



YEARLY STATUS REPORT - 2020-2021

Part A	
Data of the Institution	
1.Name of the Institution	D A PANDU MEMORIAL R V DENTAL COLLEGE
• Name of the Head of the institution	Dr. Asha R Iyengar
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Phone No. of the Principal	08022445754
• Alternate phone No.	08061957300
• Mobile No. (Principal)	9886011807
• Registered e-mail ID (Principal)	principalrvdc@gmail.com
• Alternate Email ID	principal.rvdc@rvei.edu.in
• Address	#CA 37, 24th Main I Phase, J P Nagar
• City/Town	BENGALURU
• State/UT	Karnataka
• Pin Code	560078
2.Institutional status	
• Affiliated / Constitution Colleges	Affiliated
• Type of Institution	Co-education
• Location	Urban

• Financial Status	Private				
• Name of the Affiliating University	Rajiv Gandhi University of Health Sciences				
• Name of the IQAC Co-ordinator/Director	Dr. Darshan B Mundinamane				
• Phone No.	08022445754				
• Alternate phone No.(IQAC)					
• Mobile No:	9845279899				
• IQAC e-mail ID	naac.rvdc@rvei.edu.in				
• Alternate e-mail address (IQAC)					
3.Website address (Web link of the AQAR (Previous Academic Year)	https://www.dapmrvdc.edu.in/wp-content/uploads/2022/01/AQAR19_20.pdf				
4.Was the Academic Calendar prepared for that year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	https://www.dapmrvdc.edu.in/wp-content/uploads/2022/03/2.5.1.a-Academic-calendar.pdf				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B	2.76	2009	15/06/2009	14/06/2014
Cycle 2	A	3.21	2015	03/03/2015	02/03/2020
6.Date of Establishment of IQAC			28/02/2008		
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
NIL	NIL	NIL	Nil	NIL	
8.Whether composition of IQAC as per latest			Yes		

NAAC guidelines	
<ul style="list-style-type: none"> • Upload latest notification of formation of IQAC 	View File
9.No. of IQAC meetings held during the year	26
<ul style="list-style-type: none"> • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	Yes
<ul style="list-style-type: none"> • (Please upload, minutes of meetings and action taken report) 	View File
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No
<ul style="list-style-type: none"> • If yes, mention the amount 	NIL
11.Significant contributions made by IQAC during the current year (maximum five bullets)	
Preparation and Submission of AQAR 201819 Calendar of events for UG and PG with the emphasise on Internal assessment Academic and Administrative Audit Periodic meetings/collecting, analysing and acting on feedback reports Conducting of CDE programmes and webinars	
12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).	
Plan of Action	Achievements/Outcomes
Conduct of Seminar, Workshop and Master Class	Conducted of Seminar, Workshop and Master Class
Submission of AQAR	AQAR Submitted on 13-08-2021
Sending notifications to all the stake holders through circulars	Notification sent to Management System
13.Whether the AQAR was placed before statutory body?	Yes
<ul style="list-style-type: none"> • Name of the statutory body 	

Name	Date of meeting(s)
GOVERNING COUNCIL DAPMRVDC	22/12/2021
14.Does the Institution have Management Information System?	Yes
<ul style="list-style-type: none"> If yes, give a brief description and a list of modules currently operational 	
<p>Staff and student management is through SAPERP software. The same software is also used to monitor the Student Life Cycle Management (SLCM). Outpatient and clinical data are streamlined through an e-platform, Round Glass Cross. An appraisal system is in place for teaching and nonteaching 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. Financial management is through SAPERP system. Internal audits are conducted quarterly and external audits are conducted biannually to monitor and regulate the finances.</p>	
15.Multidisciplinary / interdisciplinary	
16.Academic bank of credits (ABC):	
17.Skill development:	
18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)	
19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):	
20.Distance education/online education:	
Extended Profile	
2.Student	

2.1	329
Total number of students during the year:	
File Description	Documents
Data Template	No File Uploaded
2.2	76
Number of outgoing / final year students during the year:	
File Description	Documents
Data Template	No File Uploaded
2.3	89
Number of first year students admitted during the year	
File Description	Documents
Data Template	No File Uploaded
4.Institution	
4.1	23040556
Total expenditure, excluding salary, during the year (INR in Lakhs):	
File Description	Documents
Data Template	No File Uploaded
5.Teacher	
5.1	76
Number of full-time teachers during the year:	
File Description	Documents
Data Template	No File Uploaded
5.2	73
Number of sanctioned posts for the year:	

File Description	Documents
Data Template	No File Uploaded

Part B

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.

The prescribed curriculum by the Dental Council of India is implemented for the undergraduate and postgraduate degree/ diploma and fellowship programs through the academic committees of the institution.

The UG committee monitors the attendance, prepares schedules and completion of planned learning activities. The committee in co-ordination with the health professional education unit is focussing on curricular evaluation mechanisms to identify the effectiveness, efficiency and enjoyability of the curriculum. The curriculum committee has adopted to the covid pandemic and supported the institution in transitioning to online learning. The committee through its year wise coordinators identifies slow learners and provides additional scaffolding for learners.

The post graduate committee focuses on the learning sessions for the basic science classes for first year postgraduate students. They also conduct research methodology workshops for the students. In addition the committee draws up the academic schedules, preparatory exam schedules for all the postgraduate students.

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.

File Description	Documents
Minutes of the meeting of the college curriculum committee	https://www.dapmrvdc.edu.in/wp-content/uploads/2022/03/1.1.1-Minutes-of-the-meeting-of-the-college-curriculum-committee.pdf
Any other relevant information.	<u>NIL</u>

1.1.2 - Number of fulltime teachers participating in BoS /Academic Council of Universities during the year. (Restrict data to BoS /Academic Council only)

3

File Description	Documents
Details of participation of teachers in various bodies(Data Template)	View File
Scanned copies of the letters supporting the participation of teachers	View File
Any other relevant information	No File Uploaded

1.2 - Academic Flexibility

1.2.1 - Number of inter-disciplinary / inter-departmental courses /training across all the Programmes offered by the College during the year

1.2.1.1 - Number of courses offered across all programmes during the year

24

File Description	Documents
List of Interdisciplinary /interdepartmental courses /training across all the programmes offered by the College during the year	View File
Minutes of relevant Academic Council/BoS meetings	No File Uploaded
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	No File Uploaded

1.2.2 - Number of students enrolled in subject-related Certificate/ Diploma / Add-on courses as against the total number of students during the year

3

File Description	Documents
Details of the students enrolled in subject-related	View File
Certificate/Diploma/Add-on courses	View File
Any other relevant information	No File Uploaded

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

The institution prioritises the social accountability and institutional social responsibility. In this context, it trains the students to be excellent in dental education and provide service to humanity.

The students are trained on the social determinants of health through the community based training programs conducted by the different specialities (Department of Public Health dentistry, Pediatric and preventive dentistry, oral medicine and radiology and prosthodontics). These training programs expose our students to high risk underprivileged population groups such as villagers, children, geriatric patients, marginalised workers etc who find it difficult to access or afford dental care.

The students are trained in a 4 day long program in communication skills, ethics and professionalism, humanities, empathy and infection control practices to instil the humane values in patient care. The students are encouraged to be empathetic practitioners and display professional competence. The learning is self-directed and deep learning happens through critical reflection of the various experiences.

Gender sensitisation programs are conducted annually to bring in inclusivity and social acceptance of fellow beings without any gender discrimination.

Students are encouraged to practice environmental sustainability through a specific module on environment and health which highlights the issues of global warming and disaster preparedness. They take a pledge to practice sustainable living by focusing on refuse-reuse and reduce non-biodegradable waste.

File Description	Documents
List of courses with their descriptions	https://www.dapmrvdc.edu.in/wp-content/uploads/2022/03/1.3.1-List-of-courses.pdf
Any other relevant information	NIL

1.3.2 - Number of value-added courses offered during the year that impart transferable and life skills

2

File Description	Documents
Number of value-added courses offered during the year that impart transferable and life sk	View File
List of-value added courses (Data template)	View File
Any other relevant information	View File

1.3.3 - Number of students enrolled in the value-added courses during the year

119

File Description	Documents
List of students enrolled in value-added courses (Data template)	View File
Any other relevant information	View File

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

294

File Description	Documents
Any other relevant information	View File
List of programmes and number of students undertaking field visits/internships/research projects/industry visits/community postings (Data template)	View File
Total number of students in the Institution	No File Uploaded

1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining structured feedback on curricula/syllabi from various stakeholders Students Teachers Employers Alumni Professionals

A. All 4 of the above

File Description	Documents
Stakeholder feedback reports as stated in the minutes of meetings of the College Council /IQAC/ Curriculum Committee	View File
URL for feedback report	https://www.dapmrvdc.edu.in/wp-content/uploads/2022/03/1.4.1-Stakeholder-feedback-reports-as-stated-in-the-minutes-of-meetings-of-the-College-Council-IQAC-Curriculum-Committee-merged.pdf
Data template	View File
Any other relevant information	No File Uploaded

1.4.2 - Feedback on curricula and syllabi obtained from stakeholders is processed in terms of: Options (Opt any one that is applicable): Feedback collected, analyzed and action taken on feedback besides such documents made available on the institutional website Feedback collected, analyzed and action has been taken Feedback collected unanalyzed Feedback collected E. Feedback not collected

D. Any 1 of the Above

File Description	Documents
URL for stakeholder feedback report	https://www.dapmrvdc.edu.in/wp-content/uploads/2022/03/1.4.2-Feed-back-on-Curriculum.pdf
Action taken report of the Institution on the feedback report as stated in the minutes of meetings of the College Council/IQAC	View File
Any other relevant information	No File Uploaded

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.

2.1.1.1 - Number of seats filled against seats reserved for various categories as per applicable reservation policy during the year

18

File Description	Documents
Copy of letter issued by State Govt. or and Central Government (which-ever applicable) Indicating there served categories to be considered as per the GO rule (translated in English)	View File
Final admission list published by the HEI	View File
Admission extract submitted to the state OBC, SC and ST cell every year.	View File
Annual Report/ BOM report/ Admission report duly certified by the Head of the Institution	View File
Information as per data template	View File
Any other relevant information	View File

2.1.2 - Number of seats filled in for the various programmes as against the approved intake

File Description	Documents
Relevant 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 File
Any other relevant information	View File
Data template	View File

2.1.3 - Number of Students enrolled demonstrates a national spread and includes students from other states

2.1.3.1 - Number of students from other states; during the year

19

File Description	Documents
Total number of students enrolled in th	View File
E-copies of admission letters of the students enrolled from other states	View File
Institutional data in prescribed format (Data template)	View File
Any other relevant information	No File Uploaded

2.2 - Catering to Student Diversity

2.2.1 - The Institution assesses the learning levels of the students, after admission and organizes special Programmes for advanced learners and slow performers The Institution: Follows measurable criteria to identify slow performers Follows measurable criteria to identify advanced learners Organizes special programmes for slow performers Follows protocol to measure student achievement

A. All of the Above

File Description	Documents
Any other relevant information	View File
Criteria to identify slow performers and advanced learners and assessment methodology	View File
Details of special programmes for slow performers and advanced Learners	View File
Student participation details and outcome records	View File

2.2.2 - Student - Fulltime teacher ratio (data for the academic year)

Number of Students	Number of Full Time Teachers
89	76

File Description	Documents
List of students enrolled in the preceding academic year	View File
List of full time teachers in the preceding academic year in the college	View File
Institutional data in prescribed format (data templates)	View File
Any other relevant information	No File Uploaded

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)

Our institution has facilitated the building and sustenance of innate talent/aptitude of students by encouraging participation in the following:

- Participation and winning prize in online slogan competition, quizzes and presenting posters/papers, table clinics at conferences.
- Volunteering for "Vidyachethana Project" under "Youth for Seva" which furthers the cause of education for the underprivileged.
- Heading the fund-raising team for 'Covid Fund Relief', Bangalore organized by World Youth Heart Federation and Medical Students Council of India, which got featured in

Forbes, India.

- Participation in seminars with a social cause e.g.: "Nutrition beyond hunger" by Anantkumar National Institute of Leadership development and Public policy research",
- Participation in "Green drive" where students have planted many saplings.
- One of our postgraduate students has conducted hands-on workshops in making eco-friendly Ganesha.
- Our post graduate student was a member of "National Medicos Organization" which launched a "Tele medicine facility" with "Arogya Bharati" to serve people on a virtual platform.
- One of our students won prize in "Nail art" at "Kalakrithi" a "World Telugu Cultural fest" organized by TANA.
- Participation in sports event, "Prostholympics". Our students won prize in Table tennis.
- Our students organized virtual cultural fest "Malhar 2021".

File Description	Documents
Appropriate documentary evidence	https://www.dapmrvdc.edu.in/wp-content/uploads/2022/03/2.2.3-a-Appropriate-documentary-evidence-Extramural-and-beyond-the-classroom-activities.pdf
Any other relevant information	https://www.dapmrvdc.edu.in/wp-content/uploads/2022/03/2.2.3-b-Any-other-relevant-information-Achievements-GC-proceedings.pdf

2.3 - Teaching- Learning Process

2.3.1 - Student-centric methods are used for enhancing learning experiences by: Experiential learning Integrated/inter disciplinary learning Participatory learning Problem solving methodologies Self-directed learning Patient-Centric and Evidence-Based Learning Learning in the Humanities Project-based learning Role play

In addition to the regular didactic lectures, Institution follows various student- centric methods for enhancing learning experiences like:

Experiential learning which includes pre- clinical work, simulation based learning and clinical teaching; Integrated/interdisciplinary learning wherein regular conduct of interdisciplinary meetings to discuss interesting cases with multi-disciplinary approach are practiced; self-directed learning through seminars and journal clubs; problem -based learning wherein a hypothetical clinical

situation is posed to the students and they are expected to discuss the situation in detail; patient centric learning through case discussions, training of students in pre-clinical labs before proceeding to clinical case management; evidence based teaching and learning through detailed literature search for a particular clinical case and its management and also through regular conduct of journal clubs. Project based learning is also followed wherein post graduate students are encouraged to do a short-term research project along with the dissertations and undergraduate students are encouraged to take up short term research projects. Along with these teaching methodologies, role-plays, buzz groups, flipped classrooms, presentations and use of various digital applications to enhance the learning experiences are used.

File Description	Documents
Learning environment facilities with geo tagged photographs	View File
Any other relevant information	View File

2.3.2 - Institution facilitates the use of Clinical Skills Laboratory / Simulation Based Learning
The Institution: Has Basic Clinical Skills / Simulation Training Models and Trainers for skills in the relevant disciplines. Has advanced simulators for simulation-based training Has structured programs for training and assessment of students in Clinical Skills Lab / Simulation based learning. Conducts training programs for the faculty in the use of clinical skills lab and simulation methods of teaching-learning

B. Any 3 of the Above

File Description	Documents
List of clinical skills models	View File
Geo tagged photographs of clinical skills lab and simulation centre	View File
List of training programmes conducted in the facilities during the year	View File
Any other relevant information	View File

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

resources

All our teaching faculty use various ICT enabled tools to make teaching learning more effective.

They regularly use PowerPoint presentations with LCD projectors to take classes using educational videos for better understanding.

The classrooms are also enabled with Wi-Fi/LAN and equipped with smartboards for more interactive teaching.

Teachers regularly use social media like WhatsApp for communication, interaction and also for sharing teaching materials.

Many teachers are also using learning management systems like Google classroom and digital applications like Slido for interactive teaching and assessment.

Both teachers and students have access to e-swayam, Helinet Consortium, My-Loft, National Digital Library of India and EBSCO for e-resources.

Institution has also subscribed the learning management system "Quiklrn" to which both teachers and students have access. This platform is used by the faculty to upload study resources like presentations, notes, videos and articles. They also use this platform to conduct formative assessment through quiz, multiple choice questions and descriptive questions. Students can access these resources anytime during their course period. They can use these facilities according to their convenience at their pace.

Institution also collects feedback regularly from all the stakeholders using Google forms.

File Description	Documents
Details of ICT-enabled tools used for teaching and learning	http://dapmrvdc.edu.in/naacl/criterion2s/2.3.3/2.3.3.3.classrooms-Geotagged-library.pdf
List of teachers using ICT-enabled tools (including LMS)	https://www.dapmrvdc.edu.in/wp-content/uploads/2022/03/2.3.3-b-List-of-teachers-using-ICT-enabled-tools-including-LMS.pdf
Webpage describing the “LMS/ Academic Management System”	https://www.dapmrvdc.edu.in/wp-content/uploads/2022/03/2.3.3.-c-Webpage-describing-LMS.pdf
Any other relevant information	https://www.dapmrvdc.edu.in/wp-content/uploads/2022/03/2.3.3.d-Any-other-relevant-information-Library-details.pdf

2.3.4 - Student :Mentor Ratio (preceding academic year)

Number of Mentors	Number of Students
75	334

File Description	Documents
Details of fulltime teachers/other recognized mentors and students	View File
Any other relevant information	View File

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

The teaching- learning process of the institution nurtures creativity among students by encouraging students to give oral health talks addressing general population and patients on various topics using audios, videos and podcasts. Students have also showcased their creativity by participating in various competitions like nail art, slogan completion, poster presentation, conducting an online workshop on making eco-friendly Ganesha idol and organising an online cultural fest “Malhar 2020”. Undergraduate and post graduate students have also undertaken various research projects on various topics like impact of COVID 19 on dental education, implementation of structured portfolio in dental institution, promoting emotional health amongst dental students and many more to

hone their analytical skills. The institution has also nurtured innovation skills among students wherein students have designed games and models like "Tooth Jungle Mania" a game based oral health education for school going kids and "Tooth talks with RVians" -a digitised approach towards oral health for general population.

File Description	Documents
Appropriate documentary evidence	https://www.dapmrvdc.edu.in/wp-content/uploads/2022/03/2.3.5-.a-Appropriate-documentary-evidence-creativity-and-analytical-skills.pdf
Any other relevant information	NIL

2.4 - Teacher Profile and Quality

2.4.1 - Number of fulltime teachers against sanctioned posts during the year

76

File Description	Documents
Any other relevant information	View File
List of fulltime teachers and sanctioned posts for year certified by the Head of the Institution (Data template)	View File
Sanction letters indicating number of posts (including Management sanctioned posts) by competent authority (in English/ translated in English)	View File

2.4.2 - 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 during the year

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

13

File Description	Documents
List of fulltime teachers with Ph.D/D.Sc./D.Lit./DM/MCh/DNB in super specialities / other PG degrees 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 and the number of fulltime teachers for the year	View File
Copies of Guide-ship letters or authorization of research guide provided by the university	View File
Any other relevant information	No File Uploaded

2.4.3 - Total Teaching experience of fulltime teachers in number of years (data for the academic year)

1040.75

File Description	Documents
List of teachers including their designation, qualifications, department and number of years of teaching experience (Data Template)	View File
Any other relevant information	View File

2.4.4 - Number of teachers trained for development and delivery of e-content / e-courses during the year

61

File Description	Documents
Reports of the e-training programmes	View File
e-contents / e-courses developed	View File
Year –wise list of full time teachers trained during the year	View File
Certificate of completion of training for development of and delivery of econtents / e-courses / Video lectures / demonstrations	View File
Web-link to the contents delivered by the faculty hosted in the HEI's website	View File
Any other relevant information	No File Uploaded

2.4.5 - Number 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 year

6

File Description	Documents
Institutional data in the prescribed format/ Data template	View File
e-copies of award letters (scanned or softcopy)	View File
Any other relevant information	View File

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

The college prepares an academic calendar in line with the University academic calendar. The students are informed about this in advance and the time-table is followed strictly. Three internal examinations are conducted for UG students. Year-end and mock exams are conducted for PG students.

The system of continuous internal evaluation is made robust by conducting the internal assessments regularly and in line with the university examination pattern. This helps the students prepare for

the University exams. The schedule and the syllabus are intimated to the students in advance through circulars and notice boards. Syllabus is completed well before time. For PG practical mock exams external examiner is appointed to conduct the exam.

The conduct of internal evaluation process is made transparent by informing to the students in advance about the syllabus and schedule. Their performances are discussed and feedback is given for further improvement. Re- tests, revision tests and posting end tests are also conducted by the departments. Continuous performance assessment cards are maintained for transparency. Marks are displayed prominently in the notice boards. LMS system Quiklrn is also used for planning and conducting the assessments.

File Description	Documents
Academic calendar	https://www.dapmrvdc.edu.in/wp-content/uploads/2022/03/2.5.1.a-Academic-calendar.pdf
Dates of conduct of internal assessment examinations	https://www.dapmrvdc.edu.in/wp-content/uploads/2022/03/2.5.1.b-Dates-of-conduct-of-internal-assessment-examinations.pdf
Any other relevant information	<u>NIL</u>

2.5.2 - Mechanism to deal with examination-related grievances is transparent, time-bound and efficient. Provide a description on Grievance redressal mechanism with reference to continuous internal evaluation, matters relating to University examination for submission of appeals, providing access to answer scripts, provision of re-totaling and provision for reassessment within 100 - 200 words

Grievance redressal mechanism is well placed in reference to continuous internal evaluation as well as University examination. The performances of the students in internal assessments are discussed and any grievances are suitably addressed. The final internal marks are shown to the students and their signatures are taken before submitting it to the University. University allows the students to obtain the photocopy of their answer scripts and students are permitted to apply for re-totalling. Digital evaluation is conducted which is transparent. If the discrepancy in the marks allotted exceeds the permitted limit it automatically goes to the third valuation (fifth valuation in case of PG exam).

The internal evaluation and university exam results are announced in time. Students are also allowed to raise their grievances which is

addressed in a timely manner.

Grievances regarding continuous internal evaluation is dealt with efficiently and are discussed with the students. All the internal marks are displayed on the notice board and students are informed about their final internal marks prior to sending to the university. The grievances regarding university exams are addressed through a liaison officer in the examination section who approaches the university on behalf of the students which is addressed promptly.

File Description	Documents
Details of University examinations / Continuous Internal Evaluations (CIE) conducted during the last year	View File
Number of grievances regarding University examinations/ Internal Evaluation	View File
Any other relevant information	No File Uploaded

2.5.3 - Reforms in the process and procedure in the conduct of evaluation/examination; including the automation of the examination system. Describe the reforms implemented in internal evaluation/examinations with reference to the following within 100 - 200 words Examination procedures Processes integrating IT Continuous internal assessment system Competency-based assessment Workplace-based assessment Self assessment OSCE/OSPE

The following reforms have been implemented in conducting and evaluating the internal examination. OSCE and OSPE have been used in some departments for conduct of internal examination. Chit system is also used for conducting viva- voce to make it more objective. In the university examinations, question papers are downloaded prior to the examination. They are also scrutinised by the subject expert to check for any error or out of the syllabus questions. To maintain transparency and fairness, theory exams are monitored continuously through CCTV and viva- voce during practical exams are video recorded. Theory paper are scanned and uploaded for digital evaluation. Continuous performance assessment cards are used for assessing and monitoring the students' progress. Along with the regular internal assessments, posting end tests, mock exams, chapter-wise tests are also conducted for formative assessment. Students are also assessed for their competency through case discussions, practical exams and viva-voce. Self-assessment is practiced through revision tests after the completion of the syllabus where key answers are given by the faculty and students are asked to evaluate themselves.

File Description	Documents
Information on examination reforms	http://dapmrvc.edu.in/naacl/criteria2-4/2.5.3.-Examination-reforms.pdf
Any other relevant information	NIL

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: Timely administration of CIE On time assessment and feedback Makeup assignments /tests Remedial teaching/ support

A. All of the Above

File Description	Documents
List of opportunities provided for the students for midcourse improvement of performance in the examinations	View File
Information as per Data template	View File
Policy document of midcourse improvement of performance of students	View File
Re-test and Answer sheets	View File
Any other relevant information	View File

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

1. Generic learning outcomes/ Graduate attributes:

The dental graduates should acquire adequate knowledge, skills and attitudes required for carrying out the activities appropriate to general dental practice involving the prevention, diagnosis and treatment of diseases of the teeth and associated tissues

2. Learning outcomes of the BDS course:

- Adequate knowledge of the development, structure and function of the teeth and associated tissues.
- To diagnose and manage dental problems.
- Acquire skills to prevent and manage complications.
- Possess skills to carry out required investigative procedures and to interpret them.
- Promote oral health to prevent oral diseases.
- To control pain and anxiety during dental treatment.

Learning outcomes of the MDS course:

- Describe etiology, pathophysiology, diagnosis and management of common problems within the specialty.
- Recognize and refer conditions outside the area of specialty to an appropriate specialist.
- Undertake research to publish or present the work at various professional gatherings.
- Take a proper clinical history with detailed examination to come to a reasonable diagnosis.
- Acquire adequate skills and competence in performing procedures required in the specialty.

3. The same is informed to the students through orientation program and official website.

4. These are assessed through theory and practical examinations, seminars, dissertation and other activities.

File Description	Documents
Relevant documents pertaining to learning outcomes and graduate attributes	http://dapmrvdc.edu.in/naac1/criteria2-4/2.6.1.1.-learning-otucomes-and-graduate-attributes.pdf
Methods of the assessment of learning outcomes and graduate attributes	http://dapmrvdc.edu.in/naac1/criteria2-4/2.6.1.2.-methods-of-assessment-of-learning-outcome.pdf
Upload Course Outcomes for all courses (exemplars from Glossary)	http://dapmrvdc.edu.in/naac1/criteria2-4/2.6.1.3.%20&%202.6.3.-course-outcome-for-all-courses.pdf
Any other relevant information	<u>NIL</u>

2.6.2 - Incremental performance in Pass percentage of final year students in the year

File Description	Documents
List of Programmes and the number of students passed and appeared in the final year examination for the year	View File
Link for the annual report of examination results as placed before BoM/ Syndicate/ Governing Council for the year.	View File
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 File
Trend analysis for the last year in graphical form	View File
Data template	View File
Any other relevant information	No File Uploaded

2.6.3 - The teaching learning and assessment processes of the Institution are aligned with the stated learning outcomes. Provide details on how teaching learning and assessment processes are mapped to

achieve the generic and program-specific learning outcomes (for each program) within 100 – 200 words

The teaching learning and assessment processes of the Institution align with the stated learning outcomes of the

1. BDS course:

Learning Outcome for BDS

Teaching Learning method

Technique of assessment

- Adequate knowledge of the development, structure and function of the teeth and associated tissues.

Theory class and discussions

Internal assessments

Promote oral health to prevent oral diseases

Develop competency in control of pain and anxiety during dental treatment.

Dental camps

Chairside teaching and guided clinical procedures on patients

Random checks by faculty

Practical examination

Adequate clinical experience

Acquire skill to prevent and manage complications

Clinical postings with minimum prescribed quota.

Practical examination

2. MDS course:

Learning Outcomes for MDS

Teaching Learning method

Technique of assessment

- Adequate knowledge of etiology, pathophysiology, diagnosis and management of common problems.

Seminar presentations and case discussions

Revision tests and PG mock examination

Ability to search for and use scientific literature

Journal club presentations

Evaluation forms

Ability to carry out research

PG short projects and dissertation

Dissertation is submitted to the University for evaluation

Oratory and Writing skills

Seminars, paper presentations at conferences and writing research papers.

Evaluation forms

Attaining adequate clinical skills

Practical work and recording case histories

Practical examination and evaluation forms

File Description	Documents
Programme-specific learning outcomes	http://dapmrvc.edu.in/naac1/criteria2-4/2.6.1.3.%20&%202.6.3.-course-outcome-for-all-courses.pdf
Any other relevant information	NIL

2.6.4 - Presence and periodicity of parent-teachers meetings, remedial measures undertaken and outcome analysis. Describe structured mechanism for parent-teachers meetings, follow-up action taken and outcome analysis within 100 - 200 words

Parent Teacher meetings are held annually for undergraduate students. This year, due to the lockdown, interactions took place through video calls and telephonic conversations. PTM was held offline after lifting of the lockdown. PTMs are planned by the Year-wise co-ordinators, however, parents are always welcome to meet with teachers at any time.

During the parent-teacher interactions, many issues were raised. Due to the continuous online class students were not able to concentrate; the first-year students didn't experience the professional college environment and were not familiar with the teachers and peers; students lacked practical exposure.

Some students were not interested in the course as they wanted to pursue other professional courses. Another problem was that after the lifting of the lockdown students found difficulty in commuting through public transport because of restrictions.

Students were counselled. Parents were told about the student

management system to follow up the attendance of their ward. Mentor mentee meetings were held and extra classes were taken to compensate for the lost practical classes.

The outcome of these remedial measures was that there was an increase in the attendance of the students, students felt more confident and parents also started communicating with the teachers more frequently.

File Description	Documents
Proceedings of parent –teachers meetings held during the year	https://www.dapmrvdc.edu.in/wp-content/uploads/2022/03/2.6.4.a-Proceedings-of-parent-%E2%80%93teachers-meetings-held-during-the-year_.pdf
Follow up reports on the action taken and outcome analysis.	https://www.dapmrvdc.edu.in/wp-content/uploads/2022/03/2.6.4.b-Follow-up-reports-on-the-action-taken-and-outcome-analysis_.pdf
Any other relevant information	NIL

2.7 - Student Satisfaction Survey

2.7.1 - Online student satisfaction survey regarding teaching learning process

<https://www.dapmrvdc.edu.in/wp-content/uploads/2022/03/2.7.1-Feedback.pdf>

File Description	Documents
Any other relevant information	View File

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Resource Mobilization for Research

3.1.1 - Number of teachers recognized as PG/ Ph.D research guides by the respective University during the year

2

File Description	Documents
Copies of Guide-ship letters or authorization of research guide provide by the university	View File
Information as per Data template	View File
Any other relevant information	No File Uploaded
List of full time teachers recognized as PG/ Ph.D guides during the year.	View File
List of full time teacher during the year.	View File

3.1.2 - Number of teachers awarded national /international fellowships / financial support for advanced studies/collaborative research and participation in conferences during the year

3

File Description	Documents
Fellowship award letter / grant letter from the funding agency	View File
List of teachers and their national/international fellowship details (Data templates)	View File
E-copies of the award letters of the teachers	View File
Any other relevant information	No File Uploaded

3.1.3 - Number of research projects/clinical trials funded by government, industries and non-governmental agencies during the year

Number of Research Projects	Amount / Funds Received
1	10000

File Description	Documents
List of research projects and funding details during the year (Data template)	View File
List of research projects and funding details during the year (Data template)	View File
Link for funding agencies websites	https://www.cedees.in/
Any other relevant information	No File Uploaded

3.2 - Innovation Ecosystem

3.2.1 - The Institution has created an ecosystem for innovations including Incubation Centre and other initiatives for creation and transfer of knowledge. Describe the available Incubation Centre and evidence of its functioning (activities) within 100 - 200 words

- D A Pandu Memorial 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 advises and assists its Alumni to establish themselves as successful quality healthcare providers. So, in order to achieve this RSST (Rashtreeya Shikshana Samithi Trust) has started MIIC (Matheen Irfan Incubation Centre) in RVCE.
1. This facility is used by students and faculty of DAPMRVDC, also by our sister institutions.
 2. Main objective of establishing incubation centre is to produce excellent clinicians and research scholars to the society and to activate innovation, foster and grow new small technology startups.
 3. Incubation centre provides infrastructure and commercialization for innovative technologies, facilitates students to perform research studies as a part of their curriculum. It also provides technical, commercial and seed funding assistance in a nurturing and supportive environment.
- The Institution is also taking steps to integrate research as one of the primary focus areas for the faculty by getting the "Institutional Research Policy" approved by the RSST .

This policy will significantly contribute towards:

1. Fulfilling the statutory objectives of ICMR & DCI to the highest possible standard and to build an ecosystem of Research in the institution.

- The Institution also released the 1st Annual Pandurangi Memorial Public Health Research Award towards encouraging Public Health initiatives and Research.

File Description	Documents
Details of the facilities and innovations made	https://www.dapmrvdc.edu.in/wp-content/uploads/2021/09/Institutional-research-policy-final-for-website-.pdf
Any other relevant information	https://www.dapmrvdc.edu.in/dr-pandurangi-memorial-health-research-award/

3.2.2 - 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 year

27

File Description	Documents
List of workshops/seminars during the year(Data template)	View File
Reports of the events	View File
Any other relevant information	No File Uploaded

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

A. All of the Above

publication guidelines are followed

File Description	Documents
Institutional Code of Ethics document	View File
Minutes of meetings of the committees with reference to the code of ethics	View File
Any other relevant information	View File

3.3.2 - Number of Ph.D/ DM/ M Ch/ PG Degree in the respective disciplines received per recognized PG teachers* of the Institution during the year**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 year**

26

File Description	Documents
Any other relevant information	No File Uploaded
List of Ph.D.s /DM/MCh/PG degrees in the respective disciplines received during the year	View File
List of teachers recognized as guides during the year	View File
Information as per Data template	View File
Letter of PG guide recognition from competent authority	View File

3.3.3 - 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 year**3.3.3.1 - Number of research papers published per teacher in the Journals notified on UGC website/Scopus/ Web of Science/ PubMed during the year**

57

File Description	Documents
Number of research papers published per teacher in the Journals notified on UGC website/Scopus/ Web of Science/ PubMed during t	View File
Web-link provided by institution in the template which redirects to the journal webpage published in UGC notified list	View File
Information as per Data template	View File
Any other relevant information	No File Uploaded

3.3.4 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings indexed in UGCCARE list on the UGC website/ Scopus/ Web of Science/ PubMed/ during the year

2

File Description	Documents
List of books and chapters in edited volumes/books published with ISBN and ISSN number and papers in national/ international conference proceedings during the year	View File
Information as per Data template	View File
Any other relevant information	View File

3.4 - Extension Activities

3.4.1 - Number of extension and outreach activities carried out in collaboration with National and International agencies, Industry, the community, Government and NonGovernment organized bodies through NSS/NCC during the year

34

File Description	Documents
List of extension and outreach activities during the year (Data Template)	View File
List of students in NSS/NCC involved in the extension and outreach activities during the year	View File
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 File
Any other relevant information	No File Uploaded

3.4.2 - Number of students participating in extension and outreach activities during the year

62

File Description	Documents
Reports of the events organized	View File
List of extension and outreach activities conducted with industry, community etc for the last year (Data template)	View File
List of students who participated in extension activities during the year	View File
Geotagged photographs of extension activities	View File

3.4.3 - Number of awards and recognitions received for extension and outreach activities from Government / other recognised bodies during the year. Describe the nature and basis of awards /recognitions received for extension and outreach activities of the Institutions from Government /other recognised bodies during the year within 100 - 200 words

TOTAL NO. OF AWARDS - 01

D A Pandu Memorial R V Dental College (DA P M R V D C), 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 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 children from January 17 2000 to February 25th 2020 as confirmed on 4th July 2020.

File Description	Documents
List of awards for extension activities in the year	https://www.dapmrvdc.edu.in/outreach-and-extension-programs/
e-copies of the award letters	https://www.dapmrvdc.edu.in/outreach-and-extension-programs/
Any other relevant information	<u>NIL</u>

3.4.4 - Institutional social responsibility activities in the neighbourhood community in terms of education, environmental issues like Swachh Bharath, health and hygiene awareness and socio-economic development issues carried out by the students and staff during the year. Describe the impact of extension activities in sensitizing students to social issues and holistic development within 100 - 200 words

1. The faculty and Postgraduate Trainees from the Department of Conservative Dentistry and Endodontics of D A Pandu Memorial R V Dental College has donated approximately 650 lunches on 5th June 2021 during the pandemic to the "Organisation of Food for the Needy - Adamyia Chetana" founded by Late Sri Ananthkumar, Former Minister.
2. On 29th March 2021, a Green Drive program "HE WHO PLANTS A TREE, PLANTS A HOPE" was organized by the Department of Conservative Dentistry and Endodontics of D A Pandu Memorial R V Dental College for the "Cons-Endo Celebrations" in the campus. Around 5 Saplings were planted by the Principal, Staffs, PG students and UG students.
3. On 7th June 2021, an UNNAT BHARAT GRAM AAROGYA SERIES was organized virtually by NCI-IIT Delhi and RV Institute of Management-Bangalore, for which our principal Dr Asha Iyengar was the Expert. Also, Dr Subhash B V, Reader, Department of Oral Medicine and Radiology delivered a talk on "ORAL MANIFESTATIONS OF COVID 19".

File Description	Documents
Details of Institutional social responsibility activities in the neighbourhood community during the year	https://www.dapmrvdc.edu.in/wp-content/uploads/2022/03/3.4.4-Details-of-Institutional-social-responsibility-activities-in-the-neighbourhood-community-during-the-year.pdf
Any other relevant information	<u>NIL</u>

3.5 - Collaboration

3.5.1 - Number of Collaborative activities for research, faculty exchange, student exchange/ Industry-internship etc. per year for the year

25

File Description	Documents
Certified copies of collaboration documents and exchange visits	View File
Any other relevant information	No File Uploaded
List of collaborative activities for research, faculty/student exchange etc. (Data template)	View File
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	View File

3.5.2 - Total number of Functional MoUs 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. during the year

4

File Description	Documents
List of functional MoUs for the year (Data Template)	View File
E-copies of the MoU's with institution/ industry/corporate house, Indicating the start date and completion date	View File
List of partnering Institutions/ Industries /research labs with contact details	View File
Any other relevant information	No File Uploaded

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. Describe the adequacy of facilities for teaching-learning viz., classrooms, ICT-enabled classrooms, seminar halls, facilities for clinical learning, learning in the community, Teleconferences, AYUSH-related learning cum therapy centre, well-equipped laboratories, skills labs etc. as stipulated by the appropriate Regulatory bodies within 100 - 200words

The institution has four lecture halls equipped with LCD projectors, Wi-Fi, LAN and smart boards helping the students in having a delightful learning experience. The lecture halls are equipped with device charging points ensuring a seamless digital connectivity.

Every department has a seminar hall with LCD projector, laptops and Wifi connectivity. Separate casting and ceramic laboratories and a well equipped pathology laboratory cater to the all round learning experience of a student. 75 Phantom head tables with manikins enable skilled preclinical learning. School oral health programs and camps in collaboration with Sri Sathya Sai Trust and TVS Company expose students to work in a community setup. Customized well equipped dental van with two dental chairs and seven mobile dental units is operational for outreach programs.

250 bedded Aster R V hospital is within the campus facilitating the learning process. The institution has two museums highlighting the activities of different specialties and unique models and specimens concerning the oral cavity. CCTV cameras are installed at various vantage points in the campus for 24X7 surveillance. To summarize, the institution invests in upgrading the infrastructure so as to keep abreast with the fast changing world and student needs.

File Description	Documents
List of available teaching-learning facilities such as Class rooms, Laboratories, ICT enabled facilities including Teleconference facilities etc., mentioned above	https://www.dapmrvdc.edu.in/wp-content/uploads/2022/03/4.1.1-teaching-learning-facilities.pdf
Geo tagged photographs	https://www.dapmrvdc.edu.in/wp-content/uploads/2022/04/4.1.1-geotagged-photos-of-teaching-learning-facilities.pdf
Any other relevant information	NIL

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. Describe the adequacy of facilities for sports, games and cultural activities including specification about area/size, year of establishment and user rate within 100 - 200 words

The institution has a play ground for outdoor sporting activities. There are indoor sporting equipments for badminton, table tennis, carom, chess and Gymnasium are available in the campus for the students. Institution conducts annual sports day which is an eagerly awaited event in the student's academic calendar where they display their skills in outdoor and indoor sporting activities.

One well equipped large auditorium 10,952 sqft with seating capacity of 650 expandable to 800 is within the campus. An air-conditioned auditorium with seating capacity of 223 is also available to accommodate smaller crowds. The two auditoriums facilitate the hosting of cultural and academic activities. Students are encouraged to participate in annual college day and inter collegiate fest, university cultural and sports programs.

The institution believes in overall development of the student. It has realized the importance of mental and physical well being as an important component in the progression of the student. To this end, the institution has signed an MoU with S-Vyasa yoga center through which Yoga Day celebration and yoga classes are conducted for the benefit of staff .

File Description	Documents
List of available sports and cultural facilities	https://www.dapmrvdc.edu.in/wp-content/uploads/2022/03/4.1.2.1-Sports-and-cultural.pdf
Geo tagged photographs	https://www.dapmrvdc.edu.in/wp-content/uploads/2022/04/4.1.2-Geotagged-photos-of-sports-and-cultural-facilities.pdf
Any other relevant information	<u>NIL</u>

4.1.3 - Availability and adequacy of general campus facilities and overall ambience: Describe the availability and adequacy of campus facilities such as hostels, medical facilities, toilets, canteen, post office, bank, roads and signage, greenery, alternate sources of energy, STP, water purification plant, etc. (within 100 - 200 words)

The institution has a sprawling, well connected, centrally located 5.7 acres campus with a built up area of 1,72,253 sqft. Two lifts are functional which provides easy access to the top floors in campus. The campus boasts of disability friendly features, fire safety equipments and multiutility Bangalore one centre, toilet facilities at each floor and appropriate signage.

Backup generator of 100kv and 25 kV ensures 24x7 uninterrupted power supply to the institution and hostel . Borewell and water purification system ensures safe drinking water supply to the campus. Campus boasts of flower bearing, ornamental and medicinal plants. There is a lawn in the centre of the campus surrounded by departments and administrative offices. This garden has been winning the prize given out by Mysore Horticulture Society for the best maintained garden. .

100 bedded Sevakshetra hospital facilitates the clinical training for students in medical subjects. A Quaternary care multi speciality Aster R V Hospital is within the campus to cater to the medical needs of, faculty and students.

Pakashala, a multicusine restaurant in the campus, caters to the tastebuds of the staff and students.

Backup generator of 100kv and 25 kV ensures 24x7 uninterrupted power supply to the institution and hostel .

File Description	Documents
Photographs/ Geo tagging of Campus facilities	https://www.dapmrvdc.edu.in/wp-content/uploads/2022/04/4.1.3-Photographs-Geo-tagging-of-Campus-facilities.pdf
Any other relevant information	<u>NIL</u>

4.1.4 - Number of expenditure incurred, excluding salary, for infrastructure development and augmentation during the year

18064000

File Description	Documents
Audited utilization statements (highlight relevant items)	View File
Details of budget allocation, excluding salary during the year (Data template)	View File
Any other relevant information	No File Uploaded

4.2 - Clinical, Equipment and Laboratory Learning Resources

4.2.1 - Teaching Hospital, equipment, clinical teaching-learning and laboratory facilities as stipulated by the respective Regulatory Bodies. Describe the adequacy of the Teaching Hospital, equipment, clinical teaching-learning and laboratory facilities as stipulated by the respective Regulatory Bodies within 100 - 200 words

Institution provides teaching facilities, as stipulated by regulatory bodies like DCI and RGUHS. Around 226 dental chairs cater to the undergraduate and post graduate training.

21 well equipped laboratories, mobile dental van, MOUs with 2 hospitals and 4 Organizations cater to additional clinical learning. The under graduate and post graduate preclinical labs help students to refine their skills before entering clinics.

The undergraduate teaching program is structured in a manner in which the student is exposed to all the clinical departments in a fairly equitable way enhancing the learning experience. The student is exposed to the state of art diagnostic and therapeutic equipments viz Intraoral Radiographic units .Digital Radiography, Panoramic Radiography, TENS machine and CBCT (Cone BeamComputed Tomograph), monocular and Trinocular microscopes, Steromicroscope, Pentaheaded

research microscope, Periotron,-Soft tissue Laser unit, Prophyjet, Iontophoresis unit and CO 2 LASER UNIT- (PC015-A laser type). These facilities make the teaching learning activity a pleasant one, exposing the students to the latest in the field of dentistry.

File Description	Documents
The facilities as per the stipulations of the respective Regulatory Bodies with Geo tagging	https://www.dapmrvdc.edu.in/wp-content/uploads/2022/04/4.2.1-The-facilities-as-per-the-stipulations-of-the-respective-Regulatory-Bodies-with-Geo-tagging.pdf
The list of facilities available for patient care, teaching-learning and research	https://www.dapmrvdc.edu.in/wp-content/uploads/2022/03/4.2.1-teaching-learning-facilities.pdf
Any other relevant information	<u>NIL</u>

4.2.2 - Number of patients per year treated as outpatients and inpatients in the teaching hospital for the year

4.2.2.1 - Number of patients treated as outpatients in the teaching hospital during the year

78923

File Description	Documents
Any other relevant information	View File
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 File
Outpatient and inpatient statistics for the year	View File
Link to hospital records/ Hospital Management Information System	<u>NIL</u>

4.2.3 - Number of students exposed to learning resource such as Laboratories, Animal House & Herbal Garden (in house OR hired) during the year

4.2.3.1 - Number of UG students exposed to learning resource such as Laboratories, Animal House & Herbal Garden (in house OR hired) during the year

294

File Description	Documents
Detailed report of activities and list of students benefitted due to exposure to learning resource	View File
Details of the Laboratories, Animal House & Herbal Garden	View File
Number of UG, PG students exposed to Laboratories, Animal House & Herbal Garden (in house OR hired) per year based on time-table and attendance	View File
Any other relevant information	No File Uploaded

4.2.4 - Availability of infrastructure for community based learning. Institution has: Attached Satellite Primary Health Center/s Attached Rural Health Center/s other than College teaching hospital available for training of students Residential facility for students / trainees at the above peripheral health centers /hospitals Mobile clinical service facilities to reach remote rural locations

B. Any 3 of the Above

File Description	Documents
Description of community-based Teaching Learning activities (Data Template)	View File
Details of Rural and Urban Health Centers involved in Teaching Learning activities and student participation in such activities	View File
Government Order on allotment/assignment of PHC to the institution	View File
Any other relevant information	No File Uploaded

4.3 - Library as a Learning Resource

4.3.1 - Library is automated using Integrated Library Management System (ILMS). Describe the Management System of the Library within 100 - 200 words

The library and information centre at DAPM RV Dental College strives to create an excellent ambience for student learning. 'LIBSOFT' the institutional library management system has fully automated the functioning of the library. 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 helps in generating the barcode labels, creating member ID cards with all the requisite information stored in the digitized membership card, generation of the material report, member report, usage statistics etc. This has streamlined the issue, return, renewal and reserving of the books. It also auto generates emails for every transaction including sending reminder emails.

The library is equipped with WEBOPAC system for accession of the book from remote location and also allows the user to reserve the books in case of non- availability of the book.

File Description	Documents
Geo tagged photographs of library facilities	https://www.dapmrvdc.edu.in/wp-content/uploads/2022/04/4.3.1-Geo-tagged-photographs-of-library-facilities.pdf
Any other relevant information	<u>NIL</u>

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

Library and Information Centre (LIC) of DAPMRV Dental College has a good collection of printed and electronic documents. It is subscribing to both Indian and international Journals. Every year the LIC organizes book fair where latest editions of popular textbooks of the different medical and dental specialties are displayed. The faculty of the respective departments visits the book fair and selects the book. There are 8149 volumes and 3816 titles in the Library with a break up as below. Purchase Books: - 6912; Donated Books: - 1086

Department of Social Welfare (issued only for the students of backward class) : -151. Library subscribes 39 International and 08 National Journals and 1738 bound volumes.

The library has a vast repository of learning resources other than textbooks which includes, the dissertation from other Universities, learning resources in the form of CD's covering a vast gamut of subjects, educational videos for patient education and self learning, audio cassettes and floppy discs. This rich source of learning resources is utilized by students and faculty enriching their learning experience.

File Description	Documents
Data on acquisition of books / journals /Manuscripts /ancient books etc., in the library	https://www.dapmrvdc.edu.in/wp-content/uploads/2022/04/4.3.2-Data-on-acquisition-of-books-journals-Manuscripts-ancient-books-etc.-in-the-library.pdf
Geotagged photographs of library ambiance	https://www.dapmrvdc.edu.in/wp-content/uploads/2022/04/4.3.2-Geotagged-photographs-of-library-ambiance.pdf
Any other relevant information	<u>NIL</u>

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

B. Any 3 of the Above

File Description	Documents
Details of subscriptions like e-journals, e-Shodh Sindhu, Shodh ganga Membership etc. (Data template)	View File
E-copy of subscription letter/member ship letter or related document with the mention of year to be submitted	View File
Any other relevant information	No File Uploaded

4.3.4 - Annual expenditure for the purchase of books and journals including e- journals during the year (INR in Lakhs)

20.76

File Description	Documents
Audited Statement highlighting the expenditure for purchase of books and journal / library resources	View File
Details of annual expenditure for the purchase of books and journals including e-journals during the year (Data template)	View File
Any other relevant information	No File Uploaded

4.3.5 - In-person and remote access usage of library and the learner sessions/library usage programmes organized for the teachers and students (data for the academic year) Describe in-person and remote access usage of library and the learner sessions/library usage programmes organized for the teachers and students data for the preceding academic year within 100 - 200 words

The library and information centre (LIC) of our institution facilitates both in-person and remote access usage of library. The newly admitted undergraduate and postgraduate students are oriented to the LIC through induction programs. LIC regularly organizes training programs on library usage. These programs are conducted in an online mode in collaboration with NDLI, EBSCO and other organizations for the benefit of the students and faculty. The institution has a policy to encourage library usage among faculty and students. The entry and exit times of the library user is recorded in the register kept in the library. Once a year, a faculty, a postgraduate and an undergraduate student will be selected for the best library user award from among the list of library users which carries a cash award. This is aimed at increasing the usage of the library facility by the faculty and students. The user can access the information on availability learning resource in library and can access and download e-contents like journal articles, e- textbooks etc through remote access. This is facilitated through unique login credentials for every faculty and student. This facility has been a boon to faculty and students during the Covid 19 pandemic.

File Description	Documents
Details of library usage by teachers and students	https://www.dapmrvdc.edu.in/wp-content/uploads/2022/03/4.3.5-library-usage-register-Students.pdf
Details of library usage by teachers and students	https://www.dapmrvdc.edu.in/wp-content/uploads/2022/03/4.3.5-library-usage-register-Students.pdf
Any other relevant information	<u>NIL</u>

4.3.6 - E-content resources used by teachers: MOOCs platforms SWAYAM Institutional LMS e-PG-Pathshala Any other

C. Any 3 of the Above

File Description	Documents
Links to documents of e-contents used	View File
Data template	View File
Any other relevant information	No File Uploaded

4.4 - IT Infrastructure

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

14

File Description	Documents
Number of classrooms and seminar halls and demonstration rooms linked with internet /Wi-Fi-enabled ICT facilities (Data Template)	View File
Geo-tagged photos of the facilities	View File
Any other relevant information	No File Uploaded

4.4.2 - Institution frequently updates its IT facilities and computer availability for students including Wi-Fi . Describe computer availability for students and IT facilities including Wi-Fi with the date(s) and nature of updation within 100 - 200 words

Revolution in health informatics has opened up many exciting avenues for diagnosis and management of diseases. The institution is committed to provide infrastructure and facilities for a pleasant learning experience for a student.

The entire campus is wifi enabled. In addition, the students have access to LAN facilities in the Institutional library. The internet bandwidth in the campus is enhanced periodically as per the technological advancements and requirements. Hardware consisting of Desktops, laptop, printer etc are available. Periodic upgrading and investment in newer hardware is decided based on the annual audit. 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 has access to G-Suite which enables them to synchronously use the Google apps for teaching assistance. All the departments utilize Round glass patient management system. All students are provided with access to LMS which provides 24x7 learning experience.

Specialty specific softwares like .i-Dixel software and ONDEMAND 3D advanced3D imaging software, Radiant DICOM Viewer, Carestream Digital imaging software, Digoradfw2.8 is used for image processing in Oral Medicine and Radiology. ClinCheck Pro 6.0 software for INVISALIGN and Nemoceph software Is used in orthodontics.

File Description	Documents
Documents related to updation of IT and Wi-Fi facilities	https://www.dapmrvdc.edu.in/wp-content/uploads/2022/03/4.4.2-updation-of-IT-facilities-2020-2021.pdf
Any other relevant information	NIL

4.4.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:

E. < 50 MBPS

File Description	Documents
Details of available bandwidth of internet connection in the Institution(Data Template)	View File
Bills for any one month of the last completed academic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant information	No File Uploaded

4.5 - Maintenance of Campus Infrastructure

4.5.1 - Expenditure incurred on maintenance of physical and academic support facilities, excluding salary component, during the year (INR in lakhs)

242.52

File Description	Documents
Audited statements of accounts on maintenance of physical facilities and academic support facilities duly certified by Chartered Accountant / Finance Officer	View File
Details about approved budget and expenditure on physical and academic support facilities (Data templates)	View File
Any other relevant information	No File Uploaded

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. Describe policy details of systems and procedures for maintaining and utilizing physical and academic support facilities within a maximum of 100 -200 words.

Maintenance of Physical Infrastructure is entrusted to the in-house maintenance engineer who along with a team of Carpenters, Electricians, plumbers, and Gardeners take care of the maintenance of the campus. Housekeeping 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 is available. Systematic waste disposal of all Biodegradable waste and e-waste is done regularly

and is outsourced to MARIDI.

The HoDs draft a complaint letter to the office of the Principal who in turn forwards the letter to the engineer. These complaints are entered in a separate register and a logbook and once the complaints are addressed, the entry is made in the book. Maintenance committee meets periodically to review the complaints received and the disposal of the complaints. Suitable suggestions and directions are given to the maintenance engineer to carry out maintenance work. There is a library committee which meets periodically to oversee the working of the library.

File Description	Documents
Minutes of the meetings of the Maintenance Committee	https://www.dapmrvdc.edu.in/wp-content/uploads/2022/03/4.5.2-minutes-of-maintenance-committee-meeting.pdf
Log book or other records regarding maintenance works	https://www.dapmrvdc.edu.in/wp-content/uploads/2022/03/4.5.2-maintenance-committee-log-book-2020-2021.pdf
Any other relevant information	<u>NIL</u>

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefited by scholarships/ freeships / fee-waivers by Government / Non-Governmental agencies / Institution during the year

26

File Description	Documents
Attested copies of the sanction letters from the sanctioning authorities	View File
List of students who received scholarships/ free ships/fee-waivers	View File
Any other relevant information	No File Uploaded
Data template	View File

5.1.2 - Capability enhancement and development schemes employed by the Institution for students: Soft skill development Language and communication skill development Yoga and wellness Analytical skill development Human value development Personality and professional development Employability skill development

A. All of the Aboe

File Description	Documents
Any other relevant information	No File Uploaded
Link to Institutional website	https://www.dapmrvdc.edu.in/wp-content/uploads/2022/03/5.1.2-Capability-Enhancement-Scheme-2020-21.pdf
Details of capability enhancement and development schemes(Data Template)	View File

5.1.3 - Number of students provided training and guidance for competitive examinations and career counseling offered by the Institution during the year

217

File Description	Documents
List of students benefited by guidance for competitive examinations and career counselling during the year (Data template)	View File
Institutional website. Web-link to particular program/scheme mentioned in the metric	https://www.dapmrvdc.edu.in/programs-conducted/
Copy of circular/ brochure/report of the event/ activity report Annual report of Pre-Examination Coaching centres	View File
list of students attending each of these schemes signed by competent authority	View File
Any other relevant information	No File Uploaded

5.1.4 - The Institution has an active international student cell to facilitate study in India program etc., Describe the international student cell activities within 100 - 200 words

5.1.4 - INTERNATIONAL STUDENTS

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 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. 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.

File Description	Documents
For international student cell	http://dapmrvdc.edu.in/naac1/criteria-5/5-1-4-Institution-has-an-active-international-student-cell-to-facilitate-study-in-India-program/5.1.4.1-international-students-coordination.pdf
Any other relevant information	<u>NIL</u>

5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances / prevention of sexual harassment and prevention of ragging Adoption of guidelines of Regulatory Bodies Presence of the committee and mechanism of receiving student grievances (online/ offline) Periodic meetings of the committee with minutes Record of action taken

A. All of the Above

File Description	Documents
Minutes of the meetings of student Grievance Redressal Committee and Anti-Ragging Committee/Cell	View File
Circular/web-link/ committee report justifying the objective of the metric	https://www.dapmrvdc.edu.in/wp-content/uploads/2022/03/5.1.5-Circular_web-link_-committee-report-justifying-the-objective-of-the-metric.pdf
Details of student grievances and action taken (Data template)	View File
Any other relevant information	View File

5.2 - Student Progression

5.2.1 - Number of students qualifying in state/ national/ international level examinations during the year (eg:NET/SLET/GATE/GMAT/CAT/ GRE/TOEFL/Civil Services/State government examinations)

5.2.1.1 - Number of students qualifying in state/ national/ international level examinations (eg: GATE/ GMAT/ GPAT/ CAT/ NEET/ GRE/ TOEFL/ PLAB/ USMLE/ AYUSH/ Civil Services/ Defence/ UPSC/ State government examinations/ AIIMSPGET, JIPMER Entrance Test,

PGIMER Entrance Test etc.) during the year.**12**

File Description	Documents
List of students qualifying in state/ national/ international level examinations during the year (Data template)	View File
Pass Certificates of the examination	View File
Copies of the qualifying letters of the candidate	View File
Any other relevant information	View File

5.2.2 - Number of outgoing students who got placed / self-employed during the year**51**

File Description	Documents
Annual reports of Placement Cell	View File
Self-attested list of students placed /self-employed	View File
Details of student placement / self-employment during the year (Data template)	View File
Any other relevant information	View File

5.2.3 - Number of the graduated students of the preceding year, who have progressed to higher education**20**

File Description	Documents
Supporting data for students/alumni as per data template	View File
Details of student progression to higher education (Data template)	View File
Any other relevant information	No File Uploaded

5.3 - Student Participation and Activities

5.3.1 - Number of awards/medals for outstanding performance in sports and/or cultural activities at inter-university / state /national / international events (award for a team event should be counted as one) during the year

4

File Description	Documents
Duly certified e-copies of award letters and certificates	View File
Any other relevant information	No File Uploaded

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. Describe the Student Council, its activities related to student welfare and student representation in academic & administrative bodies /committees of the Institution within 100 - 200words

Students actively participate as members of many administrative committees of the college which provide them an opportunity to raise their concerns and contribute in a overall development of the institution. An effectively functioning student support and welfare committee proudly stands in the institution comprising of student representatives from each year along with faculty. This committee actively plans and conducts all the cultural and sports related activities of the college- day to day practice of the extra-curricular activities; overseeing the proper usage and maintenance of sports and gym facility in the premises. It organizes regular sports and cultural activities which culminate as annual sports and cultural day event. Annual Sports and Cultural days are the flashpoints in a calendar year for the out-going students of the college giving opportunity to each student, helping them hone their management and inter-personal skills. Annual fun fair is conducted to encourage and involve students in team activities enabling financial management. Fun weeks are planned to bring out lighter moments in the academically packed calendar of the students. The committee also facilitates student participation in social causes like participation in walkathon, marathons to support causes like Anti-tobacco rallies, Cardiac health etc. Debates are organized on socially relevant topics to invoke enthusiasm for directing the energies towards betterment of the society.

File Description	Documents
Reports on the student council activities	https://www.dapmrvdc.edu.in/wp-content/uploads/2022/03/5.3.2-Reports-on-the-student-council-activities.pdf
Any other relevant information	<u>NIL</u>

5.3.3 - Number of sports and cultural activities/competitions organised by the Institution during the year

6

File Description	Documents
List of sports and cultural activities / competitions organized during the year (Data Template)	View File
Report of the events with photographs	View File
Any other relevant information	No File Uploaded

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 year. Describe the contributions of the Alumni Association to the Institution during the year within 100 – 200 words

The Alumni Association of D A P M R V Dental college, registered on 28th Feb 2003 in the Registrar of societies, Bangalore urban district, Bangalore- has played a significant role in the growth of the college. The Association registers more than 1700 members including BDS and MDS students/ Diploma /certificate course students passed out from our institution. The association has an active facebook account with over 700+ followers. In lieu of the current pandemic , the association along with the college management has started using Almaconnect application to bring all the members together on a common social platform virtually. This application helps the members to relive their college day memories and also share/explore opportunities for remunerative employment in a digitally safe manner. The association has also been conducting scientific education programs and entertainment get-togethers, team building activities, Kannada Rajyothsava celebrations and the annual blood donation camps .Some of our alumni, donate books which serve

as a constant support to the student community in enabling easy access to resource material. The overseas members of the association visit the institution on their annual visits to India and make every effort to reconnect to their alma mater. They have been actively sharing their experiences in guiding the students on ways to achieve newer opportunities over newer horizons.

File Description	Documents
Registration of Alumni association	https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104126/5.4.1_1611920643_4822.pdf
Details of Alumni Association activities	https://www.dapmrvdc.edu.in/wp-content/uploads/2022/03/5.4.1-b-Details-of-alumini-association-activities.pdf
Frequency of meetings of Alumni Association with minutes	https://www.dapmrvdc.edu.in/wp-content/uploads/2022/04/Alumni-Minutes-of-Meeting.pdf
Quantum of financial contribution	https://www.dapmrvdc.edu.in/wp-content/uploads/2022/03/5.4.1-Quantum-of-financial-contribution.pdf
Audited statement of accounts of the Alumni Association	<u>NOT AVAILABLE</u>

5.4.2 - Provide the areas of contribution by the Alumni Association / chapters during the year Financial /kind Donation of books /Journals/volumes Students placement Student exchanges Institutional endowments

D. Any 1 of the Above

File Description	Documents
List of Alumni contributions made during the year	View File
Extract of Audited statements of highlighting Alumni Association contribution	View File
Certified statement of the contributions by the head of the Institution	View File
Any other relevant information	No File Uploaded

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. Describe the Vision and Mission of the Institution, nature of governance, perspective plans and stakeholders' participation in the decision-making bodies highlighting the activities leading to Institutional excellence.

Vision and Mission :

The vision of the institution is to imbibe confidence ,conviction, values ,knowledge and skills so as to treat various dental diseases. A mission to become an institute of excellence in dental education and provide quality dental care to society is our primary focus.

Nature of governance :

The college is under the aegis of the Rashtreeya Shikshana Samiti Trust (RSST), a premier educational trust .A governing Council with a term of 3 years includes a GC chairman, the Principal, representatives from the managing trust, two representatives nominated from Rajiv Gandhi University of Health Sciences, and two senior faculty members on rotation draw perspective plans. Implementation of these strategies are carried out by the Principal, Associate Deans and various committees with the progress being duly monitored by the Heads of the Departments.

Perspective plans :

Several perspective plans which include implementation of digital dentistry , speciality care clinic and implantology clinic are in the anvil.

Stakeholder's participation :

A constant involvement through a regular feedback mechanism from all stakeholder's such as faculty , students, patients , alumni and parents identifies the organisational needs , improves outcomes and helps bring about "mission oriented change" .

File Description	Documents
Vision and Mission documents approved by the College bodies	http://dapmrvdc.edu.in/naacl/criteria-6/6.1.1/6.1.1-1-Vision-Mission-Doc.pdf
Achievements which led to Institutional excellence	https://www.dapmrvdc.edu.in/wp-content/uploads/2022/03/6.1.1-Achievements-.pdf
Any other relevant information	https://www.dapmrvdc.edu.in/wp-content/uploads/2022/03/6.1.1.-Any-other-relevant-information.pdf

6.1.2 - Effective leadership is reflected in various Institutional practices such as decentralization and participative management. Describe the organogram of the college management structure and its functioning system highlighting decentralized and participatory management and its outcomes in the Institutional governance within 100 - 200 words

The institution follows a decentralised approach and incorporates participatory management for effective functioning . The governing council guides the institution on several institutional policies with the formulation and implementation of the same being done by the Principal along with the four Associate Deans , one each for Academics, Examinations, Human Resource and Services along with Heads of the various Departments.

The Associate Deans oversee the functioning of several committees each of which is headed by a senior faculty member and is represented by both faculty and student members. These committees are involved in the various activities such as scheduling UG and PG calender of events, conducting examinations, coordinating student and staff welfare activities , addressing grievances ,supervising patient related activities, equipment and consumable maintenance and handling all aspects of human resources.

At the department level ,the Head ,professors, readers, lecturers and tutors ensure the implementation of the undergraduate and postgraduate academic programs, research and clinical activities. They are ably supported by the support staff comprising of the

medical and dental technicians, dental hygienists, nurses and group D staff .

The office administrative staff and the maintenance support staff meticulously perform their duties and are instrumental in the smooth functioning of the institution.

File Description	Documents
Relevant information /documents	https://www.dapmrvdc.edu.in/wp-content/uploads/2022/03/6.1.2.-Relevant-information-Organogram-.pdf
Any other relevant information	http://dapmrvdc.edu.in/naacl/criteria-6/6.1.2/6.1.2-2-DecisionMaking-Doc.pdf

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. Provide the write-up within 100 - 200 words

The IQAC coordinates the working of 16 institutional committees which work within the framework set by the affiliating University and Dental Council of India. Each committee is headed by a senior faculty member and has adequate representation from faculty, students, women and external members all of whom meet on a regular basis to carry out a range of duties. These include from setting the academic calendar for UGs and PGs to providing student and staff support and to helping to strengthen the research ecosystem in the institution to name a few. The proceedings of the committees are recorded as minutes and all activities are done in coordination with the IQAC. The positions in these bodies are filled as and when the need arises. The collective effort put in by these committees has led to the betterment and smooth functioning of various aspects of the institution.

File Description	Documents
Minutes of the College Council/ other relevant bodies for deployment/ deliverables of the strategic plan	https://www.dapmrvdc.edu.in/wp-content/uploads/2022/03/6.2.1-Minutes-of-college-council-and-committees-.pdf
Any other relevant information	http://dapmrvdc.edu.in/naac1/criteria-6/6.2.1/6.2.1-4-CommitteeRules-Doc.pdf
Organisational structure	https://www.dapmrvdc.edu.in/wp-content/uploads/2022/03/6.2.1-Organisational-structure-.pdf
Strategic Plan document(s)	https://www.dapmrvdc.edu.in/wp-content/uploads/2022/03/6.2.1-strategic-plan-.pdf

6.2.2 - Implementation of e-governance in areas of operation Academic Planning and Development Administration Finance and Accounts Student Admission and Support Examination

A. All of the Above

File Description	Documents
Data template	View File
Institutional budget statements allocated for the heads of E_governance implementation	View File
e-Governance architecture document	View File
Screen shots of user interfaces	View File
Policy documents	View File
Any other relevant information	No File Uploaded

6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has effective welfare measures for teaching and non-teaching staff and avenues for their career development/ progression

The institution has several welfare measures for both teaching and non teaching staff all of which are documented in the service rules manual provided by the Trust. The measures provided include the

following :

- 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 (maternity leave of 90 days, eligible for 2 children.
- Accident insurance for all teaching and non-teaching staff.
- Financial assistance for presenting scientific papers by teaching faculty.
- Budget for conducting CDE programs
- Awards for 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
- Festival loans for non-teaching staff.
- Provision for staff quarters within campus
- Subsidized food for staff in the college canteen.
- Awards for children of DAPM RV Dental College employees.

File Description	Documents
Policy document on the welfare measures	http://dapmrvdc.edu.in/naac1/criteria-6/6.3.1/6.3.1-1a-PolicyDoc-Doc.pdf
List of beneficiaries of welfare measures	https://www.dapmrvdc.edu.in/wp-content/uploads/2022/03/6.3.1-List-of-beneficiaries-Welfare-measures-.pdf
Any other relevant document	NIL

6.3.2 - Number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

2

File Description	Documents
Details of teachers provided with financial support to attend conferences, workshops etc. during the year (Data Template)	View File
Policy document on providing financial support to teachers	View File
List of teachers provided membership fee for professional bodies	No File Uploaded
Receipts to be submitted	View File
Any other relevant information	View File

6.3.3 - Number of professional development / administrative training programmes organized by the University for teaching and non- teaching/technical staff during the year (Continuing education programmes, entrepreneurship development programmes, Professional skill development programmes, Training programmes for administrative staff etc.,)

43

File Description	Documents
List of professional development / administrative training programmes organized by the Institution during the year and the lists of participants who attended them (Data template)	View File
Reports of Academic Staff College or similar centers Verification of schedules of training programs	No File Uploaded
Copy of circular/ brochure/ report of training program self conducted program may also be considered	View File
Any other relevant information	View File

6.3.4 - Number of teachers undergoing Faculty Development Programmes (FDP) including online programmes during the year (Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)

60

File Description	Documents
Days limits of program/course as prescribed by UGC/ AICTE or Preferably Minimum one day programme conducted by recognised body/academic institution	View File
Any other relevant information	No File Uploaded
Details of teachers who have attended FDPs during the year (Data template)	View File
E-copy of the certificate of the program attended by teacher	View File

6.3.5 - Institution has Performance Appraisal System for teaching and non- teaching staff. Describe the functioning of the Performance Appraisal System for teaching and nonteaching staff within 100 - 200 words

The institution has a Prism Goal Management module (SAP-ERP) annual performance appraisal system for teaching , non teaching and administrative staff. This involves a goal setting process which is

done after prior discussion with the reporting manager at the beginning of the appraisal cycle. Continuous performance assessment is possible within this module. Peer feedback on his/her achievements is requested by the employee and the status and percentage of goals met at the end of the year is updated before releasing the appraisal form .

For teaching staff academic achievements, continuous quality improvement , research strength, administrative roles ,punctuality , innovations etc are some of the criteria which are evaluated. For non teaching and administrative staff ,punctuality, efficiency and soft skills are taken into account.

Once the self appraisal is done , the performance is discussed with the reporting manager and then submitted for review to the Head of the Institution and the Management. The management, then based , on the recommendations of Principal decides on annual increments and promotions.

File Description	Documents
Performance Appraisal System	http://dapmrvdc.edu.in/naacl/criteria-6/6.3.5/6.3.5-PerformanceAppraisalSystem-Doc.pdf
Any other relevant information	<u>NIL</u>

6.4 - Financial Management and Resource Mobilization

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

The institution is self-financed and is managed by R.S.S.T, a premier trust formed in 1946 and has 21 institutions under its wings.

Sources of income generation include:

- Tuition and material fees collected for the courses as stipulated by the Affiliated University and the State Government.
- Patient treatment charges
- Interest from FDs, Hostel fees from students, staff quarters rent etc.
- The managing trust receives donations from philanthropic

organizations/individuals from across the country/overseas.

Steps taken to increase resources include: Creation of awareness regarding the facilities available at the dental hospital to increase the number of patients availing treatment facility.

Procedure for utilization of funds :

A budget proposal is put forth to the finance committee annually . Major portions of the budget are allocated for maintenance ,improvement and procurement of equipments and materials as laid down by DCI and RGHHS. All recurring expenditures are monitored by the trust at all levels on a monthly basis. Sanction of funds is based on trust policies .

Several patient services are provided at subsidised costs including providing free treatment to economically disadvantaged sections of society and differently abled patients. Free treatment is also provided at the various camps and satellite centres.

File Description	Documents
Resource mobilization policy document duly approved by College Council/other administrative bodies	http://dapmrvdc.edu.in/naacl/criteria-6/6.4.1/6.4.1-1-ResourceMobilisation-Doc.pdf
Procedures for optimal resource utilization	http://dapmrvdc.edu.in/naacl/criteria-6/6.4.1/6.4.1-2-OptResourceUtiliz-Doc.pdf
Any other relevant information	<u>NIL</u>

6.4.2 - Institution conducts internal and external financial audits regularly. Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling any audit objections within 100 -200 words

The institution follows a systematic mechanism of conducting both internal and external audits at regular intervals by established chartered accountants. All entries that is payments and receipts are made into the System Applications and Products - Enterprise Resource Planning (SAP-ERP) systems which has several well integrated modules. A qualified accountant and an office assistant look after the day to day accounting . Internal audits are carried out by Messrs. Ashok Shivaji Rao and Company on a quarterly basis and external audit is by Messrs. Santhappa and Co conducted bi-annually. Any deviations or objections which are raised by the auditors are

communicated to the Principal and the management and are subsequently resolved. Final reports are submitted to the Principal and management for approval. The process of auditing is a transparent and fair mechanism with the auditors being nominated by the Board of Trustees during Annual General Meeting.

File Description	Documents
Documents pertaining to internal and external audits for the last year	https://www.dapmrvdc.edu.in/wp-content/uploads/2022/03/6.4.2-auditor-report-information-.pdf
Any other relevant information	NIL

6.4.3 - Total Grants received from government/non-government bodies, individuals, philanthropists during the year (INR in Lakhs)

Funds/grants received from government bodies (INR in Lakhs)	Funds/grants received from nongovernment bodies (INR in Lakhs)
0.5355	0.15

File Description	Documents
Audited statements of accounts for the year	View File
Copy of letter indicating the grants/ funds received by respective agency as stated in metric	View File
Provide the budget extract of audited statement towards Grants received from Government / non-government bodies, individuals, philanthropist duly certified by chartered accountant/ Finance Officer	View File
Information as per Data template	View File
Any other relevant information	No File Uploaded

6.5 - Internal Quality Assurance System

6.5.1 - Institution has a streamlined Internal Quality Assurance Mechanism. Describe the Internal Quality Assurance Mechanism in the Institution and the activities of IQAC within 100 - 200 words

The institution has a well structured Internal Quality Assurance Cell under the Chairman who is the Head of the Institution. The committee has a Coordinator who supervises the functioning of the committee and oversees the work done by the steering committee members who are members from various departments and who are responsible for coordinating several functions of the IQAC. Student, alumni, local society, industrialist representatives also actively participate in IQAC activities.

Over the last year the IQAC has been instrumental in improved outcomes of the institution :

- Implementation of newer teaching learning methodologies during the lockdown imposed due to the COVID -19 pandemic .Use of the institutional LMS (Quiklrn) , latest teaching platforms such as zoom, gmeet,google classrooms for ensuring that the academic activities continued unhampered.
- Change of infection control protocols and setting up of a comprehensive clinic for preventing spread of COVID-19
- In the academic year , 3 gold medals and 59 ranks were achieved.
- Designing a more user friendly institutional website.
- 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	Documents
The structure and mechanism for Internal Quality Assurance	https://www.dapmrvdc.edu.in/wp-content/uploads/2022/03/6.5.1-IQAC-structure-.pdf
Minutes of the IQAC meetings	https://www.dapmrvdc.edu.in/wp-content/uploads/2022/03/6.5.1-Minutes-of-IQAC-.pdf
Any other relevant information	<u>NIL</u>

6.5.2 - Number of teachers attending programs/ workshops/ seminars specific to quality improvement in the year (Please exclude participations in Faculty Development Programmes (FDP) mentioned in metric 6.3.4)

File Description	Documents
Details of programmes/ workshops/ seminars specific to quality improvement attended by teachers during the year	View File
List of teachers who attended programmes/ workshops/ seminars specific to quality improvement during the year	View File
Certificate of completion/participation in programs/ workshops/ seminars specific to quality improvement	View File
Information as per Data template	View File
Any other relevant information	No File Uploaded

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

A. All of the Above

File Description	Documents
Information as per Data template	View File
Annual report of the College	View File
Minutes of the IQAC meetings	View File
Copies of AQAR	https://www.dapmrvdc.edu.in/iqac/
Report of the feedback from the stakeholders duly attested by the Board of Management	View File
Report of the workshops, seminars and orientation program	View File
Copies of the documents for accreditation	View File
Any other relevant information	No File Uploaded

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 year

4

File Description	Documents
List of gender equity sensitization programmes organized by the Institution (Data template)	View File
Copy of circular/brochure/ Report of the program	View File
Extract of Annual report	View File
Geo tagged photographs of the events	View File

7.1.2 - Measures initiated by the Institution for the promotion of gender equity during the year. Describe gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus within 100 - 200 words

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:

a..Safety and security- Security guards round the clock and CCTV cameras at key areas

b..Counselling- Professional counselling facilities are available

c.Common rooms - for both males and females

File Description	Documents
Annual gender sensitization action plan	http://dapmrvdc.edu.in/naac1/criteria7/7.1.2/7.1.2.1-Annual-gender-sensitization-action-plan.pdf
Specific facilities provided for women in terms of a. Safety and security b. Counselling c. Common Rooms d. Day care centre for young children	http://dapmrvdc.edu.in/naac1/criteria7/7.1.2/7.1.2.2-Specific-facilities-for-women.pdf
Any other relevant information	http://dapmrvdc.edu.in/naac1/criteria7/7.1.2/7.1.2.3-Any-other-relevant-information.pdf

7.1.3 - The Institution has facilities for alternate sources of energy and energy

C. Any 2 of the Above

conservation devices 1 Solar energy Wheeling to the Grid Sensor based energy conservation Biogas plant Use of LED bulbs/ power efficient equipment

File Description	Documents
Geotagged Photos	https://www.dapmrvdc.edu.in/wp-content/uploads/2022/03/7.1.3-SOLAR-ENERGY.pdf
Installation receipts	View File
Facilities for alternate sources of energy and energy conservation measures	View File
Any other relevant information	View File

7.1.4 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 100 - 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

Solid waste management:

The waste from all the departments are segregated and kept at an identified area which 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 has a MoU with Maradi Eco Industries Pvt. Ltd, Bengaluru, for disposal of biomedical waste.

A manual for infection control is made available and all the departments take utmost precautions to segregate the bio-hazardous waste. Staff and personnel are trained by the infection control committee and are regularly updated for practice of bio-medical waste segregation and disposal.

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

Hazardous chemicals and radioactive waste management: The radiology equipment are certified by the AERB (Atomic Energy Regulatory Board) and their guidelines are adhered to strictly. 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	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	https://www.dapmrvdc.edu.in/wp-content/uploads/2022/03/7.1.4.-Relevant-documents-like-agreementsMoUs-with-Government-and-other-approved.pdf
Geotagged photographs of the facilities	https://www.dapmrvdc.edu.in/wp-content/uploads/2022/03/7.1.4.2-Geotagged-photographs-for-weblink.pdf
Any other relevant information	<u>NIL</u>

7.1.5 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus

B. Any 3 of the above

File Description	Documents
Geotagged photos / videos of the facilities	https://www.dapmrvdc.edu.in/wp-content/uploads/2022/03/7.1.5-Geotagged-photos-videos-of-the-facilities.pdf
Installation or maintenance reports of Water conservation facilities available in the Institution	View File
Any other relevant information	View File

7.1.6 - Green campus initiatives of the Institution include: Restricted entry of automobiles Battery-powered vehicles Pedestrian-friendly pathways Ban on use of plastics Landscaping with trees and plants	A. All of the Above										
<table border="1"> <thead> <tr> <th data-bbox="86 405 541 461">File Description</th> <th data-bbox="549 405 1471 461">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 465 541 656">Geotagged photos / videos of the facilities if available</td> <td data-bbox="549 465 1471 656"> https://www.dapmrvdc.edu.in/wp-content/uploads/2022/03/7.1.6-Geotagged-photos-converted.pdf </td> </tr> <tr> <td data-bbox="86 660 541 797">Geotagged photo Code of conduct or visitor instruction displayed in the institution</td> <td data-bbox="549 660 1471 797"> View File </td> </tr> <tr> <td data-bbox="86 801 541 857">Any other relevant information</td> <td data-bbox="549 801 1471 857"> View File </td> </tr> <tr> <td data-bbox="86 862 541 958">Reports to be uploaded (Data Template)</td> <td data-bbox="549 862 1471 958"> View File </td> </tr> </tbody> </table>	File Description	Documents	Geotagged photos / videos of the facilities if available	https://www.dapmrvdc.edu.in/wp-content/uploads/2022/03/7.1.6-Geotagged-photos-converted.pdf	Geotagged photo Code of conduct or visitor instruction displayed in the institution	View File	Any other relevant information	View File	Reports to be uploaded (Data Template)	View File	
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Geotagged photo Code of conduct or visitor instruction displayed in the institution	View File										
Any other relevant information	View File										
Reports to be uploaded (Data Template)	View File										
7.1.7 - The Institution has Divyangjan friendly, barrier-free environment Built environment with ramps/lifts for easy access to classrooms. Divyangjan friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for Divyangjan to access NAAC for Quality and Excellence in Higher Education AQAR format for Health Sciences Universities Page 68 website, screen-reading software, mechanized equipment Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading	A. All of the Above										
<table border="1"> <thead> <tr> <th data-bbox="86 1615 541 1671">File Description</th> <th data-bbox="549 1615 1471 1671">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 1675 541 1812">Geo tagged photos of the facilities as per the claim of the institution</td> <td data-bbox="549 1675 1471 1812"> View File </td> </tr> <tr> <td data-bbox="86 1816 541 1872">Any other relevant information</td> <td data-bbox="549 1816 1471 1872"> View File </td> </tr> <tr> <td data-bbox="86 1877 541 1933">Data template</td> <td data-bbox="549 1877 1471 1933"> View File </td> </tr> <tr> <td data-bbox="86 1937 541 1993">Relevant documents</td> <td data-bbox="549 1937 1471 1993"> View File </td> </tr> </tbody> </table>	File Description	Documents	Geo tagged photos of the facilities as per the claim of the institution	View File	Any other relevant information	View File	Data template	View File	Relevant documents	View File	
File Description	Documents										
Geo tagged photos of the facilities as per the claim of the institution	View File										
Any other relevant information	View File										
Data template	View File										
Relevant documents	View File										

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).

The institution provides inclusive environment with respect to tolerance and harmony towards cultural, regional, linguistic, communal socio-economic and other diversities.

The student community of the institution are from all over the India and abroad. The diverse group of students are taken care very well in all the aspects... be it curricular, extracurricular or personal. Considering the different backgrounds of their origin, classes on regional language (Kannada) are offered by staff within the campus which will 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 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 are 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 who are not charged for the treatment.

Dental treatment procedures provided by our hospital are at subsidized rates. The treatment charges are reduced by 50% for senior citizens. Histopathology and cytopathology diagnostic services and maxillofacial prosthesis are provided free of cost to the patients

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	https://www.dapmrvdc.edu.in/wp-content/uploads/2022/03/7.1.8-supporting-documents.pdf
Any other relevant information/documents	https://www.dapmrvdc.edu.in/wp-content/uploads/2022/03/7.1.8-Any-other-relevant-informationdocuments.pdf

7.1.9 - The Institution has a prescribed code of

A. All of the Above

conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organized professional ethics programmes for students, teachers, administrators and other staff during the year Annual awareness programmes on Code of Conduct were organized during the year

File Description	Documents
Information about the committee composition, number of programmes organized etc., in support of the claims	View File
Web link of the code of conduct	https://www.dapmrvdc.edu.in/wp-content/uploads/2022/03/7.1.9-Code-of-conduct.pdf
Details of the monitoring committee of the code of conduct	View File
Details of Programs on professional ethics and awareness programs	View File
Any other relevant information	View File
Institutional data in Prescribed format (Data Template)	View File

7.1.10 - The Institution celebrates/ organizes national and international commemorative days, events and festivals. Describe the efforts of the Institution in celebrating /organizing National and International commemorative days and events and festivals within 100 - 200 words

The institution provides inclusive environment with respect to tolerance and harmony towards cultural, regional, linguistic, communal socio-economic and other diversities.

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7.2 - Best Practices

7.2.1 - Describe two Institutional Best Practices as per the NAAC format provided in the Manual (Respond within 100 - 200 words)

BEST PRACTICE: 1

Title of the practice: Invisalign university research program

Our college has been part of the "Invisalign University India Program" through the Department of Orthodontics. Our's is the first Dental Institution in South India to be part of this prestigious clinical and research programme.

As part of this program Invisalign will provide 10 full sets of Invisalign aligners free of cost for ten patients requiring functional appliance therapy and further treatment required for the patients. Our postgraduate students will be completing the cases and will be getting Invisalign certification, licensing them to practice Invisalign. The program was inaugurated on 14th oct 2020 which was followed by a day long online training programme by renowned international speaker from Malaysia.

BEST PRACTICE 2:

1.Title of the practice: Staff Reinforcement

Our staff members are very efficient, dedicated and perform multitasking duties encompassing teaching, clinical work, administrative responsibilities and research. Institution promotes

and supports staff in their upgradation of knowledge and skills. They are encouraged and also financial assistance are given for them to attend CDE programe, conferences, workshops, seminars they are also deputed for international exchange program with Showa Unniversity. They are also given sabbaticals to attain additional qualification. In addition, staff achievements are recognized and awarded.

File Description	Documents
Best practices page in the Institutional website	https://www.dapmrvdc.edu.in/wp-content/uploads/2022/03/7.2.1-Best-practices-page-in-the-Institutional-website.pdf
Any other relevant information	https://www.dapmrvdc.edu.in/wp-content/uploads/2022/03/7.2.1-Any-other-relevant-information.pdf

7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution during the year in one area distinctive to its priority and thrust within 100 - 200 words

White coat ceremony

The Institutional vision is "Excellence in education and service to humanity". True to that, the institution is focusing on providing value based education to students in professionalism, ethics, empathy and communication skills."Jagriti", an outcome of the FAIMER Fellowship program has evolved over the last 5 yearsto in stillcrucial soft skills which enhance the quality of oral health services delivered by our students.

Every year, the institution conducts "Jagriti - a foundational course for clinical care" to all the third year students who are beginning their clinical journey. Over a 4 day period, students are trained in communication skills, empathy, professionalism and ethics in addition to infection control protocols. Once the students complete the workshop, they are deemed eligible to receive the White coat. The white coat ceremony involves oath administration to further deepen the sense of accountability and responsibility amongst the students who are beginning their journey of treating patients. The workshop based training program is well received and has shown an impact on improving the doctor patient relationship amongst the students

File Description	Documents
Appropriate web page in the institutional website	https://www.dapmrvdc.edu.in/wp-content/uploads/2022/03/7.3.1-Appropriate-web-page-in-the-institutional-website-White-Coat-Ceremony-Circular.pdf
Any other relevant information	https://www.dapmrvdc.edu.in/wp-content/uploads/2022/03/7.3.1-Appropriate-web-page-in-the-institutional-website-White-Coat-Ceremony-Circular.pdf

DENTAL PART**8.1 - Dental Indicator****8.1.1 - NEET percentile scores of students enrolled for the MBBS programme for the preceding academic year**

Number of students enrolled for the MBBS programme during the preceding academic year	Range of NEET percentile scores Mean NEET percentile score SDNEET percentile score	Mean NEET percentile score	SDNEET percentile score
60	32.73- 92.38	76.19	14.78

File Description	Documents
List of students enrolled for the BDS programme for the preceding academic year	View File
NEET percentile scores of students enrolled for the BDS programme during the preceding academic year.	View File
Any other relevant information	No File Uploaded

8.1.2 - The Institution ensures adequate training for students in pre-clinical skills. Describe the steps taken to improve pre-clinical skills along with details of facilities available for students such as pre-clinical skill labs

Dental students are trained to acquire adequate knowledge and 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.

Manipulation of various temporary and permanent restorative materials.

G.V Blacks Class I, II, III and V cavity preparation and Inlay wax pattern on models and natural teeth. PG students undergo rigorous training in perfecting the pre-clinical skills in the first six months of their course that involves working on models and extracted teeth.

Manipulation of impression materials and model making/duplicating materials.

Arrangement of teeth on models mounted on articulators in occlusion

Fabrication of complete and partial denture

The PG students work on models in their first six months of their course and learn the entire process of prosthetic rehabilitation as mandated.

Department of Paediatric Dentistry

Students finish a set of prescribed pre-clinical exercises on extracted teeth before treating the patients. During the first six months of their PG programme, students are trained to perfect their skills like cavity preparations, wire bending exercises, habit breaking appliances and fitting of stainless-steel crowns.

Department of Orthodontics

Students are trained to learn manipulation of stainless-steel wires into various components of removable orthodontic therapy. The PG students hone their preclinical skills further along with fabrication of myofunctional appliances and simulation of tooth movements on typodont teeth sets.

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

<p>8.1.3 - Institution follows infection control protocols during clinical teaching during preceding academic year Central Sterile Supplies Department (CSSD) (records) Provides Personal Protective Equipment (PPE) while working in the clinic Patient safety manual Periodic disinfection of all clinical areas (Register) Immunization of all the care-givers (Registers maintained) Needle stick injury record</p>	<p>A. All of the Above</p>
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File Description	Documents
Central Sterile Supplies Department (CSSD) Register (Random Verification by DVV)	View File
Disinfection register (Random Verification by DVV)	View File
Immunization Register of preceding academic year	View File
Relevant records / documents for all 6 parameters	View File
Institutional Data in Prescribed Format (Data Template)	View File

8.1.4 - Orientation / Foundation courses practiced in the institution for students entering the college / clinics / internship. Describe in less than 100-200 words about Orientation for fresh students White coat ceremony Workshops on patient care (community skills, infection control, biomedical waste management, professional ethics) Internship orientation Any other

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

Orientation for fresh students

The major objective of the programme is to make the new 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. The heads of these committees are introduced to the students with instructions to approach them for queries, suggestions or any complaints.

The students are taken on a campus tour to familiarise with the existing facilities for their academic and co-curricular activities.

The students are addressed by qualified counsellors for stress management techniques and they also attend an anti-ragging awareness programme.

Code of Conduct -There is a code of conduct for all the students which is briefed during the Orientation and is monitored by student welfare committee for the needful.

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 are conducted for the third-year undergraduate students as they enter into the clinics.

The workshop covers aspects related to ethics & professionalism, Infection control Practices and Patient Dentist Communication Skills.

File Description	Documents
Orientation circulars	https://www.dapmrvdc.edu.in/wp-content/uploads/2022/03/8.1.4-REPORT-MERGED.pdf
Programme report	https://www.dapmrvdc.edu.in/wp-content/uploads/2022/03/8.1.4-REPORT-MERGED.pdf

8.1.5 - The students are trained for using High End Equipment for Diagnostic and therapeutic purposes in the Institution. Cone Beam Computed Tomogram (CBCT) CAD/CAM facility Imaging and morphometric softwares Endodontic microscope Dental LASER Unit Extended application of light based microscopy (phase contrast microscopy/polarized microscopy/fluorescent

B. Any 5 or 6 of the Above

microscopy) Immunohistochemical (IHC) set up

File Description	Documents
Invoice of Purchase	View File
Usage registers	View File
Geotagged photos of the facilities, and list of studentstrained in the opted facilities	View File
Institutional Data in Prescribed Format (Data Template)	View File

8.1.6 - Institution provides student training in specialized clinics and facilities for care and treatment such as: Comprehensive / integrated clinic Implant clinic Geriatric clinic Special health care needs clinic Tobacco cessation clinic Esthetic clinic

A. All of the Above

File Description	Documents
Certificate from the principal/competent authority	View File
Geotagged photos of the facilities, and list of students trained in the opted facilities	View File
Any other relevant information	View File
Institutional Data in Prescribed Format (Data Template)	View File

8.1.7 - Number 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 the year

1

File Description	Documents
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 year	View File
Attest ed e-copies of certificates of postgraduate Degrees, Diplomas or Fellowships	View File
Any other relevant information	No File Uploaded
Institutional Data in Prescribed Format (Data Template)	View File

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.

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 competency assessment are in not just about 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 history proforma 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.

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.

File Description	Documents
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 year	http://dapmrvdc.edu.in/naacl/criteria-8-new/8.1.8.1.%20Report-on-the-list-and-steps-taken-by-College-to-measure-attainment-of-specific-competencies.pdf
Geotagged photographs of the objective methods used like OSCE/OSPE	http://dapmrvdc.edu.in/naacl/criteria-8-new/8.1.8.2.1.%20Photographs-of-the-objective-methods.pdf
List of competencies	http://dapmrvdc.edu.in/naacl/criteria-8-new/8.1.8.3.%20List-of-Competencies.pdf
Any other relevant information	<u>NIL</u>

8.1.9 - Number of first year students, provided with prophylactic immunization against communicable diseases like Hepatitis-B during their clinical work during the year.

Number of students admitted in the first year of the teaching programmes during the year	Number of First year students administered immunization /prophylaxis
60	57

File Description	Documents
Policies documents regarding preventive immunization of students, teachers and hospital staff likely to be exposed to communicable diseases during their clinical work	View File
List of students, teachers and hospital staff, who received such immunization during the preceding academic year	View File
Any other relevant information.	No File Uploaded
Institutional Data in Prescribed Format (Data Template)	View File

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.

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 conventional and objective evaluations (i.e., OSPE/OSCE) methods to assess the attainment of dental attributes. These methods help in evaluation of students' depth of knowledge, clinical skills and communication skills.

File Description	Documents
Dental graduate attributes as described in the website of the College.	http://dapmrvdc.edu.in/naac1/criteria-8-new/8.1.10.1.%20Dental-graduate-attributes-as-described-in-the-website-of-the-College.pdf
Any other relevant information.	<u>NIL</u>

8.1.11 - Per capita expenditure on Dental materials and other consumables used for student training during the year. [Amount in INR (Lakhs)]

46,22,950

File Description	Documents
Audited statements of accounts.	View File
Any other relevant information	No File Uploaded
Institutional Data in Prescribed Format (Data Template)	View File

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.

Dental Education Unit/Health Professional Education Unit(HPE)

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/learning 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.

All dental departments of the college conduct regularly dental education program through HPE. The programs include CDEs, FDPs, Symposium and Workshops to update in the recent trends. The programs vary from training in the latest dental equipments to highlighting newer vistas in Dentistry such as Digital Dentistry, Contemporary clinical practices along with usage of advanced diagnostic aids.

File Description	Documents
List of seminars/conferences/workshops on emerging trends in Dental Educational Technology organized by the DEU year- wise during the year.	https://www.dapmrvdc.edu.in/wp-content/uploads/2022/04/8.1.12.1.-List-of-seminars-conference-workshops-on-emerging-trends-five-years.pdf
List of teachers who participated in the seminars/conferences/workshops on emerging trends in Medical Educational technology organized by the DEU of the College during the year	https://www.dapmrvdc.edu.in/wp-content/uploads/2022/04/8.1.12.2.-List-of-teachers-participated-in-seminars-conferences-workshops-on-emerging-trends.pdf
Any other relevant information	<u>NIL</u>