



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SHARAVATHI DENTAL COLLEGE AND HOSPITAL

GADIKOPPA T H ROAD ALKOLA

577205

www.sharavathidc.org

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BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Shimoga city is the district Headquarters with a gross population of 3,87,000 people. Now, it is covered under the National Smart City Development project by the Government of India with an ongoing airport construction project. Geographically the district is covered between 13027 -14039N Latitudes and 74038-76040E Longitudes. It has earned the title of “Malenada Hebbagilu” or “Gateway of Malnad” in Kannada.

Shimoga District is located in the tropical region and has a very good rainfall every year with an average temperature record at 260C. It has given births to rivers like Sharavathi, Gangavati, Tadadi and Kaali. Whereas, Tunga and Bhadra unite in Koodli, a place located in Shimoga District. Tourism places like Jog Falls is the highest waterfall in India and second highest in Asia. Linganamakki dam which is the biggest dam in Karnataka near Jog Falls is one among the main feeder reservoir for Mahathma Gandhi Hydro-Electric Project. Agumbe is known as the Cherrapunji of South India and is popular for its sunset views.

Sharavathi Education Trust (SET) was established in the year 1991 under the able guidance and leadership of Sri Sarekoppa Bangarappa, former Chief Minister of Karnataka (1990-92). Sharavathi Dental College is managed by Sri Madhu Bangarappa, former Member of Parliament, under the guidelines of SET.

Sharavathi Dental College & Hospital, Shimoga is an offspring of Sharavathi Education Trust, Shimoga, established in the year 1991 for the purpose of imparting dental education to the aspiring students, with a special emphasis to the local needs. It is approved by the Government of Karnataka and is affiliated to RGUHS, Bangalore. The Institution is recognized by the Dental Council of India, New Delhi. It is located in the heart of the city with a good proximity to road and railway facilities.

Vision

Creation of quality excellence for quality dental care through penetrative teaching, learning and research activities.

Mission

1. To create a state of the art infrastructure.
2. To create an effective ICT ambience.
3. To train and motivate faculty research consultation and community services

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Proactive management.
- Right infrastructure.
- Locational advantages.
- ICT enabled environment.
- Community outreach programmes.

Institutional Weakness

- Declining trend in general admissions.
- Lack of updation in curriculum.
- Multiplicity of regulations.
- Deficiency in availing grants and high-tech research laboratory facilities.

Institutional Opportunity

- Research and development.
- Community out-reach programmes.
- ICT expansions.
- Clinical innovations.
- Faculty motivation.

Institutional Challenge

- Declining trend of revenues.
- Student enrolment considering NEET eligibility.
- Global opportunities for dentists.
- Government policies and faculty incentives.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The Institution offers BDS as Undergraduate Programme and MDS as Post Graduate Programme. Since it is the affiliated Institution, the curriculum followed is designed and delivered by the RGUHS. The RGUHS designs the curriculum based on the guidelines of DCI. For the purpose of designing the curriculum, the RGUHS conducts workshops and meetings of selected faculty and the Heads of the Institution. The Institution has been following the practice of collecting feedback on curriculum from stakeholders that is students, teachers, employees and alumni. The feedback taken would be submitted to the RGUHS for necessary information and action. The draft curriculum prepared by the Board of Studies of RGUHS would be circulated to the Heads of the Institution, who in turn circulate it among the faculty of the Institution. After getting the suggestions if any, the Head of the Institution would send it to the RGUHS. After receiving the inputs from the affiliated Institutions the RGUHS would seek necessary approval from statutory bodies like Board of Studies, Academic Council, Senate and Syndicate. The final approved copy would be sent to the Institution for implementation.

The senior faculty of the Institution including the Principal have been participating in such workshops and meetings periodically conducted by RGUHS for designing and reviewing the curriculum. The Institution, in addition to the university set curriculum, conducts some Add on Certificate Courses for the purpose of imbibing additional skills needed by the students for effective conduct of the profession. The Academic Committee of the Institution takes the responsibility of collecting and analyzing the feedback, preparation of Academic Calendar, curriculum design for Add on Courses and workshop for faculty with regard to the enrichment of teaching skills.

Teaching-learning and Evaluation

Enrollment of students in the Institution has been in accordance with regulations and guidelines by the apex authorities, that is, the Government of India, Dental Council of India, Government of Karnataka and RGUHS. After the induction of NEET examination, eligible students are admitted in the Institution through central counselling by the Karnataka Examination Authority (KEA). The reservation facility has been provided for SC, ST and OBC as per the norms of Government of Karnataka. The final list of eligible students would be sent to the Institution for admission. Students from different states and different socio-economic background are admitted in the Institution.

Lecture method is generally used to teach theory subjects supported by seminars, group discussions and assignments. Practical classes are taken in the laboratory to imbibe professional skills in students. ICT facilities are largely used in teaching, learning, evaluation and academic administration activities, e-library, power point presentation and student learning resources and SMS services. Teachers prepare lesson plans, maintain students Attendance Register and write Work Diary.

For imbibing clinical skills in students Value added courses (VAC) like Dental Implants, Tobacco Cessation Measures, Basic Life Support, Research Methodology have been conducted. Mentor system is organized in the Institution with a Mentorship Committee constituted to plan and execute continuously the mentor-mentee related activities. The average mentor mentee ratio in the Institution is 01:15.

The faculty and staff in the Institution are recruited, trained and updated as per the norms of DCI. The turnover is very less, that is, less than 2%. The examinations are conducted as per the RGUHS guidelines. Grievance Redressal Cell is constituted to address the examination related grievances of students. The Institution has further taken measures to assess the learning outcomes and course outcomes by designing its own methodology.

Research, Innovations and Extension

The Institution has an Ethics Committee which is registered under Government of India under www.naitik.com which approves the research projects and innovative studies carried out by faculty, post graduate students and house surgeons, as per the scheduled guidelines. Faculty members are enriched in terms of their knowledge and skills by conducting workshops on Research Methodology and Good Clinical Practice. They are encouraged to participate in Workshops conducted by (ICMR and RGUHS). Faculty members have a defined protocol on number of publications as per DCI norms, which are met at the end of every year. Institution has an Incubation Centre, where the basics of every research project takes its initiative. Students and faculty carry out interactive sessions in the Incubation Centre before the project is discussed at Ethics Committee meet for approval. Institution has Memorandum of Understandings with many hospitals in Shimoga and with Kings Saudi

University for innovative research activities. Faculty members are constantly involved in publishing papers and editing the manuscripts for publication of the same in Indexed Journals and books available at DCI website.

Sharavathi Dental College and Hospital conducts regular dental screening and treatment camps with in the district of Shimoga and also has collaborated with organizations like NSS and YRS functioning with in the Institution. The Organizations also take up social welfare activities to create awareness amongst the general public about Tobacco cessation, AIDS awareness and Swach Bharath activities. Oral Hygiene week is celebrated in the Institution every year during which students and faculty take part to bring awareness about oral health and its associations with the general health. Free samples of oral care aids are distributed during these sessions. Patients screened under Dental Camps are informed to visit the hospital where free treatments are provided to patients who participate in the camps.

Infrastructure and Learning Resources

The Institution is located on a wide spread area of 5.4 acres of land with built up area of 125043 square feet. It has sufficient space for nine specialty departments and class rooms. Administrative Block, central outpatient departments are located in the ground floor for easy registration and for emergency cases. Other facilities include laboratories, seminar halls, ICT enabled class rooms, auditorium, boys and girls hostels, canteen for patients, faculty, staff and students. All the departments are having sufficient dental chairs, Preclinical abs, sterilization rooms, seminar halls, library, HOD and staff rooms, clinical materials, specialty instruments as per DCI requirements. The common auditorium has a seating capacity of 500, well suited for cultural and academic ceremonies. Institution is equipped with elevator facility for the physically disabled and altered vision patients. Outpatient department has a sufficient OPD cases to fulfill the DCI (Dental Council of India) requirements. The Institution is attached to McGann District Hospital, Shimoga, for inpatients. The Institution is equipped with spacious preclinical laboratories which enables the students to develop clinical skills. The Institution has four satellite centers for easy access in rural areas where the patients are referred to SDCH. The Institution also provides Mobile Clinic Service for rural population and treatment to remote areas of the community. Residential facility for faculty, students and house surgeons are provided with in the campus. Security cameras are installed in the classrooms, departments, corridors, hostels, auditorium and outside area of the college building to ensure clear surveillance and security. Guards are available for restricting the entry of heavy transport vehicles, domestic animals and to restrict entry of trespassers throughout the day.

The Institution has a spacious library area with separate compartments for under graduates and post graduates and also has a common reading room and library reading area with 250 seating capacity. The list of books and journals are fed in ILMS (KOHA) software and are as per RGUHS and DCI requirements. There are 18 years back volumes of journals, which are largely used by post graduates, house surgeons and faculty members of various specialty. The Institution has registered for Helinet facility, a provision by the university for accessing e-journals and books and the same has been provided for students. All the classrooms in the Institution have and Wi-Fi facility of 20 MBPS bandwidth. The stakeholders of the Institution have taken enormous interest in providing the infrastructure facility by yearly expansion in the built up area to accommodate the admission requirements as per DCI. The Institution has constituted a repairs and maintenance committee for the maintenance of clinical equipment.

Student Support and Progression

The Institution, besides the Government of Karnataka and other agencies, provides scholarship facility for the

students. Primary stakeholders of the Institution are students. Hence, measures are taken to center the students while providing suitable knowledge and skill. Therefore, Add-on courses are conducted to encourage the students. These include Communication Skills, Leadership Skills, Patient Safety Measures, Computer Skills. Students are encouraged to enroll in Value Added Courses like Research Methodology, Basic Life Support, Lasers, Behaviour Management and so on. The Institution has implemented Mentorship Programme to support and facilitate students counselling and career guidance including house surgeons. There are University mandatory committees like anti-ragging committee, academic committee, grievance committee, Parent Teacher Committee, internal complaint committee, cultural and sports committee, ethics committee and many more.

To curb the menace of ragging there is a student grievance port at the University website for their service. Students are promoted to take part in cultural and extracurricular activities conducted by the Institution at inter college and University level. The Institution conducts cultural week year for student enrichment and progression physically, mentally, culturally and spiritually. House surgeons regularly attend the coaching classes conducted to train participation in entrance examination. The Institution has a registered Alumni association which also contributes in the form of equipment, books and others.

Governance, Leadership and Management

Sharavathi Education Trust ® Shivamogga which is the pattern organization of the Institution has started with a well-defined Vision and Mission to impart dental education to the aspirant students in India and outside India. The Vision and Mission are:

Vision:

Creation of quality excellence for quality dental care through penetrative research activities. teaching, learning and

Mission:

1. Creation of state of the art infrastructure.
2. To create an effective ICT ambience.
3. To train and motivate faculty research, consultation and community services.

The Institution has a Governing Council constituted for its smooth functioning. To ensure the decentralization of activities as a part of democratic management, it has included the management representatives, the principal, external experts and the representatives of senior faculty members. The Principal is the head of the Institution who also acts as the Dean. The Chairman of the Trust is the Chairperson of the Governing Council and the Principal is the Member Secretary.

The Institution has well defined organizational structure to clearly indicate the flow of authority and responsibility. Almost all the activities relating to the academic and administrative functioning are well planned and executed under the dynamic supervision of the members of the Governing Council. The day to day management, including the planning, organization, control and evaluation of academic and administrative

activities are done by the Head of the Institution, i.e., the Principal. The Institution has constituted number of committees including the IQAC, to assist the principal and heads of departments in organizing and executing various academic and administrative activities. The committees include, academic committee, library committee, mentors committee, student grievance committee, cultural and sports committee, ICT committee, IQAC committee and so on. The financial aspects would be largely the responsibility of the Governing Council to ensure the arithmetical accuracy, transparency and prudence of each financial transaction, the Institution has created a foolproof accounting and audit system.

The Institution has appointed a qualified Chartered Accountant as the Auditor, who takes care of guiding, supervising and auditing the books of accounts maintained in the Institution. The internal accounting and audit system is created including the installation of accounting software Tally, to ensure the correctness of the financial transaction. The IQAC is constituted as per the guidelines of the NAAC and acts as an apex body next to the Governing Council of the Institution. Almost all the activities of the Institution are proposed, discussed, planned, accented and evaluated by the IQAC periodically. The Institution conducts various faculty development programs periodically for keeping the faculty abreast with current developments in the field of dentistry. Performance Appraisal Reports are taken every year from all the faculty and office staff excluding the D-Group employees. The Institution ensures the proper welfare measures to the faculty and staff by Providing Provident Fund contribution, ESI facility, Maternity leave, concession on clinical treatment regularly. Special Leave facility is also provided to the faculty aspiring to participate in the Faculty Development Programs and Continued Dental education (CDE) programs.

Institutional Values and Best Practices

From the point of view of enriching the quality of dental education the Institution has taken several measures to plan and implement some of the ideal practices called best practices. These are in the domain of academic and administrative ambience, including the community outreach programs. Some of the best practices conducted in the Institution include ICT implementation in teaching, learning and administrative activities. Creation of learning resources, conduct of Add-on and Value Added Courses, Remedial Coaching for slow learners, additional counselling for advanced learners on interdisciplinary mode and personality development, maintaining the campus on with lush green mode, green audit to ensure the same minimizing the use of plastic inside and outside the Institution building. Various committees are constituted, issue wise for the smooth conduct of all activities. The Institution has made efforts to obtain braille literature for visually impaired patients in various departments in the hospital.

To ensure the values of gender equity and human values, the Institution conducts various programs like special lectures, group discussions and seminars on the respective topics. The Institution has taken measures to ensure the security to girl students and women employees by installing security cameras at key places and appointing security guards in the campus. However, the Institutions wishes to project orthodontic smile corrections and community health services as two best practices. Mentorship program as Institutional distinctiveness practice.

Dental Part

The Institution is affiliated to the RGUHS and recognized by DCI. As a result, it has to mandatorily follow the norms and guidelines of these apex authorities in enrollment; teaching; learning and evaluation; conduct of research and extension activities, protocols to be followed in the hospital; infrastructure and physical facilities created and maintained on the campus and within the building. Faculty development programs are conducted

for empowering the faculty to keep them abreast with current development in the field of dental education and practice of dentistry. For the academic year 2020-21, 63 students were admitted to first BDS and the range of NEET percentile is 367, MEAN NEET percentile score is 286.06 and Standard Deviation of NEET percentile score is 97.43.

The Institution follows a strict Infection control protocol during clinical teaching and hence fumigation and disinfection registers are maintained in every department. Every year, the Institution conducts orientation programmes for 1st BDS and 1st Year MDS students to brief them about the facilities available in the Institution, rules and regulations to be followed, code of conduct and help students imbibe and maintain the required discipline. The faculty are encouraged to update their knowledge continuously about the required skills in the subject of their specialty by conducting FDP programs within the Institution and also by deputing them to participate in such programs conducted by the University or any other related professional organizations like Karnataka State Dental Council(KSDC).

The Institution has its own policy with regards to creation of the infrastructure, curriculum to be followed, add on courses to be conducted, extension activities to be conducted in the neighborhood of the Institution. Faculty and their welfare program and general discipline to be followed on the campus and off the campus. The Institution has taken steps to communicate the course outcomes and program outcomes to the students and faculty by providing the details during orientation programs, governing council meetings and faculty meetings wherever possible and plausible.

The Graduate attributes are described in the manuals of apex authorities, that is, the DCI and RGUHS. The Institution has been making effort to assess the learning outcomes and graduates attributes by designing its own methodology for knowledge enhancement within its strength and limitation.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SHARAVATHI DENTAL COLLEGE AND HOSPITAL
Address	GADIKOPPA T H ROAD ALKOLA
City	SHIVAMOGGA
State	Karnataka
Pin	577205
Website	www.sharavathidc.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Samrat M R	08182-298181	9845184840	-	sharavathidentalcollege@gmail.com
IQAC / CIQA coordinator	Chethana K C	08182-298171	9448168733	-	anuhgd@gmail.com

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

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

Date of establishment of the college	01-01-1991			
University to which the college is affiliated/ or which governs the college (if it is a constituent college)				
State	University name		Document	
Karnataka	Rajiv Gandhi University of Health Sciences		View Document	
Details of UGC recognition				
Under Section	Date		View Document	
2f of UGC				
12B of UGC				
Details of recognition / approval by statutory / regulatory bodies other than UGC (MCI, DCI, PCI, INC, RCI, AYUSH, AICTE etc.)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
DCI	View Document	17-08-2021	12	Recognition awaited

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the college recognized for its outstanding performance by national or international agencies such as DSIR, DBT, ICMR, UGC-SAP, AYUSH, WHO, UNESCO etc.?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	GADIKOPPA T H ROAD ALKOLA	Urban	5.4	11615

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BDS,Dentistry	60	NEET	English	100	64
PG	MDS,Dentistry	36	PG NEET	English	3	3
PG	MDS,Dentistry	36	PG NEET	English	3	3
PG	MDS,Dentistry	36	PG NEET	English	2	2
PG	MDS,Dentistry	36	PG NEET	English	3	3
PG	MDS,Dentistry	36	PG NEET	English	3	3

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	26				20				44			
Recruited	22	4	0	26	11	9	0	20	15	29	0	44
Yet to Recruit	0				0				0			
	Lecturer				Tutor / Clinical Instructor				Senior Resident			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				22				0			
Recruited	0	0	0	0	10	12	0	22	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				56
Recruited	34	22	0	56
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				8
Recruited	7	1	0	8
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	22	4	0	11	9	0	15	29	0	90
Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	10	12	0	0	0	0	22

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	15	0	0	0	15
	Female	49	0	0	0	49
	Others	0	0	0	0	0
PG	Male	4	2	0	0	6
	Female	3	5	0	0	8
	Others	0	0	0	0	0

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

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	4	3	1	1
	Female	2	4	6	7
	Others	0	0	0	0
ST	Male	1	1	0	0
	Female	1	1	2	1
	Others	0	0	0	0
OBC	Male	9	7	12	5
	Female	21	17	30	21
	Others	0	0	0	0
General	Male	2	6	1	3
	Female	11	16	15	5
	Others	0	0	0	0
Others	Male	2	0	0	0
	Female	6	5	6	6
	Others	0	15	12	15
Total		59	75	85	64

General Facilities	
Campus Type: GADIKOPPA T H ROAD ALKOLA	
Facility	Status
• Auditorium/seminar complex with infrastructural facilities	Yes
• Sports facilities	
* Outdoor	Yes
* Indoor	Yes
• Residential facilities for faculty and non-teaching staff	Yes
• Cafeteria	Yes
• Health Centre	
* First aid facility	Yes
* Outpatient facility	Yes
* Inpatient facility	Yes
* Ambulance facility	No
* Emergency care facility	Yes
• Health centre staff	
* Qualified Doctor (Full time)	4
* Qualified Doctor (Part time)	0
* Qualified Nurse (Full time)	6
* Qualified Nurse (Part time)	0
• Facilities like banking, post office, book shops, etc.	No
• Transport facilities to cater to the needs of the students and staff	Yes
• Facilities for persons with disabilities	Yes
• Animal house	No
• Power house	Yes
• Fire safety measures	Yes
• Waste management facility, particularly bio-hazardous waste	Yes
• Potable water and water treatment	Yes
• Renewable / Alternative sources of energy	Yes

• Any other facility	Brail literature available for visually impaired
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Hostel Details		
Hostel Type	No Of Hostels	No Of Inmates
* Boys' hostel	1	35
* Girls's hostel	1	107
* Overseas students hostel	0	0
* Hostel for interns	1	22
* PG Hostel	1	13

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>Dentistry, by its nature itself is multidisciplinary. It is a science and art of preparing dental students for effective dental health care activities. Hence, efforts have been made in designing the curriculum for undergraduates and post graduates course. In the past also, It has been kept in mind and implemented to create the decided graduate attributes in students for the successful dental practice. The new education policy NEP has given a new fillip to this concept by making it as a national policy. As a result, the Institution has initiated the following programs in the current academic year.</p> <ul style="list-style-type: none"> • Conducting workshops on LASERS. • Programmes on research methodology. • Inter departmental coordination in diagnosis and treatment of special cases and dental implants. • Inter disciplinary case studies on full mouth rehabilitation. • Addon courses about haematology • Community oriented programmes like; dental camps, tobacco cessation programmes, AIDS Awareness, precautions on Covid-19, etc
2. Academic bank of credits (ABC):	<p>Since the concept is new to the teaching institution of dental sciences, the Institution has planned to conduct the following programs;</p> <ol style="list-style-type: none"> a. Organising university level workshop for the faculty with regards to ABC. b. Planning to implement ABC systems as the guidelines to be issued by Rajiv Gandhi University of Health science, Bangalore.

3. Skill development:	Skill development programmes are largely emphasised in the NEP. With an intention to implement this concept, the Institution has planned to conduct Add on / Certificate courses in the professional and social skills needed by a dental surgeon for successful clinical practice. The list of courses are; • Communication skills • Computer skills • Leadership skills • Presentation skills • Patient safety and infection control • Minor oral surgical procedure • Haematology courses • LASERS in dentistry • Paediatric behavior management • Crisis management
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The Institution conducts communication skills programs as Add on courses like; Kannada Language, organising the inter religious and linguistic programmes to promote the national integration, religious and concerned harmony like, Onam, Holi, Kannada Rajyotsava, Ayudha Pooja, Founders Day and Constitution Day.
5. Focus on Outcome based education (OBE):	The Institution has planned to organize a workshop at University level with regards to OBE. • to encourage the faculty to study and obtain training with regards to OBE, • organize University level one day workshop in the coming academic year.
6. Distance education/online education:	Distance education is not popular in the health science education. However, Online discussions on respective subject were provided during COVID-19 outbreak. The Institution is well equipped with necessary ICT tools to provide the same. Case study models were discussed through online portals. Institution has already conducted FDP (faculty development programs) and CDE (Continuing dental education programs) in virtual platforms. Also planning to provide the same in coming academic year.

Extended Profile

1 Students

1.1

Number of students year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
337	312	266	231	208
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

1.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
44	54	49	55	41
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

1.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
78	99	88	72	41
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

2 Teachers

2.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
112	106	110	90	89
File Description			Document	
Institutional data in prescribed format(Data templ			View Document	

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
112	106	110	90	89
File Description			Document	
Institutional data in prescribed format(Data templ			View Document	

3 Institution

3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
146.81	139.15	161.93	167.48	129.40
File Description			Document	
Institutional data in prescribed format(Data templ			View Document	

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

Sharavathi Dental College and Hospital, Shivamogga is affiliated to Rajiv Gandhi University of Health Sciences (RGUHS), Bangalore. It is recognized by the Dental Council of India (DCI), Government of India and Government of Karnataka. It was started in the year 1991 and then onwards curriculum followed has been the one designed and delivered by RGUHS. The RGUHS in turn designs the curriculum based on the curriculum delivered by DCI. While designing the curriculum, RGUHS conducts workshops for faculties of the institutions coming under its jurisdiction. Even for the periodic review of the curriculum, RGUHS conducts these workshops. The draft curriculum designed at the workshops, would be shared with the affiliated and constituent colleges for suggestions and corrections if any.

The faculty of the Institution also regularly participate in the workshops/teachers training program conducted by RGUHS. The Institution has the practice of collecting the feedback on curriculum from the stakeholders, that is, students, faculty, employers, alumni and professional experts. It would be analyzed and discussed at the Academic Committee for taking necessary measures at the time of reviewing or redesigning the curriculum. Every year this feedback analysis would be sent to the University for necessary action. The final draft would also be placed before the Board of Studies, of RGUHS for approval. After the approval, the draft curriculum would be placed before the other Academic Bodies like Academic Council, Senate and Syndicate. The final copy would be sent to the institutions for implementation.

In addition to the regular curriculum as delivered by the University, for the purpose of imbibing additional skills needed for effective dental practice, the Institution conducts some Add On courses/Value Added/Certificate courses independently and also in co-operation or collaboration with the related external institutions. The courses include Computer Skills, Kannada Language classes, Patients' Safety and Infection Control, Leadership Skills, Paediatric Behavioural Management, Presentation Skills, Lasers in Dentistry, Minor Oral Surgical Procedures, Hematological Procedures, Crisis Management, Implant Training, Basic Life Support, Research Methodology, Remedial Classes, Zumba and Strong Nation, Tobacco Cessation and Counselling and so on.

For the purpose of systematic collection of feedback, analysis and necessary actions, the Academic Committee and Feedback Committee have been constituted in the Institution. These committees periodically conduct meetings and discuss the issues. Decisions arrived at would be communicated to the IQAC co-ordinator and the Principal for further action. Based on the feedback analysis report, the Institution also prepares the action plan, that is, the Academic Calendar. At the end of every year, the Action taken report or the action plan would be discussed at the IQAC and annual report is submitted to the Governing Council of the Institution. The conduct of events would be strictly in accordance with the Academic Calendar.

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

Other Upload Files	
1	View Document
2	View Document

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

Response: 0.58

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

2020-21	2019-20	2018-19	2017-18	2016-17
2	0	0	0	1

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

1.2 Academic Flexibility

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

Response: 83.33

1.2.1.1 Number of inter-disciplinary /inter-departmental courses /training offered during the last five years	
Response: 25	
1.2.1.2 Number of courses offered by the institution across all programs during the last five years	
Response: 30	
File Description	Document
Minutes of relevant Academic Council/BoS meetings	View Document
List of Interdisciplinary /interdepartmental courses /training across all the the programmes offered by the University during the last 5 years	View Document
Institutional data in prescribed format	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.2.2 Average percentage of students enrolled in subject-related Certificate/ Diploma / Add-on courses as against the total number of students during the last five years				
Response: 70.31				
1.2.2.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years				
2020-21	2019-20	2018-19	2017-18	2016-17
0	261	240	195	194
File Description	Document			
Institutional data in prescribed format	View Document			
Details of the students enrolled in subject-related Certificate/Diploma/Add-on courses	View Document			
Any additional information	View Document			
Link for additional information	View Document			

1.3 Curriculum Enrichment

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

Response:

The Institution, apart from the regular classroom teaching of the University delivered and Institution designed curriculum, also conducts various programs to integrate cross-cutting issues found relevant to enrich the students with knowledge and skills expected in the field of gender equity, environmental awareness, human values, health determinants and professional ethics.

1. **Gender equity:** The Institution conducts special lectures, group discussions, presentation of skits on various dedicated occasions like International Women's Day, Independence Day, Republic Day celebrations and annual festivals like Onam, Deepavali, Ganesh Chaturthi, Varamahalaksmi, Holi etc. Special programs like Self-Defense, Zumba, Strong Nation, Yoga and Meditation are conducted for all the students.
2. **Environmental awareness:** The Institution conducts tree plantation program and taken measures to maintain green and clean campus, a plastic free environment on the campus and also inside the building. Installation of LED bulbs has been done outside and inside the building, installation of solar panels for hot water supply in the hostels and a provision for rain water harvesting. On the occasion of World Environment Day celebrations, students are motivated to pledge to dedicate themselves for the environmental development in terms of protecting and nurturing the plants and trees, maintaining the biodiversity and avoiding monoculture afforestation like creation of Eucalyptus plantation.

In every dental camp conducted, students and faculty create awareness among general public by organizing road marches, street plays and distributing pamphlets containing the literature relating to environmental development.

1. **Human values:** The Institution has taken measures to imbibe human values in the students, faculty and the staff on campus. Special lectures, group discussions, skit presentations and cultural activities are conducted on special days like, International Women's Day, National Youth Day and so on. Besides, the Institution has been encouraging boys and girls to collectively celebrate some of the social and religious festivals in the hostel and also, whenever possible, at their homes. Also, on special occasions like International Yoga Day, National Youth Day religious leaders and spiritual practitioners are invited to deliver special lectures and to interact with students.
2. **Health Awareness:** The Institution believes in imparting knowledge to the general public on various issues. On dedicated days like World AIDS Day, No Tobacco Day special lectures, skits, presentations and pamphlets are made to educate the students as well as the public. Faculty and students also donate blood and organize blood donation camps. Awareness programs like toothbrushing techniques, oral hygiene instructions, distribution of oral education pamphlets are conducted on campus and off the campus.
3. **Professional ethics:** From the point of view of creating awareness about professional ethics in students and faculty, and also motivate them to inculcate the same in their profession, the Institution gives special instructions to students during class hours and clinical training.

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

Other Upload Files	
1	View Document

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

Response: 12

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

Response: 12

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

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

Response: 18.13

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

2020-21	2019-20	2018-19	2017-18	2016-17
130	128	14	13	33

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

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

Response: 46.59

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

Response: 157

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

1.4 Feedback System

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

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

5. Professionals**Response:** A. All of the above

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

1.4.2 Feedback on curricula and syllabi obtained from stakeholders is processed in terms of:**Response:** A. Feedback collected, analysed and action taken on feedback besides such documents made available on the institutional website

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

Other Upload Files

1	View Document
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Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Due consideration is given to equity and inclusiveness by providing reservation of seats to all categories during the admission process. Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 100

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

2020-21	2019-20	2018-19	2017-18	2016-17
53	64	46	46	24

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

2020-21	2019-20	2018-19	2017-18	2016-17
53	64	46	46	24

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

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

intake**Response:** 75.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
78	99	89	73	43

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

2020-21	2019-20	2018-19	2017-18	2016-17
114	114	114	114	54

File Description**Document**

The details certified by the Head of the Institution clearly mentioning the programs that are not covered under CET and the number of applications received for the same

[View Document](#)

Institutional data in prescribed format

[View Document](#)

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

Response: 19.73

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

2020-21	2019-20	2018-19	2017-18	2016-17
07	15	19	10	16

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

2.2 Catering to Student Diversity

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

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

Response: A. All of the above

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

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

Response: 3:1

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

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

Response:

From the point of view of giving expression to the innate talents of the students, the Institution conducts various extracurricular activities, which largely include, the community-oriented programs, and sports & cultural activities. Various committees are formed for the proper conduct of these activities throughout the year. These committees include committees for community orientation, Committee for continuing dental education, committee for satellite centres, Environmental & Ecological Committee, ethics committee, sports and cultural committee. Under the supervision of these committees' various activities are conducted with an intention to imbibe additional skills apart from those taught in regular classes. Some of the activities to name are community-oriented programs like dental treatment camps, continuing dental education programs, vanamahotsava etc.

Cultural activities include activities like, classical music singing and dancing, western music singing and dancing etc. Which are conducted in the auditorium with seating capacity of 500. The institution has volleyball court, cricket and football ground for conducting sports and games events. Volley ball, throw ball, cricket, football, athletics, tennicoit etc are the sports and games events conducted. Sports includes cricket, volleyball, throwball, chess, carom, etc. The auditorium is used for conducting various art and cultural events, like singing competitions, dance competitions, short drama, drawing, painting, hair styling competition, photography, rangoli, mehendi competitions. To encourage creativity events like ortho art where students create new arts using orthodontic wire and soap carving art where students can display their artistic skills are also conducted. The Institute also conducts a unique event called art from waste where students have to use waste items to turn it into something beautiful. Annual sports and cultural fest is also organised every year where students exhibit their innate talents. Along with such events fun filled events like mad adds, movie spoofs, fashion show and cooking competitions are also conducted to remove the stress of academics to some extent.

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

2.3 Teaching- Learning Process

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

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

Response:

STUDENT CENTRIC METHODS USED FOR ENHANCING LEARNING EXPERIENCE:

The Institution follows the pedagogy as has been prescribed by the apex authorities- RGUHS & DCI. These activities include, besides lecture method, laboratory experiments, chairside teaching practices, community oriented practices, fabrication of appliances, professional ethics, training on typhodonts. These have been broadly classified as under.

Experiential learning: Includes all those activities which are learnt by actually doing that is through activities. The Institution conducts the activities like, preparation of models, impression making, poster presentations, table clinic, e poster presentations denture preparations.

Integrated learning/interdisciplinary learning: As interdisciplinary activities interdepartmental case discussions are conducted for students to discuss different treatment options available for certain patient and the interdisciplinary approach in treating certain cases like cleft lip and palate.

Participatory learning: It includes allowing students to positively participation the interactions, seek clarification, give suggestions, conduct camps, awareness programs, independently under supervision of faculty.

Problem solving methodologies: The students would be given the cases and asked to think and present with their own interpretations. It is aimed at provoking the critical thinking.

Self directed learning: Students are allotted a topic and asked to prepare a presentation or explain on that particular topic for few minutes. He or she is encouraged to be critical on the subject or topic allotted and present his views or ideas.

Patient centric and evidence based learning: Evidence based learning is practiced in the institute. Journal clubs and case discussions are conducted regularly and the students are encouraged to refer the library books and the international journals for more evidence based learning. The students and the faculty take advantage of the well equipped e library (Helinet) to carry out evidence based learning.

Learning in humanities: Students are taught the constitutional and human values in the form of professional ethics, and inculcating the habit of general compassion towards the patients in pain, who are poor and economically deprived. Special lectures from experts are conducted to motivate the students to practice these values, in the course of their dental practice and general behavior in public.

Project based learning: The postgraduate students are allotted research projects other than their dissertations. Clinical innovation too is encouraged. The students display their innovations in conferences and conventions. Faculty guide the students and supervise their project work.

Role play: Students take each others case history and perform dental examination and diagnose each others dental problems in this way students are asked to play the role of patients and other students as doctors. Thus the institute tries to increase the confidence levels of the student and his communication skills and leadership qualities by adapting different methods of teaching.

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

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

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

Response: A. All of the above

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

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

Response:

The institution endeavors to implement the ICT (information communication technology) in teaching and evaluation. All the classrooms are provided with ICT facilities with projectors computers and display board. Each department is having one seminar hall, besides the two additional seminar halls, and auditorium equipped with ICT facilities. Teachers are trained by inviting guest faculty, who are well versed in using ICT in the classrooms. Students also present power point presentations while presenting seminars. E-poster presentation is encouraged. Teachers prepare e-learning resources and upload in their portals in the institution website.

Online /virtual teaching and learning has been largely helpful to the students especially during the covid 19 lockdowns. The institution conducts webinars, journal discussions, case discussions, seminars, research projects analysis online. In the past 5 years the institute has conducted numerous such events. The Institution has an infrastructure maintenance committee which also takes care of the day to day maintenance of the ICT infrastructure. The students are trained in computer skills by conducting the add on courses. The Institution website is created and regularly updated with events conducted and instructions given. The Wi-Fi facility is provided in the campus covering the academic building and the hostels.

Koha is the first free software library automation package. In use worldwide, its development is steered by a growing community of users collaborating to achieve their technology goals. Koha's feature set continues to evolve and expand to meet the needs of its user base.

Full-featured ILS. In use worldwide in libraries of all sizes, Koha is a true enterprise-class ILS with comprehensive functionality including basic and advanced options. Koha includes modules for acquisitions, circulation, cataloging, serials management, authorities, flexible reporting, label printing,

multi-format notices, offline circulation for when Internet access is not available, and much more. Koha will work for consortia of all sizes, multi-branch, and single-branch libraries. Multilingual and translatable. Koha has a large number of available languages, with more languages every year. Full text searching Powerful searching, and an enhanced catalogue display that can use content from Amazon, Google, LibraryThing, Open Library, and Syndetics, among others. Library Standards Compliant. Koha is built using library standards and protocols such as MARC 21, UNIMARC, z39.50, SRU/SW, SIP2, SIP/NCIP, ensuring interoperability between Koha and other systems and technologies, while supporting existing workflows and tools. Web-based Interfaces. Koha's OPAC, circ, management and self-checkout interfaces are all based on standards-compliant World Wide Web technologies—XHTML, CSS and Javascript—making Koha a truly platform-independent solution.

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

2.3.4 Student :Mentor Ratio (preceding academic year)

Response: 11:1

2.3.4.1 Total number of mentors in the preceding academic year

Response: 32

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

2.3.5 The teaching learning process of the institution nurtures creativity, analytical skills and

innovation among students**Response:****The teaching learning process**

The teaching learning process carried out in the Institution nurtures creativity, analytical skills and innovation in students. For this purpose, various activities are conducted by properly planning the events in the beginning of the academic year itself. A comprehensive academic calendar is prepared in the beginning of every academic year which consists of almost all of the academic and community related activities. Various committees constituted in the Institution to conduct specified events during the academic year, plan and execute the events. These are largely student centric, experiential learning oriented and value based. The hands on training skills are imbibed through experiential learning methods. The concerned faculty guide and supervise the activities. The activities can broadly be classified as

Classroom events: Discussions, debates, lectures, quiz on dental subjects related topics and general knowledge, etc are conducted to enhance the communication skills of the students

Laboratory oriented activities: laboratory experiments, research projects etc. Models making are some of the examples. Laboratory oriented teaching learning are part of the mandatory curriculum prescribed by the apex authority. Besides, the Institution has created simulation lab to facilitate the conduct of skill based add on certificate courses.

Chairside teaching: Chairside teaching is done in the clinical sections to show the clinical scenario to the students. The selected patients are shown to the students based on their use in learning.

Sports and extracurricular activities: Indoor games like carom and chess, outdoor games like kabaddi, football, volleyball etc are conducted for physical training activities and singing, dancing, drawing and painting, poetry, wire bending art, soap carving art etc are also conducted as a part of cultural activities of the Institution.

Community Oriented: Community oriented activities are conducted by the public health department of the Institution, such as dental health checkup and treatment camps in the rural places to increase communication skills and social skills of the students.

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

2.4 Teacher Profile and Quality**2.4.1 Average percentage of fulltime teachers against sanctioned posts during the last five years**

Response: 100

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

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

Response: 1

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

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	1	1	1

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

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

Response: 6.51

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

Response: 729

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

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

Response: 21.06

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

2020-21	2019-20	2018-19	2017-18	2016-17
41	18	30	22	0

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

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

Response: 0.58

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

2020-21	2019-20	2018-19	2017-18	2016-17
1	0	1	1	1

File Description	Document
Institutional data in prescribed format	View Document
e-Copies of award letters (scanned or soft copy) for achievements	View Document
Awards claimed without certificates will not be considered	View Document
Link to additional information	View Document

2.5 Evaluation Process and Reforms

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

Response:

The Institution is affiliated to the RGUHS, and therefore it adheres to the norms and guidelines periodically published by the University. The evaluation of subjects taught in the Institution is according to these guidelines only. The RGUHS conducts theory and practical examination and the Institution conducts the Internal Assessment exams, as a part of the formative assessment at the Institution level, per the norms of the University only. Accordingly for each paper the examination part includes theory examination conducted by the university, practical examinations under the supervision of the University and internal assessment examination are under the Institution level that too as per the norms of the university. The assignment of marks for each paper according to the University normal is as under. Theory- **70** marks, Viva voce- **20** marks, Internal assessment- **10** marks, **Total – 100 marks.** Practical – **90** marks, Internal assessment- **10** marks, **Total – 100 marks.**

For awarding the Internal assessment marks, written tests are conducted. Besides this evaluation of assignments, student participation in the seminars, poster presentations, are taken into consideration. While allotting practical Internal assessment marks, student participation in the clinical case study, practical skills, punctuality and record maintenance are also taken into consideration. The BDS degree curriculum as prescribed by the University is followed by the Institution. Three internal assessment tests are conducted for each student in a year, among these the marks secured by a student in the best of two tests are considered.

After awarding the Internal assessment marks it would be notified to the students inviting for any grievances they have. Their grievances would be redressed by the concerned faculty. First if the student is not satisfied with the clarification, he can appeal to the concerned HOD and in the end the Principal also. After this the student's signature would be taken to get the final confirmation. That way the Institution ensures fairness, transparency, and promptness in the conduct of the examination and awarding the marks.

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

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

Response:

The RGUHS, which conducts the examination to evaluate the students' knowledge, skill and professional attributes. The examination includes theory, practical and internal assessment tests. The university has created a fool proof students examination grievances redressal mechanism. The mechanism includes appeal by the students, reporting the same to the university by the institution and the university authorities redressing the grievance. The students can also send their grievances directly to the RGUHS email id-swf@rguhs.ac.in. There is a Students Examination Grievance Redressal Cell, which is chaired by the principal having the HODs as members. The written appeal submitted by the students regarding the examination grievances would be discussed at the grievances committee meetings and solutions would be provided. If the grievances are related to the theory examinations conducted by the University, the appeals so received would be forwarded to the Registrar evaluation of the University for the necessary action. The action taken regarding the grievances would be communicated to the Institution and the Institution in turn would communicate to the concerned student. The results are also notified on the college notice board.

The grievances related to the Internal assessment marks are redressed at the Institutional level, to the best of the efforts, to satisfy the students. In other words, the University and the Institution have been following the transparent robust and fool proof mechanism regarding the redressal of student grievances relating to the examinations conducted. The grievances generally include the Internal assessment marks, retotaling, and corrections on the marks card.

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

2.5.3 Reforms in the process and procedure in the conduct of evaluation/examination; including

Continuous Internal Assessment to improve the examination system.**Response:**

The Institution is affiliated to the Rajiv Gandhi University of Health Sciences. Hence, The Institution strictly adheres to the guidelines prescribed by the University for the conduct of examinations and evaluation. Ninety days prior to the examination the university issues a notification regarding the dates of conduct of the examination in the university website. This notification is downloaded and displayed by the Principal of the institution in the college notice board. The candidates who have fulfilled the eligibility criteria (Internal assessment & attendance) are listed and asked to pay the prescribed examination fees. Once the exam fees are paid, the college office activates the filled application of the candidate in the university website and remits the entire fee collected through online payment to the university. Once the application is activated at the university website, then college office downloads the admission tickets and issues to the students.

Based on the strength of the students, location etc, the university decides the examination centers for the candidates and displays it in the website. The details of the observer, superintendent, the list of students to seat in a room etc is displayed in the University website. A day before the exam the observer/ deputy superintendent inspects the arrangements made and sends a report online to the university. On the day of examination the chief superintendent downloads the question paper as per the procedure and print, photocopy them and distribute it to the room superintendent and the invigilators. The invigilators and the room Superintendent check the attendance and the entries made by students in the answer sheets. The invigilators and the room superintendent ensure no malpractice takes place. Cell phones, chits, or any electronic equipments are not allowed inside the examination halls. Candidates with valid admission ticket issued by the university only are allowed to answer the exams. After the exams the coded answer sheets are arranged in the order and scanned and uploaded. The coded answer scripts and the torn coded slips are packed in their respective large envelopes provided by the university and sealed and sent by courier to the university.

The practical examinations are conducted in the centers allotted by the university. The head of the department makes necessary arrangements for the smooth and fair conduct of the practical exams. The examiners decided by the university conduct the practical exams as per the norms. The marks are entered in the portal provided by the university at the end of exam on the same day before the stipulated time.

The University has made provisions for digital valuation of the scanned answer scripts. The answer scripts are evaluated online and the marks uploaded. The answer sheets are valued multiple times in case of any deviations by the university. The result data is hosted on the university website on the day of announcement of the results. In all the RGUHS plan, conduct, guide, and monitor the entire process of examination and display the correctness and transparency at each stage.

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

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

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

Response: A. All of the above

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

2.6 Student Performance and Learning Outcomes

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

Response:

The learning outcomes and graduate attributes are stated by the apex authorities that is, DCI and RGUHS in the form of aims and objectives of the programme. These only are considered as the learning outcomes expected from the graduates moving out of the Institution.

Aims:

The dental graduates during training in the institutions should acquire adequate knowledge, necessary skills and such attitudes which are required for carrying out all the activities appropriate to general dental practice involving the prevention, diagnosis and treatment of anomalies and diseases of the teeth, mouth, jaws and associated tissues. The graduate should also understand the concept of community oral health education and be able to participate in the rural health care delivery programs existing in the country

Objectives:

The objectives are dealt under three headings namely (a) knowledge and understanding (b) skills and (c) attitudes includes

a. Knowledge includes the scientific foundations on which dentistry is based, principles of biological functions and ability to evaluate and analyse scientifically various established facts and data.

b. Skills includes ability to diagnose and manage various common dental problems, acquire skill to prevent and manage complications. if encountered, skill to carry out required investigative procedures and ability to interpret laboratory findings, oral health and help to prevent oral diseases wherever possible. A graduate should be able to demonstrate the following skills necessary for practice of dentistry, able to diagnose and manage various common dental problems encountered in general dental practice, keeping in mind the expectations and the right of the society to receive the best possible treatment available wherever possible

c. Attitudes: During the training period the graduates should develop the-

1. Willing to apply current knowledge of dentistry in the best interest of the patients and the community
2. Maintain a high standard of professional ethics and conduct and apply these in all aspects of professional life
3. Seek to improve awareness and provide possible solutions for oral health problems and needs throughout the community
4. Willingness to participate in the continuing education programmes to update knowledge and professional skills from time to time.
5. To help and to participate in the implementation of national health programmes

Therefore, the learning outcomes listed as the knowledge, skills and attitudes expected to be learnt and trained during the course of graduation. The Institution displays this information to the students by giving a weblink to the RGUHS weblink in the Institution's website. The teachers are also communicated through the institution website about the instructions by the Head of the Institution.

File Description	Document
Link for relevant documents pertaining to learning outcomes and graduate attributes	View Document
Link for methods of the assessment of learning outcomes and graduate attributes	View Document
Link for any other relevant information	View Document
Link for upload Course Outcomes for all courses (exemplars from Glossary)	View Document

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

Response: 84.77

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

2020-21	2019-20	2018-19	2017-18	2016-17
53	65	58	69	40

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

2020-21	2019-20	2018-19	2017-18	2016-17
58	74	62	73	52

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

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

Response:

The Institution has a stated mechanism of its own for the assessment of learning outcomes and graduate attributes stated as per the guidelines of DCI & RGUHS, for the BDS course. The mechanism includes-

- 1.Statement of Aims and Objectives

2. Computation methodology
3. Analysis of the data

1. Statement of Aims and Objectives

Aims and objectives of BDS course as per the revised ordinance of RGUHS governing Bachelor of Dental Surgery (BDS) degree course 2011 are as under:

Aims

The dental graduates during training in the institutions should acquire adequate knowledge, necessary skills and such attitudes which are required for carrying out all the activities appropriate to general dental practice involving the prevention, diagnosis and treatment of anomalies and diseases of the teeth, mouth, jaws and associated tissues. The graduate should also understand the concept of community oral health education and be able to participate in the rural health care delivery programs existing in the country

Objectives

The objectives are dealt under three headings namely (i) knowledge and understanding (ii) skills and (iii) attitudes.

Attitudes

A graduate should develop during the training period the following attitudes

1. Willing to apply current knowledge of dentistry in the best interest of the patients and the community
2. Maintain a high standard of professional ethics and conduct and apply these in all aspects of professional life
3. Seek to improve awareness and provide possible solutions for oral health problems and needs throughout the community
4. Willingness to participate in the continuing education programmes to update knowledge and professional skills from time to time.
5. To help and to participate in the implementation of national health programme

2. Computation methodology

For the purpose of assessment of learning outcomes and graduate attributes as per the provisions of DCI and RGUHS, the Institution has designed the following mechanism

Step1: For the 2016 batch of BDS students, all the four years examination results are consolidated. Each subject is denoted by Course Outcome (CO). All the subjects are considered as courses and numbered from CO1.....to CO_n. Each CO includes marks assigned and secured all the students in a particular subject. It includes marks in theory, practicals/clinicals, internal assessments and viva voce.

Step2: Consolidation of results from I BDS to IV BDS can be stated as $C_1 + C_2 + C_3 + \dots + C_n = ?C_n$

Step3: Computation of Program Outcomes (PO's)

PO's = $C1/N + C2/N + C3/N + \dots + Cn/N = ?Cn/N$ where, N = Number of students

3. Analysis of the data

Analysis for the batch of 1st BDS for the year 2016-17 who were 25 in number graduated in the year 2020-21. Their total assigned weights calculated as per the details enclosed, is 85400. Whereas the attained total weight was 62969. That is 73.73% therefore, the attainment rate is 74%.

For the batch of 2017-18 1st MDS, who were 13 in number graduated in the year 2020-21, their total assigned weights calculated as per the details enclosed, is 9035. Whereas the attained total weight was 6392. That is 70.07% therefore, the attainment rate is 71%.

File Description	Document
Link for programme-specific learning outcomes	View Document
Link for any other relevant information	View Document

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

Response:

The academic, professional and social development, of the students largely depends upon the cooperation between the parents & teachers. Therefore the institution has constituted the Parent-Teachers Association to create healthy relationship between parents & teachers for the expected development of students. The committee is chaired by the Principal and the senior teacher would be the coordinator. The committee meets periodically and organize parents teachers meeting, for the purpose of discussing the programs & problems relating to students. The mentorship program organized in the Institution also contributes for creating a healthy and positive relationship between parents and students, faculty and institution. The mentors maintain regular relationship by calling and contacting the parents as and when warranted.

The agenda for the Parent-Teachers meeting generally include the expressions and suggestions relating to the academic performance of students, general discipline of the campus and in the committee and personality development and general and specific problems encountered by students. The Institution has the practice of taking the feedback from the parents regarding the academic development of the students in a particular and the institution in general. As a result of the parents feedback, the Institution could take measures to conduct remedial classes for slow learners, special counseling for advanced learners, hostel renovation and enhancement of quality service in the hostels & hospitals. For the purpose of adding additional skills in students with an intention to enrich the professional knowledge and skills add on courses like kannada classes, computer classes, patient safety and infection control, personality development programs, behavior management programs, yoga and meditation, minor oral surgical procedures, lasers, research methodology course, basic life support classes, zumba classes, strong nation classes, implant course, hematology course, have been conducted. Due to the harmonious relationship between parents teachers students and management, the institution is progressing academically and socially. It has reduced the grievances, controversies and litigation to almost zero level.

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Percentage of teachers recognized as PG/ Ph.D research guides by the respective University

Response: 18.54

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

2020-21	2019-20	2018-19	2017-18	2016-17
23	20	17	18	16

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

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

Response: 2.66

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

2020-21	2019-20	2018-19	2017-18	2016-17
3	6	3	1	1

File Description	Document
Institutional data in prescribed format	View Document
Fellowship award letter / grant letter from the funding agency	View Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 2

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	2	0	0

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

Other Upload Files

1	View Document
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3.2 Innovation Ecosystem

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

Response:

The Institution has been striving hard to create an ecosystem for innovative teaching, learning, research

and community outreach programs.

Innovative teaching– The teachers are trained and motivated to engage themselves in addressing to the challenges they face with regard to the students interest and capacity to grasp the lectures delivered and learn the skills imbibed in the classroom, laboratories and preclinical /clinical learning. The students are exposed to various advanced methods of regenerative procedures like plasma derivatives, bone grafting etc. The teachers are trained and motivated in the use of Information Communication Technology (ICT) in classroom teaching by using Power Point Presentations and creating e-learning resources for student's reference.

Innovative learning– For the purpose of creating an ecosystem for effective learning by students, the Institution has taken measures to translate the theoretical knowledge into practical skills. Various programs are conducted to imbibe in students the research bent of mind, enhance concentration in listening to the lectures, observing keenly at chairside teaching, poster presentation (both in hard and soft copy mode), table clinic presentation, case presentation competition, essay writing, pick and speak and other competitions on the occasion of dedicated days like Oral Hygiene Day, Maxillofacial Day, Oral Radiology Day, Endodontist's day, Pedodontist's and Children's day, Oral Pathology day, Public Health Dentistry day celebrations.

Experiential learning– Besides the mandatory activities prescribed by the University like the practical teaching laboratory, clinical teaching in the hospital, preventive dental healthcare programs in the community, the Institution has planned other different programs like students and faculty participation in recent COVID-19 pandemic period, where in students and faculty members voluntarily participated in Tele-Medicine and providing their consultancy service at the doorsteps of requested patients. This program was conducted in association with the Government of Karnataka(GoK).

Incubation center- An incubation center has been set up in the Institution's premises, so as to nurture the interests of the faculty and the students in the field of innovation and entrepreneurship. The main aim of setting up the center, is to bring together the creative and innovative minds under one roof in fields which include dentistry, engineering industry as well as academics. The center has conducted a webinar on the topic: Entrepreneurship and innovation and on intellectual property rights.

Special attention to Slow Learners and Advanced Learners- The Institution has taken measures to address the problems of slow learners by conducting remedial classes after the regular class hours or during holidays. The advanced learners are encouraged to secure distinctions in examinations and actively participate in community outreach programs to inspire them to involve in research activities. Special counselling is arranged wherever and whenever needed.

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

3.2.2 Total number of workshops/seminars conducted on Intellectual Property Rights (IPR)

Research methodology, Good Clinical, Laboratory, Pharmacy and Collection practices, writing for Research Grants and Industry-Academia Collaborations during the last five years**Response:** 11

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

2020-21	2019-20	2018-19	2017-18	2016-17
4	2	3	1	1

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

3.3 Research Publications and Awards

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

- 1. There is an Institutional ethics committee which oversees the implementation of all research projects**
- 2. All the projects including student project work are subjected to the Institutional ethics committee clearance**
- 3. The Institution has plagiarism check software based on the Institutional policy**
- 4. Norms and guidelines for research ethics and publication guidelines are followed**

Response: A. All of the above

File Description	Document
Share the code of ethics of research clearly stating the claims of the institution duly signed by the Head of the Institution	View Document
Institutional data in prescribed forma	View Document
Any additional information	View Document
Link for Additional Information	View Document

3.3.2 Average number of Ph.D/ DM/ M Ch/ PG Degree in the respective disciplines received per

recognized PG teacher of the Institution during the last five years.

Response: 2.9

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

Response: 84

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

Response: 29

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

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

Response: 0

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

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

Response: 0

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

3.4 Extension Activities

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

Response: 125

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

2020-21	2019-20	2018-19	2017-18	2016-17
06	33	21	34	31

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

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

Response: 40.29

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

2020-21	2019-20	2018-19	2017-18	2016-17
37	76	127	149	112

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

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

Response:

The Institution has planned and executed various community outreach programs for the purpose of imbuing in students the values of social responsibility, the skill of gaining societal skills like positively interacting with the patients and general public with regard to dental health care problems - curative and preventive. The activities include the awareness programs with regard to tobacco cessation aids, tele-consultation during COVID-19, Dantabhagya, Swachh Bharath Abhiyan by conducting event like jathas, presentation of skits, distribution of pamphlets containing the literature relating to curative and preventive dental health care measures.

In the past five years the Institution has conducted more than 150 programs, on an average 30 programs/year. The Public Health Dentistry Department of the Institution is vested with the responsibility of conducting the programs in collaboration with various government and non-government agencies. The Institution has participated in Arogya Mela, which was conducted in the year 2019 in collaboration with the government agencies. Every year the Institution involves itself in providing free dentures to the elderly population through Dantabhagya scheme. The Swachh Bharat Abhiyaan is also being conducted in the institution every year. During the pandemic, the faculty and the UG students involved themselves in providing tele-consultation to the COVID-19 patients under home isolation. The Institution has conducted skits and carried out awareness programs on various occasions like World AIDS Day, No Tobacco Day, Oral Hygiene Day, Oral Health Day, World Environment Day and many such activities. The total number of awards received in the past five years is sixty. The Institution for the purpose of conducting the

extension activities in the villages located in the neighbourhood has entered into various MOU's. These include, MOUS with DHO NSS unit of various college and organisation.

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

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

Response:

The Institution has well understood its responsibility towards the society at large. It is the individual and Institutional constitutional responsibility. From the point of view of giving exposure to the students and faculty with regard to these values, the Institution is conducting various programs categorized as under:

- **Awareness programs-** The Institution conducts various awareness programs and camps so as to provide treatment to the weaker section of the society and to benefit needy with specialty treatment.
- **Environmental issues-** The Institution also conducts environmental programs like the Vanamahotsava yearly. Under this, planting of tree saplings are done in the premises in and around the college campus.
- **Swachh Bharat Abhiyan-** Swachh Bharat Abhiyan is conducted every year. Cleanliness drive is carried out in the Institution in which the faculty, non-teaching staff and students actively participate.
- **Dantabhagya-** Under this scheme, camps are organized by the Institution and free dentures are provided to elderly patients with limited access to these type of treatments. The department of Prosthodontics, its faculty, postgraduate students and undergraduate students deliver free dentures to the patients.
- **Oral Hygiene Week-** The Department of Periodontics conducts oral hygiene week. Under this program the postgraduate students and the Faculty educate the patients on maintenance of oral hygiene by demonstrating brushing techniques and various other oral hygiene measures. Free toothpaste and tooth brushes are distributed to all the patients participating in the program.
- **No Tobacco Day-** Various street plays and awareness programs are being conducted by Public Health Dentistry Department of the Institution, on the occasion of No Tobacco Day.
- **Covid-19 Tele-consultation-** During the pandemic, under the directive of the Government of Karnataka, the Institution took part in the Covid 19 Tele-consultation. The undergraduate students provided Tele-support for patients under home isolation. All the students involved in the program were duly acknowledged by the Government of Karnataka by providing them with certificates.
- **World AIDS Day-** The Institution conducts talks for the faculty and students every year on World AIDS Day. Skits and plays are conducted to create awareness about AIDS on this day for the

general population at large.

- **Covid Vaccination Center-** The Institution was recognized as a vaccination centre for the faculty, students as well as the general population.
- **Hepatitis B vaccination-** All the faculty and students are vaccinated against Hepatitis B mandatorily. Booster dose of Hepatitis B is also being provided to faculty and students. The walk-in patients are also screened for Hepatitis and HIV on a daily basis.
- **Blood Donation Camps-** Blood donation camps are conducted in collaboration with the Rotary Club every year in the Institution.
- **Free treatment for camp patients-** The department of Public Health Dentistry conducts free camps in collaboration with various government and non-government organizations like National Service Scheme and Youth Red Cross on a daily basis at various locations in and around Shivamogga

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

3.5 Collaboration

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

Response: 1.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
5	2	0	0	0

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

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

Response: 7

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

Response: 7

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

Sharavathi Dental College was established in the year 1992 and has been functioning well with the permission from all apex authorities like Government of Karnataka, DCI and RGUHS. The Institution has been doing it best to provide the right infrastructure needed for the academic and administrative functioning. The infrastructure broadly includes buildings, physical facilities, play grounds and transportation.

The Institution has nine clinical departments namely Department of Oral Medicine and Radiology, Department of Oral and Maxillofacial Surgery, Department of Prosthodontics and Crown and Bridge, Department of Conservative Dentistry and Endodontics, Department of Pedodontics and Preventive Dentistry, Department of Periodontics and Oral Implantology, Department of Orthodontics and Dentofacial Orthopedics, Department of Oral Pathology and Microbiology and Department of Public Health Dentistry. Along with these departments the institution has separate Esthetic clinic, Geriatric clinic, Implant clinic, Tobacco Cessation Center and Special Health Care Needs clinic.

The Institution has four lecture halls, and five seminar halls in their respective postgraduate departments. All the lecture halls and seminar halls are equipped with ICT tools i.e., computer, projector and a screen. All these ICT enabled tools have an uninterrupted power supply for the smooth functioning of teaching learning process. The Institution has well equipped labs for preclinical learning like anatomy lab, physiology and biochemistry lab, microbiology and pathology lab, pharmacology lab and dental materials lab. The institution provides skill development facility by providing preclinical conservative dentistry lab and preclinical prosthodontics lab with well-equipped with 60 phantom heads. The Institution has maintained four Satellite Centers in the district of Shimoga and also has a mobile dental van to provide community dental health care to the public at large. It has also tied up with a local teaching hospital that is McGann District hospital for training of third BDS students in the field of general medicine and general surgery.

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

4.1.2 The institution has adequate facilities to support physical and recreational requirements of

students and staff – sports, games (indoor, outdoor), gymnasium, auditorium, yoga centre, etc. and for cultural activities**Response:**

The Institution has taken measures to conduct extra-curricular and social service activities to make the students physically fit, mentally alert and spiritually committed in their future professional practice and also in general life. To facilitate the proper conduct of sports, cultural and other healthy practice activities on the campus. The Institution has created a state of the art infrastructure facilities which includes outdoor and indoor sports facilities like football, cricket, volley ball, badminton and indoor games like table tennis, chess, carom and others. The Institution has a Gymnasium, the area of which is 300sq ft. The Institution encourages students to participate in intercollege fests held in different parts of the country and has been successful in taking prizes, rolling shields, trophies and medals.

The outdoor courts for sports and games cover about 1 acre of land, the indoor games are conducted in the auditorium located on the third floor. The total area of auditorium is about 8000 sq.ft. The Institution conducts yoga and meditation activities in the auditorium located on third floor of annex building. The Institution also conducts cultural fest every year and students participate more enthusiastically every year in almost all the competitions conducted. The competitions are held in a spacious auditorium with a seating capacity of more than 500 students. The Institution also provides yoga training for students and special Zumba and strong nation classes are conducted for the mental and physical well-being of the students.

File Description	Document
Link for any other relevant information	View Document
Link for list of available sports and cultural facilities	View Document
Link for geotagged photographs	View Document

4.1.3 Availability and adequacy of general campus facilities and overall ambience**Response:**

The total campus area of the institution is about 5 acres and 14 quants. The campus is geographically well located at the highest height in the entire city facilitating fresh air and sunlight. Water potentiality and availability is sufficient for all the practical purposes. Basement floor covers 3500sq.ft, Ground floor which includes two departments, that is department Oral Medicine and Dept of Prosthodontics and administrative office including principal chamber which comes upto 20300sq.ft.: the first floor includes Dept of Pedodontics, Preclinical Prosthodontics and Dept of Conservative Dentistry which comes upto 20300sq.ft.: Second floor includes Dept of Orthodontics and Dentofacial Orthopedics and Dept Periodontics and Implantology and Dental Materials Lab, Central Store. The third floor includes all medical departments that is, Anatomy, Physiology, Biochemistry, Pharmacology, Microbiology and Pathology. Third floor also the ICT enabled classrooms and preclinical operative laboratory. The annex building includes Department of Oral and Maxillofacial surgery, Department of Oral Pathology and Microbiology, Department of Public Health Dentistry, Central Library, Girls and Boys common rooms on each floor, besides the spacious

Auditorium. The total area comes up to 40,836 Sq.ft

The facilities include Institution building, vehicle parking area, security gate, playground, hostel buildings, canteen, medical facilities, rain water harvesting, solar powered panels for hot water supply to hostels which also acts as an alternate source of energy. The institution has made efforts to create a lush green environment on the campus with trees, Plants, Creepers, flower pots. The campus is well maintained to keep it fresh in all seasons. The Institution has recently updated for disabled friendly facilities like ramp, wheelchair, elevator, disabled friendly toilets etc. The entire campus has a CCTV facility for the safety of women. Sewage treatment plant is installed near the college premises. Sign boards are inserted within and outside the campus and are in both English and Kannada languages.

File Description	Document
Link for photographs/ Geotagging of Campus facilities	View Document
Link for any other relevant information	View Document

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

Response: 99.91

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

2020-21	2019-20	2018-19	2017-18	2016-17
146.18	139.15	161.93	167.48	129.40

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

4.2 Clinical, Equipment and Laboratory Learning Resources

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

Response:

The Institution has a teaching hospital in the campus. Each department is equipped with teaching aids and facilities like chair side teaching environment, laboratories, diagnostic facilities, preparation rooms, patient's waiting area and other facilities as mandated by Dental Council of India and RGUHS i.e., the regulatory bodies. For the UG program the facilities include- sufficient clinical area for different specialty departments, well equipped pre-clinical prosthodontics and dental material lab, pre-clinical conservative lab, laboratories for orthodontics and pedodontics, prosthodontics cast partial and ceramic lab, conservative clinical lab, anatomy dissection hall with storage for cadavers, demonstration room for osteology, one laboratory for physiology with stores and preparation rooms, laboratory for biochemistry and pharmacology, histopathology lab for oral pathology haematology and clinical biochemistry. AERB (Atomic Energy Regulatory Board) certified radiographic room along with dark room in the department of oral medicine and radiology.

Based on the necessity of every department, each department has equipment such as autoclaves for moist heat sterilization of instruments, ultrasonic cleaners, electric dental chairs for patient work, needle burners, glass bead sterilizer, endomotors, extraction forceps, endodontic microscope, specialized obturating systems, X-ray machine with automated developers, RVG. Fumigator is utilized for fumigation of every department every week.

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

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

Response: 58752.8

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

2020-21	2019-20	2018-19	2017-18	2016-17
34056	60740	25745	91657	81566

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

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

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

Response: 270.8

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

2020-21	2019-20	2018-19	2017-18	2016-17
323	298	252	218	194

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

2020-21	2019-20	2018-19	2017-18	2016-17
14	14	14	13	14

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

4.2.4 Availability of infrastructure for community based learning Institution has:

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

Response: B. Any three of the above

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

4.3 Library as a Learning Resource

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

Response:

Taking into account the fact that one's intellectual development solely is the decisive sublimity of acquaintance, Sharavathi Dental College Central Library devotes a breathing space for education. The library presents ample variety of books and teaching assets that can aid both students and faculty to attain a high altitude of achievement on campus. Librarian and assistant librarian will help students and staff with all the required information as and when required.

There is a rich assortment of more than 4500 textbooks, associated to all disciplines, 22 national and 23 international journals. A unique display area is provided, which displays the commencement of new arrivals. The library can be accessed by all the students and teaching faculty from 8am to 9pm on weekdays and from 10am to 4pm on Sundays and holidays. Students are encouraged to utilize library facility after college hours for reference books and issue of books for a period of 14 working days with a facility to renew the issue of book twice. There are 150 big and small tables with 4 to 6 chairs for every table to help students with group studies/ assignments all the while maintaining silence in the library. An entry and exit register are maintained both for students as well as teaching faculty. Reading room is available where students can utilize their own books to study and complete their assignments with a seating capacity of 25 students.

Digital Library facility is also available and is dedicated to rendering quality service and an impeccable collection of resources to help the mission, goals, educational, and research needs of students, staff, faculty, and administration. Digital library has 20 computers with uninterrupted power supply and internet facility of 20 Mbps. There is access to e-journals through Helinet consortium by R which can be utilized by UG and PG students. The library also offers photocopy/print facility for students and teaching faculty.

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

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

Response:

There is a rich assortment of more than 4500 textbooks, associated to all disciplines, 22 national and 23 international journals. A unique display area is provided, which displays the commencement of new arrivals. The library can be accessed by all the students and teaching faculty from 8am to 9pm on weekdays and from 10am to 4pm on Sundays and holidays. Students are encouraged to utilize library facility after college hours for reference books and issue of books for a period of 14 working days with a facility to renew the issue of book twice. There are 150 big and small tables with 4 to 6 chairs for every table to help students with group studies/ assignments all the while maintaining silence in the library. An entry and exit register are maintained both for students as well as teaching faculty. Reading room is available where students can utilize their own books to study and complete their assignments with a seating capacity of 25 students.

Digital Library facility is also available and is dedicated to rendering quality service and an impeccable collection of resources to help the mission, goals, educational, and research needs of students, staff, faculty, and administration. Digital library has 20 computers with uninterrupted power supply and internet facility of 20 Mbps. There is access to e-journals through Helinet consortium by R which can be utilized by UG and PG students. The library also offers photocopy/print facility for students and teaching faculty.

File Description	Document
Link for geotagged photographs of library ambiance	View Document
Link for data on acquisition of books / journals / Manuscripts / ancient books etc., in the library.	View Document
Link for any other relevant information	View Document

4.3.3 Does the Institution have an e-Library with membership / registration for the following: 1. e – journals / e-books consortia 2. E-Shodh Sindhu 3. Shodhganga 4. SWAYAM 5. Discipline-specific Databases

Response: D. Any two of the above

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

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

Response: 11.25

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

2020-21	2019-20	2018-19	2017-18	2016-17
17.62	7.77	25.71	5.04	0.12

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

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

Response:

Taking into account the fact that one's intellectual development solely is the decisive sublimity of acquaintance, Sharavathi Dental College Library devotes a breathing space for education. The library presents ample variety of books and teaching assets that can aid both students and faculty to attain a high altitude of achievement on campus. Librarian and assistant librarian help students and staff with all the required information as and when required.

There is a rich assortment of more than 4500 textbooks, associated to all disciplines, 10 national and 29 international journals. A unique display area is provided, which displays the commencement of new arrivals. The library can be accessed by all the students and teaching faculty from 8am to 9pm on weekdays and from 10am to 4pm on Sundays and holidays. Students are encouraged to utilize library facility after college hours for reference books and issue of books for a period of 14 working days with a facility to renew the issue of book twice. There are 150 big and small tables with 4 to 6 chairs for every table to help students with group studies/ assignments all the while maintaining silence in the library. An entry and exit register is maintained both for students as well as teaching faculty. Reading room is available where students can utilize their own books to study and complete their assignments with a seating capacity of 25 students.

Digital Library facility is also available and is dedicated to rendering quality service and an impeccable collection of resources to help the mission, goals, educational, and research needs of students, staff, faculty, and administration. Digital library has 20 computers with uninterrupted power supply and internet facility of 20 Mbps. There is access to e-journals through Helinet which can be utilized by UG and PG students. The library also offers photocopy/print facility for students and teaching faculty.

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

4.3.6 E-content resources used by teachers: 1. NMEICT / NPTEL 2. other MOOCs platforms 3.SWAYAM 4. Institutional LMS 5. e-PG-Pathshala

Response: Any One of the above

File Description	Document
Institutional data in prescribed format	View Document
Give links e_content repository used by the teachers	View Document
Links to additional information	View Document

4.4 IT Infrastructure

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

Response: 100

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

Response: 9

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

Response: 9

File Description	Document
Institutional data in prescribed format	View Document
Geo-tagged photos	View Document
Consolidated list duly certified by the Head of the institution	View Document
Links to additional information	View Document

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

Response:

The Institution has given due importance for making use of Information Communication Technology (ICT) in teaching, learning, examination learning resources, e- communication, online payments, e-Poster-presentation, e-library and in-hospital record, (DRD) Dental Record Department. The Institution has periodically purchased the needed computers and printers, projectors and software like Tally for accounts section, KOHA software for library and CIFT DENTO DENTAL HOSPITAL SOFTWARE for OPD. Every year the institution organizes students and faculty updation training at the time of orientation programme for first year students and as and when needed for other students. Students and faculties are continuously briefed and encouraged on the use of ICT infrastructure in the day-to day functioning of the institution. At present the institution possesses. The IT facilities which include computer and printers, projector.

The Institution has four lecture halls, and five seminar halls in their respective postgraduate departments. All the lecture halls and seminar halls are equipped with ICT tools that is, computer, projector and a screen. All these ICT enabled tools have an uninterrupted power supply for the smooth functioning of teaching learning process. The Institution has well equipped labs for preclinical learning like anatomy lab, physiology and biochemistry lab, microbiology and pathology lab, pharmacology lab and dental materials lab. The institution provides skill development facility by providing preclinical conservative dentistry lab and preclinical prosthodontics lab with well-equipped with 60 phantom heads. The Institution has maintained four Satellite Centres in the district of Shivamogga and also has a mobile dental van to provide community dental health care to the public at large. The Institution has constituted the ICT Committee for the purpose of updating the ICT facilities needed in the Institution. The Committee frequently conducts meetings to collect the indents with regards to the facilities needed, training to be given to the faculty and regular maintenance. Uninterrupted power supply has been ensured by installing the UPS and 63 KV capacity Generator.

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

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

Response: <50 MBPS

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

4.5 Maintenance of Campus Infrastructure

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

Response: 48.99

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

2020-21	2019-20	2018-19	2017-18	2016-17
52.42	116.56	119.84	56.71	22.8

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

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

Response:

The Institution has constituted a Repairs and Maintenance Committee which take care of the campus, building, vehicle, laboratory, clinical equipment, tools, furniture and fixtures. The concerned HOD of the departments including the office reports to the Principal about the need for the repairs of the existing facility and the new facility required during the day today functioning. The requisition so prepared would be discussed at the Repairs and Maintenance Committee in detail and decisions are taken accordingly. There is a Condemnation Committee, which decides periodically on the outdated or scraped materials and

equipment. Decision would be taken and implemented with regard to the mode of disposal of such items. For disposing off the totally non usable equipment's and materials which do not fetch any revenue by disposing would be treated as waste and disposed of as garbage with the help of Shivamogga city municipality corporation. It includes e-waste also, that is mainly hardware. The institution is tied up with Sushrutha Biomedical waste management authority for management of hospital waste. Housekeeping agency is hired to clean entire campus hostel canteen and hospital premises Campus is well light with LED lights.

The ICT and other maintenances would be done with the help of AMC agencies. The Institution buses including mobile dental van, are regularly repaired and serviced by concerned authorities. Water purifiers and solar panels are regularly cleaned and care will be taken for safe drinking water facility in campus. Arrangements have been made for the maintenance of garden on the campus. For this purpose, group D employees are appointed, who besides cleaning the campus and also takes care of maintaining campus and buildings, as far as possible. Plastics free and pollution free. The Institution has a clear policy with regards to decency and discipline on the campus and also within the premises.

File Description	Document
Link for minutes of the meetings of the Maintenance Committee	View Document
Link for log book or other records regarding maintenance works	View Document
Link for any other relevant information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships /freeships / fee-waivers by Government / Non-Governmental agencies / Institution during the last five years

Response: 15.6

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

2020-21	2019-20	2018-19	2017-18	2016-17
80	70	44	22	12

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

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

Response: A. All of the above

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

Other Upload Files

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

Response: 5.72

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

2020-21	2019-20	2018-19	2017-18	2016-17
15	15	15	15	15

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

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

Response:

Shimoga city is the district Headquarters with a gross population of 3,87,000 people. Now, it is covered under the National Smart City Development project by the Government of India with an ongoing airport construction project. Geographically the district is covered between 13027 -14039N Latitudes and 74038-76040E Longitudes. It has earned the title of “Malenada Hebbagilu” or “Gateway of Malnad” in Kannada. Shimoga District is located in the tropical region and has a very good rainfall every year with an average

temperature record at 260C. It has given births to rivers like Sharavathi, Gangavati, Tadadi and Kaali. Whereas, Tunga and Bhadra unite in Koodli, a place located in Shimoga District. Tourism places like Jog Falls is the highest waterfall in India and second highest in Asia. Linganamakki dam which is the biggest dam in Karnataka near Jog Falls is one among the main feeder reservoir for Mahathma Gandhi Hydro-Electric Project. Agumbe is known as the Cherrapunji of South India and is popular for its sunset views. Sharavathi Education Trust (SET) was established in the year 1991 under the able guidance and leadership of Sri Sarekoppa Bangarappa, former Chief Minister of Karnataka (1990-92). Sharavathi Dental College is managed by Sri Madhu Bangarappa, former Member of Parliament, under the guidelines of SET. Sharavathi Dental College & Hospital, Shimoga is an offspring of Sharavathi Education Trust, Shimoga, established in the year 1991 for the purpose of imparting dental education to the aspiring students, with a special emphasis to the local needs. It is approved by the Government of Karnataka and is affiliated to RGUHS, Bangalore. The Institution is recognized by the Dental Council of India, New Delhi. It is located in the heart of the city with a good proximity to road and railway facilities.

From the point of view of infrastructure, teaching and learning, research and extension activities, students support system, best practices the Institution has been playing a vital role in sending the dental graduates across the globe to practice. However, in the past five years the Institution has no international students. Hence the international student cell is not active in these years.

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

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

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

Response: All of the above

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

5.2 Student Progression

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

Response: 36.87

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	5	8	4	7

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	11	13	17	13

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

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

Response: 19.28

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

2020-21	2019-20	2018-19	2017-18	2016-17
10	14	10	11	3

File Description	Document
Institutional data in prescribed format	View Document
In case of self-employed professional services registration with MCI and documents for registered clinical Practitioner should be provided	View Document
Link for Additional Information	View Document

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

Response: 18.18

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

Response: 8

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

5.3 Student Participation and Activities

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

Response: 19

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

2020-21	2019-20	2018-19	2017-18	2016-17
5	0	4	8	2

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Duly certified e-copies of award letters and certificates	View Document
Link for Additional Information	View Document

Other Upload Files	
1	View Document
2	View Document

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

Response:

The Institution has an active student council which was formed in the year 2016. Student council aims at creating a positive space for the students to collaborate with the staff members of the council to share their innovative ideas, skills, and their concerns regarding academic and extracurricular activities.

Student Council comprises of chairperson and includes the teaching faculty and student members. Student members of the committee include the students from each batch which was selected by the college governing council. The student members of the committee are reconstituted every year so that different students would get a chance to participate and share newer ideas. The student members in the committee have an advantage of developing leadership qualities and a sense of responsibility towards academic and

social cause.

The objectives of the Student Council as briefed by the council members are:

- To enhance the communication between the students, staff, parents and management.
- To make students a part of development of the Institution.
- To represent the students' views on matters of general concern to them.
- To promote team spirit and value formation among students.
- To encourage the students to develop their personality, organisational skills, leadership quality through interactive programmes with the faculty and society.

The Student Council conducts two meetings per year where the committee members give their suggestions, feedback on curriculum and views on cultural/social celebration activities to be conducted in the college. The student members convey their ideas and any issues the students are facing in the college, hostel or with the transportation for the day scholars, to the Chairperson of the committee.

The Student Council strives to manage and conduct various activities of the college efficiently which includes Orientation day programme for the fresher's joining the Institute, White Coat Ceremony for III year BDS students, Graduation day for the outgoing graduates, Continuing Dental Education(CDE) programmes, Annual Sports and Cultural fests that consists of both Outdoor and Indoor games, Competitions and cultural activities involving students at state and national levels. The Council also celebrates several festivals like holi, onam, Deepavali and many other occasions apart from regular college curricular activities involving the students and trying to keep the students active throughout the year.

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

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

Response: 14.8

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

2020-21	2019-20	2018-19	2017-18	2016-17
13	11	15	18	17

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

Other Upload Files	
1	View Document

5.4 Alumni Engagement

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

Response:

Alumni of the Institution is a source of Information, based on which the Institution can initiate measures to improve students' performance in academics, sports and cultural, community-oriented program, infrastructure development, constitutional and human value-oriented program for the overall development of the students in particular and Institution as a whole in general. Therefore, the Institution has constituted the Alumni Association in the year 2019. In the year 2021, the Association was got registered by the Registrar of Societies under the Karnataka Societies Registration act 1960. For the purpose of planning and execution of alumni related activities a committee is constituted under the chairmanship of the Principal with the other designations like vice president, secretary, joint secretary, overseas coordinator and members. Members of this association include B.D.S and M.D.S students who graduated from the Institution.

It has been the practice of the Institution to conduct two meetings of Alumni Association in a year. Students from the inception of the Institution till the immediate graduates would form a part of the Association. The Alumni Association helps to conduct academic and extra-curricular activities in the Institution. Feedback is collected from the Alumni every year which includes the feedback on Institution curriculum, teaching-learning evaluation, infrastructure and student support activities. The feedback taken on the curriculum would be analyzed and sent to the Rajiv Gandhi University of Health Sciences (RGUHS) and to the Sharavathi Education Trust for information and necessary action.

In the past five years, the Alumni of the Institution have generously contributed financially along with donating necessary materials to the Institute. Donations given by the Alumni include books to the Central Library, ultrasonic scalers to the Department of Periodontology and Aquarium to the Department of Pedodontics & preventive Dentistry in the year 2016, 2017-2019 and 2020 respectively.

The Alumni Association in collaboration with local Indian Dental Association branch (IDA) has been conducting various activities including continuing dental education program (CDE), seminars, workshops, free dental checkup camps in the Institution and the villages in the neighborhood of Institution. The

Institution also conducts professional and faculty development program to keep the Institution and the faculty abreast with the recent developments in terms of professional and technological applications. Alumni are considered as the bridging source of gap between what is needed in the profession and what is being delivered in the Institution.

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

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

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

Response: D. Any two of the above

File Description	Document
Certified statement of the contributions by the head of the Institution	View Document
Annual audited statements of accounts. Extract of Audited statements of highlighting Alumni Association contribution duly certified by the Chartered Accountant and Head of the Institutions	View Document
Link for Additional Information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Sharavathi Dental College and Hospital, Shivamogga was established by the Sharavathi Education Trust(R) with the following Vision and Mission

VISION

Creation of quality excellence for quality dental care through penetrative teaching learning and research activities.

MISSION

- 1.To create the state of the art infrastructure.
- 2.To create an effective ICT ambience.
- 3.To train and motivate the faculty to research, conduct consultation and community services.

The Governing Council of the Institution is the supreme body constituted with the President of the Trust as Chairman and the Principal of the Institution as Member Secretary. The senior teachers of the Institution, educationists, practicing professionals and parent representatives are the members of the Council. The Council at its meeting decides about the perspective plans for conducting the academic and academic supportive activities for the entire year. The annual Academic Calendar of events prepared by the Institution would be approved at the meeting along with action plan for implementation. It is the Governing Council, which decides about the funds and supervision of the developmental work. The Principal of the Institution takes care of day to day implementation of the developmental activities as per the Annual Calendar of event.

While planning the activities and preparing the Academic Calendar, the feedback taken from stakeholder would be considered to enhance the quality of academic and administrative functions of the Institution. The Institution in turn, for the purpose of effective internal management, has constituted various committees to conduct the programs as planned for the year. To ensure the participatory management, student representatives are also taken as members of different committees like student council.

As a result of the visionary plans and their implementation in letter and spirit, the Institution could see the completion of the infrastructure, physical facilities and the effective academic enrichment as decided. Now, the Institution has the infrastructure as needed by the apex authorities – Dental Council of India (DCI) Government of India, Government of Karnataka and the Rajiv Gandhi University of Health Sciences (RGUHS). Every year, the Institution is getting good pass percentage of students including distinctions and ranks. The students have secured various ranks in the University examinations in the past five years and some have also secured gold medals.

The students have been performing well in academics, sports and cultural activities, skill development

events, professional ethics and also in general behavior. The Governing Council, during its periodic meetings discusses the various academic and administrative issues, besides the analysis of examination results and the teachers performance relating to the overall development of the students. The principal of the Institution prepares the Annual Report at the completion of every year, which would be discussed and approved by the Governing Council. The IQAC and Governing Council verify periodically that the functioning of the Institution is correct and in accordance with the set vision and mission of the Institution.

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

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

Response:

For the purpose of effective administration of the Institution, the organisational structure is designed by defining well the flow of authority, responsibility, decentralization and participatory management. The organogram includes the Governing Council at the top and grassroot level structure at the bottom.

Strategic decisions are taken at the Governing Council and implementation part is assigned to the middle level and at the grassroot level. The Principal of the Institution is vested with the authority and responsibility of aspects of the strategic plans. The Institution has various committees to assist in academic and administrative functioning of the Institution. The Governing Council meetings are held three to four times a year, where in planning, organizational, control and motivational plans and activities are discussed and finalised. As a result of the commitment by the Management, Principal, Faculty and Staff of the Institution, students, parents and general public in the neighbourhood community could see the well-built infrastructure, esthetically designed campus, laudable academic results and active participation in community dental health care activities on day to day basis.

The committees include:- College Governing Council, Internal Quality Assurance Cell, Academic Committee, Alumni Association, Anti-Ragging Committee, Biomedical Waste Disposal Committee, Clinical Committee, Committee For Community Orientation, Committee For Continuing Dental Education, Committee For Satellite Centre, Condemnation Committee, Environmental And Ecological Committee, Ethics Committee, Examination Committee, Experts Committee, Faculty Selection Committee, Feedback Committee, Finance Committee, Greivance And Redressal Committee, Hostel Committee, Infection Control Committee, Internal Complaint/Women Empowerment Committee, Innovative Teaching Committee, Journal Committee, Library Committee, Infrastructure & Maintenance Committee, Magazine Committee, Mentor Committee, Overseas And Out of State Students Committee,

Parent Teacher Association Committee, Patient Grievance Committee, Purchase Committee, Research Committee, Staff Welfare Committee, Student Welfare Committee, Sports & Cultural Committee, Transport and Locker Committee, Website Design and Management Committee.

Each committee meets periodically to plan, execute, evaluate and review the activities assigned to it. Wherever needed the stakeholders are taken as members to give a touch of participatory management in the day to day affairs of the Institution. The hospital is well equipped to cater to the need of the patients. The hospital is well established with the infrastructural needs as per the norms of DCI and RGUHS, besides the patient friendly facilities. The average number of patients visiting to the hospital is more than hundred per day, which facilitates the clinical training of the students.

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

6.2 Strategy Development and Deployment

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

Response:

The broad-based organisational structure of the Institution includes the apex authorities, Management, Principal, faculty and staff. The Government of India, Ministry of Health and Family welfare, DCI, the Ministry of Medical Education – Government of Karnataka and RGUHS are the apex authorities.

The Institution has its own organisational structure with the Governing Council at the top grassroots level departments / activities at the bottom. Strategic plans are prepared by the Institution taking into account Vision and Mission of the Institution and the directions given by the Sharavathi Education Trust (R), Shivamogga. The Academic Calendar would be prepared by the Institution taking into account the circulars and guidelines issued by DCI and RGUHS, the feedback given by the stakeholders with regard to curriculum teaching learning evaluation, infrastructure, professional skill and ethics is largely needed for quality dental health care education and practice.

To ensure the systematic and effective implementation of the set goals and standards the Institution has its own Institutional policy. The policy serves as guidelines and benchmarking quality standard with regard to almost all activities of the Institution. The policy of the Institution includes norms and guidelines relating to the curriculum to be followed, add on certificate courses to be conducted Academic Calendar to be prepared for every academic year, teaching, learning and evaluation, research innovation and extension activities to be conducted, infrastructure and physical activities legally needed for the academic and academic supportive activities, sports and cultural activities student support and progression activities, governance of the Institution maintenance of the campus and ICT facilities, welfare programmes for the faculty and staff and so on. Various committees have been constituted to give suggestions for the

preparation of Institutional developmental plan and feedback for evaluation of events conducted as per the Academic Calendar. It also includes provisions relating to duty, discipline, ethical practices, best practices, community services and personality development. Employee recruitment, remuneration, training and welfare measures are also part of the policy.

The Governing Council, at the end of every academic year evaluates the academic, administrative and community service activities conducted during the year taking into account the actual performance of the Institution, reports by the DCI inspection committee, RGUHS Local Inspection Committee (LIC) and the own observation by the Trust Members.

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

6.2.2 Implementation of e-governance in areas of operation

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

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

Response:

From the point of view of maintaining the high morale among the faculty and staff and to ensure quality performance in their duties and conduct, the Institution has made efforts to provide effective welfare measures for teaching and non-teaching staff. As per the Institutional policy the welfare measures include- PF & ESI contribution, maternity leaves, special leaves for exam/ conference, travelling allowances for the conference, free transportation for non- teaching staff, dental treatment charges concession - 50% for faculty members and 25% concession to the relatives of employees. Concession in tuition fee to children (sons/daughters) of faculty/employees. Uniform for all the non-teaching staff, group D employees. Student's transportation is arranged for participation in cultural fests attended by students in other colleges.

The Institution has taken up measures to upgrade the facilities provided for faculty members non-teaching staff, administrative staffs and the employees in the institution benefited with ESI facility, sponsorship for enrolling in FDP at various specialities, provident fund facility, maternity leaves, Concession in clinical charges for family members of employees. The Institution provides residential facility for staff members within the campus and has common cafeteria for the faculty, Non-teaching and administrative staffs. Institution regularly conducts seminars, workshops, Continued Dental Education Programmes to enhance progressive learning skills among faculty members. Institution provides transport facilities for the faculty and staffs, other employees twice a day.

For instance, in the year 2020-21, 23 faculty members have been benefited by Provident Fund facility, 15 are with ESI facility, 04 are provided with dental treatment concession, 7 are given special leave, 3 have provided with registration fee for attending conference. 50 non-teaching staff have been provided with Provident Fund and ESIC facility. Four were given dental treatment concession and twelve have enjoyed free transport facility.

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

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

Response: 1.74

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

2020-21	2019-20	2018-19	2017-18	2016-17
3	4	0	1	1

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

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

Response: 7.8

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

2020-21	2019-20	2018-19	2017-18	2016-17
14	11	5	6	3

File Description	Document
Reports of Academic Staff College or similar centers Verification of schedules of training programs	View Document
Institutional data in prescribed format	View Document
Copy of circular/ brochure/report of training program self conducted program may also be considered	View Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 92.17

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

2020-21	2019-20	2018-19	2017-18	2016-17
112	106	110	74	70

File Description	Document
Institutional data in prescribed format	View Document
E-copy of the certificate of the program attended by teacher	View Document
Days limits of program/course as prescribed by UGC/AICTE or Preferably Minimum one day programme conducted by recognised body/academic institution	View Document
Any additional information	View Document
Link to additional information	View Document
Link of AQARs for the last five years	View Document

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

Response:

Since the practice of performance appraisal serves as a measure to evaluate the performance of faculty and staff, the Institution has the practice of collecting the Performance Appraisal Reports from the teaching and non-teaching staff of the Institution at the end of every year. The Institution has designed its own performance appraisal report taking into account the general practice and the corporate sector and academic bodies including the DCI. The performance appraisal report includes the details relating to

- a) General information, that is name, designation and service;
- b) Subjects taught during the year,;
- c) Results achieved by the students in the respective subjects,;
- d) Research publications and extension activities in which the faculty have participated,;
- e) Seminars, symposium. Conferences, Workshops, CDE programmes attended,;
- f) Goals set and accomplished,;
- g) Administrative assistance to the principal, HOD,;
- h) Any other relevant information. At the end of every financial year, that is on 31st march, the faculty and staff submit their performance Appraisal Report to the principal through the HODs of respective departments. The principal after receiving the PAR so submitted would go through to confirm the details submitted in the PAR. On being satisfied with the information furnished in the PAR, the principal submits a report to the Governing Council for necessary actions.

The best performers are encouraged by timely promotions, salary enhancement, special leaves to attend conferences, seminars and felicitations on special occasions like annual cultural fest. With regard to the low performers notices would be issued asking for an explanation as to the cause for their low performance. Considering the genuinity of the reasons given by the employees, action would be taken either to motivate or punish, as the case may be. Performance of employees based on appraisal reports would be discussed at the Governing Council meeting to take necessary action to improve the performance.

For the purpose of continuous upgradation and improvement of academic and administrative knowledge

and skills among the employees, the institution conducts training programmes. In addition, as and when needed and plausible, the Institution deputed the faculty or the office staff for the external training conducted by RGUHS or other institutions.

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

Other Upload Files	
1	View Document

6.4 Financial Management and Resource Mobilization

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

Response:

Governing Council of the Institution, on advice or directions by Sharavathi Education Trust (SET) (R) makes the financial plan for the Institution every year. The financial plan is the annual development or the annual budget of the Institution based on the academic and administrative requirements submitted by the Principal. Tuition fee is the main source of revenue. As per the norms and guidelines by the Government of India, tuition fee is fixed in three categories. Lowest fee for students admitted under Government quota. Higher fee for the students admitted under Consortium of Medical and Dental Educational Institution Karnataka (Comed-K) quota and Management proposed fee for the NRI /Institutional quota students. In addition to the tuition fee the Institution collects some miscellaneous fee for the transportation, hostel facilities, examinations and so on. Students are encouraged to make payment on digital mode also. The fee amount would be collected by the Karnataka Examination Authority at the time of admission counselling, in the form of Demand Draft or Online Transfer. This is in case of 1st year BDS/MDS admission. The amount so collected, could in turn be sent to the Institution. In case of the students of other years the amount would be directly collected at the Institution.

The application of funds for various departmental and routine expenditures is according to the periodical indent submitted by the Principal to the Management. Both revenues and expenditures are properly accounted for according to the existing norms including the provisions under Income Tax act 1963. Every revenue and expenditure are properly vouched for. The books of accounts are maintained at the Institution and also the important reports at the Trust office. Whenever the actual inflows become insufficient to meet the expenditures of the Institution, the management would contribute. Besides, the Institution also borrows from banks whenever additional funds are warranted. The Institution prepares annual budget every year taking into account the estimated revenue and expenditure. At the end of every financial year the income and expenditure relating to that financial year would be discussed at governing council and decisions are taken accordingly. The total arithmetical accuracy and transparency are maintained in entire system of mobilisation and application of resources.

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

6.4.2 Institution conducts internal and external financial audits regularly

Response:

With an intention to ensure the arithmetic accuracy of financial transactions and also to confirm about the proper collection and application of funds, the Institution arranges internal and external audit. Internal audit is ensured by the internal auditor and the Principal regularly. The accounting work done by the account clerks are immediately checked by the supervisors and the Principal everyday at the time of signing the cash book. External audit is arranged from the external auditor/CA, LV Gopal Raghavan Chartered Accountant, Bangalore. The financial statements so submitted by the Chartered Accountant are discussed and approved by the Governing Council at their meeting.

Generally, the audit objections are nil for the past 5 years, because precautions are taken in day to day maintenance of accounts. However, the Institution has the mechanism to attend the audit objections. After the annual financial audit the designated auditor would submit the Financial Statement, Receipt and Payment Account, Income and Expenditure Account and Balance Sheet to the Principal of the Institution. The Principal would submit the same to the Trust for information and necessary actions. The discrepancies identified by the internal and external auditors would be attended by the principal of the Institution which will be informed to the Management. In the past five years no grave mistakes or discrepancies have taken place. Accordingly, the audit objections pointed out by either the internal auditor or the external auditor would be brought to the notice of the Principal who discusses the issues with the concerned clerks and the auditors and attend the objections.

File Description	Document
Any additional information	View Document
Link for documents pertaining to internal and external audits year-wise for the last five years	View Document
Link for any other relevant information	View Document

6.4.3 Funds / Grants received from government/non-government bodies, individuals, philanthropists

during the last five years (not covered in Criterion III)**Response:** 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

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

6.5 Internal Quality Assurance System**6.5.1 Institution has a streamlined Internal Quality Assurance Mechanism****Response:**

Even though this is the first cycle for the Institution to apply for assessment and accreditation the Institution has constituted the Internal Quality Assurance Cell (IQAC) in the year 2016 as per the guidelines of the NAAC itself, that is the first year in the past five years. It was constituted immediately when the Institution decided to go for NAAC assessment and accreditation. It meets once in every quarter and discuss the issues relating to academics and non-academic activities of the Institution. No event or activity relating to the overall development of the Institution is spared from the purview of IQAC. All issues relating to academic functioning of the Institution and general administration are discussed threadbare. The academic calendar, which also serves the purpose of the annual plan is prepared as per the decision taken at the IQAC meetings.

The Committees formed for various purposes submits their opinions and the suggestions for the conduct of related activities during the year. The agenda of the IQAC generally include the subjects like curriculum, teaching-learning and evaluation, research, innovation and extension activities, infrastructure development,

students support and welfare activities, result analysis, feedback from stakeholders, future plans and so on. Since the role of faculty is considered as of prime importance, faculty development programmes are largely conducted by IQAC. The IQAC is supported by the number of committees formed for planning, organisational and execution of subject wise events. More emphasis is given for the enrichment of academic performance of the students, development of professional skills and imbibing of ethical values, gender sensitization use of Information Communication Technology (ICT) environmental awareness, with due respect to human and constitutional values. The IQAC coordinator prepares annual report every year and submits it to the Principal, who is also chairperson of the IQAC. The Principal in turn submits same to the Institution's Governing Council along with his remarks. The Governing Council also looks into the report and passes its remarks for the continuous development of the Institution.

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

Other Upload Files

1

[View Document](#)

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

Response: 66.49

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

2020-21	2019-20	2018-19	2017-18	2016-17
242	30	32	44	9

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

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

Response: A. All of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 11

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

2020-21	2019-20	2018-19	2017-18	2016-17
3	2	2	2	2

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

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

Response:

Gender equality is the basic tenet to be complied with in every higher educational institution. Sharavathi Dental College and Hospital, being a professional educational institution in the health care sector has taken many initiatives to promote gender equality.

The women empowerment committee is constituted in the institution, which is given the responsibilities of planning and conducting different programmes every year. The committee is chaired by the principal and consists of women faculty members & students representatives also. Under the aegis of this committee, special lectures are arranged, where women activists, scholars, philosopher's are invited to the institution to deliver lecture on related issues and interact with students. The subjects include women entrepreneurship in the dental health care practice, legal aids, constitutional provisions relating to gender equality and empowerment.

International Women's Day is celebrated every year in a special way by conducting guest lecture, group

interactions, cultural presentations, community awareness programs in the neighbourhood of the institution. Boy students are also encouraged to participate in these programmes to make them aware of the human dignity and well-being. Arrangements have been made in the institution to impart the self-decision skills, physical fitness and mental tolerance. The programmes include Karate training, yoga and meditation, cultural activities and individual group consultancy for improving the academic programmes and personality traits.

- **Safety and security:**

To ensure the safety and security of girl students and women employees the campus and building precincts are covered by CC camera surveillance. Security guards are appointed to look after the entry and exit of students, staff, patients and also visitors from outside. The girl students are given training in unarmed combating techniques like Karate. They are also frequently briefed about the self security on the campus and off the campus.

- **Counselling:**

Every year during the orientation courses conducted for the first year students, girl students are segregated and briefed about the general and personal precautions to be taken during the period of their stay in the campus. Mentorship program is effectively undertaken in the Institution where the teacher Mentors continuously track the students' progress and communicate to the parents. Mentors counselling Registers are maintained by the Mentors, where in, the counselling done are recorded.

- **Common rooms:**

Ladies common rooms are provided with required facilities to ensure hygiene and sanitation. The facilities include, lockers, seating arrangements.

- **Day care centre for young children:**

Day care and play area is provided for young children in the department of pedodontics and preventive dentistry.

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

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

LED bulbs/ power efficient equipment

Response: D. Any two of the above

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

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

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

Response:

The institution is making efforts and has made arrangements to keep the campus and building precincts safe, clean and user friendly. The following are the arrangements made.

1. Solid waste management

Solid waste generated in the institution, in the building and outside the building on the campus is collected at the source of its generation. Collection boxes are kept to dump the waste as per the colours suggested by the department of environment.

1. Black colour for General waste i.e., office waste, dry non-infectious waste.
2. Red colour for Infectious waste i.e., syringes, cannula, catheter, needles, blades, scalpels.
3. Yellow colour for Infectious waste i.e., pathological specimens, anatomical waste.
4. Blue colour for Infectious waste i.e., whole and broken glass

2. Liquid waste management

Liquid waste includes the used waste water in the hospital and sewages. Proper pipelines are laid from the source of its generation to the collection tanks. From there it would be disposed to the drainages constructed by the city municipality corporation.

3. Biomedical waste management

Since it is a dental college & hospital, the Biomedical waste generated is not of considerable extent. However, the institution has entered in to an MOU with the Sushrutha Bio-Medical waste management society, which is a biomedical waste collecting agency.

4. E-waste management

The E-waste generated in the institution is periodically collected and is disposed in to the collection vehicles of the Shimoga municipality corporation which visits the campus at the request as and when needed.

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

7.1.5 Water conservation facilities available in the Institution:

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

Response: Any Four of the above

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

7.1.6 Green campus initiatives of the Institution include 1. Restricted entry of automobiles 2. Battery-powered vehicles 3. Pedestrian-friendly pathways 4. Ban on use of plastics 5. Landscaping with trees and plants

Response: A. All of the above

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

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

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

Response: A. All of the above

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

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

Response:

Institution provides an inclusive environment for everyone with tolerance and harmony towards cultural, regional, linguistic, communal, socioeconomic and other diversities. Different sports and cultural activities have been organized inside the Institution to promote harmony towards each other.

Commemorative days like International Womens Day, Yoga Day along with many regional festivals like Ganesh Festival, Onam, Holi, Kannada Rajyotsava and Cultural Utsav are celebrated in the Institution. This establishes a positive interaction among people of different racial and cultural backgrounds. Kannada Rajyotsava Celebration enhances linguistic tolerance and promotes national integration and provides an opportunity of enjoyment through a multilingual experience. Celebration of festivals like Ganesh Chaturthi, Onam and Holi encourages the feeling of togetherness among students and staff hailing from different religion, thus promoting the values of tolerance and harmony. Students take an active part in cultural fests held in college as well as other colleges, in events like dancing, singing, mono-acting, skit, group events. Students also take part in games like football and volleyball. These competitions and cultural fests certainly gift students with a huge package of memories. Every student is a part of the cultural event and is given equal opportunities to exhibit their talents. There is a Grievance and Redressal Committee in the Institute, Student Grievance Redressal Cell, which deals with grievances without considering anyone's racial or cultural background. Institution has a code of ethics for students and a separate code of ethics for teachers and other employees which has to be followed by each one of them irrespective of their cultural, regional, linguistic, communal, socioeconomic and other diversities. For the patients also, the institute reaches out to community for providing better oral health care.

Various community camps have been conducted by the Institution which considers community health is a national wealth. Satellite Centers have been established to provide patient care in rural areas. Jail camps are organized to provide dental treatment to jail inmates. Buses provide a means of transport to get patients to the Institution for the convenience of patients. School camps are also organized for oral screening of children so that preventive and interceptive dental treatment can be provided. Tobacco Cessation Cell has been established for the purpose of spreading awareness and providing necessary clinical treatment and referrals, wherever necessary to the needy.

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

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

Response: A. All of the above

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

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

Response:

From the point of view of giving social, economic, political, scientific awareness and exposure to the students to make them empowered in all their personality dimensions, the Institution conducts various programmes on the occasions of National and International Commemorative Days. The following are the some of the examples of such events.

The Institution believes in celebrating the events and festivals from the view point of inculcating social cultural values in the students and staffs. It is an integral part of learning and building a strong cultural belief in a student. The events and festivals are organized with a great pomp and gaiety. The students

participation in these events and ceremony would create tolerance and harmony, which is largely needed for co-existence and collective living. Celebration of various days include World Environment Day on 5th June, International Yoga Day on 21st June, Independence Day on 15th August, International Women's Day on 8th March, Children's Day and Pedodontist's Day on 14th November, National Oral Pathology Day on 25th February, Prosthodontist's day on 22nd January, Endodontist's Day on 5th March, World Oral Health Day on 20th March, International Oral & Maxillofacial surgery Day on 13th February, National Oral Medicine & Radiology Day on 24th April, World Orthodontic Day on 15th May, World No Tobacco Day on 31st May, Oral Hygiene Day on 1st August, World Radiographic Day on 8th November, World AIDS Day on 1st December, Youth Day on 12th January.

On the occasions of celebration of these days, the institution invites special guests or resource persons, befitting to the ceremony who delivers lecture and have interaction with faculty and students. These guests include the renown political leaders, specialists in the field of science and technology, dentistry and environmental aspects. It has been the fact that the students have enriched their knowledge, professional skills, ethical values, individual virtues and social obligations.

File Description	Document
Link for additional information	View Document

7.2 Best Practices

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

Response:

- **Title for best practice- Clinical practice management in orthodontics**

- **Objectives of the practice**
 - Differentiate between simple and complex orthodontic problems
 - Provide interceptive, preventive and corrective procedures for the mixed dentition treatment
 - Provide orthodontic treatment for adult patient
 - Provide consultation and referral to specialist in an efficient and knowledgeable manner
 - Assess the dentition and identify malocclusion.

- **Context**

The goal of orthodontic treatment is to create a beautiful healthy smile through tooth and jaw alignment. Having well aligned teeth makes it easier for you to bite, chew and speak. This can enhance your dental health, your overall health, and your self-esteem. Orthodontic treatment is not a quick fix. It is a complex biological process and involves changes in jaw bones, facial bones and soft tissue, as teeth are moved into

their new positions.

- **The practice**

The Department of Orthodontics and Dentofacial Orthopaedics at our Institution has state of the art infrastructure facilities and has been engaged in teaching, research and patient care. Orthodontics is the dental specialty pertaining to diagnosis and treatment of malocclusion. The department provides clinical care to the patients in an environment modelled after private orthodontic practice thus facilitating best clinical training to the undergraduate and postgraduate students. Facilities in the department include a modern orthodontic clinic and clinical laboratory; a spacious reception and waiting area; computer and data-processing room, special equipment laboratory; library; photography room; seminar room; digital cephalometric and OPG room and separate faculty and postgraduate rooms. The department well equipped with facilities like Biostar, Hydrosolder, Plasma arc curing light, Diode curing light, Digital cephalogram machine, diagnostic treatment planning software like Nemoceph software.

- **Evidence of success**

Success could be measured in terms of the number of cases completed and regular in flow of patients to the department which is due of Word-of-Mouth promotion by previously treated patients in the department. Support from the management in obtaining latest equipment, teaching faculty who aspires to help students excel in patient work, has led us to provide excellent treatment for patients. The patients find that treatment at our institution is affordable with proper treatment and care which is value for their money.

- **Problems encountered**

Long duration of orthodontic treatment carries the risk of tissue damage and is associated with various problems. Most patients have problems regarding their appearance due to braces, fear of extractions, and fear of pain after activation of wire, wire impingement and food lodgement. A lesser number of patients have difficulty in speech, chewing, detachment of bonded and banded attachments, bleeding and swollen gums and bad odour. Orthodontic practitioners are aware of these problems and patient perception of these problems should be made aware to students which will help in tackling the patients' fears in a more efficient manner

- **Title for best practice - Community Health is Nations Wealth**

- **Objectives of the practice**

The objectives of community best practices is to

1. Manage a body of knowledge that relates to community services.
2. Respect and care for the underprivileged societies and communities.
3. Promote standardization of care thereby eliminating inequalities.
4. Cross-cultural adaptation developing innovative and creative ideas for improvement of oral health.

- **Context**

The contextual factors are the management of health systems and include the determinants of health. Addressing social determinants is important in community health and can be done by prudent program planning, with steps such as situational analysis, problem identification, developing alternative strategies,

use of special efforts and developing the best course of action. Program assessment is imperative to understand if the intended objectives are being met and this can be challenging and hence we use formative and progressive steps in evaluation of our community based activities.

- **The practice**

The Department of Public Health Dentistry at the Institution has a state of the art infrastructure, with several fully operational electronic chairs, portable dental chair units and an exquisite fully equipped mobile dental clinic with an audio-visual unit for provision of health information and education. The department liaises with four outreach centres that is, at **Kumsi, Mattur, Thamdahalli and Bhadravathi**, on a regular daily basis. The centres are located in rural and semirural areas and provide care to the rural and urban needy in and around Shivamogga city and district. Patients from these centres are referred for advanced dental care to the college. Treatment at the college is provided at a subsidized cost. Dental screening and treatment is provided at all centers and at general camps free of cost. Emphasis is also placed on pediatric dental care and several school children are screened and treated with parental consent on a regular basis by coordinating with the department of pediatric dentistry. Several NGO's such as the Red Cross, Rotary and Lions Club are involved with the department in a range of activities from blood donation, vaccination and treating specially-abled and indigenous populations.

- **Evidence of Success**

Success is a multidimensional measurement and our college stands tall in giving back to the community. The founders of the institution promote philanthropic activities in and around Shivamogga city and district and even at a state level. The community health activities with the support of the staff and management have been well-appreciated with several requests for our outreach programs right from the smallest of rural communities to the well-known organizations including various stakeholders.

- **Problems encountered**

Sometimes it is difficult to meet all the 'felt' needs of the communities and hence the Institution has adequate labour-force and technology, and hence refers some of the patients to the college as comprehensive treatment at all levels may not be possible in a community setting. Lack of coordination can sometimes lead to improper judgment at outreach activities and hence we conduct step-wise evaluation in diagnosis and treatment, and adopt an interdisciplinary/multidisciplinary approach for achieving our intended objectives.

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

7.3 Institutional Distinctiveness

7.3.1 Portray the performance of the Institution in one area distinctive to its priority and thrust within 500 words

Response:

- **Title of the practice:** Mentorship programme
- **Objectives of the practice**

The objective of the mentorship programme implemented in the Institution are listed as:

- To give individual attention to the students for their academic and professional progress.
 - To create punctuality in the academic and supportive activities.
 - To improve the discipline in each and every academic and community-oriented programmes.
 - To imbibe the discipline in each and every academic and community-oriented programmes.
 - To encourage the students to enrich their academic performance.
 - To make the students fit physically, mentally and socially by conducting various programs and encouraging the students to participate in these activities.
 - To encourage the students to inculcate the enrichment of mind by counselling them to participate in field survey, project work and environmental developmental activities.
- **The context**

The Mentorship Program is considered as the most important one from the point of view of overall development of the students. The important context is that they need individual attention for the enrichment of their performance academically, professionally and socially. The individual diversity is the main course which attracts the individual attention for their performance. All students are not alike. Therefore, the advanced learners need special attention for their distinctive empowerment. They have to be specially motivated by addressing to their individual additional needs for the enrichment.

- **The practice**

The Mentorship Committee is constituted for the purpose of the implementation of mentorship programme in the Institution which fully takes care of the effective implementation through proper planning, execution, control and preparation of the documents. At the end of the academic year the overall performance is discussed and measures to be taken to further enrich its implementation are listed. The total number of students are divided by the total number of full-time faculty to create the ratio of mentor and mentee. Accordingly, the average ratio for the past 5years is 1:15. Each mentor maintains the counselling register in which the important measures taken are recorded.

- **Evidence of success**
 - The implementation of mentor program has led to the increase in average academic performance of students, besides the inculcation general discipline and imbibing of ideals of social commitments and selfless service.
 - The overall participation of students in different activities has been increased.
 - During Covid-19 the average percentage of students participating in online classes was increased.
 - It is well recorded by the parents through their appreciation.

- **Problems encountered and resources required**

Generally, the Institution has no problems in implementation of mentorship programmes. However, to mention a few problems encountered,

- Maintaining of individual record for students with regard to the formal learning and informal counselling.
- Being in touch with parents continuedly amidst of busy academic schedules.
- Non co-operation of some of the students and parents while answering the some of the issues raised by the mentors with regards to punctuality, complying the code of discipline and following meticulously the instructions given by the mentors.

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

8. Dental Part

8.1 Dental Indicator

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

Response: 286.06

8.1.1.1 Institutional mean NEET percentile score

Response: 286.06

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

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

Response:

Dentistry is a practical oriented field and it contains both Undergraduate and Postgraduate courses which needs skills at every single step. Sharavathi Dental College and Hospital is affiliated to Rajiv Gandhi University of Health Sciences which has organized guidelines for training students in their practical skills. Enrichment of pre-clinical knowledge and skills are of utmost importance from the point of view of imbibing the effective qualities in the budding Dentist. Conducting various academic and academic supported activities are mandatory in two departments, Pre-Clinical Conservative and Pre-Clinical Prosthodontics as per the Curriculum and Regulation of Dental Council of India and Rajiv Gandhi University of Health Sciences. Their activities largely include the theory, oral and practicals. Lectures are conducted using suitable pedagogy and technology. Chalk and Talk method, power point presentations and video displays or the methods. Lecture method is followed to teach theory subjects using ICT infrastructure. Practical are conducted in the respective laboratories where stimulation models are also provided. The lecture method is supported by group discussion and chair side demonstrations. Both Prosthodontics and Conservative Dentistry Departments have their Preclinical Laboratories, which consist of phantom heads and jaw set for clinical experience, where students are guided to use the various dental materials and their applications.

The Management of the Institution has taken keen interest in providing the mandatory and suitable state of the art infrastructure to ensure the imbibing of pre-clinical skills needed to carry out the profession with confidence. Their training activities are conducted as per the norms and guidelines of Dental Council of India and Rajiv Gandhi University of Health Sciences. For the second year under graduate students, Conservative Dentistry and Prosthodontics are the two departments involved in teaching, training and

evaluating the skills needed to be created in the students. Regular internal assessment examinations are conducted before going for the University preclinical examination so that before treating any patients, clearing the University Preclinical Examination before going to treat patients, clearing the University examinations.

The faculty of respective departments are kept updated about the current developments in their respective fields so that, they can confidently teach the students. The teaching of practical skills are the goals in producing well trained graduates with clinical knowledge to take up practice across the globe. It would also help dental practitioners, that is, BDS and MDS graduates to confidently practice dentistry throughout their career.

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

8.1.3 Institution follows infection control protocols during clinical teaching

1. Central Sterile Supplies Department (CSSD) (Registers maintained)
2. Provides Personal Protective Equipment (PPE) while working in the clinic
3. Patient safety curriculum
4. Periodic fumigation / fogging for all clinical areas (Registers maintained)
5. Immunization of all the caregivers (Registers maintained)
6. Needle stick injury Register

Response: A. All of the above

File Description	Document
Relevant records / documents for all 6 parameters	View Document
Institutional data in prescribed format	View Document
Immunization Register of preceding academic year	View Document
Disinfection register (Random Verification by DVV)	View Document
Central Sterile Supplies Department (CSSD) Register (Random Verification by DVV)	View Document
Any additional information	View Document
Link for Additional Information	View Document

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

clinics / internship:**Response:****a. Orientation for fresh students.**

Orientation courses have been regularly conducted in Institution for students, who enters the Institution after clearing the Puc (PRE-University Course). They would be given clear idea about the BDS course and its importance. Institutional head would brief about the college academic events to be conducted in the year, curriculum to be taught, Addon courses to be conducted, teaching methodology followed, examinations to be conducted as per guidelines apex authority. The students also brief about the course outcomes, programmes outcomes and graduates' attributes as described by the apex authority. The concern HODs would brief on the infrastructure facilities, library, each departments rules and regulations, code of conducts to be followed on the campus and off the campus. The academic coordinator brief on the theory classes, practicals, preclinical and clinical exercises. It is also a practice of the Institution to take the undertaking from the students and parents with regards to the compliance of the norms and guidelines of the Institution.

b. White coat Ceremony.

As soon as students enter 3rd year or clinical departments, there will be bridge course/ orientation programme conducted with regards to norms and procedures to be followed in the clinical departments. White coat ceremony is conducted to initiate them to enter the clinical department for learning. The students feel honoured to wear full white apron as a part of their clinical entry and also the oath would be administered to ensure, that they uphold the dignity and the importance of patience needed in the practice.

c. Workshops on patient care (Community skills, Infection control, Bio Medical waste management, Professional ethics)

The students would also be briefed about the Patient Safety Protocol, Protective Wear for patients as well as for Clinicians by conducting workshop or seminar. Besides, they would also be briefed about the Sterilization Protocols and Patient Counselling and their education. They were asked to follow code of conduct in the Clinical Departments. Their performance would be assessed and monitored as a part of objective structured clinical examination and objective structured practical examinations at a regular interval by the staffs of the respective departments. If any student is not up to the mark in academics, it would be brought to the notice of their parents, besides taking measures to update and upgrade.

D. Internship Orientation:

After a student finishes his or her academic final year examinations, he or she would be promoted as house surgeon or internee, and he or she is expected to perform the respective duties of the house surgeon. There will be a one complete year rotary postings in all the department of Institutions and students asked to finish their assigned work/quota in each departments, after which they will be given internship completion certificate. After successfully obtaining the internship completion certificate only they can register themselves in respective State Council and in University. There will be a counseling session for the interns regarding scope after graduation.

File Description	Document
Programme report	View Document
Orientation circulars	View Document

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

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

Response: B. Any 4 of the above

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

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

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

Response: A. Any 5 of the above

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

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

Response: 0.76

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

2020-21	2019-20	2018-19	2017-18	2016-17
2	0	1	1	0

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

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

Response:

The Institution has introduced objective methods to measure and certify learning outcomes (COs and POs) and graduate attributes stated as per the guidelines of DCI & RGUHS, for the BDS course. The mechanism includes-

1. Statement of Aims and Objectives
2. Computation methodology
3. Analysis of the data

- **Statement of Aims and Objectives**

Aims and objectives of BDS course as per the revised ordinance of RGUHS governing Bachelor of Dental Surgery (BDS) degree course 2011 are as under:

- **Aims**

The dental graduates during training in the institutions should acquire adequate knowledge, necessary skills and such attitudes which are required for carrying out all the activities appropriate to general dental practice involving the prevention, diagnosis and treatment of anomalies and diseases of the teeth, mouth, jaws and associated tissues. The graduate should also understand the concept of community oral health education and be able to participate in the rural health care delivery programs existing in the country

- **Objectives**

The objectives are dealt under three headings namely (i) knowledge and understanding (ii) skills and (iii) attitudes.

- **Attitudes**

A graduate should develop during the training period the following attitudes

1. Willing to apply current knowledge of dentistry in the best interest of the patients and the community
2. Maintain a high standard of professional ethics and conduct and apply these in all aspects of professional life
3. Seek to improve awareness and provide possible solutions for oral health problems and needs throughout the community
4. Willingness to participate in the continuing education programmes to update knowledge and professional skills from time to time.
5. To help and to participate in the implementation of national health programme

- **Computation methodology**

For the purpose of assessment of learning outcomes and graduate attributes as per the provisions of DCI and RGUHS, the Institution has designed the following mechanism

Step1: For the 2016 batch of BDS students, all the four years examination results are consolidated. Each subject is denoted by Course Outcome (CO). All the subjects are considered as courses and numbered from CO1.....to CO_n. Each CO includes marks assigned and secured all the students in a particular subject. It includes marks in theory, practicals/clinicals, internal assessments and viva voce.

Step2: Consolidation of results from I BDS to IV BDS can be stated as $C_1+C_2+C_3+\dots+C_n = ?C_n$

Step3: Computation of Program Outcomes (PO's)

PO's = $C1/N + C2/N + C3/N + \dots + Cn/N = ?Cn/N$ where, N = Number of students

- **Analysis of the data**

Analysis for the batch of 1st BDS for the year 2016-17 who were 25 in number graduated in the year 2020-21. Their total assigned weights calculated as per the details enclosed, is 85400. Whereas the attained total weight was 62969. That is 73.73% therefore, the attainment rate is 74%.

For the batch of 2017-18 1st MDS, who were 13 in number graduated in the year 2020-21, their total assigned weights calculated as per the details enclosed, is 9035. Whereas the attained total weight was 6392. That is 70.07% therefore, the attainment rate is 71%.

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

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

Response: 80

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	99	88	72	41

8.1.9.2 Number of first year Students admitted in last five years

2020-21	2019-20	2018-19	2017-18	2016-17
78	99	88	72	41

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

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

Response:

The Institution has introduced objective methods to measure and certify learning outcomes (COs and POs) and graduate attributes stated as per the guidelines of DCI & RGUHS, for the BDS course. The mechanism includes-

1. Statement of Aims and Objectives
2. Computation methodology
3. Analysis of the data

- **Statement of Aims and Objectives**

Aims and objectives of BDS course as per the revised ordinance of RGUHS governing Bachelor of Dental Surgery (BDS) degree course 2011 are as under:

- **Aims**

The dental graduates during training in the institutions should acquire adequate knowledge, necessary skills and such attitudes which are required for carrying out all the activities appropriate to general dental practice involving the prevention, diagnosis and treatment of anomalies and diseases of the teeth, mouth, jaws and associated tissues. The graduate should also understand the concept of community oral health education and be able to participate in the rural health care delivery programs existing in the country

- **Objectives**

The objectives are dealt under three headings namely (i) knowledge and understanding (ii) skills and (iii) attitudes.

- **Attitudes**

A graduate should develop during the training period the following attitudes

1. Willing to apply current knowledge of dentistry in the best interest of the patients and the community
2. Maintain a high standard of professional ethics and conduct and apply these in all aspects of professional life
3. Seek to improve awareness and provide possible solutions for oral health problems and needs throughout the community
4. Willingness to participate in the continuing education programmes to update knowledge and professional skills from time to time.
5. To help and to participate in the implementation of national health programme

- **Computation methodology**

For the purpose of assessment of learning outcomes and graduate attributes as per the provisions of DCI and RGUHS, the Institution has designed the following mechanism

Step1: For the 2016 batch of BDS students, all the four years examination results are consolidated. Each subject is denoted by Course Outcome (CO). All the subjects are considered as courses and numbered from CO1.....to C_n. Each CO includes marks assigned and secured all the students in a particular subject. It includes marks in theory, practicals/clinicals, internal assessments and viva voce.

Step2: Consolidation of results from I BDS to IV BDS can be stated as $C_1+C_2+C_3+\dots+C_n = ?C_n$

Step3: Computation of Program Outcomes (PO's)

PO's = $C_1/N+C_2/N+C_3/N+\dots+C_n/N = ?C_n/N$ where, N= Number of students

- **Analysis of the data**

Analysis for the batch of 1st BDS for the year 2016-17 who were 25 in number graduated in the year 2020-21. Their total assigned weights calculated as per the details enclosed, is 85400. Whereas the attained total weight was 62969. That is 73.73% therefore, the attainment rate is 74%.

For the batch of 2017-18 1st MDS, who were 13 in number graduated in the year 2020-21, their total assigned weights calculated as per the details enclosed, is 9035. Whereas the attained total weight was 6392. That is 70.07% therefore, the attainment rate is 71%.

File Description	Document
Dental graduate attributes as described in the website of the College.	View Document
Any other relevant information	View Document

8.1.11 Average per capita expenditure on Dental materials and other consumables used for student training during the last five years.**Response:** 0.1**8.1.11.1 Expenditure on consumables used for student clinical training in a year**

2020-21	2019-20	2018-19	2017-18	2016-17
8	95	16	20	8

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

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

Conduct of Continuous Dental Education (CDE) programme is found essential to enrich the faculty with regards to their skill and knowledge, needed in the day to day teaching learning and administrative activities. It is also mandatory as per the DCI and RGUHS guidelines. The Institution has constituted a separate committee for Continuing Dental Education (CDE) to plan and execute various programs in the Institution. The Principal of the Institution is the Chairperson of the committee with senior faculty as members, and one faculty as the member secretary or coordinator. Two to three meetings are conducted in a year in this regard. Generally, the agenda of the meetings include the topics to be selected for the programs, mode of conduct, resource persons, responsibility and review aspects of the program. CDE programs are generally in the nature of special lectures, guest lectures, and seminars on the occasions of the dedicated days and workshops. The Institution has conducted 24 CDE programs in the past 5 years, that is on an average 4-5 in a year.

The faculty and students including interns regularly participate in these programs. On an average about 80-100 students and 10-15 faculty participated in these programs. The subjects include, CDE-Evidence based restorative pediatric Dentistry, Biostatistics and research methodology, Implant and Esthetic Dentistry, Digital Library-An Overview, Layers of Beautifications, Research Methodology, Internet for teaching and learning, Basic Course workshop in medical education technology, Need for oral cancer awareness amongst general practitioners, New era of Alkasites – An alternative of amalgam and preventive care, Simplified rotary endodontics, Microsoft PowerPoint for theory classes, Basic Course in educational methodology, Good Clinical practice and regulations for conduct of clinical research in India, Awareness,

precautions and safety during covid19 – a talk for front line warriors, Online class training program, Online webinar on world no tobacco day, Dental Software training on patient management, International Yoga day, Forensic odontology, Dimensions of Gender discrimination, First Aid, Entrepreneurship, innovation and IPR, Cone beam computed tomography.

The conduct of CDE programs has resulted in creating new interest in the emerging subjects of dentistry. The empowerment of the faculty on the current developments with regards to dental curriculum, pedagogy and community outreach programs needed to be conducted on campus and off the campus.

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

Other Upload Files	
1	View Document

5. CONCLUSION

Additional Information :

There is no other additional Information the Institution wish to furnish

Concluding Remarks :

With the help of a pro-active management, the Institution has been trying hard to implement the stated Vision and Mission in the right direction of quality excellence and inclusiveness. The attempt of the Institution to prepare for getting assessed and accredited by the NAAC has opened the eyes of the administration, faculty and staff with regard to their commitment to the academic excellence, professional ethics and social responsibility. What were hither to informal and casual, though needed serious attention, have been made formal and qualitative in the past five years, that is, during the course of preparation for submission of SSR to the NAAC. The Institution, the Patron Trust, faculty and students are largely indebted to the NAAC for the opportunity given, that is, inspiration to go for assessment and accreditation.