spread awareness about health. The alumni have been contributing by donating books to institution which serves as a constant support to the student community in enabling easy access to resource materials

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

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

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

Response: D. Any two 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

NAAC

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

Impart quality dental education that will imbibe confidence, commitment, conviction, courtesy and courage in students and provide them with values, knowledge and skills to treat dental diseases.

Mission

To become an institute of excellence in Dental education and to bring out quality Dental professionals who will be an asset to the society.

The vision and mission of our institution reflects the commitment towards students and the community/society as a whole. It has remained constant right from its establishment.

Nature of governance

The college is under the aegis of Rashtreeya Shikshana Samiti Trust (RSST), a premier educational trust managing over 26 institutions of repute in their respective fields. The college is managed by a governing council with a term of 3 years for constituent members which includes a GC chairman, Principal of the college, representation from trustees of the managing trust, two representatives nominated from Rajiv Gandhi University of Health Sciences, and two senior faculty members on rotation.

The governing council meets twice a year to draw perspective plans and managing strategies aligning with institutional vision and mission. The decisions of the governing council are implemented by the Principal, ably assisted by the Vice Principal through the Associated Deans, namely Associate Dean of academics, Associate Dean of Examinations, Associate Dean of Human Resource, Associate Dean of Services and various committees. Heads of the Departments monitor the progress through the coordination of Staff members of their respective departments.

Perspective plans

- To further strengthen the facilities with latest equipment and software to provide skill-based training benchmarked to international standards.
- To get more sponsored projects and grants from government agencies, strengthen the tie ups with research organizations and increase the publications in international /National journals.

- To strengthen student scholarship programs.
- To encourage more faculty to enroll themselves in PhD programs.

Stakeholders' participation

There is a well-structured system to obtain feedback from all the stake holders like Patients, Students, Alumni, Parents and Faculty, the analysis of which forms the basis for formulating strategies for identifying organizational needs and plan activities aiming to achieve institutional excellence which has been reflected with high number of RAJIV GANDHI UNIVERSITY OF HEALTH SCIENCES university ranks and gold medals over the past 5 years, establishment of quaternary care hospital in campus to provide training to the students as well as comprehensive medical treatment for the patients. This has led to R.V Dental College being awarded as the Best dental college of the year 2019 presented by National Press Council of India in association with National Paper Association of Karnataka

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

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

Response:

The Organogram of the institution exemplifies active participative management with decentralization to coordinate administrative and academic functions

The Board of Management helps in assessing direction, strategy and development of the institution. The governing council oversee and guide the institutional policy decisions which are formulated and executed by the Principal who is assisted by Vice Principal along with the Associated Deans of Academics, Examinations, Human Resource and Services and Heads of the various Departments.

The institution believes in grooming leadership at all levels by bringing about a policy of rotation of the Principal once in five years and Heads of the Departments once in every three years.

For the ease and efficient functioning of the institution, various committees have been formed each of which is headed by a senior faculty and is well represented by faculty members and student representatives. These committees monitor day to day activities of the institution, hold regular meetings to

discuss and review the policies.

The Associated Deans, further supervise the committees, and apart from these, perform various duties such as managing various course (UG/PG/PhD/Diploma) schedules, conducting university theory and practical examinations at the college, coordinating NIRF, DCI, RGUHS inspections, overseeing staff recruitment, faculty and student development and welfare programs, supervise patient related services and OPD data, handling of security agency, housekeeping staff and their duties, procurement of consumables and maintenance of equipment.

The decision-making process passes through various levels of governance which are appraised and implemented, the outcome of which is reviewed and proposed to the governing council for ratification.

At the department level, Professors, Readers, Lecturers and tutors of medical and dental department / units direct and ensure that the academic, research and clinical programs for undergraduate and postgraduate students are implemented in their respective departments. The department support staffs – medical and dental technicians, dental hygienists, nurses and group D staff actively contribute to the seamless functioning of the departments. These are further monitored by the respective Heads of the departments.

The Administrative staff comprising of Superintendent, P.A. to principal, accountant, receptionist, clerks and other ministerial staff ably assist the principal in daily operations and undertakings of the institution. Maintenance support staff consisting of Engineer, Hostel Warden, Electrician, Mechanic, Audio visual technician, Security guards, housekeeping staff and Gardeners meticulously perform their respective duties.

This cumulative contribution of decentralized and active participatory management has allowed for the institution's planned targets and outcomes to be achieved

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

6.2 Strategy Development and Deployment

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

Response:

The IQAC coordinates to make sure that all the 16 institutional statutory bodies/committees function to fulfill the affiliating university (RAJIV GANDHI UNIVERSITY OF HEALTH SCIENCES) and Dental Council of India's norms and specifications.

Each of these committees is headed by a senior faculty with adequate student and women representation in all committees. External members are actively involved in proceedings and deliberations of the institutional committees and statutory body meetings that are conducted regularly, the minutes of which are recorded. They monitor day to day activities and aid in carrying out a range of duties. The positions in various statutory bodies are filled as and when the need arises.

Health professional unit of the institution strives to strengthen the competencies of the faculty in teaching learning strategies which are commiserate with the global best practices.

UG and PG course committees ensure that the programs run within the framework set by the University. They chart out the annual academic schedule, facilitate scholarships and publications for the students. Research development and ethical committee strengthen research collaboration with regional, national and international institutions and universities. The Library committee reviews and recommends policies for the efficient use of library resources.

Student support and welfare and career guidance committees works by organizing personality development programs, career guidance sessions, encourages sports and cultural activities.

Staff welfare committee aims at building a healthy working environment and fosters good relationships among all.

Women welfare committee conducts programmes regarding matters of harassment, safety, maternity counseling and grievances for women.

Anti-ragging and sexual harassment committee aims at prevention of ragging, gender biased harassment and redressal of sexual harassment.

The Grievance cell helps in raising and handling grievances of students and staff.

Infection control committee implements and maintains infection control protocol according to international standards by conducting workshops, lectures and regular inspections of all departments.

Hostel management committee is to allot rooms, make the stay of students comfortable and keeps a check on quality of food provided.

Magazine committee presents the events, scientific programs and achievements during a specified period in the form of a newsletter.

Network committee ensures all information pertaining to the college are updated on the website and shared on a group messaging portal to ensure information flow.

Feedback committee assesses the various components of the teaching learning system by obtaining feedback from all the stakeholders from google forms as a way of gathering and using that information to improve services that are more responsive to patients and students' needs.

The cumulative efforts of all these committees through their own strategic plans have led to the betterment of the institution in various spheres

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

6.2.2 Implementation of e-governance in areas of operation

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

Response: 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

6.3 Faculty Empowerment Strategies

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

Response:

Employee welfare measures in the form of various amenities and facilities are provided to the teaching and non-teaching staff for their betterment. The welfare measures are included in the service rules manual of the trust provided. These welfare measures aid in motivating and keeping the morale high of the employees

so as to encourage them for greater support to the institution.

The following are the existing welfare measures undertaken for the same

- Professional indemnity insurance for the teaching faculty.
- Gratuity scheme to all teaching and non-teaching staff
- Earned leave encashment. Every year, 15 days of earned leave can be encashed
- Commuted leave facility available.
- Maternity and paternity leave (maternity leave of 90 days, eligible for 2 children & paternity leave of 15 days).
- Aster RV Hospital Privilege Health Card for all teaching and non-teaching staff providing 10-15% discount.
- Accident insurance for all teaching and non-teaching staff.
- Financial assistance for presenting scientific papers by teaching faculty.
- Budget for conducting CDE programs
- Awards such as excellence in education by RSST.
- Staff exchange programs
- Concessions in fees for the wards of faculty in the institution run by the trust
- Institution is recognized by Government approved Housing financial organizations; faculty can avail immediate loans under housing and welfare schemes
- R.V Employers scheme from R.V. Employers association. to help the employees of its institutions
- Festival loans for non-teaching staff.
- Provision for staff quarters within campus
- Parking facility, canteen facilities, yoga and meditation, indoor and outdoor games facilities have been made available for the staff members
- Free aprons to all the teaching and technical staff of the college.
- Subsidized food for staff in the college canteen.

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

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

Response: 6.47

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

2019-20	2018-19	2017-18	2016-17	2015-16
2	7	3	6	3

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
Any additional information	View Document

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

Response: 10.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
26	8	6	6	5

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

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

Response: 58.03

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

2019-20	2018-19	2017-18	2016-17	2015-16
59	11	48	38	39

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 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 an active annual performance appraisal system in place for both teaching and non-teaching staff.

TEACHING STAFF

Performance Appraisal [Once a year]

Teaching is a continuous learning process and meaningful feedback and Self-appraisal forms are an integral part. The performance appraisal system for the teaching staff of the institution comprises of 3 phases which includes self-appraisal, appraisal by Head Of the Department and appraisal by the Head of the institution.

The self-appraisal form is filled in by the staff by providing details of conferences, seminars, workshops, training programmes attended, the books and scientific papers presented and published, research and academic administration carried out during the academic year. Each Heads of the Department go through the information provided by staff members in their appraisal form and give the feedback to the Principal about the performance of each faculty member. The Principal gives the feedback about the overall performance on the basis of the information provided by the Heads of Departments and forwards it to the Governing Council. Management then based on the recommendation of Principal decides on annual increments and promotions.

NON-TEACHING STAFF

Performance Appraisal [Once a year]

The non-teaching, administrative and technical staff play a very important role in smooth functioning of an institution; hence performance appraisal is done to evaluate their strengths and weaknesses.

The performance appraisal form is filled in by the Heads of the Department reporting the non-teaching staff performances with emphasis on punctuality, efficiency and soft skills. These are later forwarded to The Principal for evaluation. Management then based on the recommendation of Principal decide on increment/promotions for the non-teaching staff.

Since 2019, Prism Goal Management module (SAP-ERP) is being employed to obtain regular and structured performance appraisal of all the teaching, non-teaching and administrative staff of the institution on an annual basis. This module consists of a Goal setting process which is multilayered where the goals set and activities created by the employee by prior discussion with the reporting manger is approved by the manager who can further update and provide coaching advice. Peer feedback on his/her achievements is requested by the employee and the status and percentage of goals till the year end is updated before releasing the appraisal form which is subjected to the appraisal process

File Description	Document
Link for performance Appraisal System	View Document

6.4 Financial Management and Resource Mobilization

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

Response:

The institution is self-financed and is managed by R.S.S.T, a premier trust formed in 1946 and has 26 institutions under its wings. Sources of income generation include:

- Tuition and material fees collected for UG & PG course, Diplomas, Certificate Programmes, Phd, as stipulated by the Affiliated University and the State Government.
- Patient treatment charges and imaging charges.
- Interest from FDs, Hostel fees from students, staff quarters rent etc.
- The managing trust of the institution, Rashtreeya Sikshana Samithi Trust receives donations from philanthropic organizations/individuals from across the country/overseas.

Steps taken to increase resources include:

- Introduction of additional courses.
- Creation of awareness regarding the facilities available at the dental hospital to increase the number of patients availing treatment facility.

The budget for each year will be proposed to the finance committee annually. A major portion of this budget is utilized for maintenance, improvement of infrastructure and procurement of latest equipments and materials as per the guidelines laid down by the DCI and RAJIV GANDHI UNIVERSITY OF HEALTH SCIENCES

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

After obtaining sanction the developmental work will be carried out and the materials will be purchased as per the policy of the trust. Provisions are made for improving the facilities provided to patient and students.

Since, our Institution is a teaching dental college, funds are optimally utilized to provide patient services at subsidized cost. The institution has a free histo-pathological analysis facility.

The institution also provides free treatment for patients referred from various camps, satellite centers (KSRTC, Sriramanahalli & Sri Sathya Sai Trust) and sister concern institutions.

Being a socially responsible trust, the RSST has a poor patient fund and provides free treatment to the underprivileged and economically weaker sections of the society and also differently abled patients

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

6.4.2 Institution conducts internal and external financial audits regularly

Response:

The institution has a well structured and systematic mechanism to conduct both internal and external audits, regularly by established chartered accountants. The internal audit will be conducted quarterly by the internal auditors appointed by the management and the external audit will be conducted twice in a year.

Before April 2018, entries were made using TALLY-ERP systems.

Now, all the entries (payments and receipts) are made into the System Applications and Products – Enterprise Resource Planning (SAP-ERP) systems currently after following the required procedures. It consists of number of fully integrated modules.

The institution has a qualified accountant to care of the day to day accounting of institution. There is an office assistant to assist the accountant.

- The internal audit is carried out on quarterly basis by Messrs. Ashok Shivaji Rao and Company. The team visits the institution to carry out internal audit and submits the report to the Principal on completion. Any objections/deviations are brought to notice of Principal and Management by the auditors. Based on the merits, any objections are resolved by Principal and Management.
- After the internal audits, external audit is carried out by Messrs. Santhappa and Co bi-annually. Any objections raised by the statutory body are addressed and resolved by Principal and Management. After the necessary changes and rectifications, the final report is submitted to Principal and Management by the internal auditors. Both internal and external audits are uploaded on the website published in the managing trust annual newsletter which can be accessed by all stakeholders.

After complying with all objections, final reports are submitted to Institution and Management for approval. After approval, the financial accounts, documents, and reports are used for statutory purposes. The process of auditing is transparent. The auditors are nominated by the Board of Trustees during Annual General Meeting.

The process of setting objections is fair as the financial audits are carried out by both internal and external auditors

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: 3.58

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

2019-20	2018-19	2017-18	2016-17	2015-16
1.54	0.58	0.27	0.34	0.85

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

6.5 Internal Quality Assurance System

6.5.1 Institution has a streamlined Internal Quality Assurance Mechanism

Response:

IQAC has been established in the institution in the year **2008** adhering to the NAAC norms and a separate office has been set up in **2014**. The institution recognizes the pivotal role of IQAC in making, planning and execution of daily activities.

There is a well-structured and robust IQAC under the **Principal** of the institution who is also its **chairman**. The committee comprises of a **Coordinator** who supervises the functions of members and also implementation of the same. The **steering committee** consists of members of various academic departments. Student, alumni, local society, industrialist representatives also actively participate in IQAC activities.

Over the last 5 years the IQAC has contributed to the increased performance and output in all facets of the institution such as:

- ICT enabled classrooms, smart board teaching, web-based learning, & interdepartmental interactions for effective teaching. A recent addition was the cloud-based student-centric e-platform, Quiklrn, used to share teaching-learning content.
- Learning outcomes of students were evaluated through internal assessments, posting-end tests, mock exams and continuous performance appraisal through CPA cards.
- All these have resulted in a pass percentage greater than **95% over the last 5 years**. In the academic year **2015-2016**, students obtained **95 University ranks and 6 gold medals**, which is the highest ever achievement by a dental institution.
- The IQAC provides a platform for the students and faculty to undertake research projects.

Two projects have been funded by Indian Council of Medical Research (ICMR). Members of the faculty have published **550** articles in peer reviewed national and international journals.

- All faculty were trained in educational methodology by the RAJIV GANDHI UNIVERSITY OF HEALTH SCIENCES Academic and Administrative Training Institute (RAATI).
- Collaboration by MOU with Showa University, Japan has improved research prospects and facilitates faculty / student exchange programme.
- The institution has collaborated by MOU with R V Aster for training of students as well as to provide comprehensive quality medical care for patients.
- Organized professional developmental programmes such as 100 CDE programmes, 15 Hands On workshops for faculty empowerment and student enrichment.
- In the past 5 years, 657 dental camps were conducted and 1,09,641 people were treated as a part of community outreach programme.
- Complete automation with LibSoft and Web-O-Pac software. The library is a member of HELINET consortium of RGUHS, MYLOFT consortium of DCI, and is tied-up with the British Library, Bangalore. The institution is also a prime member of the National Digital Library of India which has provided user ID and password to all faculty and students for access to e books of International and National Journals.
- Designing a more user friendly institutional website.
- Upload and submission of AQAR on the website which is accessible to all the stakeholders.
- Arranging academic and administrative audits for quality assessment,
- Preparing the institution for 3rd cycle of NAAC/NIRF Accreditation.
- Preparing GAP analysis, SWOC analysis to assess and evaluate the existing facilities, to address the challenges being faced, to build upon the institution's strengths for maximum benefit and success of the institution

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

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

Response: 50.6

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

2019-20	2018-19	2017-18	2016-17	2015-16
23	40	41	34	27

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

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

Response: 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
Annual report of the College	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 23

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

2019-20	2018-19	2017-18	2016-17	2015-16
6	9	2	3	3

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

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

Response:

The institution lays stress on **gender equity** for both **students** and **faculty**. Few examples are: the seating arrangement of the students in the class rooms, guidance to students in intra and intercollegiate curricular and co-curricular activities / competitions, participation of students in various conferences / conventions / workshops, deputation of students for exchange programmes in other institutions or universities. The aforementioned activities are planned with no discrimination between genders.

There is a special privilege in offering dental treatment for pregnant ladies and nursing mothers. They are given preference and treated at the earliest. A separate well – ventilated area is available for nursing mothers to facilitate nursing during their visit to our institution for dental treatment.

Annual gender sensitization action plan:

Several programmes have been organized to create awareness about gender equity. The women welfare

committee organizes a talk and /other relevant activity on the occasion of international women's day.

In these annual programmes, all the students and staff members actively participate.

1. Specific facilities provided for women in terms of:

1. Safety and security
2. Counselling
3. Common rooms

The **safety and security** of the female students and female employees is taken care. Security guards are available round the clock at specified areas of the campus.

There is provision of central surveillance of key areas in the campus with the help of (CCTV) cameras.

To deal well with issues of emotional quotient of the female students, the members of teaching faculty **counsel** the students on a day today basis. In addition, **Behavioural cell** is found in the institution wherein the students are provided professional counselling facilities on need basis.

Female students are provided with dedicated **common rooms**. These common rooms have the necessary furniture such as lockers, almirahs and chairs which are utilized by the female students.

Separate wash rooms are available for female students and women staff.

There is zero tolerance for ill treatment of anybody in the campus. The Internal complaints committee of the institution shall address the issues of sexual harassment and gender abuse.

1. Any other relevant information:

Even male students are provided with well protected separate **hostel facilities** in the campus.

Separate **common rooms** and washrooms are also provided for male students

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

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

Response: D. Any two of the above

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

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

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

Response:

Solid waste management:

The waste from all the departments is collected and kept at an identified area. Solid waste is segregated into wet and dry waste and is collected by services provided by Bruhat Bengaluru Mahanagara Paalike (BBMP).

Liquid waste management:

The institution has Sewage Treatment Plant (STP) wherein liquid waste is treated and the water is reused for purposes of watering the plants in the garden.

Biomedical waste management:

The institution is certified by the Karnataka State Pollution Control Board for generation, collection, reception, storage, transportation, treatment and **disposal** of **Bio-Medical waste** in the premises of the college.

The institution has a memorandum of understanding (MoU) with **Maradi Eco Industries Pvt. Ltd**, Bengaluru South, for disposal of biomedical waste. All the departments take utmost precautions to segregate the bio-hazardous waste according to the prescribed norms. Concerned staff and personnel are trained by the infection control committee and are regularly updated for practice of bio-medical waste segregation and disposal.

All the departments are following the universal precautionary measures for infection control.

A **manual** for **infection control** comprising of standard operating procedures is used for reference.

Designated sterilization areas are available in all the departments and are being monitored regularly by the collection of swabs and reporting by microbiology department.

The institution is in collaboration with M/s Tata Consultancy, Bengaluru and R V College of Engineering for the project on “Sustainable Campus - Feasibility”

E-waste management:

E-waste from all the departments is collected and handed over to Rashtreeya Sikshana Samithi Trust (RSST) every year for needful further action.

Hazardous chemicals and radioactive waste management:

The radiology equipments are certified by the AERB (Atomic Energy Regulatory Board) and their guidelines are adhered to strictly. Strict guidelines regarding the quality assurance of the radiography units are being followed in the institution. The used developer and fixer solutions and also the old tubes of X-ray machines are handed over to the specified vendors on regular basis

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

7.1.5 Water conservation facilities available in the Institution:

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

Response: Any Three 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: B. Any four of the above

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

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

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:

The institution provides inclusive environment with respect to tolerance and harmony towards cultural, regional, linguistic, communal socio-economic and other diversities. Students and faculty are of all cultural orientations can express their opinions and points of view. All of them participate in teaching, learning, sports and cultural activities.

The **student community** of the institution is very **diverse**. One set of students is from within the state and another group from other states across the country. The diverse group of students are taken care very well

in all the aspects... be it curricular, extracurricular or personal. Foreign students are encouraged to participate in all cultural activities to make them aware of our rich history as well as to showcase their own regional festivals. Considering the different backgrounds of their origin, classes on regional language (Kannada) are offered by staff within the campus. These Kannada classes help the students to converse with the patients during their clinical postings. Special coaching for international students who are not fluent in English is provided.

The institution witnesses celebration of KANNANDA RAJYOTHSAVA every year in the month of November.

The Rashtreeya Sikshana Samiti Trust (RSST) invites all its institutions for the grand celebration of Republic day on 26th January every year where the staff and student achievers would be felicitated.

The **institution is located** in the easily accessible part of south Bengaluru. The facilities of the dental hospital could be reached by different communities in the neighbourhood as well as those coming from dental camps. Good number of school dental programmes / camps are being conducted every year and the children examined during these camps are given free dental treatment when they visit our dental hospital.

As such the various **dental treatment** procedures provided by our hospital are at **subsidized rates**. In addition, BPL card holders are provided free dentures as per the *DANTA BHAGYA* scheme of Government of Karnataka. The treatment charges are reduced by **50%** for **senior citizens**, who are taking dental treatment in our hospital. **Histopathology and cytopathology diagnostic services** are provided **free of cost to the patients**

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

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

Response: A. All of the above

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

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

Response:

The institution fosters the celebration of commemorative days, events and festivals.

The institution organizes and celebrates all major festivals such as Ganesh Chaturthi, Deepavali, Dasara, Onam, Christmas where in the staff and students have active participation.

It is an annual practice of the institution to celebrate various commemorative days such as Kannada Rajyotsava, World AIDS day, Doctors' day, International women's day and so on. Cultural events, poster competitions and other related activities would accompany these celebrations.

Kannada Rajyotsava is celebrated every year. Students and staff are very active in cultural programmes, theme-based activities, group dances, mythological play and group singing.

International women's day celebration is held on 8th March every year wherein theme-based lectures or other activities are organized by women welfare committee of the institution.

Some of the activities conducted as part of international women's day celebration of our institution include: visit to a saree weaving factory, lecture on financial planning, workshop on use of millets, lecture on 'cancer in women'. An MCQ test on 'legal rights of women' was conducted to create awareness regarding the legal rights of women on 28th November 2018.

Interns (House surgeons) and other undergraduates do take special interest to celebrate **Teachers day** on 5th September every year. The students organize a day's programme accompanied by group singing and group dances, some games for members of faculty followed by a memento as part of the celebration.

World elders' day is celebrated on 9th October, accompanied by a guest lecture along with distribution of free dentures to senior citizens.

Doctors' day would be celebrated with collaborative activities of Indian Dental Association and other speciality associations.

Poster and Collage competitions have been held to create awareness about ill effects of tobacco and measures for tobacco cessation; Prevention and treatment of HIV infection and AIDS.

Some of the recent events are as follows:

- A cultural extravaganza **VISMAY 2019** was organized as a part of Prosthodontist's Day celebrations.
- The Department of Oral and Maxillofacial Surgery, DAPM R V dental college in coordination with the Association of Oral and Maxillofacial Surgeons of India (AOMSI) had conducted a '**Max Fac Walkathon**' for '**Road Safety Awareness**' on 13th February 2019 on the occasion of International Oral and Maxillofacial Surgeons Day, golden jubilee celebrations. A poster competition was conducted for postgraduates and interns. A total of 30 students had participated in the competition. A rally was also conducted starting from R V dental college till Kempegowda Majestic Metro Station.

On the occasion of **World Heart Day**, Aster R V Hospital had conducted a 5km run starting from Aster R V Hospital on 29th September 2019 from 6.30 am -7.30 am

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

Title of the practice:

- **Institutional outreach services for comprehensive community oral health care**

Objectives of the practice:

In accordance with the vision and mission of the institution, to:

1. spread oral health care awareness among the public & reduce oral disease burden
2. reach voluntary oral health care services to the community
3. reach oral health care solutions to the unreached
4. infuse experiential learning among students through community dental health programmes
5. practice evidence-based dental health care promotion strategies through community involvement, empowerment and capacity building.

The context

As a secondary dental care centre, our institution is a forerunner in conducting community dental programmes that offer essential oral health care awareness and services to all age groups of the society; thus reducing the oral disease burden of the society. Evidence-based best practices help in assessing the needy population. All these community dental services assist in the development, integration, expansion and enhancement of various oral health programmes at the zonal, regional, and national levels. Long term partnerships with NGOs are encouraged. In addition to treatment, health promotional initiatives are focused upon. As an elite centre of higher education, our institution is motivating and involving all our undergraduate and postgraduate students in community dental services; this enhances their experiential learning and imparts an attitude of social service and professionalism in them.

The practice**1. Voluntary oral health care services to individuals of all age groups of the community:**

- School and Community dental programmes have been organized by the departments of Pedodontics & Preventive Dentistry, Public Health Dentistry, Prosthodontics and Oral Medicine and Radiology.
- ***A fully equipped mobile dental van is used for all dental camps.***
 - It comprises of : 2 dental chairs, 7 dismantlable dental chairs, inbuilt water tank, compressor; television and audio system for facilitating oral health care talk
 - Working team: staff, postgraduate students, interns and attenders
 - Oral health awareness talks are given using charts, posters, models and games (edutainment); few innovative edutainment tools used for children are: Kident, and Tooth fairy
 - Basic dental procedures are performed on site.
 - Elders and differently abled who cannot visit our hospital, are given oral care solutions at

their door step.

1. Spreading oral health care awareness among the public, thereby reducing oral disease burden:

- **Health talks** (using Charts, models and posters) before offering treatment
- Public is addressed about prevention of common oral diseases, deleterious habits and maintenance of good oral hygiene
- Specific dental camps to **screen** key ailments: **cleft lip / palate and oral precancer & cancer; tobacco and AIDS awareness camps**

1. Reaching oral health care solutions to unreached population:

Out station dental health camps within Karnataka are conducted regularly at Srinivasapura, Kolar District; Chennarayapatna, Hassan District; Chikkeri, Mandya District; and at other places. Around 1-7 days are spent in these camps. **Outstation dental health camp** outside Karnataka is conducted annually at **Tirunelveli and Tutucorin districts of Tamil Nadu** for **10 – 15 days**.

1. Infusing experiential learning among students through community dental health programmes:

The undergraduates and postgraduates are given hands on training in community services and are taught dental public health competencies, thereby enhancing their experiential learning.

1. Evidence-based health promotion strategies, emphasising community empowerment, and capacity building:

Four **satellite centres** (at KSRTC-Jayanagar, Sriramanahalli, Sevakshetra, Muddenahalli-Chikkaballapura) established by the institution, have sufficient provision to furnish diagnosis and treatment of oral diseases.

All these ventures have been possible owing to the continued support and guidance of RSST.

Evidence of success:

- Reflected in the **number of camps** being **conducted** and the **beneficiaries**
- Total Camps by **the institution (last 5 years) - 657**
 - **Number of beneficiaries - 1,09,641**
- **Improved oral health conditions** (evident by follow ups)
- **Active participation of the public**
- **Alumini** are **participating** in these **outreach programmes** till today.

Problems encountered and Resources required:

Interruptions in power supply at times; overcome by innovative hand pump.

BEST PRACTICE 2:

1. Title of the practice:

- **Staff Reinforcement**

Objectives of the practice:

In alignment with the vision and mission of our institution,

1. To promote and support our staff in their upgradation of knowledge and skills
2. To encourage staff achievements

The context:

Our **staff** members are very **efficient, dedicated** and perform **multitasking** duties encompassing teaching, clinical work, administrative responsibilities and research. Upgradation of knowledge and skills of staff is an essential component. In addition, staff achievements are recognized and awarded.

The practice:

1. Promoting and supporting our staff for upgradation of knowledge and skills

1. Deputation to **faculty development / exchange programmes** at various levels. Few staff members were deputed to Showa University, Japan.
 2. Encouraged to organize and participate in continuing dental education programmes / workshops / seminars/ conventions and conferences at different levels.
 3. Financial assistance by the **RSST** for:
 - scientific presentations, chairing of sessions
 - organizing scientific programmes
 - research work
1. Provision of Sabbaticals for:
 1. pursuing additional qualifications
 2. scientific presentations at various levels
 1. Awards for children of staff for excellence in academic and / extracurricular activities at state / national / international levels
 2. Education opportunities for staff children at various institutions of the trust

1. Encouraging staff achievements

1. Annual **best user awards** for maximum utilization of college library and information centre
2. Annual Faculty Felicitation on **26th January** by **RSST** for Excellence in health education /academic / other achievement in their fields

3. Other benefits:

1. annual encashment of earned leave
2. maternity leave

Further, staff are encouraged to organize and also participate in annual sports and cultural activities.

With these beneficial measures, there is a healthy environment and harmony amongst all staff, which has made a progressive impact on the reputation of the institution.

Evidence of success:

1. Good staff retention (staff serving the institution from inception)
2. Increasing university ranks and distinctions in undergraduate and postgraduate courses
3. progress in research
4. more fellowships
5. distinguished academic profile of the institution

Problems encountered and resources required:

The frequent changing policies of the governing / apex bodies has posed challenge in staff recruitment.

File Description	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:**UNDERGRADUATE RESEARCH PROGRAM**

‘Undergraduate research program’ represents an area of institutional distinctiveness.

Background:

A systematic and sustainable research program was introduced for the undergraduate (UG) students from the Department of Public Health Dentistry for the last 15 years. The program had got greater momentum in 2011 as evident by quality paper presentations, publications, research grants and awards by undergraduates.

As there is “**No research without action and no action without research**”, every research undertaken reaches its logical conclusion.

The faculty team is strongly oriented and well trained towards “Health Professional Education Research” and “Health Promotion research”. In the last 5 years, there were 15 research projects on various aspects of curriculum. The research projects of primary benefit to the institution and the student community are undertaken.

The students are encouraged to develop innovative oral health promotional material. Also, innovative edutainment modules such as board games, 3-D books, card games, magnetic games and so on have been developed to train children on oral health.

Structure of the UG research Program:

The final BDS students apply for the research program, establish objectives, end goals and mention their choice of the mentor. The students are assessed for their research aptitude. Following a mutual discussion between students and the faculty, the students are then allocated to the 3 faculty research guides in the department.

Each staff, depending on their area of expertise, interest and need of the institution / student, zeroes in on the research topic. The faculty members work towards establishing camaraderie, a sense of ownership and belongingness in the team. The students are then gently led through the research process incorporating the principles of adult learning at every stage.

The research project is undertaken for seven to nine months. The students are hand held through the experiential learning process. The emphasis is laid on understanding the concepts of research, documentation, timeliness and quality of work.

Quality assurance process:

Three presentations are made during the course of the project:

1. To the Institutional Review Board
2. In Public defence of synopsis
3. In Public defence of completed research project

These measures ensure that the students understand the weightage and relevance of the project and are motivated to give in their best as a team for the project to be successful.

Measured outcomes of the research program:

The research program has motivated the students and has improved their aptitude towards practicing evidence-based dentistry. Success of the program is evident as:

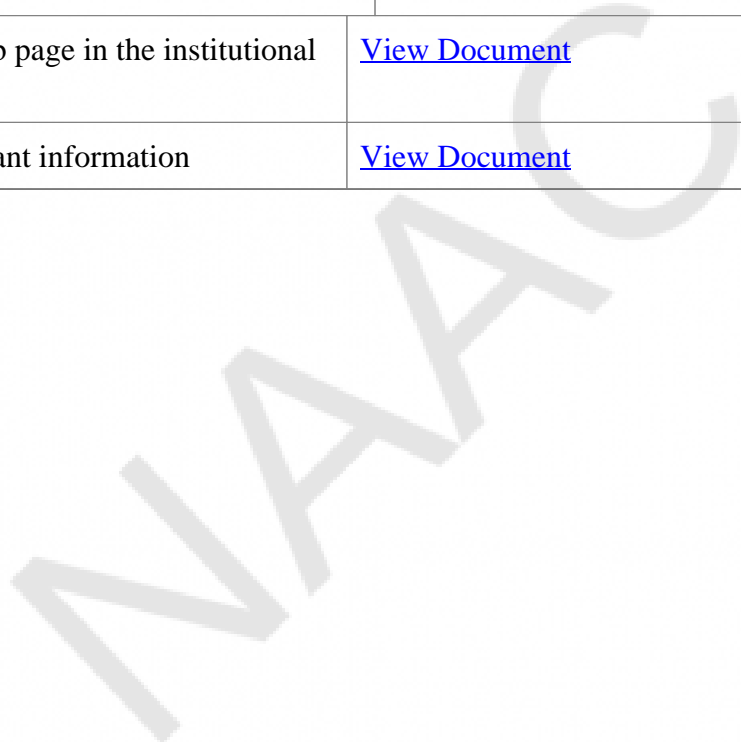
- **26 paper presentations** by the undergraduates in the last 5 years; **12** of them have won the **Best paper awards** at various scientific conferences.
- **Two research projects** were **selected for ICMR STS grants**, 2015-16.
- **5 students** have taken up **dental public health related careers in research**, completed their

internship from prestigious Institutions such as WHO, Geneva; WHO Regional Office, India, SOCHARA and such others.

- **5 publications** based on the UG research done so far
- **8 manuscripts** are getting translated into publications

(For details, Please check 7.3.1.2, Any other information)

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



8.Dental Part

8.1 Dental Indicator

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

Response: 78.53

8.1.1.1 Institutional mean NEET percentile score

Response: 78.53

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:

Dental students are trained to acquire adequate knowledge and hand skills to carry out quality dental practice. The college provides state of the art facilities to train UG and PG students in pre-clinical skills. These include

Pre-clinical Conservative Dentistry

- Phantom head tables UG- 30 PG – 8

Pre-Clinical Prosthodontics and Dental Materials

- Phantom head tables UG - 30, PG – 03

Pre- Clinical Pedodontics

- Phantom Head Tables- 4

Department of Orthodontics

- Model trimmers
- Typhodont teeth set

The Undergraduate pre-clinical training begins in the first year of BDS and extend upto the completion of second year. Students complete the stipulated preclinical exercises as per DCI and RGUHS norms. The pre-clinical skills of the students are monitored regularly by the faculty and graded.

Pre-Clinical Conservative dentistry:

I BDS

- Manipulation of Zinc Oxide eugenol, Zinc Phosphate, Zinc Polycarboxylate, glass inomer cement and silver amalgam

II BDS

- G.V Blacks Class I, II, III and V cavity preparation and Inlay wax pattern on plaster models (12 exercises) and typhodont teeth (29 exercises) and natural teeth(1 exercise).
- Demonstration of anterior tooth access cavity preparation and composite build up on extracted teeth.

PG students undergo rigorous training in perfecting the pre-clinical skills in the first six months of their MDS course that involves working on extracted teeth and typhodont models.

Pre-Clinical Prosthodontics

I BDS

- Manipulation of POP, Dental Stone, impression compound, Impression paste, Alginate impression material
- Demonstration of border moulding and impression taking procedures on models

II BDS

- Arrangement of teeth on models mounted on articulators - 13 Class I, II and Class III occlusion
- Fabrication of complete and partial denture

The PG students work on models in their first six months of their MDS course and learn the entire process of prosthetic rehabilitation which includes complete denture prostheses, removable and fixed partial dentures etc,

Department of Preventive and Paediatric Dentistry

The BDS students undergo pre-clinical training for when they enter clinics before treating the patients. The students finish a set of pre-clinical exercises on extracted teeth and this includes cavity preparations.

During the first six months of the PG programme, the students work on models, to perfect their pre-clinical skills like cavity preparations, wire bending exercises, habit breaking appliances and fitting of stainless steel crowns.

Department of Orthodontics

The pre-clinical training in orthodontics starts in II year of BDS course. The students work on plaster models to learn manipulation of stainless steel wires into shapes like a straight line, triangles etc. that help students in understanding the biomechanics of tooth movement.

The post graduate preclinical training involves wire bending exercises, fabrication of orthopaedic appliances like activator and bionator and performing tooth movement on typhodont teeth sets.

Copy of the curriculum and quota of work is given to the students at the beginning of the academic year and also conveyed during the orientation program

As a result of good and adequate training, in the preceding year, the institution has bagged 54 ranks in UG programme and 4 ranks in PG programme with one gold medal

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 parameters	View Document
Institutional data in prescribed format	View Document
Immunization Register of preceding academic year	View Document
Disinfection register (Random Verification by DVV)	View Document
Central Sterile Supplies Department (CSSD) Register (Random Verification by DVV)	View Document

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

clinics / internship:**Response:**

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

Orientation for fresh students

- The orientation program is organised for the incoming 1st BDS students every year.
- The major objective of the programme is to make the students and their parents aware of the BDS curriculum and the rules and regulations of the Institute.
- The College has student centric committees like Anti-Ragging, Student Welfare committees. Apart from these, other committees viz. library, hostel committees etc. are a part of our college. The heads of these committees are introduced to the students with instructions to approach them for queries, suggestions or any complaints. All the first year teachers and the coordinators are introduced and students give their self introduction.
- The students are taken on a campus tour to familiarise with the existing facilities for their academic, co-curricular activities.
- The students are addressed by qualified counsellors for stress management techniques and they also attend an anti-ragging awareness programmes.
- A yoga session is conducted to introduce the benefits and Kannada class to ease the communication with the patients. The orientation program is focussed on the students ability, to adapt to the BDS course and engage in independent and life long learning.
- **Code of Conduct** -There is a code of conduct for all the students which is known to them during the Orientation Programme and is monitored by student welfare committee and the handbook for the same is available in the website and ensures discipline which includes matters related to the dress code
- **Library** - Facilities available in Library like Books and Journal are explained and short tour of the library is arranged for the first BDS and First MDS students during Orientation program. A Library Manual/policy is maintained in the Library
- **Facilities**- Hostel well furnished with solar water heaters, LED lights, mess with state of art kitchen equipment facility is available for the students

White Coat Ceremony

- White coat ceremony is conducted for the third year undergraduate students as they enter into the clinics

Workshops on patient care (community skills, infection control, biomedical waste management, professional ethics)

- The patient safety and communication skills workshop program is conducted for the third year undergraduate students as they enter into the clinics.
- The workshop covered aspects related to ethics & professionalism, Infection control Practices and Patient Dentist Communication Skills.
- The third year UG students, first year PGs and the faculty were benefited from the two day

program, the outcome was measured through feedback from the attendees. All the students have appreciated the value addition it brought to their learning and the same has encouraged them to excel in their endeavour to become humane, compassionate and professional dentists.

The interns attend CDEs programs and workshops which prepare them for professional Practice and give them career options in clinical, academic or research pursuits. In 2019, a program “Beyond the Syllabus” in collaboration with RGUHS and KSDC to train interns in professionalism, practice and soft skills was conducted

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

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: 2.97

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

2019-20	2018-19	2017-18	2016-17	2015-16
4	3	2	1	0

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

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

Response:

Our Institution mainly focuses on problem based or case reinforced learning, patient simulations, web-

based learnings and other strategies designed to help students develop critical appraisal skills and gain mastering over the concept of evidence based oral health care. The aims of the clinical departments is in not only evaluating of the recall and recognition of specific facts and demonstration of technical skills, but also students' capacity to synthesize information within given context and apply it in unique situations that require critical thinking and problem solving. Each department has objective methods in the form of case histories pattern to measures clinical competencies

The institution has a well structured programme to measure the specific clinical competencies of the BDS students/ Interns that are in alignment with the prescribed DCI/RGUHS curriculum.

The college has introduced OSCE/OSPE in conducting internal assessments for evaluating the clinical competencies of BDS students. The different clinical skills that are expected from a BDS student is evaluated through the stations of OSCE examination set up. Foreg. A station pertaining to the assessment of case history taking skills will have a question on the task to be performed by the students like recording the medical history. Here the student is evaluated for the communication skills.

A station on a task aimed at assessing the examination skills of the student will be set wherein specific set of instruction about the task is provided with the time limit set to complete the task. The examiners observe the students while performing the task and grade accordingly.

The clinical knowledge and expertise is assessed in a station where the student is expected to perform a clinical procedure. The student has to provide the justification for using a particular treatment option which in turn reflects the students' clinical knowledge and problem solving skills. The clinical expertise is assessed after completion of the allotted treatment procedure.

The examiner observes the student during the entire examination process in the different OSCE stations which helps in assessing the students attitude.

The interns are encouraged to take up projects and seminars which require a team effort and collect the information from different sources. These exercises enable the student to gain leadership skills and realize the importance team work

The UG students are made to understand the concept of community oral health education and they actively participate in the rural health care delivery programmes. Students develop attitude to maintain the right standard of ethics and conduct and apply these in all facets of professional life

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: 64.86

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

2019-20	2018-19	2017-18	2016-17	2015-16
58	52	60	52	60

8.1.9.2 Number of first year Students admitted in last five years

2019-20	2018-19	2017-18	2016-17	2015-16
60	60	60	52	60

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

Other Upload Files	
1	View Document

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

Response:

Dental graduates are trained to be competent to

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

The Dental graduate attributes are articulated in terms of:

- Knowledge and understanding of the subject
- Practical/clinical skills
- Interprofessional relationships and ethics
- Communication skills
- Orientation towards research
- Ability to adapt to the changes and advancements in technology and engage in independent and life long learning
- Ability to address oral health care issues at a community level
- Ability to develop sustainable solutions and understand their effect on society and environment
- Ability to understand the effect of maxillofacial health care solutions on legal ,cultural ,social and public health and safety effects

Evaluation

The college adapts both objective and conventional evaluations methods to assess the attainment of dental attributes. The objective methods like OSPE/OSCE are introduced for evaluation of student wherein the students' depth of knowledge, clinical skills, communication skills etc. are assessed. The conventional evaluation system includes answering the set of questions, one on one viva-Voce, identification of displayed specimens in in aspecified time limit, Chair side viva, Case presentation and pedagogy. These evaluation systems help in assessing the attainment of dental attributes mentioned above

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: 20493.33

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

2019-20	2018-19	2017-18	2016-17	2015-16
8330292	6256567	8826804	8894369	7950168

File Description	Document
Institutional data in prescribed format	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:

Dental Education Unit/Health Professional Education Unit(HPE)

Role

The health professional education unit of the college focuses on faculty development programs to strengthen the teaching learning and assessment systems within the purview of the institution. The HPE unit acts as a bridge between the global best practices in teaching and institutionalizing these best practices

to benefit all the stakeholders

This forum also has scope to bring in national and international uniformity in designing the need based curriculum and teaching learning methodologies finally resulting in best treatment protocol on par with the global standards.

The main objectives of the unit include

1. Designing need based curriculum and its implementation in concurrence with the regional and national apex bodies.
2. Developing innovative Teaching/learning methodologies
3. Devising newer evaluation methods.

The HPE of the college has conducted various faculty development programmes in “Emerging trends in dental education Technology” from time to time.

All dental departments of the college conduct regularly dental education program through HPE. The programs includes through lectures, CDEs, FDPs, Symposium and Workshops to update in the recent trends. The programs vary from training in the latest dental equipment & advances like Lasers, CBCT, Dental materials, Implants to highlighting newer vistas in Dentistry such as Digital Dentistry, Contemporary Orthodontics

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

5. CONCLUSION

Additional Information :

Achievements since last NAAC cycle:

- **Signing of MOU with Showa University Dental School, Japan** for student/faculty exchange programme
- **Best Dental College of the Year 2019 Award** by National Press Council of India at the National Excellence awards 2019 held on 27th September 2019
- **Fully functional Medical Hospital, Aster RV**, within the campus.
- **Introduction of learning management system Quiklrn**, patient management system Round Glass, SAP-ERP for accounting and goal-based management module (PRISM) for staff management.
- **108 CDEs and 15 workshops in last 5 years, including webinars**
- Career guidance programmes conducted as part of **finishing school**, and one of them in association with RGUHS and Karnataka State Dental Council.
- **Recognition of 05 departments as PhD centres and 14 faculty as PhD guides by the affiliated University.**
- **Consistent academic excellence** with high number of University Ranks and Gold Medals
- **29 research collaborations**
- High number of important **professional appointments** by faculty including in-charge Vice Chancellor of **RGUHS**, Dean of Faculty of Dentistry, Syndicate member, Board of Studies members, Chief Editor of RGUHS Journal of Dental Sciences. **Many faculty have been appointed as Executive Committee members of State and National associations.**
- Three faculty were resource persons for developing the NAAC Unified Manual for Health Sciences Colleges
- **Training of support staff** on communication skills and infection control.
- **Revamping of college website**
- Recognition of one of our faculty by **India Book of Records and Asia Book of Records** for exemplary work in community outreach programmes

Perspective plan of the institution:

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

- To further strengthen the infrastructure facilities to provide skill-based training to foster global competencies
- To get more sponsored projects and grants from funding agencies, as well as to strengthen tie-ups with research organizations
- To increase publications in international/national journals

To encourage more faculty to enroll themselves in PhD programmes.

Concluding Remarks :

The college continuously strives towards curriculum delivery, beyond the syllabus coaching, use of evidence-based dentistry, student and staff support, extension activities, research promotion, cater to student diversity, and provide global quality education, and all activities are monitored by the IQAC, in orchestration with the Governing Council and the Management. The college has been able to deliver standardized dental education optimally and consistently impart oral health care and education to the community till date, and continuously strive to upgrade the same

NAAC

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.3.2	<p>Number of value-added courses offered during the last five years that impart transferable and life skills.</p> <p>1.3.2.1. Number of value-added courses offered during the last five years that impart transferable and life skills. Answer before DVV Verification : 18 Answer after DVV Verification: 13</p>																																								
1.4.2	<p>Feedback on curricula and syllabi obtained from stakeholders is processed in terms of:</p> <p>Answer before DVV Verification : A. Feedback collected, analysed and action taken on feedback besides such documents made available on the institutional website Answer After DVV Verification: B. Feedback collected, analysed and action has been taken Remark : DVV has select B. Feedback collected, analysed and action has been taken as per shared feedback report in 1.4.1.</p>																																								
2.1.1	<p>Due consideration is given to equity and inclusiveness by providing reservation of seats to all categories during the admission process.</p> <p>Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years</p> <p>2.1.1.1. Number of students admitted from the reserved categories as per GOI or State Government norms year-wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>32</td> <td>14</td> <td>25</td> <td>18</td> <td>13</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>17</td> <td>12</td> <td>25</td> <td>17</td> <td>13</td> </tr> </tbody> </table> <p>2.1.1.2. Number of seats earmarked for reserved categories as per GOI or State Govt. norms year-wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>32</td> <td>14</td> <td>25</td> <td>18</td> <td>13</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>32</td> <td>14</td> <td>25</td> <td>18</td> <td>13</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	32	14	25	18	13	2019-20	2018-19	2017-18	2016-17	2015-16	17	12	25	17	13	2019-20	2018-19	2017-18	2016-17	2015-16	32	14	25	18	13	2019-20	2018-19	2017-18	2016-17	2015-16	32	14	25	18	13
2019-20	2018-19	2017-18	2016-17	2015-16																																					
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32	14	25	18	13																																					

32	14	25	18	13
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Remark : DVV has made the changes as per admitted reserved students list provided by HEI in 2016-17, 2018-19 and 2019-20. DVV has made the changes in 2015-16 and 2017-18 by looking at seat earmarked against admitted reserved students.

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:

2019-20	2018-19	2017-18	2016-17	2015-16
9	7	4	5	5

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
4	0	0	0	0

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:

2019-20	2018-19	2017-18	2016-17	2015-16
76	81	75	81	77

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
76	78	73	76	72

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:

2019-20	2018-19	2017-18	2016-17	2015-16
82	84	80	86	84

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
82	81	78	81	79

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:

2019-20	2018-19	2017-18	2016-17	2015-16
2	4	2	5	3

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
3	2	3	5	2

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
12	27	11	6	4

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	12	7	1	4

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
26	31	26	28	29

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
11	16	10	12	10

Remark : DVV has made the changes as per pro-rata basis of provided collaborative documents in first level deviation.

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:

2019-20	2018-19	2017-18	2016-17	2015-16
153499	158735	167261	173299	171096

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
98648	158735	167261	173299	171096

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:

2019-20	2018-19	2017-18	2016-17	2015-16
4439	4620	4272	4883	4514

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
4092	4620	4272	4883	4514

Remark : DVV has made the changes as per extract copy of admission provided by HEI.

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

Answer before DVV Verification : B. Any three of the above
 Answer After DVV Verification: D. Any one of the above
 Remark : DVV has made the changes as per provided MoUs and photos of Mobile Clinic by HEI.

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:

2019-20	2018-19	2017-18	2016-17	2015-16
117.05	134.6	119.06	96.005	74.08

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
28.89	41.69	31.63	33.43	10.81

Remark : DVV has made the changes as per Repair and maintenance, Annual maintenance charges , Vehicle Maintenance and Building maintenance in Income and Expenditure account duly signed by CA.

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

1. Soft skill development
2. Language and communication skill development
3. Yoga and wellness
4. Analytical skill development
5. Human value development
6. Personality and professional development
7. Employability skill development

Answer before DVV Verification : A. All of the above

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

Remark : DVV has select D. Any one of the above as per report of yoga provided by HEI. Report of enhancement and development schemes other than current year has not considered.

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:

2019-20	2018-19	2017-18	2016-17	2015-16
0	20	18	23	13

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

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:

2019-20	2018-19	2017-18	2016-17	2015-16
0	57	56	55	66

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	57	56	55	66

Remark : Provided transfer certificate and Admission order has not considered.

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:

2019-20	2018-19	2017-18	2016-17	2015-16
0	3	0	2	3

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16

0	1	0	1	0
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5.3.3 Average number of sports and cultural activities/competitions organised by the Institution during the last five years

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
28	28	28	28	28

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
2	2	2	2	2

Remark : DVV has made the changes by considering only two events-Sports and Cultural events. Activities has not counted as events.

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: D. Any two of the above

Remark : DVV has made the changes as per audited statement of Donation of books /Journals/ volumes and Institutional endowments signed by head of institution.

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

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
26	12	15	18	6

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
26	8	6	6	5

Remark : DVV has made the changes as per pro-rata basis of provided report of programs by HEI. DVV has considered New vistas in orthodontics in 3.2.2 as workshop, same will not considered on this metric.

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: B. Any four of the above

Remark : DVV has select any four of the above as per SI. No. 1, 3, 4 and 5 by HEI.

2.Extended Profile Deviations

ID	Extended Questions																				
1.2	<p>Number of outgoing / final year students year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>93</td> <td>97</td> <td>97</td> <td>93</td> <td>101</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>82</td> <td>81</td> <td>78</td> <td>81</td> <td>79</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	93	97	97	93	101	2019-20	2018-19	2017-18	2016-17	2015-16	82	81	78	81	79
2019-20	2018-19	2017-18	2016-17	2015-16																	
93	97	97	93	101																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
82	81	78	81	79																	
1.3	<p>Number of first year Students admitted year-wise in last five years.</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>87</td> <td>90</td> <td>86</td> <td>82</td> <td>90</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p>	2019-20	2018-19	2017-18	2016-17	2015-16	87	90	86	82	90										
2019-20	2018-19	2017-18	2016-17	2015-16																	
87	90	86	82	90																	

2019-20	2018-19	2017-18	2016-17	2015-16
87	90	59	74	88

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
76	65	63	63	66

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
73	65	63	63	66

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
282.4	252.2	272.7	298.4	219.3

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
281.40	252.3	265.72	298.4	219.3